

**Title II
ESEA Consolidated Application
2020-2021**

Title II Part A Allocation

Admin Indirect Funds	\$4,893.48
Increase Equity Funds	\$0.00
Mentor Teacher Support Total Funds	\$0.00
PD Budget Domain Funds	\$0.00
Additional PD Funds Total	\$0.00
Other Salary Funds Total	\$0.00
Charter School Amount Total	
Private School Amount Total	\$0.00
Transferred Funds	\$0.00
Preliminary Allocation	\$66,061.98
Debit	\$0.00
Credit	\$0.00
Balance	\$61,168.50

Title II Section 1 Contact Information

Rural District	Title Funds		
Acceptance	Superintendent	Dr. Karen Sanchez-Griego	575-289-3211
Phone 1	Title II Federal Program Director	Dr. Matthew Williams	575-289-3211
Phone 2	Title II Business Manager	Rhiannon Chavez	575-289-3211
Phone 3	Title II RFR Submitter	Dr. Jaime Tamez	505-688-6465

Title II Section 2: Indirect Cost

Administrative Costs	Preliminary Allocation	Indirect Cost Rate	Percentage Indirect Cost Rate	Indirect Base Amount	Indirect Funds
Yes	\$66,061.98	0.08	8%	\$61,168.51	\$4,893.48

Title II Section 3_1: Outcomes for Students and High Quality Instruction (Response Required)

Question 1: How will the LEA increase student achievement for all students and how will this be measured?

- Provide intense hands on PD for teachers and leaders in Cultural and Language responsiveness, differentiated instruction, and project based learning
- Continue to focus on alignment of standards within PLC meetings and professional development activities to build alignment across the district and teacher and leader capacity on standards
- Construct and implement a Multilayered System of Support (MLSS) for students coupled with professional development for teachers and leaders to ensure student wholistic needs are being met
- Provide intervention programs that are targeted to behavioral and social emotional student needs
- Continue to build effective and robust Navajo Language curriculum that is aligned to ELA, math, social studies, science, and elective standards
- Provide college and career pathways, supports, and intervention programs for pre-K to 12 grade students
- Continue to grow teacher and leader capacity in quantitative and qualitative data driven instruction
- Continued staffing to support the above initiatives in the classroom, school, and or administration
- Student achievement will be measured through:
 - Formative assessments
 - Benchmark assessments,
 - Summative assessments at the classroom, school site, district, and state level; and
 - Data reviews of core instruction and interventions to determine impact
- Cultural and Language responsiveness will be measured through periodic surveys for students, parents, and community on how the district/school is being responsive to cultural and language

Question 2: In what way does the LEA ensure that all students are provided with high quality instruction?

- School and district leaders will attend PLC meetings to ensure best practices are being planned within lesson.
- School and district leaders will attend PLC meetings to ensure progress of student acquisition of knowledge is aligned to the standards and rigorous in depth through data analysis and instructional alignment.
- School and district leaders will conduct classroom walk-throughs to ensure high quality instruction is impacting all students.

- School and district leaders will attend PLC meeting and conduct classroom walk-throughs to ensure instruction is culturally and linguistically relevant.
- School and district leaders will attend weekly leadership PLC meeting to ensure district wide resources and initiatives are being followed through and to determine impact on student learning
- School and district leaders will attend weekly crisis management meetings to ensure student needs of those who are consider high risk are being met with support (academically, social emotionally, and all other areas that may negatively impact student success)

Question 3: How will your LEA ensure educators have access to High Quality Professional Development (HQPD) aligned to the High Quality Instructional Materials (HQIM) your district has adopted?

CISD will require every HQIM purchased to be accompanied with HWPD provided by the publishing company or an equivalent provider to support its implementation. Teachers will be given released time to learn the implementation of HQIM, be provided substitutes, be provided on site PD to reduce travel, allowed time to collaborate with peers, leaders and PD providers to increase operational knowledge of HQIM and be engaged in other similar activities to increase their ability to use the HQIM.

Title II Section 3_2: Educator Quality Measures By Subgroup (Response Required)

High Quality Instruction: How does the LEA ensure that all students in the subgroups listed below are provided with high quality instruction?

Minority
Economically Disadvantaged
Students with Disabilities
English Learners
American Indian

Within CISD the distribution of students are such that, on average of students who attend CISD, approximately 96% are minority, 100% are economically disadvantaged, 16.83% are students with disabilities, 39.86% are English learners, and 69.32% are American Indian. In each of these subgroups CISD will ensure high quality instruction occurs through leaders working collaboratively with teachers in PLC meetings, reviewing and supporting targeted lesson plans, providing targeted professional development, conducting data analyses to ensure targeted interventions, conducting walk-throughs and providing guided feedback to meet specific student needs. In addition leaders will work with teachers, parents, and community to ensure instruction is culturally and linguistically responsive so student needs are at the center of instructional decisions and practices throughout the district.

Title II Section 3_3 Plan of Action to Increase Equity - (Reference Cross Program Q .1)

Estimated Amount Allocated

Increase Equity Funds Total

\$10,061.98

Title II Section 4: Mentorship Support for Teachers

School Location	Name of Mentor	Mentor's License Number	Name of Teacher to Receive Support	License Number of Teacher Receiving Support	Mentorship Support Funds
CES	TBD	TBD	TBD	TBD	\$1,500
CES	TBD	TBD	TBD	TBD	\$1,500
CES	TBD	TBD	TBD	TBD	\$1,500
CES	TBD	TBD	TBD	TBD	\$1,500
CMS	TBD	TBD	TBD	TBD	\$1,500
CMS	TBD	TBD	TBD	TBD	\$1,500
CMS	TBD	TBD	TBD	TBD	\$1,500
CMS	TBD	TBD	TBD	TBD	\$1,500
CHS	TBD	TBD	TBD	TBD	\$1,500
CHS	TBD	TBD	TBD	TBD	\$1,500
CHS	TBD	TBD	TBD	TBD	\$1,500
CHS	TBD	TBD	TBD	TBD	\$1,500
District Total					\$18,000

Title II Section 5: Professional Development By Domains

Add PD by Domain

Domains	Name of Teacher	License Number of Teacher	How will the LEA measure the success of the PD	PD Budget
TBD	TBD	TBD	See Below	\$10,106.52

In SY 2019-2020, PED Interim Feedback and Observation Plan and changed the Level of Performance ratings to: Not Demonstrating; Developing; Applying; Innovating. Due to the COVID19 Public Health Emergency, the NM Public Education Department suspended the Interim Feedback and Observation Plan. We were able, however, to complete the following activities: Beginning of the Year PDP Form Goal Setting; Walkthroughs #1 and #2 for Domains 2&3; and Observation of Domain 1.

Based on these completed activities, the Superintendent, Assistant Superintendent/Federal Program Direct, Indian Ed Director, Principals, consultants and mentors will work as a team to identify and disaggregate the data for teachers who are rated "Not Demonstrating" and "Developing" in specific domain subcategories, in order to identify each teacher who needs support in these domain subcategories.

The team will then collaborate with each of the identified teachers to analyze the individual domain ratings for each teacher and to design a focused, detailed Professional Development Plan for addressing each domain that received an "Not Demonstrating" and "Developing" performance level rating.

The analysis of individual domains and the solutions proposed will be viewed through the lenses of each of the categories in the data charts: minority students; economically disadvantaged students; ELL students; and SPED students.

For example, the team may discuss how teaching "minority students" impacts “Designing Coherent Instruction” (Domain 1B), “Creating an Environment of Respect and Rapport” (Domain 2A) or “Engaging Students in Learning” (Domain 3C).

The specialized PDPs developed will follow the NMDASH approach through which the teams will identify short and long term goals for each teacher, specific outputs and outcomes and resources needed to accomplish the goals.

Resources can include mentoring, one-on-one training, workshops, coursework, research, etc. Professional Learning best practices will be followed.

CISD will measure the success of the Professional Development by the degree to which each individual teacher progresses in meeting their specialized PDP, which will include goals, objectives, activities, and evaluation.

Ongoing monitoring will be conducted: by principals conducting a series of ongoing, year-long walk-throughs designed to observe teacher implementation of activities;

\$15,000.00

Title II Section 6: Additional Professional Development Activities Planned

(Endorsement; Licensure; National Board Certification; NMTA/NES Tests; Other)

Type of Professional Development	Description	Name of Person Participating	License Number	Role of Person Participating	Additional PD Funds
Other	Culturally and Linguistically Responsive Teaching;	All staff	All staff	All staff	\$10,000
Other	Differentiated Instruction/ Meeting the needs of all students	All staff	All staff	All staff	\$1,000
Other	Project-Based Learning as a strategy in differentiation	All staff	All staff	All staff	\$1,000

Other	Using data to drive instruction/ detailed analysis of interim reports and implications/ applications for Project Based Learning	All staff	All staff	All staff	\$1,000
Higher Education Reimbursement	College Coursework Aligned to Work Activities and the Field of Education	TBD	TBD	TBD	\$10,000
District Total					\$23,000

Title II Section 7: Other Salaries

Name of Person	License Number	School Locations	Role of Person	Description	Other Salary Funds
NA	NA	NA	NA	NA	NA

Title II Section 8: Carryover Funds

Use of Carryover Funds: Carryover funds are not appropriated in your TII Application however, if your LEA has specific plans for use of carryover funds please describe below.

NA

Title II Section 9: Total Enrollment

This section is for LEAs with local charter schools and private schools. State charters do not need to complete this section of the application. LEAs must obtain charter and private school enrollments from each school before completing this section. The data for local charters will be populated in section 10 and for private schools in section 11.

District	Public Enrollment	Private Enrollment	Charter Enrollment	Preliminary Allocation	Available T2 Allocation	Per Pupil Amount	Total Enrollment
Cuba ISD	579 (80th)	0	0	\$66,061.98	\$61,168.50	\$105.65	579

Title II Section 10: Locally-Authorized Charter Schools

Were all Charters offered T2 Funds? Did any Charter Schools Decline T2 Funds? Description
 Please list all district charters that declined funds. Upload a letter from district charter stating that they have declined the funds. All the uploads should go into Section 13: Upload Related Documents
 Charter Enrollment Per Pupil Amount Charter School Amount

NA

Title II Section 11: Private Schools

School	Were all Private Schools offered T2 Funds?	Did any Private Schools decline T2 Funds?	Description	Individual Private Enrollment	Per Pupil Amount	Private School Amount
Immaculate Conception	Yes	Yes	School is permanently closed.	0	0	0
Torreon Christian School	Yes	Yes	School declined Title II funds.	15	0	0

Title II Section 12: Funds transferred to Other Federal Programs

Are you Transferring/REAP Title II Funds? Yes No

Transferring To:

(Please select the Federal Program that you would like to transfer)

- Title IA
- Title IC
- Title ID
- Title III
- Title IVA

Title I Transfer Amount: NA

(Amount that you would like to transfer to Title I A)

Other Transfer Amount: NA

(Amount that you would like to transfer other than Title I A)

Fund Utilization

(Please state the name of the fund the Title II funds will be transferred to and how the funds will be used.)

Title II Section 13: Upload Related Documents

Upload Documents

The 20-21 Assurance Page must be completed by each LEA and uploaded into section 13 of the application. Document 1 (Private Schools) must be completed by all private schools in a LEA that are accepting funds. This application must be returned to the LEA, and the LEA will upload into section 13 of the application. If you do not have any private schools in your district this document is not required. Document 3 must be completed by all local charters that are accepting funds. This application must be returned to the LEA, and the LEA will upload into section 13 of the application. If the LEA does not have any local charters this document is not required. The other documents are tools developed by the Title II team that you may use during the application and RfR process.

Title II Section 14: Application Approval Screen

There are no items to show in this view of the "T2 Application Approval Section" list.

Total Title 2 Funding Assigned

Module	Amount Allocated
Initial Allocation	\$66,061.98
Indirect Costs	\$4,893.48
Section 3_3 Plan of Action to Increase Equity	\$10,061.98
Section 4: Mentorship Support for Teachers	\$18,000.00
Section 5: Professional Development By Domains	\$10,106.52
Section 6: Additional Professional Development Activities Planned	\$23,000.00
Total Proposed Expenditures	\$66,061.98
Total Remaining	\$0.00