

SchoolYear: 2023-2024

District: GADSDEN INDEPENDENT SCHOOLS

Version: 15.0

Created at 2/27/2024 1:02 PM by Mahesh Reddy

Last modified at 5/2/2024 9:35 AM by Suresh Varanasi

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Module 1-4 Budget Plan & Balances Approval Checklist Screen

Title III Part A	
Total Planning Allocation	522,693.00
LIEP Planning Fund	0.00
PD Planning Fund	0.00
PD Planning Fund	75,000.00
PDCE Planning Fund	10,088.98
AA Funding Grants	415,000.00
<b>Total Planning Allocation</b>	<b>522,693.00</b>
<b>Indirect Cost Amount</b>	<b>22,604.02</b>
<b>Direct Admin Expenses</b>	<b>0.00</b>
<b>All Sub Totals</b>	<b>500,088.98</b>
<b>Balance</b>	<b>0.00</b>

T III Module 5: Indirect Cost Rate

Edit	AdministrativeCosts	TotalPlanningAllocation	IndirectCostRatePercentage	DirectAdminExpensesPercentage	DirectAdminTotalAmount	DirectRestrictedAmount	IndirectCostRateExpenses	Modified
	Yes	522,693.00	4.52	0.00	0.00	522,693.00	22,604.02	May 6

T III Module 5\_1: LIEP Budget Plan

Edit	RequiredActivity	Description	LIEPFundingAmount	FromDate	ToDate	Participants	FunctionCodeOBMS	ObjectCodeOBMS
			<b>Sum= 0.00</b>					
	Student Academic Achievement	<p>A. Additional materials and curriculum resources will be procured to enrich and supplement English Language Development (ELD) instruction, providing enhanced access to core academic content for English Learners.</p> <p>B. Teachers will integrate the WIDA English Language Development Standards into their lesson plans, employing them to tailor content instruction to meet the diverse needs of English Learners.</p> <p>C. Teachers will follow the schedules and models outlined in the Dual Language and Transition programs, ensuring that students make progress towards proficiency in their second language acquisition.</p>	0.00	7/29/2024	5/23/2025	Administrators, All Teachers, Directors, EL Coach, EL Program Director, ELD Teachers, EL Student(s), Instructional Leaders, Principals	0	0
	Student Academic Achievement	<p>A. All supplementary materials and curriculum will be specifically tailored for English Learners' instruction, ensuring alignment with both WIDA English Language Development (ELD) Standards and Common Core State Standards (CCSS).</p> <p>B. Teachers will engage in Professional Learning Communities (PLC) to collaboratively design lesson plans and develop common formative assessments. These lessons will integrate English Language Arts (ELA), CCSS, and ELD standards.</p> <p>C. Teachers will formulate both content and language objectives to cater to the unique</p>	0.00	7/29/2024	5/23/2025	Administrators, All Teachers, EL Coach, EL Program Director, ELD Teachers, EL Student(s), Instructional Leaders, Principals	0	0

needs of English Learners, facilitating differentiated instruction.

D Teachers will incorporate all four language domains—listening, speaking, reading, and writing—to effectively differentiate instruction for English Learners

### T III Module 5\_2: English Language Proficiency

Edit Description ELPFundingAmount From Date To Date Participants Function Code OBMS Object Code OBMS Modified Modified By

There are no items to show in this view of the "T3Module5\_2\_ELP" list.

Add English Language Proficiency

### T III Module 5\_3: Professional Development

Edit Description PDFundingAmount FromDate ToDate Participants FunctionCodeOBMS ObjectCodeOBMS

Sum= 75,000.00

	GLAD (Guided Language Acquisition Design) Professional Development	25,000.00	7/29/2024	5/23/2025	All Teachers, EL Coach, EL Program Director, ELD Teachers, Instructional Leaders	2200	53330
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Funds will be used to provide teachers in grades (2-6) GLAD professional development to build on academic language and second language acquisition utilizing GLAD strategies. This professional development includes Social Emotional learning, creating collaborative structures to maximize synergy, metacognitive learning, engagement and integrating content and language objectives.

	Early Childhood GLAD (Guided Language Acquisition Design) Professional Development	25,000.00	7/29/2024	5/23/2025	All Teachers, EL Coach, EL Program Director, ELD Teachers, Instructional Leaders, Principals	2200	53330
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Funds will be used to provide teachers in grades (PK-1) GLAD professional development to build on academic language and second language acquisition utilizing GLAD strategies. This professional development includes Social Emotional learning, creating collaborative structures to maximize synergy, metacognitive learning, engagement and integrating content and language objectives.

	WIDA Annual Conference Professional Development	10,000.00	7/29/2024	5/23/2025	Directors, EL Coach, EL Program Director	2200	53330
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Funds will be utilized to attend the WIDA Annual Conference. The WIDA Conference will be provided to District Specialists and Directors. This is an opportunity to collaborate with others educators, and share best practices for English Learners

	Advancing Language Learning and English Language Development Professional Development	7,000.00	7/29/2024	5/23/2025	All Teachers, Directors, EL Coach, ELD Teachers, Instructional Leaders, Principals	2200	53330
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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.

	Joy School Professional Development	8,000.00	7/29/2024	5/23/2025	All Teachers, EL Coach, EL Program Director, ELD Teachers, Instructional Leaders	2200	53330
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Funds will be utilized for the implementation of ELD through teacher led instruction that is paired with an engaging students application where students can work at their level. Joy School provides English Learners the opportunity to engage in Speaking, Listening, and Reading skills.

Add Professional Development

### T III Module 5\_4: Parent, Family & Community Engagement

Edit Description PFCFundingAmount FromDate ToDate Participants FunctionCodeOBMS ObjectCodeOBMS

Sum= 10,088.98

	GISD Parent, Family, and Community Engagement	10,088.98	7/29/2024	5/23/2025	Administrators, Directors, EL Coach, EL Program Director, Families, Parents/Guardians	1000	56118
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Funds will be utilized to provide workshops for English Learner families in our community. Prior approval will be obtained from the Language and Culture Bureau before funds are expended.

Add Parent Family Community Engagement

### T III Module 5\_5: Authorized Activities

Edit	Description	AAFundingAmount	FromDate	ToDate	Participants	FunctionCodeOBMS	Object:CodeOBMS
		<b>Sum= 415,000.00</b>					
	Salary of District EL Instructional Specialist-Elementary  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.	135,000.00	7/29/2024	6/6/2025	EL Coach	1000	51100
	Salary of District EL Instructional Specialist-Secondary  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 for English Learners. The EL Instructional Specialist collaborates with District ELA, Math and Science specialists and the school's Instructional Coaches.	135,000.00	7/29/2024	6/6/2025	EL Coach	1000	51100
	Joy School Student Licenses  The Title III Carryover funds will be utilized towards the purchase of English Language Development software student licenses for English Learner (EL) in grades K-2. This supplemental material addresses all four language domains in English, delivering targeted instruction specifically designed to meet students' language acquisition needs. Teachers have the opportunity to utilize this resource to enhance and differentiate instruction, catering to the specific language requirements of every student.	95,000.00	7/29/2024	5/23/2025	EL Student(s)	1000	56113
	Flashlight Student Licenses  The Title III funds will be allocated towards the purchase of English Language Development software licenses for English Learners (EL) in grades 7-12. The ELD software serves as a supplementary resource designed to support instruction in English Language Development (ELD) for EL students. This supplemental material encompasses all four language domains in English and provides targeted instruction tailored to individual EL students. Teachers will have the opportunity to utilize this resource to enhance and differentiate their English Language Development instruction, thereby meeting the specific needs of their students.	50,000.00	7/29/2024	5/30/2025	EL Student(s)	1000	56113

Add Authorized Activities

Module 1-3

Budget Plan & Balances

Approval Checklist Screen



SchoolYear 2024-2025

District GADSDEN INDEPENDENT SCHOOLS

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Last modified at 5/2/2024 9:35 AM by Sriram Varanasi

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Module 1-4 Budget Plan & Balances Approval Checklist Screen

Title III Part A	
<b>Total Planning Allocation</b>	<b>522,693.00</b>
<b>LIEP Funding Total</b>	<b>0.00</b>
<b>ELP Funding Total</b>	<b>0.00</b>
<b>PD Funding Total</b>	<b>75,000.00</b>
<b>PFCE Funding Total</b>	<b>10,088.98</b>
<b>AA Funding Totals</b>	<b>415,000.00</b>
Total Planning Allocation	522,693.00
Indirect Cost Amount	22,604.02
Direct Admin Expenses	0.00
<b>All Sub Totals</b>	<b>500,088.98</b>
<b>Balance</b>	<b>0.00</b>

### T III Module 1: Federal and State Requirements

Edit Goal 1 of EL program/service

Federal Law (Title VI) and the State of New Mexico mandate that students identified as English Learners (EL) receive English Language Development until proficiency is attained. The New Mexico Public Education Department (NMPED) maintains a list of approved English Learner (EL) Program Valid Values.

Gadsden Independent School District (GISD) reviewed various program structures and available supports, considering its current curriculum needs. Consequently, it opted for Options 8: ELD block and sheltered instruction in content areas (elementary grades only) and 9: Integrated ELD - ELA course and sheltered instruction in content areas (secondary grades only) to cater to the needs of EL students.

To comply with federal and state mandates and address the educational needs of EL students, GISD will provide them with a daily English Language Development (ELD) class period. ELD explicitly teaches the four language domains: Listening, Speaking, Reading, Writing, and Comprehension, while aligning with the WIDA standards and English Language Arts standards. The New Mexico English Language Development Standards are crafted to assist teachers in guiding EL students toward proficiency in English and academic achievement in English-Language Arts content standards. Kindergarten through 12th-grade teachers are required to follow the WIDA standards and the Common Core State Standards for English Language Arts, as mandated by the NMPED.

GISD offers three bilingual (Spanish and English) program models to English Learners: K-10 50:50 Two-Way Dual Language, K-6 Transition Bilingual, 7-12 Transition Bilingual- Program for the Acquisition of Language (PAL), and a K-12 English Language Development (ELD) program. Each model is designed to ensure EL students acquire English language proficiency and achieve high levels of academic success in core academic subjects.

Goal 2 of EL program/service

Ensuring meaningful access to standard instruction stands as the primary objective of every educational institution. Students must be assessed based on their strengths in achieving proficiency in their second language.

To review student progress within the program model and assess language proficiency, EL students undergo yearly assessments using the language proficiency assessment ACCESS. The data from the assessment empowers teachers to craft relevant and meaningful lessons. Additionally, each campus maintains a School Language Review Team (SLRT), responsible for monitoring student progress, offering improvement recommendations, and facilitating the reclassification of EL students to Reclassified Fluent English Proficient (RFEP) status.

This evaluation criterion encompasses multiple measures:

- English language proficiency, covering listening, speaking, reading, writing, and comprehension
- Academic achievement
- Teacher evaluations and grades
- Teacher recommendations regarding academic performance deficits requiring intervention

Given that EL students are distributed across all disciplines, all core-subject teachers assume the role of language teachers. They support students in achieving proficiency by fostering a literacy-rich environment conducive to independent, small, and large group work. Utilizing materials and resources that bolster Language Arts, such as leveled readers, classroom libraries, and manipulatives, teachers encourage students to engage in quality interaction tasks within a risk-free environment.

Goal 3 of EL program/service

3a. Annually, the district conducts self-evaluation using various measures, including analysis of ACCESS data, Avant Stamp data, monitoring the growth of EL proficiency by school and grade levels, and examining data on RFEP distribution to identify the number of students achieving proficiency in ACCESS, Avant Stamp and the state assessment (NM-MSE).

3b. The district requires two district ELD specialists to support schools in their Professional Learning Committees (PLCs), data analysis, and to provide targeted district-wide professional development (PD). Professional development focus on GLAD strategies, CLAVES strategies, Joy School, Cooperative Learning, Benchmark's Advanced Language Learning, and the Language Academy. Specialists will also review student cumulative records for compliance with or LUS, program designation forms, ACCESS documentation Initial EL Identification Letters, and Annual EL Letters. Additionally, they will assist the school's SLRT in reclassify students from EL to RFEP status and support the monitoring process.

Edit Goal 1 of EL program/service

The Two-Way Bilingual Immersion program combines language minority and majority students for academic instruction in heterogeneous classrooms. Instruction is delivered in both English and Spanish by certified English and Spanish teachers. Students enhance their academic skills in their native language while acquiring academic knowledge and skills in a second language, fostering the development of academic English and Spanish.

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

The PAL Program at the secondary level provides bilingual participants with academic concept development in Spanish while gradually acquiring English knowledge and skills. At the middle school level, Spanish is utilized to assist students in transferring cognitive skills to English. At the high school level, English core subjects are introduced through ELD strategies as students acquire academic language proficiency.

Teachers facilitate English Language Development by ensuring language comprehensibility. They present information in a language familiar to students, enabling the acquisition of new language in a meaningful context. English Language Development encompasses the four language domains: Listening, Speaking, Reading, and Writing. Students will be explicitly taught strategies to support their development in all language domains until they attain academic language proficiency.

Goal 2 of EL program/service

Teachers employ language proficiency assessments to inform instruction in listening, speaking, reading, and writing. They integrate English Language Development standards with English Language Arts standards when crafting lesson objectives during planning sessions. Lessons are designed to enhance language comprehension through hands-on demonstrations, cooperative learning, modeling, visual aids, graphic organizers, cognates, concept connections, background knowledge, and teaching key vocabulary through familiar concepts.

GISD remains committed to meeting the needs of EL students within the English curriculum by developing ELD courses (STARS 1062, 1063, 1064, 1065, 1066, 1067) as part of the Alternative Language Program (ALP) in elementary, middle, and high schools. Teacher professional development plays a pivotal role in understanding the needs of EL students. Equitable educational resources tailored for EL students are essential to meeting contemporary academic standards. Funding allocated for these resources should be supplementary to the curriculum and should never replace existing resources.

To support schools, the district requires two district ELD specialists. These specialists will assist schools with their Professional Learning Committee (PLC), EL data analysis, and provide district-specific professional development (PD). Professional development will focus on GLAD strategies, CLAVES strategies, Joy School, Kagan Cooperative Learning, Benchmark's Advanced Language Learning, and the Language Academy.

Parental engagement is integral to ensuring student success in the program. Parents are informed of their child's identification and placement in the program through the EL Parent Notification Letter. School administration and personnel extend written invitations to parents or legal guardians to participate in the reclassification process. The district invites parents to the annual Parent Institute to familiarize them with the district's strategic plan and to gain insight into bilingual and ELD instructional practices.

Goal 3 of EL program/service

Add Federal and State Requirements

### T III Module 2: Private School Participation

Edit PrivateSchool StudentsEnrolled District Administrator Participation

There are no items to show in this view of the "T3Module1\_PrivateSchoolParticipation" list.

Add Private School Participation

### T III Module 3: Tribal Consultation Form


















Edit Name District/Charter

There are no items to show in this view of the "T3Module3\_Tribalconsultation" list.

Add Tribal Consultation form

### T III Module 4: Enrollment

Edit	NameOfSchool:SchoolName	TotalSchoolEnrollment	TotalELStudents	EL Program Valid Values	Modified By
		<b>Sum= 11,231</b>	<b>Sum= 5,287</b>		
	ALTA VISTA EARLY COLLEGE HIGH SCHOOL	192	21	9	Nubia Tarazona
	ANTHONY ELEMENTARY	316	161	8	Nubia Tarazona
	BERINO ELEMENTARY	322	178	8	Nubia Tarazona
	CHAPARRAL ELEMENTARY	432	208	8	Nubia Tarazona

	CHAPARRAL HIGH	1,042	477	9	Nubia Tarazona
	CHAPARRAL MIDDLE	542	282	9	Nubia Tarazona
	DESERT TRAIL ELEMENTARY	470	272	8	Nubia Tarazona
	DESERT VIEW ELEMENTARY	506	293	8	Nubia Tarazona
	GADSDEN ELEMENTARY	394	172	8	Nubia Tarazona
	GADSDEN HIGH	1,268	481	9	Nubia Tarazona
	GADSDEN MIDDLE	663	334	9	Nubia Tarazona
	LA UNION ELEMENTARY	353	135	8	Nubia Tarazona
	LOMA LINDA ELEMENTARY	283	138	8	Nubia Tarazona
	NORTH VALLEY ELEMENTARY	347	119	8	Nubia Tarazona
	RIVERSIDE ELEMENTARY	553	323	8	Nubia Tarazona
	SANTA TERESA ELEMENTARY	484	212	8	Nubia Tarazona
	SANTA TERESA HIGH	1,153	425	9	Nubia Tarazona
	SANTA TERESA MIDDLE	585	273	9	Nubia Tarazona
	SUNRISE ELEMENTARY	429	253	8	Nubia Tarazona
	VADO ELEMENTARY	421	245	8	Nubia Tarazona
	YUCCA HEIGHTS ELEMENTARY	476	285	8	Nubia Tarazona

Add Enrollment

Module 1-4

Budget Plan & Balances

Approval Checklist Screen

