

SchoolYear

District

Version: 21.0
 Created at 3/20/2023 8:54 AM by Mahesh Reddy
 Last modified at 4/19/2023 8:12 AM by Mahesh Reddy

Cancel

<i>Title III Part A</i>	
Total Planning Allocation	540,236.61
LIEP Funding Total	0.00
PD Funding Total	152,000.00
PFCE Funding Total	31,131.48
AA Funding Totals	344,546.40
Total Planning Allocation	540,236.61
Indirect Cost Amount	12,558.73
Direct Admin Expenses	0.00
All Sub Totals	527,677.88
Balance	0.00

T III Module 1: Federal and State Requirements

Edit	Goal 1 of EL program/service	Goal 2 of EL program/service	Goal 3 of EL program/service
	<p>Federal Law (Title VI) and the State of New Mexico mandate that students as students identified as English Learners (EL) receive English Language Development until proficiency is attained. The NMPED has a list of approved English Learner (EL) Program Valid Values.</p> <p>GISD reviewed the structures and available supports for each model looked at its present curriculum needs and chose options 8: ELD block and sheltered instruction in content areas (elementary grade only) and 9: Integrated ELD - ELA course and sheltered instruction in content areas (secondary grade only) to meet the needs of students identified as EL.</p> <p>In order to meet federal and state mandates as well as fulfill the educational needs of students identified as EL, they will be provided an ELD class period on a daily basis. English Language Development explicitly teaches the domains of language: Listening, Speaking, Reading, Writing, and Comprehension while addressing the English-Language Arts standards and benchmarks. The New Mexico English Language Development Standards are designed to assist teachers in moving EL students toward proficiency in the English language and academic achievement in the English–Language Arts content standards. Kindergarten through 12th-grade teachers are required to follow the Common Core State Standards for English Language Arts as mandated by the New Mexico Public Education Department.</p> <p>GISD offers three bilingual (Spanish and English) program models to English Learners: K-10 50:50 Two-Way Dual</p>		

Language, K-6 Transition Bilingual, 7-12 Transition Bilingual- Program for the Acquisition of Language (PAL) and a K-12 English Language Development (ELD). Each of these models is designed to ensure that EL students acquire English language proficiency and develop high levels of academic attainment in core academic subjects.

The Two-Way Bilingual immersion program heterogeneously combines language minority and language majority students for academic instruction. These heterogeneous classrooms participate in an academic program where the instruction is delivered in both English and Spanish by certified English and Spanish teachers. Students will continue to increase their academic skills in their native language while acquiring academic knowledge and skills in a second language. This bilingual environment will support the development of academic English and Spanish.

The Transitional Model provides bilingual participants language and academic concept development in Spanish while successfully acquiring English knowledge and skills through a systematic and conscious instructional approach. Spanish is used to assist students in transferring high cognitive skills to English. As the students transition into English, the English core subjects are introduced into the students' instructional program based on their academic language proficiency.

The PAL Program at the secondary level provides bilingual participants academic concept development in Spanish while successfully acquiring English knowledge and skills through a systematic and conscious instructional approach. At the middle school level, Spanish is used to assist students in transferring high cognitive skills to English. At the high school level, English core subjects are introduced into the students' instructional program through ELD strategies as they acquire academic language proficiency.

Teachers provide English Language Development to students by making language more comprehensible. The teacher presents in a language that is familiar to students and allows new language to be acquired in a meaningful context. English Language Development is taught through the four language domains that define how English language learners process and use language: Listening—process, understand, interpret, and evaluate spoken language in a variety of situations, Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences, Reading—Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency and Writing—engage in written communication in a variety of situations for a variety of purposes and audiences. Students will explicitly be taught strategies to support them in all language domains until they develop academic language and attain proficiency.

Meaningful access to all standard instruction is the ultimate goal of any educational institution. Students need to be viewed for their strength in attaining proficiency of their second language.

In order to observe the student progression through the program model and the attainment of language proficiency, EL students are assessed yearly with a language proficiency assessment –ACCESS. The data provided allows teachers to create lessons that are relevant and meaningful. Further, each of our campuses has a School Language Review Team (SLRT). The SLRT monitors students' progress, makes improvement recommendations and takes action to reclassify an EL student to



Reclassified Fluent English Proficient (RFEP).

This criterion includes multiple measures:

- English language proficiency, to include listening, speaking, reading, writing and comprehension
- Academic achievement
- Teacher(s) evaluation and grades
- Teacher(s) recommendations regarding any academic performance deficits for intervention.

Since EL students are present across all disciplines, all core-subject teachers are language teachers. Teachers will support students in attaining proficiency by providing a literacy-rich environment for independent, small and large group work. Teachers will use materials and resources that support Language Arts such as leveled readers, classroom libraries, and manipulatives. Students are encouraged to participate in quality interaction tasks in a risk-free environment. Teachers will use language proficiency assessment to drive instruction in listening, speaking, reading and writing. They will also integrate the English Language Development standards with the English Language Arts standards when writing lesson objectives during lesson planning. Lessons will make language more comprehensible for students by using hands-on demonstrations, cooperative learning, modeling, visual clues, graphic organizers, cognates, making connections, building on background knowledge and teaching key vocabulary through familiar concepts. GISD is committed to meet the needs of the EL students in the English curriculum through the development of ELD courses (STARS 1062, 1063, 1064, 1065, 1066, 1067) as part of the Alternative Language Program (ALP) in elementary, middle school, and high school. Teacher professional development is also a key component in understanding the needs of EL students.

Equitable educational resources must be purchased and put in place for EL students to learn and meet today's academic standards. Funding to provide these resources are supplemental to the curriculum and can never supplant. The district needs two district ELD specialists. These persons will assist the schools with their Professional Learning Committee (PLC), EL data analysis, and provide specific district professional development (PD). Professional development will be focused on GLAD strategies, Kagan Cooperative Learning, Benchmark's Advanced Language Learning, and the Language Academy.

Finally, Parental engagement is a key component in assuring student success in the program. Parents will be informed of their child's identification and placement in the program with the EL Parent Notification Letter. School administration and personnel invite parents or legal guardians in writing to participate in the reclassification process. The district invites parent to the annual Parent Institute to learn about the district's strategic plan and gain insight into the teaching practices in bilingual and ELD design.

3a. The district evaluates itself annually through various measures: ACCESS analysis, Growth of EL proficiency by school and grade. The data is also analyzed from RFEP distribution and to identify how many students attained proficiency in ACCESS, the state assessment (NM-MSSA).

3b. The district needs two district ELD specialists. These persons will assist the schools with their Professional Learning Committee (PLC), EL data analysis, and provide specific district professional development (PD). Professional development will be focused on GLAD strategies, Kagan Cooperative Learning, Benchmark's Advanced Language Learning, and the Language Academy. Specialist will also inspect student cumulative records for compliance of one



LUS, a program designation form, ACCESS documentation, Initial EL Identification Letter, and Annual EL Letter. They will further assist the school's SLRT to reclassify students from EL to RFEF status and assist in the monitoring process.

Add Federal and State Requirements

T III Module 2: Private School Participation

Edit	PrivateSchool	StudentsEnrolled	District Administrator	Participation
	Calvary West Christian School	29	Deborah Crutcher	No

Add Private School Participation

T III Module 3: Tribal Consultation Form

Edit	Name	District/Charter
	N/A	

Add Tribal Consultation form

T III Module 4: Enrollment

Edit	NameOfSchool:SchoolName	TotalSchoolEnrollment	TotalELStudents	EL Program Valid Values	Modified By
		Sum= 11,659	Sum= 5,663		
	ALTA VISTA EARLY COLLEGE HIGH SCHOOL	197	21	9	<input type="checkbox"/> Nubia Tarazona
	ANTHONY ELEMENTARY	326	190	8	<input type="checkbox"/> Nubia Tarazona
	BERINO ELEMENTARY	341	197	8	<input type="checkbox"/> Nubia Tarazona
	CHAPARRAL ELEMENTARY	430	208	8	<input type="checkbox"/> Nubia Tarazona
	CHAPARRAL HIGH	1,046	434	9	<input type="checkbox"/> Nubia Tarazona
	CHAPARRAL MIDDLE	609	331	9	<input type="checkbox"/> Nubia Tarazona
	DESERT TRAIL ELEMENTARY	504	332	8	<input type="checkbox"/> Nubia Tarazona
	DESERT VIEW ELEMENTARY	499	293	8	<input type="checkbox"/> Nubia Tarazona
	GADSDEN ELEMENTARY	417	199	8	<input type="checkbox"/> Nubia Tarazona
	GADSDEN HIGH	1,298	456	9	<input type="checkbox"/> Nubia Tarazona
	GADSDEN MIDDLE	657	325	9	<input type="checkbox"/> Nubia Tarazona
	LA UNION ELEMENTARY	373	164	8	<input type="checkbox"/> Nubia Tarazona
	LOMA LINDA ELEMENTARY	296	158	8	<input type="checkbox"/> Nubia Tarazona
	MESQUITE ELEMENTARY	0	0		<input type="checkbox"/> Nubia Tarazona
	NORTH VALLEY ELEMENTARY	382	182	8	<input type="checkbox"/> Nubia Tarazona
	RIVERSIDE ELEMENTARY	604	395	8	<input type="checkbox"/> Nubia Tarazona
	SANTA TERESA ELEMENTARY	506	203	8	<input type="checkbox"/> Nubia Tarazona
	SANTA TERESA HIGH	1,177	439	9	<input type="checkbox"/> Nubia Tarazona
	SANTA TERESA MIDDLE	612	280	9	<input type="checkbox"/> Nubia Tarazona
	SUNLAND PARK ELEMENTARY	0	0		<input type="checkbox"/> Nubia Tarazona
	SUNRISE ELEMENTARY	458	285	8	<input type="checkbox"/> Nubia Tarazona
	VADO ELEMENTARY	457	280	8	<input type="checkbox"/> Nubia Tarazona
	YUCCA HEIGHTS ELEMENTARY	470	291	8	<input type="checkbox"/> Nubia Tarazona

Add Enrollment

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Cancel

Module 1-4 Approval Checklist Screen

Title III Part A	
Total Planning Allocation	540,236.61
LIEP Funding Total	0.00
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T III Module 5: Indirect Cost Rate

Edit	AdministrativeCosts	TotalPlanningAllocation	IndirectCostRatePercentage	DirectAdminExpensesPercentage	DirectAdminTotalAmount	DirectRestrictedAmount	IndirectCostRateExpenses	Modified	Modi
	Yes	540,236.61	2.38	0.00	0.00	540,236.61	12,558.73	5 days ago	<input type="checkbox"/> N

T III Module 5_1: LIEP Budget Plan

Edit	RequiredActivity	Description	LIEPFundingAmount	FromDate	ToDate	Participants	FunctionCodeOBMS	ObjectCodeOBMS
			Sum= 0.00					
	Student Academic Achievement	A. Supplemental materials and curriculum will be purchased to enhance and supplement ELD instruction and access to core academic content for English Learners. B. Teacher implementation of the WIDA English Language Development Standards in lesson plans to differentiate content instruction for English Learners. C. Teachers will adhere to Dual Language and Transition program schedules and models to ensure that students are acquiring proficiency in the second language.	0.00	7/31/2023	5/23/2024	Administrators, All Teachers, EL Coach, EL Program Director, ELD Teachers, Instructional Leaders, Principals	0	0
	Student Academic Achievement	A. All supplemental materials and curriculum will be designed for instruction for English Learners and align to WIDA ELD and CCSS Standards. B. Teachers will utilize PLC to collaborate and design lesson plans and common formative assessments. The lessons will incorporate ELA, CCSS, and ELD standards. C. Teachers will develop content and language objectives to address the individual needs of English Learners and differentiate instruction. D. Teachers will incorporate all four language domains to differentiate instruction for English Learners.	0.00	7/31/2023	5/23/2024	Administrators, All Teachers, EL Coach, EL Program Director, ELD Teachers, EL Student(s), Instructional Leaders, Principals	0	0

T III Module 5_2: Professional Development

Edit	Description	PDFundingAmount	FromDate	ToDate	Participants	FunctionCodeOBMS	ObjectCodeOBMS	Modifi
		Sum= 152,000.00						

	Advancing Language Learning and English Language Development Professional Development	15,000.00	7/31/2023	5/23/2024	All Teachers, EL Coach, EL Program Director, ELD Teachers, EL Student(s), Principals	1000	53330	5/1/21	
<p>Funds will be used for the implementation of ELD through content and literacy connections. The professional development will integrate reading, writing, listening and speaking domains. English Learners will build social, structural and academic language skills in their second language.</p>									
	Preschool GLAD (Guided Language Acquisition Design) Professional Development	27,000.00	7/31/2023	5/23/2024	All Teachers, EL Coach, EL Program Director, ELD Teachers, EL Student(s), Principals	1000	53330	5/1/21	
<p>Funds will be used to provide teachers in (K-1) GLAD professional development to build academic language and literacy utilizing GLAD Strategies. This professional development includes Social Emotional Learning, creating collaborative structures to maximize synergy, metacognitive learning, and integrating content and language objectives in lessons.</p>									
	GLAD (Guided Language Acquisition Design) Professional Development	75,000.00	7/31/2023	5/23/2024	EL Coach	1000	53330	5/1/21	
<p>Funds will be used to provide teachers in (2-6) GLAD professional development to build academic language and literacy utilizing GLAD strategies. This professional development includes Social Emotional Learning, creating collaborative structures to maximize synergy, metacognitive learning, and integrating content and language objectives in lessons.</p>									
	WIDA Annual Conference Professional Development	10,000.00	7/31/2023	5/23/2024	Directors, EL Coach, EL Program Director	22200	53330	5/1/21	
<p>Funds will be used to attend The WIDA Annual Conference. The WIDA Annual Conference will provide District Instructional Specialists and Director with the opportunity to collaborate with educators from around the globe, share best practices, and discover new innovative classroom strategies for multilingual learners.</p>									
	Kagan Cooperative Learning Strategies Professional Development	25,000.00	7/31/2023	5/23/2024	All Teachers, EL Coach, Instructional Leaders	1000	53330	5/1/21	
<p>Funds will be used for Kagan professional development. The Kagan PD will provide teachers with instructional strategies to be used in the classroom to promote student engagement, cooperation, and communication in the classroom.</p>									

Add Professional Development

T III Module 5_3: Parent, Family & Community Engagement



Edit	Description	PFCEFundingAmount	FromDate	ToDate	Participants	FunctionCodeOBMS	ObjectCodeOBMS	Modifi	
		Sum= 31,131.48							
	GISD Parent Institute: Identity, Community, and Empowerment	31,131.48	7/31/2023	5/23/2024	Families, Parents/Guardians	1000	56118	5/1/21	
<p>Funds will be utilized for The Parent Institute which will provide parents with educational sessions on the following topics: Social Emotional Learning, Understanding ACE's (Adverse Childhood Experience), GISD Bilingual Education Program Models, How to Set Limits with Your Child, Math in GISD, Bilingual Seals Portfolio Presentations, Our Identity, Supporting Oral Language Development, etc.</p> <p>The Parent Institute will provide parents with parent guides, books and materials for parents to work their children at home. In addition, parents will receive children's literature so they can read with their children at home.</p>									

Add Parent Family Community Engagement

T III Module 5_4: Authorized Activities

Edit	Description	AAFundingAmount	FromDate	ToDate	Participants	FunctionCodeOBMS	ObjectCodeOBMS	Modifi	
		Sum= 344,546.40							
	Salary of District EL Instructional Specialist-Elementary	130,000.00	7/31/2023	5/23/2024	EL Coach	1000	51100	5/1/21	
<p>Funds will be utilized to cover the salary of the District EL Instructional Specialist. The District EL Instructional Specialist provides support for elementary teachers (K-6), differentiating strategies and instruction for English learners. The District EL Instructional Specialist provides professional development in the areas of second language acquisition, cultural identity, ELD standards implementation, student engagement, and best strategies for English Learners. The District EL Instructional Specialist collaborates with District ELA, Math and Science specialists, and the school's Instructional Coaches.</p>									
	Salary of District EL Instructional Specialist-Secondary	130,000.00	7/31/2023	5/23/2024	EL Coach	1000	51100	5/1/21	
<p>Funds will be utilized to cover the salary of the District EL Instructional Specialist. The District EL Instructional Specialist provides support for secondary teachers (7-12) differentiating strategies and instruction for English Learners. The District EL Instructional Specialist provides professional development in the areas of second language acquisition, cultural identity, ELD standard implementation, student engagement and best strategies</p>									

for English Learners. The EL Instructional Specialist collaborates with District ELA, Math and Science specialists and the school's Instructional Coaches.

<p> Advanced Language Learning ELD Materials</p> <p>Funds will be used to purchase supplemental materials from BEC Decodables for phonics instruction and language acquisition. Rigor materials to support EL struggling readers in Tier II and Tier III intervention. All supplemental materials will support English Language Development instruction.</p>	64,546.40	7/31/2023	5/23/2024	All Teachers, EL Coach, ELD Teachers, EL Student(s), Principals	1000	56118	5/1/21
<p> Language Live (Middle School and High School Newcomers)</p> <p>Funds will be used to purchase research-based English foundational skill program, online and teacher-led blended approach. Supplemental components include; Foundational skills program, Interactive and Collaborative classroom routines. Motivating technology, self-paced with multiple entry points and flexible implementation options. All supplemental materials will support English Language Development instruction.</p>	20,000.00	7/31/2023	5/23/2024	EL Coach, EL Program Director, ELD Teachers, EL Student(s)	1000	56113	5/1/21

Add Authorized Activities

Module 1-3

Approval Checklist Screen

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T III Module 6_1: Approval Checklist/Criteria's

Edit	Criteria:Criteria	Yes/No	Comment/ActionTaken	Modified	<input type="checkbox"/> Modified By
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T III Module 6_2: Budget Checklist

Edit	BudgetBreakdownCriteria	Yes_No	Comment/ActionTaken	Modified	<input type="checkbox"/> Modified By
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T III Local Plan Files


- Name
- Title-III-Consortium-Setup_Template
- Title-III-Consortium_Guidelines
- AFFIRMATION-OF-TRIBAL-CONSULTATION-FOR-LOCAL-EDUCATIONAL-AGENCIES-002
- Title III_Budget_Plan_Required_Authorized_Activities_Descriptions_2023-2024
- Title III_Budget Checklist Module 5-2_2023-2024
- Title III_Local Plan_Activities Checklist Module 5-1_2023-2024
- Title III_Private School Participation_2023-2024
- Title III_Signatures_w_GeneralAssurances_2023-2024

T III Module 7: Documents Upload Section

Name	Document type	Modified	<input type="checkbox"/> Modified By
GISD Title III Signature Page NEW	Consortium Setup-Template	5/1/2023 9:51 AM	<input type="checkbox"/> Nubia Tarazona

[T III Module 8: Application Status](#)

[Edit](#) [Application Status](#)

 [Submit to PED](#)

[Submit Your Application](#)