

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Chaparral High School

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	51
3 Hour	
Total	51

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

- 1. The ELL student sub group will increase performance in Reading 11% proficient to 74% proficient**
- 2. Ensure that ELL students have access to rigorous curriculum by supporting students with best practices and strategies to ensure that they learn, perform and achieve both linguistically and academically.**
- 3. Students will achieve at the same high level as their English proficient peers while maintaining their native language and culture.**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

<b>Spanish/Native American Language Results for SY10-11</b>						
Name of the Test: WOODCOCK MUNOZ			Total Number of Students Tested: 5			
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12	0	0%	0	0%	5	100%
<b>Spanish/Native American Language Expected Growth for SY 11-12</b>						
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12	0	0%	0	0%	5	100%

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
1. Provide appropriate home language arts instruction to each student in the program for a minimum of 1 hour a day 2. Use appropriately endorsed teachers to deliver instruction in the home language 3. Language Process trainer will provide ongoing training/support to content area teachers.	On going	Bilingual/Modern Language Teachers	-0-
A professional development plan for teachers serving students in the bilingual education program will be implemented	Professional development plans due in October 2011. Reflections and data evidence due in April 2012	All Bilingual, ELD, and Modern Language Teachers will submit PDP to assigned Evaluator	-0-
Ongoing professional development will be provided to all staff to	Summer 2011: Advanced Placement Summer Academy for Spanish	Ms. Itzel Rosales will attend AP training.	\$1000

<p>Ensure that research-based ESL/ELD strategies are implemented across the content areas, and that language acquisition principles and best practices are utilized</p>	<p>Language provided to support home language acquisition  August 2011: GISD Bilingual/OCR information will be presented to all new faculty and TESOL teachers  September 2011: Literacy Across the Curriculum/L2 Acquisition /CALP Instruction  October 2011: ACCESS/NMSBA preparation training (skills/techniques/strategies/ conclude using graphs/tables/charts/figures  November 2011: ACCESS/SBA preparation training II (use of ACE format/paragraph and expand to essay writing  January – March 2012: Collect and share samples for ACCESS and SBA preparation</p>	<p>Language Process Trainer along with literacy and Numeracy Goal Teams will provide training to all content area teachers   Language Process Trainer will provide follow up support as needed   Language Process Trainer will meet with teachers attending TESOL classes at Eastern University to provide support as needed</p>	<p>District Bilingual Education Department incurs cost</p>
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**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
<p>Orientation programs will be provided in an understandable language to parents regarding their responsibility for their students' progress</p>	<p>September 2011   ICAT Day (February 2012)  Parent/Teacher individual conferences</p>	<p>PAL Program Teachers  Ms. Hardy, Ms. Rosales, and Ms. Racette</p>	<p>\$500</p>
<p>Parents will be notified regarding student placement and progress in the Bilingual education program</p>	<p>Open House in September 2011   December 2011   May 2012</p>	<p>PAL Program Teachers  Ms. Hardy and Ms. Racette  PAL Program Counselor Mr. Armijo</p>	<p>\$500</p>

Communication with parents will be done in a language that is understandable to parent Through the use of electronic interpretive device or translator upon parent request	Open House in September 2011 ICAT Day Monthly Calendars posted on CHS website Spanish Monthly Bilingual PAC meetings beginning September 2011	Parent Involvement goal team Members	\$500
Mass phone calls made through the school phone system notifying parents of important dates/information in both English and Spanish	As needed	Parent Outreach Ambassador	-0-
Senior Meetings	Fall Spring	Senior Sponsor Parent Outreach Ambassador	-0-

**SENT UNDER SEPARATE COVER**

<b>School Principal: Mark Rucich Email: <a href="mailto:mrucich@gisd.k12.nm.us">mrucich@gisd.k12.nm.us</a> Telephone #:575-824-6700</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">sytturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Gadsden High School

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	97
3 Hour	
Total	97

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**Numeracy: The percent of our ELL population proficient in MATH will increase to 76% for the 2011-12 school year, as measured by New Mexico Standards-Based Assessment.**  
**Literacy: The percentage of our ELL population proficient in READING will increase 79% for the 2011-12 school year, as measured by New Mexico Standards-Based Assessment.**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ				Total Number of Students Tested: 8		
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12	0	0%	2	25%	6	75%
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12	0	0%	0	0%	8	100%

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Provide appropriate Home Language Arts instruction to each student in the program for a minimum of 1 hour a day (i.e. class time equal to English Language Arts class time.	Ongoing	Spanish Teachers	-0-
Use appropriately endorsed teachers to deliver instruction in the Home language. (i.e. Bilingual endorsement - Gr. K-Bilingual and Modern, Classical	On-going	Spanish Teachers	-0-

School/district will provide continuous professional development to all staff on principles of language acquisition and Bilingual Multicultural Education. (ie., Conferences, workshops, university course, classroom training.)	Conferences during 1st, 2nd, 3rd and 4th Nine Weeks Grading Period & Teacher Instructional Prep./Professional Development Days	ESL Teachers and Spanish Teachers, Language Process Trainer and Assistant Principal	-0-
Provide opportunities for students and parents to be involved in charting student progress and discussing with teachers.	September Parent/Teacher Conference Day and February Parent/Teacher Conference Day	E.S. L Teachers and Spanish Teachers, Language Process Trainer and Assistant Principal	-0-
Provide regular staff meetings to review progress of students. Staff will identify and implement strategies for students in need of improving.	On-going	Faculty and Administration	

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Parents will be notified regarding student placement and progress in the Bilingual Multicultural	Fall 2011 Semester & Spring 2012 Semester	E.S.L. Faculty and Staff, Language Process Trainer and Assistant Principal	-0-

Education and/or Title III English as a Second Language program(s).			
Parents and community members will be included in the annual evaluation of the Bilingual Multicultural Education program.	Fall 2011 Semester & Spring 2012 Semester	E.S.L. Faculty and Staff, Language Process Trainer and Assistant Principal	-0-



**SENT UNDER SEPARATE COVER**

<b>School Principal: Carey Chambers Email: <a href="mailto:clchambers@gisd.k12.nm.us">clchambers@gisd.k12.nm.us</a> Telephone #:575-882-6300</b>	
<b>Signature:</b>	<b>Date:4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date:4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Santa Teresa High School

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	134
3 Hour	
Total	134

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**NMSBA Proficiency Targets**

- The percent of ELL students scoring proficient or above on the NMSBA in reading will increase to 79% (AMAO3 for ELL students)
- The percent of ELL students scoring proficient or above in math for NMSBA will increase to 76%. (AMAO3 for ELL students)

**Literacy Strategies across the curriculum:**

1. Word Attack for technical vocabulary in each content area
2. ACE Rubric for writing in each content area
3. Cornell Notes used in core areas
4. Teach and integrate persuasive writing strategies into all content areas

**Numeracy Strategies across the curriculum:**

1. Maps, Charts, and graphs in all content areas
2. Using measurement in all content areas
3. Teachers will implement activities in class that will help with the oral, written and graphic representation of the reasoning process when solving problems.

**Supplemental Campus Wide Interventions:**

1. English Language Development (ELD) English/Language Arts Classes

2. ELL students will have access to research-based reading programs such as READ 180 and System 44
3. Gear Up / College Success Class
4. School Language Review (SLRT) Goal Team
5. Summer School to ensure cohort graduation.
6. Math classes (Algebra 1, Geometry, and Algebra 2) taught by Bilingual/ESL certified teacher.
7. One on one graduation plan/progress with Administrator that supervises at risk students.

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ			Total Number of Students Tested: 8			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	1	13%	7	87%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	0	0%	8	100%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Students are being placed in the most appropriate academic level based on their placement test results. Teachers provide every day instruction that develops and supports each student's language acquisition allowing students to be	On going	Staff	-0-

academically successful in all subject areas.			
Language Academies: District	SY 11-12	All Content Area Teachers	Funded by district
ESL Mentoring Program (School Language Review Team) SLRT	SY 11-12	SLRT Goal Team: STHS Teachers	None needed
Across the Curriculum ESL Staff Development	July 2011	All Santa Teresa High School Teachers	-0-
TESOL Endorsement of Teachers	SY 11-12	All core area teachers	Funded by district
HSTW Differentiated Instruction training	Jan. 2012	All STHS Teachers	3000.00

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Freshman Parent Orientation	August 2011	Freshman Academy Teachers	None needed
Parent Conferences	September 2011	All Santa Teresa High School Teachers	None needed
ESL Parent Orientation	August 2011	ESL Staff and Administration	None needed
School Language Review Team (SLRT) Parent Meetings	Fall 2011	SLRT Team Members	None needed
ICAT Advisory Meetings	Feb. 2012	All Santa Teresa HS Teachers	None needed

**SENT UNDER SEPARATE COVER**

**School Principal: Rosa Hood Email: [rhood@gisd.k12.nm.us](mailto:rhood@gisd.k12.nm.us) Telephone #:575-589-5300**

**Signature:**

**Date: 4/29/2011**

**Bilingual Director: Susan Yturralde Email: [syurralde@gisd.k12.nm.us](mailto:syturralde@gisd.k12.nm.us) Telephone #:575-882-6267**

**Signature:**

**Date: 4/29/2011**

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Chaparral Middle School

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	39
3 Hour	32
Total	71

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

- 1. To provide instruction that will enable students to achieve higher levels in the NMSBA.**
- 2. To provide students with AVID strategies that will enable them to have structure, organization, and increase access to academic studies .**
- 3. To provide students with higher levels of comprehension in Language Domains, (Writing, Reading, Speaking and Listening) by using best practices and helping them attain Academic Language Proficiency, and Academic Content Knowledge.**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK-MUNOZ			Total Number of Students Tested: <u>17</u>			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12	0	0	0	0	17	100%
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Use appropriately endorsed teachers to deliver instruction in the Home Language. School/district will provide continuous professional development to all staff on principals of language acquisition and Bilingual Multicultural Education. Provide an experienced, Bilingually endorsed mentor to every teacher of Bilingual Multicultural Education classes.	On going	All teachers	-0-
A professional development plan for teachers serving students in the Bilingual Multicultural Education program will be implemented.	On going	All teachers	-0-

Opportunities for professional development will be provided to all teachers to analyze and apply student language proficiency data and other assessment data to modify instruction	On going	Instructional Coach Bilingual Instructional Specialist, All CMS Teachers	District Bilingual Education dept will incur cost
Training will be provided for teachers on the use of accommodations for instruction and assessment of eligible ELL	On going	All teachers	-0-

#### **D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Parents will be notified regarding student placement and progress in the Bilingual Multicultural Education and/or Title III English as a second Language program(s).	Fall 2011- Spring 2012	Teachers and Administrators	\$500
Communication with parents will be done in a language that is understandable to the parent.	On going 2011-2012	Parent Ambassador, All Teacher	-0-
Parents and community members will be included on the school and/or district -level Parent Advisory Committee (PAC) ensuring that the committee advises on every aspect of the school/district Bilingual Multicultural Education Program.	On going 2011-2012	Parent Ambassador, All Teacher	Bilingual Education Dept will incur cost



**SENT UNDER SEPARATE COVER**

<b>School Principal: Marti Muela Email: <a href="mailto:mmuela@gisd.k12.nm.us">mmuela@gisd.k12.nm.us</a> Telephone #:575-824-4847</b>	
<b>Signature:</b>	<b>Date:4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date:4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Gadsden Middle School

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	26
3 Hour	36
Total	62

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

1. The percent of ELL students MAKING PROGRESS will be MAINTAINED at 44% or INCREASED to meet or exceed 8% needed to meet AMAO I requirement, AS MEASURED BY THE ACCESS 2011-2012. The percent of ELL students ATTAINING PROFICIENCY will be MAINTAINED at 44% or INCREASED to meet or exceed 9% needed to meet AMAO II requirement, AS MEASURED BY THE ACCESS 2010-2011.

2. Ensure that ELL students have access to rigorous curriculum by supporting students with best practices and strategies to ensure that they learn, perform, and achieve both academically and linguistically.

Strategies/Programs implemented for Reading:	Strategies/Programs implemented for Math:
Balanced Literacy	Connected Mathematics Program
PAL Program	PAL Program
ELD Classes	Ramp Up
Read 180	Navigator

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: <u>WOODCOCK MUNOZ</u>			Total Number of Students Tested: <u>19</u>			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12	0	0%	0	0%	19	100%
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6						
7-12	0	0%	0	0%	19	100%

**C. Professional Development Plan to support instruction for approved programs English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Training in Spanish Language development standards (using draft form)	Quarterly	Principal, District Bilingual Education Dept	-0-
Training in ELD standards	2011-2012	Principal, District Bilingual Education Dept	No additional funding
Teach staff how to analyze ACCESS data	2011-2012	Principal	No additional funding required

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Parents will be notified	Quarterly:	Bilingual department,	No funding required.

regarding student placement and progress.	Progress reports. Fall and Spring 2011-2012. During new registration.	Counselors, and Administration.	
Communication with parents will be done in a language that is understandable to the parent.	Open House 2011 Parent Teacher Conference 2011 ICAT Spring and Fall Newsletters throughout the year. Phone Bank Bilingual PAC meetings 2011-2012.	PAL Teacher Teachers Counselors Administration	No funding required.
Orientation programs will be provided in an understandable language to parents regarding their responsibility for their student's progress.	Parent Teacher Conference (September 2011) I-CAT Fall and Spring 2011-2012.	PAL Teachers Teachers	No funding required.
Parent Involvement proposed activities during the 2011-2011 school year.	2011-2012	Parent Involvement goal team members. Administration	\$3,000
PRO Program (Parents Reaching Out)	2011-2012	PRO Committee VISTA Volunteers Elev 8 members	Funded by PRO Program

**SENT UNDER SEPARATE COVER**

<b>School Principal: Dr. David Garcia Email: <a href="mailto:dgarcia@gisd.k12.nm.us">dgarcia@gisd.k12.nm.us</a> Telephone #:575-882-2372</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date:</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Santa Teresa Middle School

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	24
3 Hour	34
Total	58

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

Our goal, to develop proficiency in ELL students, in regards to English Language acquisition and performance to meet state standards.

STMS provides academic language in each of the content areas and monitors, on an ongoing basis, students' progress in the application of academic vocabulary in their assignments.

STMS provides intensive instruction and support in grammar, the mechanics of writing, and the writing process.

STMS looks at student data to provide all the information we need to provide differentiated instruction for ELL students in the four domains of Language: listening, speaking, reading, and writing.

- \*Differentiated instruction through implementation of Balanced Literacy with fidelity.
- \*The use of AVID Strategies to include intensive reading across the content areas implemented school wide
- \*Language Objectives implemented for ELL students across the curriculum
- \*ELD classrooms in 7<sup>th</sup> and 8<sup>th</sup> to address specific ELL student needs
- \*Rossetta Stone Computer Software to support English Language Acquisition
- \*Apply ESL/ELD Language Academy training in classrooms

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ			Total Number of Students Tested: 4			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	1	25%	3	75%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	0	0%	4	100%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Costas Level of Questions/Bloom's Taxonomy, Open-Ended Questions, Vocabulary Development, Graphic Organizer (K-W-L, Venn Diagrams, Frayer Diagrams, etc.), Marking the Text, Socratic Seminars, Differentiated Instruction, Scaffolding, Jig Saw and Collaborative Activities, Small Group Instruction	Ongoing	Teachers	-0-
STMS will ensure that	Ongoing	Teachers and Students in	

highly qualified teachers will deliver instruction		PAL1, PAL2, PAL3 and ELD	-0-
STMS will continue to send teachers and administrators to ELD Academies provided by the Bilingual Department at GISD	2011 Fall and 2012 Spring	Faculty and Administrators	Cost incurred by District Bilingual Education dept
The principal at STMS will provide weekly PLCs to review and discuss student data and progress, research-based strategies, AVID Program and strategies, and to plan lessons	Ongoing	Faculty and Administrators	\$500
STMS administrators and faculty will review and evaluate ELL students' progress and overall effectiveness of meeting their needs	Ongoing	Faculty and Administrators	-0-
STMS will utilize students' home language proficiency data to develop sequential curriculum that is aligned to state content standards	Ongoing	Faculty and Administrators	-0-

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
STMS will invite parents and community members to review and discuss the results on the NMSBA and to meet the teachers and administrators	8/25/2011	Rosa E. Lovelace, Principal	\$1000
STMS will communicate orally and in writing with parents and community members in the	Ongoing	Rosa E. Lovelace, Principal	\$500



language that is understandable to them.			
STMS will invite parents to participate in Parent - Teacher Conferences	9/21/2011	Faculty	\$1000
STMS will invite parents to participate in meetings to help them be more effective in their responsibility for their children's academic achievement (AVID strategies [marking the text], Literacy, Math, Science, Test-Taking Strategies, Parenting)	2011 October & November and 2012 February & March	Rosa E. Lovelace, Principal; Faculty, Assistant Principals and Guest Presenters	\$1000
STMS will invite parents to participate in I-CAT meetings to plan for academic and career readiness	February 2012	Faculty and Administrators	\$500
STMS parents will be notified regarding student placement and progress in PAL1, PAL2, PAL3, Exit (FEP), Year 1 and Year 2 Monitoring	Ongoing	Administrators	-0-

**SENT UNDER SEPARATE COVER**

<b>School Principal: Rosa Lovelace Email: <a href="mailto:rlovelace@gisd.k12.nm.us">rlovelace@gisd.k12.nm.us</a> Telephone #:575-874-7200</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date:</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:**

Anthony Elementary
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**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	149
Total	149

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**Overall EPSS Goal (Reading): An increase of students scoring proficient or above will meet or exceed the 2011 NCLB-AMO Target in reading of 74%.**

**Target Goal/measure: The number of students in grades 3-6 scoring proficient or above in the reading subgroups will increase as measured by the SBA:**

The ALL students subgroup will increase from 46% to 74%

The ELL student subgroup will increase from 34% to 74%

The SWD student will increase 17% to 74%

**Key Strategy: Student reading will improve by implementing Readers Workshop, Guided Reading groups with fidelity, ACE strategies, Answer, Cite and Expand strategies.**

**Teachers will then proceed to identify areas of weakness through data analysis (running records, benchmarks, conferring, DRA/EDL, and MAPS) and then group students accordingly to differentiate instruction. Ell students will be placed in Read 180.**

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**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: Woodcock Munoz			Total Number of Students Tested: 25			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0	5	20%	20	80%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0	2	8%	23	92%
7-12						

**C. Professional Development Plan to support instruction for approved programs English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
<p><b>Provide appropriate Home Language Arts instruction to each student in the program for a minimum of 1 hour a day. We will use the Balanced Literacy components with fidelity and rigor. Provide Home Language proficiency assessment data to teachers so they can adapt instruction. Emphasize instruction in the five language domains (listening, speaking, reading, writing and</b></p>	On- going	Faculty and Administration	No monetary cost

comprehension).			
<b>Provide continuous professional development to all staff to ensure that research-based ESL/ELD strategies are used across content areas, and that language-acquisition principles and best practices are used in every content area.</b>	Aug. 2011 – May 2012	<u>Kinder -2<sup>nd</sup> grade teachers</u> Ann Mitchell, Vanessa Townsend, Lidia Holguin, Isabel Horvath, Carmen Montelongo, Michelle Kessler, Dora Nunez, Michelle Martinez, Orlanda Palomares, Brandelyn Longoria  <u>3<sup>rd</sup> – 6<sup>th</sup> grade teachers</u> Priscilla Gutierrez, Claudia Betancourt, Sylvia Ramos, Andrea Montoya, Sonia Barajas, Margarita Barraza, Liliana De La Garza, Martha Mendez, Leticia Gonzales	\$5,000

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
<b>Provide access to school facilities and equipment to parents and community members such as: computer labs, gymnasium, library, P.T.O. room.</b>	<b>All year - ongoing.</b>	<b>School Principal</b>	-0-
<b>Regularly and frequently notify parent regarding student progress.</b>	<b>Fall 2011 and Spring 2012 – Dates to be determined</b>	<b>Certified Teachers during Parent/Teacher conferences</b>	-0-
<b>Following grade level standards, teachers will create a training module to train parents how to best</b>	<b>Fall 2011</b>	<b>Reading Night</b>	\$500.00

<b>help their child at home.</b>			
<b>Following grade level standards, teachers will create a training module to train parents how to best help their child at home.</b>	<b>Spring 2012</b>	<b>Math Night</b>	\$500.00

**SIGNATURES SENT UNDER SEPARATE COVER**

<b>School Principal: Linda Perez Email: <a href="mailto:lperez@gisd.k12.nm.us">lperez@gisd.k12.nm.us</a> Telephone #:575-882-4561</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Berino Elementary

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	
3 Hour	374
Total	374

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	X
Maintenance	
Heritage	
Enrichment	
Transitional	

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**A.) The percentage of students making progress in the English language will increase by state baseline from 61% to 70% (AMAO I requirement), as measured by the New Mexico English Language Proficiency Assessment (NMELPA).**

**B.) The percentage of students attaining proficiency in the English language will increase 6% from 7% to 13% (AMAO II requirement), as measured by the New Mexico English Language Proficiency Assessment (NMELPA).**

**C.) The percentage of students scoring proficient or above in Reading will increase 42.1% from 35.9% to 78% (AMAO III requirement), as measured by the New Mexico Standards-Based Assessment (NMSBA).**

**D.) The percentage of students scoring proficient or above in Math will increase 36.6%, from 40.4 % to 77% (AMAO III requirement), as measured by the New Mexico Standards-Based Assessment (NMSBA).**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

<b>Spanish/Native American Language Results for SY10-11</b>						
Name of the Test: <u>WOODCOCK MUNOZ</u> Total Number of Students Tested: <u>57</u>						
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	4	7%	17	30%	36	63%
7-12						
<b>Spanish/Native American Language Expected Growth for SY 11-12</b>						
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	1	2%	18	32%	38	66%
7-12						



**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Review current model being used and conduct on-going discussions in regards to best practices and fidelity to our model. Read and discuss research articles on best instructional strategies for second language learners and specifically E.L.L.s.	<b>Monthly during regularly scheduled faculty, staff, grade-level and goal team meetings</b>	<b>All certified staff</b>	No extra cost anticipated
<b><i>Annual GISD Dual-Language Conference</i></b>	<b>Date T.B.D.</b>	<b>Selected certified staff</b>	District Bilingual Education Department incurs cost
<b>BEEMs Dual Language Conference</b>	<b>March 2011</b>	<b>5 Selected Teachers</b>	Approximately \$275.00 per teacher.

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount

<p>Monthly parent-community meetings to be conducted. Topics to include our school's implementation of the dual language program.</p>	<p>Second Wednesday of each month.</p>	<p>Administration and Regional Parent Outreach Ambassador</p>	<p>\$750.00</p>
<p>Regularly scheduled district-level P.A.C. meetings.</p>	<p>As scheduled by district Bilingual Ed. Department</p>	<p>District bilingual education department personnel.</p>	<p>District Bilingual Education Department incurs cost</p>
<p>Information Fair held during Parent / Teacher Conferences, Various community organizations are available to talk to parents about a wide variety of services that are available in the community.</p>	<p>September 2011 &amp; February 2012</p>	<p>Regional Parent Outreach Ambassador / School Administration &amp; Various Service Providers</p>	<p>\$300.00</p>

**SIGNATURE PAGE SENT UNDER SEPARATE COVER**

<b>School Principal: Reyes Valtierra Email: <a href="mailto:rvaltierra@gisd.k12.nm.us">rvaltierra@gisd.k12.nm.us</a> Telephone #:575-882-2242</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date:</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Chaparral Elementary

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	
3 Hour	413
Total	413

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	X
Maintenance	
Heritage	
Enrichment	
Transitional	

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

Chaparral Elementary students will increase NMSBA reading scores by the following percentages to meet the 2011-12 AMO: ELL subgroup will increase from 31.08% to 74%.

The percent of all students proficient in math will increase by the following amounts by the NMSBA: ELL student subgroup will increase from 25.68% TO 67.00% (2011-12 AMO).

Strategic Objective 1: 100% identified ELL students in Grades K-12 will participate in the ACCESS for ELLs Language Proficiency Assessment annually. Strategic Objective 2: The percentage of ELL students making progress towards English language proficiency will meet the 2011-2012 AMAO1 target of 46%. Strategic Objective 3: The percentage of ELL students attaining English language proficiency will meet the 2011-2012 AMAO2 target of 9%.

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ			Total Number of Students Tested: <u>67</u>			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	5	7%	35	53%	27	40%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	1	1%	36	54%	30	45%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Using appropriately endorsed teachers to deliver instruction in the home language; providing adequate amounts of appropriate instructional materials in the home language; provide differentiated instruction in the home language.	On- going	Teachers	-0-

A+ Rise Professional Development	On-Going	All K-6th grade teachers	\$3,000
TESOL Professional Development (Post-Secondary Courses/GISD courses)	On-Going	All non-TESOL endorsed certified staff members	\$5,000
Imagine Learning Professional Development	July 2011	All k-6 <sup>th</sup> grade teachers	\$3,000

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
PAC Meetings	4 times annually	Multicultural Department	No cost to school
Math Night	Fall Semester - Date TBD	CES Math Goal Team	\$250.00
Science Night	Spring Semester - Date TBD	CES Science Committee	\$250.00
Literacy Night	Fall Semester - Date TBD	CES Reading Goal Team	\$250.00

**SENT UNDER SEPARATE COVER**

<b>School Principal: Brenda Ballard Email: <a href="mailto:beballard@gisd.k12.nm.us">beballard@gisd.k12.nm.us</a> Telephone #:575-824-4722</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Desert Trail Elementary

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	459
Total	459

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	X
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

Reading: English Language Learner (ELL) student subgroup in grade levels Kindergarten through 6<sup>th</sup> will increase by at least 20.6 percentage points from 42.4% to 63%.  
Math: English Language Learner (ELL) student subgroup in grade levels Kindergarten through 6<sup>th</sup> will increase by at least 13.4 percentage points from 40.6% to 54%.



**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK-MUNOZ				Total Number of Students Tested: 102		
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	4	4%	47	46%	51	50%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	42	43%	56	57%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Training for teachers delivering 50% of the instructional in the home language is provided in a Dual Language program.	On going	Dual Language Teachers	Bilingual Dept incurs cost
Provide opportunities for students, parents, and teachers to share data and report progress through the use of Academic Improvement Plans in English and Spanish. NMSBA, and WIDA will be reviewed	To be completed by September 16, 2011	Dual Language Teachers, Non-Participant Teachers	\$1000
Training on SLRT process for all teachers	Fall, 2011	All teachers involved in the education of the student will be involved in the SLRT	District Bilingual dept incurs cost

		meetings	
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**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Parents are notified regarding placement and progress in the Bilingual curriculum through progress reports and reporting documents provided in English and Spanish.	Progress Report 1 - Distributed by Sept 2 Parent/Teacher Conferences - September 16 Report Cards issued Friday, October 15 Progress Reports distributed November 19th Report Cards distributed December 16th Dates for Spring Semester to be determined by Dec.	Desert Trail provides all documents for teachers to report to parents. All documents are translated into English and Spanish.	-0-
Communication with parents will be done in a language that is understandable to the parents	School Messenger is used when the calendar indicates there is a change from the regular student routine. The documents sent out to parents are translated and distributed on a regular basis, but at least monthly.	School Messenger - Julian Mora, Asst. Prin. All documents sent out will be translated and distributed through Monica Arrey, Receptionist	-0-
At Coffee with the Principal, ensure all parents are involved in the process of providing input into the campus by providing translation to parents whether it is to English if the majority of	Coffee with the Principal is a monthly meeting held in the morning right after announcements so that parents who drop students off at	Monica Arrey, Receptionist and Mrs. Fischer, Principal	No funding is required as Mrs. Fischer provides the refreshments as a personal thank-you for those who attend.

participants are Spanish speakers, or to Spanish if the majority are English speakers. These meetings are held once a month.	school can attend without worrying about transportation.		
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**SENT UNDER SEPARATE COVER**

<b>School Principal: Lucy Fisher Email: <a href="mailto:lfisher@gisd.k12.nm.us">lfisher@gisd.k12.nm.us</a> Telephone #:575-824-6500</b>	
<b>Signature:</b>	<b>Date:</b>
<b>Bilingual Director: Susan Yturalde Email: <a href="mailto:syturalde@gisd.k12.nm.us">syturalde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date:</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Desert View Elementary

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	207
Total	207

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**ELL students will be given a designated time daily for instruction in English academic skills within the content areas in order for AMAO I scores to increase TO 9% and AMAO II scores to increase TO 46%.**

**ELL students who are Fluent English Proficient will be monitored for academic progress using guidelines from the Title III ELL to FEP district form.**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: <u>_WOODCOCK MUNOZ</u>			Total Number of Students Tested: <u>23</u>			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	11	48%	12	52%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	8	35%	15	65%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Using Bilingual and TESOL endorsed teachers to deliver instruction in the home language; providing appropriate grade level instructional materials in the home language; providing differentiated instruction in the home language to meet the students' academic needs. These strategies will be implemented until all students become bilingual and	On going	Teacher	-0-

bi-literate in transitional model of instruction. All ELL students will become proficient in English. Students will be using through the support of the Bilingual Department the Imagine Learning Program.			
Language Acquisition Professional Development	On-Going	All K-6th grade teachers	Bilingual dept incurs cost
NM ELD Standards Development	9/16/2011	All K-6th grade teachers	\$500
Imagine Learning Follow-up Trainings	On-Going	Multicultural Department	\$500

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
PAC Meeting	9/9/11	Multicultural Department	District incurs cost
Science/Math Event	November 11, 2011	Certified Teachers	\$500
Battle of the Books In-School	Spring Semester 2012- Date TBD	Certified Teachers	\$700
Spanish Spelling Bee In-School	Fall Semester 2011 – Date TBD	Desert View Spelling Bee Committee	Stipend for coordinator \$250
English Spelling Bee	Spring Semester 2012- Date TBD	Desert View Spelling Bee Committee	-0-
Literary Festival	Fall Semester 2011- Date TBD	Literary Festival Coordinators	Stipend for coordinator \$250

**SENT UNDER SEPARATE COVER**

<b>School Principal: Jorge Araujo Email: <a href="mailto:jaraujo@gisd.k12.nm.us">jaraujo@gisd.k12.nm.us</a> Telephone #:575-589-1180</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturalde Email: <a href="mailto:syturalde@gisd.k12.nm.us">sytturalde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Gadsden Elementary

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	
3 Hour	134
Total	134

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**ELL students will be given a designated time daily for instruction in English academic skills within the content areas in order for AMAO II scores to increase TO 9% and AMAO I scores to increase TO 46%.**

**ELL students who are Fluent English Proficient will be monitored for academic progress using guidelines from the Title III ELL to FEP district form.**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels



(Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

<b>Spanish/Native American Language Results for SY10-11</b>						
Name of the Test: _____			Total Number of Students Tested: _____			
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	3	43%	4	57%
7-12						
<b>Spanish/Native American Language Expected Growth for SY 11-12</b>						
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	2	29%	5	71%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
In house professional development in ELD standards will take place for teachers serving students in the Bilingual Multicultural (home language) education and standard English instruction program will be implemented by our Reading Process Trainer. Professional Development will be included as students progress is monitored according to the students needs in Bilingual (home	Continuous throughout the whole year during block that meets weekly.	All teachers RPT, Principal, A.P, District Bilingual Education Dept.	\$ 5,000.00

language) and English instruction.			

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Parent meetings will be offered once a month on the last Friday of every month. Topics will include curriculum, parent classes based on community needs. Information provided will be in English and Spanish. Math Nights, Literacy Nights, PAC meetings, PTO meetings once a month, Open House, Teacher /Parent meetings, Movie Nights. Open door policy for parents to come in and volunteer time in the classrooms.	Every last Friday of every month	Principal, counselor, PTO	\$ 4,000.00

**SENT UNDER SEPARATE COVER**

<b>School Principal: Grace Marquez Email: <a href="mailto:gmarquez@gisd.k12.nm.us">gmarquez@gisd.k12.nm.us</a> Telephone #:575-882-3050</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">sytturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The

governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Loma Linda Elementary

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	175
Total	175

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**Loma Linda Elementary School Improvement**

**Mathematics Continuous Improvement Strategic Plan for English Language Learners**  
**The percent of students in 3rd -6th Gr. scoring proficient on the NM SBA will increase:**  
**In 2010-2011- 34.8% from 32.2% to 67.0% In 2011-2012 from 67% to 74%.**

**Reading Continuous Improvement Strategic Plan for English Language Learners**  
**The percent of students in 3rd-6th Gr. scoring proficient on the NM SBA will increase:**  
**In 2010-2011- 45.0% from 33.2% to 74.0%. In 2011-2012 from 74% to 80%.**

**Annual Measureable Achievement Objectives for Loma Linda Elementary**  
**The percent of students making progress in the English language as measured by the ACCESS will increase**

**ACCESS -**  
**In 2010-2011- AMAO I- 30% to 35% .**  
**AMAO II-45% to 60%.**  
**AMAO III- Target not obtained- 16% passing with proficient**

**In 2011-2012 AMAO I – 35% to 45%**  
**AMAO II- 60% to 70%**  
**AMAO III – SBA scores available in August 2011.**

**Strategies that will assist ELL/LEP students to meet the Annual Measureable Achievement Objectives:**

1. Provide appropriate ESL or ELD instruction to each ELL student for a minimum of 1 regular period per day.
2. Use Language Arts teachers who are appropriately endorsed in TESOL or Bilingual Education to teach ELL students.
3. Provide continuous professional development to all staff and teachers of ESL or ELD research-based strategies that will be used in every content area by providing the most current resources and by attending conferences, workshops, university courses, etc.
4. Make English language proficiency assessment available to teachers so they can use data to place students appropriately and to modify their instruction.
5. Provide appropriate accommodations for ELL students in both instruction and in testing if necessary.
6. Develop an ESL/ELD curriculum (scope and sequence) that is aligned with the ESL/ELD Content Standards and is written, sequential, delivered and assessed.
7. Emphasize vocabulary development across content areas, including ESL/ELD classes.
8. Annually, review and evaluate student progress and overall program effectiveness of the Bilingual Multicultural Education program and/or the English as a Second Language program.
9. Communicate with parents in both languages regarding student placement in programs and student progress.
10. Include parents and community members on the school or district-level Parent Advisory Committee (PAC) and to participate in other cultural school-community activities. Ensure that this committee advises on every aspect of the school/district's Bilingual Multicultural Education program.

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

<b>Spanish/Native American Language Results for SY10-11</b>						
Name of the Test: WOODCOCK MUNOZ			Total Number of Students Tested: 38			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	9	24%	29	76%
7-12						
<b>Spanish/Native American Language Expected Growth for SY 11-12</b>						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	6	16%	32	84%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Provide appropriate Home Language Arts instruction to each student for a minimum of 1 hr a day. Utilize Highly Qualified and appropriately endorsed teachers to deliver classroom instruction in the Home language. Provide adequate amounts of appropriate instructional materials in the Home language. Provide opportunities for parents and students to be involved in charting student progress and discussing with teachers.	On going	All Teachers	-0-
Imagine Learning Training	August, 2011	All Teachers	\$33,750
A+ Rise	Sept 2011	All Teachers	\$4000

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Coffee w/ Principal Meetings	Last Friday of every month	Campus	\$500.00
Bienestar Familiar	Sept 23 - December 9, 2011	New Mexico State Univ	-0-
PARENT INVOLVEMENT CLASSES	AUG 2011- MAY 2012	PROYECTO LATINO NM CTR ON LAW & POVERTY	NONE

**SENT UNDER SEPARATE COVER**

<b>School Principal: James Lawler Email: <a href="mailto:jlawler@gisd.k12.nm.us">jlawler@gisd.k12.nm.us</a> Telephone #:575-882-6000</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">sytturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** La Union Elementary

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	<b>61</b>
Total	<b>61</b>

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	<b>X</b>

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**EPSS Goal: Proficiency in English for ELLs**

Strategic Objective 1: The percentage of ELL STUDENTS in grades 1-6 achieving a 0.5 gain in composite proficiency score annually will increase to 46% (2012 AMAO1) Target, as measured by the 2012 ACCESS.

Strategic Objective 2: The percentage of ELL STUDENTS in grades K-6 achieving a composite proficiency score of 5.0 will continue to be 9% or better (2012 AMAO2 Target), as measured by the 2012 ACCESS.

**EPSS Goal: Reading/Language Arts Proficiency**

Strategic Objective 1: The percent of ELL STUDENTS scoring proficient or above in READING in grades 3-6 will increase from 28.89% (2010-2011) to 78% (2011-12 Target), as measured by the 2012 NMSBA.

**EPSS Goal: Mathematics Proficiency**

Strategic Objective 1: The percent of ELL STUDENTS scoring proficient or above in mathematics in grades 3-6 will increase from 28.89% (2010-11) to 77% (2011-12 Target), as measured by the 2012 NMSBA.



**EPSS Goal: Parent Involvement**

Parental Involvement at La Union Elementary School will increase by 10% or more for the 2011-2012 school year.

**Professional Development Goal**

La Union Elementary will provide professional development opportunities to staff in the following areas:

- ELD Language Academy
- ELL Standards Workshop
- Imagine Learning (Computer Based ELL Intervention)
- Instructional coach will meet with grade-level teams to disaggregate and analyze data in order to plan for instruction, form strategy and intervention groups and build units of study targeting specific NM/ELL Standards and Benchmarks.

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY 10-11						
Name of the Test: WOODCOCK-MUNOZ Total Number of Students Tested: <u>1</u>						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	1	100%	0	0%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0	0	0	0	0
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Use appropriately endorsed teachers to deliver instruction in the Home language. (i.e. Bilingual & TESOL endorsement). -60-minutes of ELD integrated into Balanced Literacy and mathematics for all ELL students in English Curriculum on daily basis. -ESL integrated into Balanced Literacy and	On-going	Instructional Coach Classroom Teachers	-0-

mathematics for all bilingual students in Bilingual Curriculum.			
Disaggregate and analyze ACCESS, SBA, and other data in order to plan for instruction, form strategy and intervention groups and build units of study targeting specific NM/ELL Standards and Benchmarks.	Beginning August 2011 and on-going throughout school year during Block	School Administration Instructional Coach Classroom Teachers	-0-
ELD Language Academy	As Scheduled	GISD Bilingual Department Classroom Teachers	Cost incurred by District Bilingual Education dept
ELD Standards Workshop	As Needed	GISD Bilingual Department Classroom Teachers	Cost incurred by District Bilingual Education dept
Imagine Learning	As Scheduled	Imagine Learning Trainer School Administration Classroom Teachers	Imagine Learning Trainer \$3000.00

**D. Parent and Community Involvement Activities**

<b>Detailed Description of Proposed Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible/Participants</b>	<b>Funding Amount</b>
Notify parents of State English Language Proficiency Test Results (ACCESS)	Aug 2011, Send Student ACCESS Reports home  Sept 2011, Parent Teacher Conference	School Administration Classroom Teachers	-0-
Notify parents of reclassification from ELL to FEP status and placement in English curriculum	August 2011	School Administration	-0-
Provide translation services at all parent meetings	On-Going Basis	School Administration Classroom Teachers School's Translator	Stipend for School's Translator
Send all messages from school in both English and Spanish	On-Going Basis	School Administration Classroom Teachers School's Translator	Stipend for School's Translator
PTO Meetings	Monthly Basis	School Administration PTO Classroom Teachers	-0-
Literacy, Math, and Science Family Nights	To be scheduled throughout 2011-2012 school year	School Administration Classroom Teachers	-0-
Parent Math Classes	To be scheduled throughout 2011-2012 school year	School Administration Instructional Coach Classroom Teachers	-0-
Literacy Letters	Monthly	Instructional Coach	

**SENT UNDER SEPARATE COVER**

**School Principal:** Randall Rapanut    **Email:** [rrapanut@gisd.k12.nm.us](mailto:rrapanut@gisd.k12.nm.us)    **Telephone #:** 575-874-3592

**Signature:** \_\_\_\_\_    **Date:** 4/29/2011

**Bilingual Director:** Susan Yturralde    **Email:** [syturralde@gisd.k12.nm.us](mailto:syturralde@gisd.k12.nm.us)    **Telephone #:** 575-882-6267

**Signature:** \_\_\_\_\_    **Date:** 4/29/2011

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Mesquite Elementary

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	250
Total	250

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	X
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**For the 2011-2012 school year Mesquite Elementary will continue to implement the Dual Language Program for grades K thru 4. Fifth grade will be added to the Dual language Program and 6<sup>th</sup> grade will remain in the Transitional Program. In 6th grade when students are transitioning to English, TESOL and bilingually endorsed teachers will implement various differentiated instructional strategies and/or methodologies with fidelity and vigor.**

**Strategies/methods will be monitored by the administration through weekly lesson plan checks (specific to continuously incorporating Spanish in the Spanish Dual Language classroom and English in the English Dual Language classrooms), fidelity checklists (specific to Balanced Literacy and the Gadsden Math Initiative), classroom walkthroughs, attendance at both "Block," and "Collaborative" teacher meetings, and general observations.**

**There will also be continuous data checks based on both Impact and In Progress assessment measures in the areas of reading and mathematics specific to our students' growth. An "Academic Improvement Plan/Contract" between the student, the teacher, the parent and the school will be developed at the beginning of the school year and there will be a follow-up at the end of the school year.**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

<b>Spanish/Native American Language Results for SY10-11</b>						
Name of the Test: <u>WOODCOCK MUNOZ</u>			Total Number of Students Tested: <u>67</u>			
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	4	6%	41	61%	22	33%
7-12						
<b>Spanish/Native American Language Expected Growth for SY 11-12</b>						
Grades	<b>Beginning</b>		<b>Intermediate</b>		<b>Proficient</b>	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	2	3%	33	49%	32	48%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Instructional Strategies: Read-Alouds, Shared Reading, Writing & Math, Guided Reading, Writing & Math with Differentiated Instruction, Independent Reading, Writing & Math, Word Study And Vocabulary. Instructional Strategies: Read-Alouds, Shared Reading, Writing & Math, Guided Reading, Writing & Math with Differentiated	On -going	All Teachers	-0-

Instruction, Independent Reading, Writing & Math, Word Study And Vocabulary.			
Weekly Block Staff Development	<b>On Going</b>	All Dual Language Teachers	-0-
Scheduled instructional-Prep Days	<b>On Going</b>	All Teachers	-0-
Professional Development through the District	As available	All Teachers	-0-

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Weekly Parent workshops	On Going	Mesquite POA	\$500.00
Avance Parent Classe	Weekly	Avance Staff	\$500.00
District PAC Meetings	Weekly	District Bilingual Department	
Math Night	March	Math night committee/all teachers and community	\$100.00
Reading Night	March	Reading Night committee/all teachers and community	\$100.00



**SENT UNDER SEPARATE COVER**

<b>School Principal: James Van Nosdale Email: <a href="mailto:jvannosdale@gisd.k12.nm.us">jvannosdale@gisd.k12.nm.us</a> Telephone #:575-233-3925</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** North Valley Elementary

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	
3 Hour	284
Total	284

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	X
Maintenance	
Heritage	
Enrichment	
Transitional	

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**The percentage of ELL students in grades 3-6<sup>th</sup> scoring proficient or above in Reading will increase from 36.2 to 78% as measured by the New Mexico Standard Based Assessment.**

**The percentage of ELL students scoring proficient or above in Math will increase from 38 %to 77% as measured by the New Mexico Standards-Based Assessment. All students include the subgroups, ELL, and Students with Disabilities.**

**The percentage of ELL students in grades K-6 reaching Fluent English Proficient will increase to 9% in 2012 as measured by ACCESS.**

**Strategies: #1 ELL Students receive reading and writing instruction through Reader's and Writer's Workshop, #2 ELL students will receive content ELL strategies by a TESOL Endorsed teacher, #3 Qualifying ELL Students will receive Read 180 Intervention .**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock-Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: <u>_WOODCOCK MUNOZ</u>			Total Number of Students Tested: <u>91</u>			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	7	8%	64	70%	20	22%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	5	5%	59	65%	27	30%
7-12						

**C. Professional Development Plan to support instruction for approved programs English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
1. The delivery of instruction in the home language will be by a Bilingually endorsed instructor. 2. The implementation of Focus Poetry to increase vocabulary and phonemic awareness. 2. Peer tutoring, 3. Cooperative Learning, 4. Graphic Organizers 5. Students are provided the opportunity to chart their own progress and discuss with parents. 6. The district provides	On going	Teachers	-0-

professional development on principles of language acquisition and multicultural education			
ELD Workshop on Reach Program	July 2011	Teachers	\$22,000
ELD Academies	May 2011	Teachers	Cost incurred by District Bilingual Education dept
Dual Language Conference	April 30, 2011	Teachers	Cost incurred by District Bilingual Education dept

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Open House	To be scheduled	School	\$200.00
Family Math and Science	To be scheduled	School	\$500.00
PAC Meetings	To be scheduled	District	
Parent Teacher Conferences	District Calendar	School	0
Family Literacy Night	To be scheduled	School	\$250.00

**SENT UNDER SEPARATE COVER**

<b>School Principal: Wilfred Trujillo Email: <a href="mailto:wtrujillo@gisd.k12.nm.us">wtrujillo@gisd.k12.nm.us</a> Telephone #:575-233-1092</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

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**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Riverside Elementary

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	477
Total	477

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	X
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**The percentage of ELL students scoring proficient or advanced as measured by the NMSBA will increase in Math by 42.40% from 34.60% to 77% (Required AMO for school year 2011-2012).**

**The percentage of ELL students scoring proficient or advanced as measured by the NMSBA will increase in Reading by 41% from 37% to 78% (Required AMO for school year 2011-2012).**

**A minimum of 46% of ELL students will make progress in English Language Acquisition as measured by the ACCESS (2011-2012 AMAO 1).**

**A minimum of 9% of ELL students will attain English Language Proficiency as measured by the ACCESS (2011-2012 AMAO 2).**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: <u>_WOODCOCK MUNOZ</u>			Total Number of Students Tested: <u>_98</u>			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	12	12%	58	59%	28	28%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	10	10%	42	43%	46	47%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Using Bilingual and TESOL endorsed teachers to deliver instruction in the home language; providing appropriate grade level instructional materials in the home language; providing differentiated instruction in the home language to meet the students' academic needs. These strategies will be implemented until all students become bilingual and bi-literate in L1 and L2.	On going	All K-6th grade teachers	-0-

Language Acquisition Professional Development	On-Going	All K-6th grade teachers	Cost incurred by District Bilingual Education dept
NM ELD Standards Development	On-Going	All K-6th grade teachers	Cost incurred by District Bilingual Education dept
Gadsden ISD Dual Language Conference	April 2011	All K-6 <sup>th</sup> grade teachers, RPT, Specialists, Administrators	Cost incurred by District Bilingual Education dept

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
PAC Meetings	On-Going School Yr.	Multicultural Department	Cost incurred by District Bilingual Education dept
Math Night	Fall Semester - Date TBD	RSE Math Goal Team	\$500
Science Night	Spring Semester - Date TBD	RSE Science Committee	\$500
Author's Night	Spring Semester - Date TBD	RSE Reading Goal Team	\$500
Riverside Elementary Academic Workshops for Parents	On-Going throughout School Yr.	RPT, MPT, Specialists, K – 6 Gr. Teachers, Administration	\$1000



**UNDER SEPARATE COVER**

<b>School Principal: R Email: <a href="mailto:visanchez@gisd.k12.nm.us">visanchez@gisd.k12.nm.us</a> Telephone #:575-589-1663</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">sytturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Sunland Park Elementary

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	
3 Hour	124
Total	124

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

Strategic Objective 1: Identified ELL students in Grades K-12 will participate in the ACCESS for ELLs Language Proficiency Assessment annually. Strategic Objective 2: The number of ELL students making progress in English will maintain or increase from our 2010 percentage of 60%. Strategic Objective 3: The number of ELL students attaining proficiency in English will increase from 15% to 16%.

Campus Administrators will utilize the ESL/ELD checklist provided by the district to monitor and insure the implementation of ESL with fidelity.  
All ELL students will receive 30 minutes daily instruction of the software program, Imagine Learning.

Identified ELL students in grades K - 6th will participate in the ACCESS for ELL's Language Proficiency Assessment annually.

ELL students in grades 4th - 6th that score Nearing Proficient or Beginning Step in the NMSBA will be placed in READ 180.

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ				Total Number of Students Tested: 10		
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	5	50%	5	50%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	2	20%	8	80%
7-12						

**C. Professional Development Plan to support instruction for approved programs English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Use appropriate endorsed teachers to deliver instruction in the home language	August 4, 2011 to May 25, 2012	All bilingual students	-0-
Provide appropriate Home Language Arts instruction to each student in the program for a minimum of 1 hour a day	August 4, 2011 to May 25, 2012	All bilingual students	-0-
Continuous ongoing professional development will be provided to all staff to ensure that research-based ESL/ELD strategies are implemented across	August 4, 2011 to May 25, 2012	District Bilingual Specialist, Campus Administrators, Marina Castro and Campus Reading Process Trainer	Cost incurred by District Bilingual Education dept

content areas, and that language acquisition principles and best practices are utilized in every content area			

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
District PAC Meetings	August 4, 2011 to May 25, 2012	District Bilingual Department	Cost incurred by District Bilingual Education dept
Coffee with the Principal	August 4, 2011 to May 25, 2012	Administration	\$500
Math and Reading Night	August 4, 2011 to May 25, 2012	RPT and MPT	\$1000
Winter Fair	August 4, 2011 to May 25, 2012	Administration and Faculty	\$2000

**SENT UNDER SEPARATE COVER**

<b>School Principal: Raquel Ramirez Email: <a href="mailto:raramirez@gisd.k12.nm.us">raramirez@gisd.k12.nm.us</a> Telephone #:575-589-1114</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Sunrise Elementary

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	
3 Hour	151
Total	151

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**The program goals of Sunrise ES which are aligned with the GISD district goals are for all our ELL students to achieve proficient levels in their English acquisition and to score at proficient or about on their NMSBA testing. These goals will be achieved through the proper identification of ELL students and their unique needs. Research based materials and programs will be implemented in the instruction of these students and we will maintain the fidelity of our EPSS goals.**

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ				Total Number of Students Tested: 16		
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	3	19%	13	81%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	2	13%	14	87%
7-12						

**C. Professional Development Plan to support instruction for approved programs English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Use appropriately endorsed teachers to deliver instruction in the Home Language.	On going	Sunrise ES Staff, Faculty	-0-
Incentives will be provided for teachers to become appropriately endorsed in bilingual education	July 28, 2011 to June 2, 2012	Sunrise ES Staff, Faculty	\$1,500 District Stipend
OCR Update	Fall, 2011	Jose Reyes and SRE staff	None
ELD Standards Review	Spring, 2011	Jose Reyes and SRE staff Janell Ludwig	None
A+ RISE Training	Jan, 2011	Company Rep and staff	\$2,700 (\$90 per license)

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Communication with parents will be done in a language that is understandable to the parents.	July 28, 2011 to June 2, 2012	Sunrise ES Faculty and Staff	None
Home/School Connection Newsletter	2011-2012	Cecilia Doran	\$500 using Parent Involvement Funds
PAC Meetings	2011-2012	Cecilia Doran	None District Bil Dept
AMAO Letter	December, 2011	Cecilia Doran	None



**SENT UNDER SEPARATE COVER**

<b>School Principal: Cecilia Doran Email: <a href="mailto:cdoran@gisd.k12.nm.us">cdoran@gisd.k12.nm.us</a> Telephone #:575-824-0060</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syurralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Santa Teresa Elementary

**A. School Projections:**

	Projected Number of Participating Students in the School
1 Hour	
2 Hour	
3 Hour	96
Total	96

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

**EPSS Goals (Reading)**

The % of ELL students in grades 3-6 scoring proficient or above will increase to 78% which meets the target for 2011-2012 NMSBA.

The ELL student subgroup will score proficient at or above the 77% Math as measured by the 2011-2012 NMSBA.

STE will ensure that the social and academic language needs of bilingual students will be addressed through systematic and sustained sheltered instruction.

ELD will be delivered on a daily basis through content area instruction and after school tutoring. STE will ensure fidelity and efficacy of Architecture of Mini-Lessons for Reading and Writing Workshops to implement instruction. Also students will receive additional instruction through a computer based program called Imagine Learning.

**Key Strategy:** Teachers in Grades 1-6 will analyze DRA assessments to establish a baseline in the area of reading fluency and comprehension for all students. Guided Reading, ACE, Read 180, Lexia, and My Reading Coach will be possible offerings for identified students.

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ			Total Number of Students Tested: 22			
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0%	6	27%	16	73%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	9%	2	9%	20	91%
7-12						

**C. Professional Development Plan to support instruction for approved programs English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
One hour of Home language and one hour of ESL/ELD instruction. Plus an additional 30 minutes of Imagine Learning for ELL students in the upper grades and 20	August, 2011 to May, 2012	All Bilingual students and endorsed teachers	-0-

minutes to ELL students in the K-2nd.			
Use appropriate endorsed teachers to deliver instruction in the home language. Provide a minimum of 1hr of home language instruction by qualified teachers.	August, 2011 to May 25, 2012	All bilingual endorsed teachers	-0-
Provide appropriate Home Language Arts instruction to each student in the program for a minimum of 1 hour a day.	August, 2011 to May 25, 2012	All bilingual students and endorsed teachers	-0-
Continuous ongoing professional development will be provided to all staff to ensure that research-based ESL/ELD strategies are implemented across content areas, and that language acquisition principles and best practices are utilized in every content area	August, 2011 to May 25, 2012	District Bilingual Specialist, Campus Administrators, and Campus Reading/Math Process Trainers	Cost incurred by District Bilingual Education dept

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
School and District PAC Meetings	August 4, 2010 to May 25, 2011	School Staff and District Bilingual Department	Cost incurred by District Bilingual Education dept
Provide opportunities for parents and teachers to update student	August, 2011 to May 25,	School Staff and District Bilingual Department	Cost incurred by District Bilingual Education dept

progress.	2012		

**SENT UNDER SEPARATE COVER**

<b>School Principal: Ralph Yturralde Email: <a href="mailto:rsyturralde@gisd.k12.nm.us">rsyturralde@gisd.k12.nm.us</a> Telephone #:575-589-3445</b>	
<b>Signature:</b>	<b>Date:4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">sytturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date:4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.

**STATE BILINGUAL MULTICULTURAL EDUCATION FUNDING APPLICATION  
2011-2012**

**III. SCHOOL PROGRAM INFORMATION/SIGNATURES**

**School:** Vado Elementary School

**A. School Projections:**

	<b>Projected Number of Participating Students in the School</b>
1 Hour	
2 Hour	
3 Hour	307
Total	307

Note: These numbers could differ from the actual number reported for the 20<sup>th</sup> Day

**B. Instructional Program Models:**

Dual Language Immersion	X
Maintenance	
Heritage	
Enrichment	
Transitional	X

Note: Mark all program models implemented in the school.

**A. School Goals of the Bilingual Multicultural Education Program.**

(Goals must be related to the district/school EPSS and address language and academic proficiency, professional development and parent involvement).

According to the 2010-2011 New Mexico Standards Based Assessment Vado Elementary did not meet AYP in Reading in the ELL Subgroup. As a result, Vado Elementary has been designated S-1 in Reading.

Based on our data analysis following are the school's goals.

#1. Monitor and provide additional support to all English Language Learners through school programs such as Lexia, ESL Block, and Read 180.

#2. Implement more differentiated instruction in reading to meet the needs of English Language Learners.

#3. All teachers need be TESOL endorsed to better differentiate and diversity instruction for our English Language Learners.

#4. Reading goal team will monitor reading pre and post assessment results, on a quarterly basis for English Language Learners, in order to realign curriculum to reflect data.

**B. Home/Heritage Language Proficiency Data**

In this section, the school must report performance data for Spanish language proficiency (IPT/LAS/Woodcock Muñoz) and/or Native American language. In the first part, indicate the percentage of the Bilingual Education students who scored at each of the levels (Beginning, Intermediate, and Proficient) in SY10-11. In the second part, list the expected goals for each of the levels for SY11-12.

Spanish/Native American Language Results for SY10-11						
Name of the Test: WOODCOCK MUNOZ				Total Number of Students Tested: 70		
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	3	4%	43	61%	24	35%
7-12						
Spanish/Native American Language Expected Growth for SY 11-12						
Grades	Beginning		Intermediate		Proficient	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K-6	0	0	38	54%	32	46%
7-12						

**C. Professional Development Plan to support instruction for approved programs  
English/Home/Heritage Language**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
3 hr of Spanish Block per grade level per week. * Continuous ongoing professional development will be provided to all staff to ensure research based strategies are implemented across content areas, and that language acquisition principles and best practices are utilized. In addition, we will provide appropriate Home Language Arts (Spanish) instruction to each student in the	On going	All Staff	\$1000

<p>program for a minimum of 1 hour a day (i.e. class time equal to Spanish Language Arts class time).</p> <p>Furthermore, adequate amounts of appropriate instructional materials in the home language (i.e, books, audio and video recordings, magazines, newspapers, software,etc. ) in classrooms, libraries and computer labs will be provided.</p>			
<p>Café Training/Scaffolding and differentiation for ESL/ELD</p>	On Going	All Staff	\$3,000
<p>Identify students in need of improvement through Pivot Graphs</p>	On Going	All Staff	\$0.00 – cost is to the district for NMSBA
<p>Reading Assessment Frameworks for ELL Support</p>	On Going	All Staff	\$0.00 District NMSBA cost
<p>Lexia Training/ for Language Content Support</p>	On Going	SPED/ Read 180	\$0.00 – cost to district for Licenses
<p>Continuous ongoing professional development will be provided to all staff to ensure that research-based ESL/ELD strategies are implemented across content areas, and that language acquisition principles and best practices are utilized.</p>	On Going	All Staff	\$3,000
<p>Regular Staff meetings will be provided to review progress through data analysis and for staff to identify and</p>	On Going	All Staff	\$0.00



implement strategies for students in need of improvement.			
Depths of Knowledge for SBA for differentiation of instruction	On Going	All Staff	\$0.00
Training for teachers to become appropriately endorsed in Bilingual Ed or TESOL Endorsed	On Going	All Staff	\$0.00 Cost is to the District

**D. Parent and Community Involvement Activities**

Detailed Description of Proposed Activities	Timeline	Person(s) Responsible/Participants	Funding Amount
Communication with parents will be done in a language that is understandable to the parents.	On going	Campus	\$1500.00
Orientation programs in an understandable language will be provided to parents regarding their responsibility for their student's progress.	On going	Campus	\$0.00
Based on survey of needs of parents and community members, a tutoring program will be implemented for their instructional needs (parenting, GED, Citizenship, etc.)	On going 2010-2011	District	-0-
Participation of parents and community members in the Bilingual Multicultural Education and/or Title III English as a Second Language program will be evaluated on an annual basis.	May, 2011	District	-0-

PAC Parent Advisory Committee	9/8 - 10/20 - 11/1/2012	District	

**SENT UNDER SEPARATE COVER**

<b>School Principal: Lucia Servin Email: <a href="mailto:lservin@gisd.k12.nm.us">lservin@gisd.k12.nm.us</a> Telephone #:575-233-2861</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>
<b>Bilingual Director: Susan Yturralde Email: <a href="mailto:syturralde@gisd.k12.nm.us">syturralde@gisd.k12.nm.us</a> Telephone #:575-882-6267</b>	
<b>Signature:</b>	<b>Date: 4/29/2011</b>

The authorized representative of the above named applicant certifies to the New Mexico Public Education Department that the information contained in the application package is accurate and complete and certifies compliance with the assurances contained in the application. The governing body of the above-named applicant has approved this application and has authorized the individual signing above as its representative to submit this plan as recorded in the minutes of the local School Board Meeting.