

Title III Part A ESEA Consolidated Application 2020-2021



CUBA INDEPENDENT SCHOOLS

Title III Part A Allocation	
Total Planning Allocation	\$19,043.00
LIEP Funding Total	\$0.00
PD Funding Total	\$0.00
PFCE Funding Total	\$0.00
AA Funding Totals	\$17,632.41
Total Planning Allocation	\$19,043.00
Indirect Cost Amount	\$1,410.59
Direct Admin Expenses	\$0.00
All Sub Totals	\$17,632.41
Balance	\$0.00

Title III Private School Participation

Private School	Students Enrolled	Signature School Administrator
In order to ensure compliance regarding the participation of non-public schools and institutions in federal programs, each LEA or Consortium must maintain a record and submit a copy of report to the SEA, written affirmation, signed by officials of each participating private school and institution that the consultation required to determine eligibility has occurred. Complete the following form to document that the LEA or Consortium has met the requirement for consultation with private schools regarding participation in Title III, Part A, services. Each LEA is required to keep this information on file at the LEA level for the duration of the program.	Number of students enrolled in each private school, even if the school is not participating in Title III.	Upload signed letter from School Administrator
IMMACULATE CONCEPTION	0	Permanently Closed
TORREON CHRISTIAN SCHOOL	10	Jason Carpenter

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Title III Federal Requirements

Approach 2 ELD	Language Supports
<p>What is the district's/state charter school's overall K-12 approach to English language development (ELD)? Please provide details regarding the instructional blocks/courses focused on ELD.</p>	<p>How is the district's EL program designed to ensure that ELs have meaningful access to all standard instruction? Please provide details regarding the language supports for ELs across the curriculum.</p>
<p>Cuba Elementary School uses Option #8 English language Development (ELD) block and sheltered instruction in content areas (elementary grades)</p> <p>Our classes are departmentalized with 2 teachers sharing the 4 cores subjects. All ELA teachers at the Elem. school are TESOL endorsed and use sheltered instruction strategies for teaching language. Teachers use WIDA standards to target ELD students for remediation based on their individual competencies. We focus intensively on academic language acquisition and writing instruction. We also use the ELL supplemental materials from our adopted Basal program.</p> <p>Cuba Mid School uses Option #7 (students take both a standard curriculum ELA course and a second targeted ELD course to differentiate based on student competencies.</p> <p>In ELD courses, our focus is primarily in writing as this is the area of the ACCESS test in which students typically struggle the most and the reason they are not scoring a 5 on ACCESS. We use the WIDA standards as curriculum in the ELD courses and target these to individual student needs.</p> <p>Cuba High School uses Option #9 Integrated English language development (ELD)—English language arts (ELA) course and sheltered instruction in content areas (secondary grades only)</p> <p>Students who are identified as ELD are assigned an ELD class with teachers who are TESOL endorsed.</p> <p>Core courses are taught using instructional strategies such as scaffold instruction and assignments, providing multiple representations of concepts, and promoting student interactions that are structured and supported. In addition, teachers are expected to provide explicit instruction in the use of academic language, and provide multi-faceted and intensive vocabulary instruction with a focus on academically useful words. Furthermore, teachers are expected to link background knowledge and culture to learning and promote classroom interactions to help stimulate higher order thinking skills.</p> <p>Differentiated instruction will be applied in the ELD classrooms to maximize students' opportunities to learn in order to ensure equal access to academic content. For those students who need additional practice, lessons will be modified to allow all students to master content.</p>	<p>Cuba Elementary School</p> <p>Our EL students are all English speakers. Teachers primarily target vocabulary instruction and sheltered instructional strategies to ensure that EL students have meaningful access to all instruction. We focus on student engagement and supports for developing academic language skills, starting with speaking skills and then linking these to written skills.</p> <p>Cuba Mid School</p> <p>All teachers use sheltered instructional strategies and intensive supports for academic vocabulary development. We offer pull-out remediation classes, study hall on Fridays and after school tutoring to support our EL students in addition to daily instructional supports. Students who are mono-lingual Spanish speakers are also given content area materials in Spanish.</p> <p>Cuba High School</p> <p>All students who have been identified as ELs will be provided some instruction in their native language that supports and mirrors instruction in the English Language Arts classrooms. In addition, for students who have been identified as ELs, the same strategies used in their ELD courses will be used in their other academic courses to ensure equal access to academic content.</p>

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Title III Enrollment

EL Program Valid Values

7 - English Language Development (ELD) pull-out course and sheltered instruction in content areas - The student is pulled out for instruction in English Language Development based on the English language proficiency level of the student and provided sheltered instruction in content areas.

8 - English Language Development (ELD) block and sheltered instruction in content areas (elementary grades only) - The student receives instruction in English Language Development for a minimum of 45 minutes in a self-contained elementary setting based on the English language proficiency level of the student and provided sheltered instruction in content areas.

9 - Integrated English Language Development (ELD) - English Language Arts (ELA) course and sheltered instruction in content areas (secondary grades only) - The student that is nearing proficiency in English receives instruction in an integrated ELD-ELA course at the middle school and high school level and sheltered instruction in content areas.

District ID District Code	Name Of School	Total School Enrollment	Total EL Students	EL Program Valid Values
062	CUBA ELEMENTARY	217	87	8
062	CUBA MIDDLE	114	47	7
062	CUBA HIGH	239	37	9

Title III Indirect Cost Rate

Note: Please choose Administrative Costs to Yes or No, depending on if you want to do them or not. Rest of the Fields get updated "AUTOMATICALLY" after you click on "SAVE".

Administrative Costs	Total Planning Allocation	Indirect Cost Rate Percentage	Direct Admin Expenses Percentage	Direct Admin Total Amount	Direct Restricted Amount	Indirect Cost Rate Expenses
Yes	\$19,043.00	0	0	0.00	\$19,043.00	\$1,410.59

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Title III Language Instruction English Program (LIEP) Budget Plan

(c) REQUIRED ACTIVITY — LIEP

(1) to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing

Title III, Part A, Sec 3115 (c)(1)(A)(B)

Required Activity	Description	LIEP Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
Student Academic Achievement	<p>The Cuba Independent School District (CISD) currently implements the following options for addressing the needs of EL students:</p> <ol style="list-style-type: none"> 1. Cuba Elementary School uses Option #8 English Language Development (ELD) block and sheltered instruction in content areas; 2. Cuba Mid School uses Option #7 Standard curriculum ELA course and a second targeted ELD course; 3. Cuba High School uses Option #9 ELD/ELA courses and sheltered instruction in content areas. <p>To supplement these CISD options for ELLs, CISD will continue to implement Differentiated Instruction, with an emphasis on a culture-based differentiation for English Language Learners, in grades K-12. Teachers will participate in various training sessions to prepare them to implement a variety of instructional methods to modify (1) Content; (2) modify Process; and (3) modify Products as follows:</p> <ol style="list-style-type: none"> 1. Modifying Content: What ELL students need to know, understand and do. Possibilities include choice of books, Jigsaw, organizing ideas through graphic organizers, learning contracts, multiple texts, Reciprocal Teaching, audio materials, videos and reading partners; 2. Modifying process: How ELL students will learn content. Possibilities include Anchor Activities, Cubing, Dialectical Journals, Exit Cards, Games, Interest Groups, Mini Student Workshops, and Simulations; 3. Modifying products: How ELL students will demonstrate what they have learned. Possibilities include Community Mentorships, Portfolios, Tiered Assessment, and Independent Research; 	0	8/8/2020	5/19/2021	ELD Teachers; ELL Students;	N/A	N/A

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Title III Professional Development

(c) REQUIRED ACTIVITY — Professional Development
Title III, Part A, Sec. 3115 (c)(2)(A)-(D)

(2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, and other school leaders, administrators, and other school or community-based organizational personnel, that is: (A) designed to improve the instruction and assessment of English learners; (B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners; (C) effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teachign skills of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate;

Please share your district's/state charter's professional development (PD) plan for which Title III funding would be used . Anything that is proposed in this section must be part of a comprehensive PD plan for the district/state charter. Please attach the annual PD plan if it cannot be described fully in this section.

Description	PD Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
1. Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices.	\$0.00	8/8/2020	5/19/2021	Administrators; All Teachers; EL Program Director; ELD Teachers; Instructional Leaders; Principals; Supervisor;	N/A	N/A
2. Differentiated Instruction: Deep level professional development of structured differentiated instructional practices.	\$0.00	8/8/2020	5/19/2021	Administrators; All Teachers; EL Program Director; ELD Teachers; Instructional Leaders; Principals; Supervisor;	N/A	N/A
3. Project Based Learning: Deep level professional development of structured project based learning practices.	\$0.00	8/8/2020	5/19/2021	EL Program Director; ELD Teachers; Principals;	N/A	N/A
4. Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, dada driven instruction for ELA, Math, Science, and Social Studies standards.	\$0.00	8/8/2020	5/19/2021	All Teachers; EL Program Director; ELD Teachers; Principals;	N/A	N/A

Title III Parent Family & Community Engagement

(c) REQUIRED ACTIVITY — Parent, Family, and Community Engagement

(3) to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which include the following from "Required Activity" Dropdown.

Description	PFCE Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
1. Curriculum Development—Collaborative sessions with parents, families, and community to understand relevant and appropriate cultural activities, instructional artifacts, and input to meet the language needs of students being served.	\$0.00	8/8/2020	5/19/2021	Administrators; EL Program Director; ELD Teachers; Parents; Principals;	N/A	N/A
2. Informing to Understand—Review of data and informative sessions for parents, family and community to understand state and district testing. These session will also help parents, family, and community members to understand how they can use the data along with how teachers and leaders use the data.	\$0.00	8/8/2020	5/19/2021	Administrators; EL Program Director; ELD Teachers; Parents; Principals; Tribal Leaders;	N/A	N/A

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Title III Parent Family & Community Engagement

May use the funds to achieve any of the purposes described in subsection 3115 (a) by undertaking 1 or more of the following activities:

- (1) Upgrading program objectives and effective instructional strategies.
- (2) Improving the instructional program for English learners by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing to English learners—
 - (A) tutorials and academic or career and technical education;
 - (B) intensified instruction which may include materials in a language that the student can understand, interpreters, and translators.
- (4) Developing and implementing effective preschool, elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families—
 - (A) to improve the English language skills of English learners; and
 - (B) to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- (7) Improving the instruction of English learners, which may include English learners with a disability, by providing for—
 - (A) the acquisition or development of educational technology or instructional materials;
 - (B) access to, and participation in, electronic networks for materials, training, and communication; and
 - (C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.
- (8) Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

Description	AA Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<p>(3) Providing to English learners— (B) intensified instruction</p> <p>In addition to implementing Options #7, #8 and #9 to address the needs of EL students, as well as continuing to implement Differentiated Instruction with an emphasis on a culture-based differentiation for English Learners in grades K-12, the Cuba Schools will continue to fund the position: EL Coordinator.</p> <p>Cuba Schools will continue with a certified and TESOL endorsed EL Coordinator (0.50 FTE) who will provide intensified instruction focused on language development and scaffolding of content for struggling EL students.</p> <p>This intensified instruction provided for EL students will be over and above the instruction and support provided by the Cuba Schools TESOL teachers. The EL Coordinator will work exclusively with struggling EL students.</p>	17,632.41	8/8/2020	5/19/2021	ELL Students;	1000	53330

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Title III District Consortium

Reviewer	Date Reviewed	Date Approved	Status
			Return to District
			Approve