

Title II ESEA Consolidated Application

2021-2022



CUBA INDEPENDENT SCHOOL DISTRICT

Title II Part A Allocation	
Admin Indirect Funds	\$4,625.69
Increase Equity Funds	\$8,388.00
Mentor Teacher Support Total Funds	\$18,000.00
PD Budget Domain Funds	\$8,433.11
Additional PD Funds Total	\$23,000.00
Other Salary Funds Total	\$0.00
Charter School Amount Total	\$0.00
Private School Amount Total	\$0.00
Transferred Funds	\$0.00
Preliminary Allocation	\$62,446.80
Debit	\$62,446.80
Credit	\$0.00
Balance	\$0.00

Title II Section 1 Contact Information

Rural District	Title Funds Acceptance	Superintendent Charter	Contact Phone 1	Title II Federal Program Director	Contact Phone 2	Title II Business Manager	Contact Phone 3	Title II RFR Submitter	Contact Phone 4
Yes	Yes	Dr. Karen Sanchez-Griego	575-289-3211	Dr. Donna Navarrete	575-289-3211	Rhiannon Chavez	575-289-3211	Dr. Jaime Tamez	505-688-6465

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Title II Section 2: Indirect Cost

Administrative Costs	Preliminary Allocation	Indirect Cost Rate Percentage	Indirect Cost Rate	Indirect Base Amount	Admin Indirect Funds
Yes	62,446.80	8.00	1.0800	57,821.11	4,625.69

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?

Increasing Student Achievement in the CISD:

In SY2018-2019, the CISD implemented a comprehensive redesign program at the high school in conjunction with the Cross State High School Redesign Collaborative (CSHSC) supported by the Everyone Graduates Center at Johns Hopkins University School of Education and the Council of Chief State School Officers (CCSSO). Currently, this redesign program is implemented at all CISD schools and focused on four evidence-based design pillars for increasing student achievement:

1. Organizing Adults (Teams, not Individuals):
 - a. Teacher Teams/Professional Learning Communities: Teams are Interdisciplinary and work with cohorts of students.
 - b. Distributed Leadership: Staff perform in multiple roles and decision making is dispersed among staff.
 - c. Leadership Development: Staff are offered opportunities and pathways for leadership roles.
 - d. Relationships and Trust: CISD supports strong relationships between teachers and administration.
 - e. Data Driven Decision Making: Staff uses real-time, predictive data about students to make team intervention decisions and drive school- and district-wide decisions and priorities.

2. Students at the Center (Hope, Agency, Trust and Relationships):
 - a. School environments support the development of positive relationships between students and students, students and staff.
 - b. Schools maintain early warning and multi-tiered student response systems and community supports.
 - c. Staff help to shape student experiences to enable them to experience hope, agency, and purpose.
 - d. Schools provide intervention programs that are targeted to behavioral and social emotional student needs.
 - e. Staff help to maintain school climates that are built upon safety, trust, and student voice (e.g., use restorative practices).

3. Teaching and Learning (Supported, Engaged and Challenged):
 - a. Teachers offered PD on how to create challenging and caring classrooms, use standards-aligned units of instruction for each subject and grade level, and increase student engagement while providing student supports.
 - b. Teachers participates in professional learning communities (PLCs) and instructional coaching.

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- c. Teachers receive PD in cultural and language responsiveness, differentiated instruction, and project-based learning. Teachers construct and implement a Multilayered System of Support (MLSS) to ensure students' wholistic needs are met.
 - d. TESOL endorsed teachers work to build effective and robust Navajo and Spanish language programs that are aligned to ELA, math, social studies, science, and elective standards.
4. Postsecondary Pathways:
- a. Students have access to and are supported with various college/career pathway choices; pathway decisions are completely up to students and families.
 - b. All students are supported to complete a comprehensive plan for after high school.
 - c. The CISD supports the integration of technical and academic content; that is, CTE teachers integrate academic content into CTE courses and core-subject teachers integrate career concepts into academic courses.
 - d. Cuba high school offers dual enrollment and AP courses, giving students the ability to earn credit in a college or career technical certification program.

Student Achievement Measurements:

To measure increased student achievement, the CISD uses the following measurements:

- Formative assessments.
- Interim benchmark assessments administered fall, winter, spring.
- NMPED summative assessments in reading, mathematics, and science.
- WIDA ACCESS assessment for English language learners.
- Avant assessments for world languages (Spanish).
- Oral Navajo Language and Culture Test (ONLC-T) for Navajo language.
- Results of college entrance exams (PSAT, SAT, ACT).

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

- Instruction is based on academic standards, behavioral expectations, and social and emotional competencies valued by the community and that lead to college and career readiness.
- Academic, behavioral, emotional, and social curriculum are rigorous, relevant, and aligned to values and standards.
- Teaching practices use high-leverage, evidence-based, and agreed-upon instructional frameworks that develop learners' academic, behavioral, emotional, and social knowledge, skills, and habits.
- Teaching strategies are differentiated, universally designed, and culturally responsive.
- Instruction is delivered in well-managed settings where learners feel safe, supported and proud to be themselves.
- Learner identities are positively represented in curricular materials and throughout the physical environment.
- Messages of high expectations and care for each learner are conveyed.
- Instruction is designed and delivered with understanding of and respect for the beliefs, practices, and experiences of learners and families.
- Learners' success in mainstream society is achieved while sustaining learner identities, culture, and language.
- Delivery of instruction is supported through professional learning and instructional coaching.
- Effectiveness of instruction is regularly reviewed through learner outcome and system implementation data at each level of support and adjusted as needed.

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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?

The CISD uses four research-based approaches to successful professional learning as it relates to the implementation of high-quality instructional materials.

1. Providing content-based professional development that is aligned with college-career readiness standards. CISD offers PD trainings for individual schools that are built around specific curricula, allowing educators to build their knowledge of standards. For any professional development, the CISD builds in opportunities for practice, reflection, and feedback. Buy-in from teachers and school leadership on the process for professional development is critical for success.
2. Focusing on job-embedded professional development. By focusing on one specific component of a high-quality curriculum and explaining its purpose, teachers can better understand it and are more likely to teach it as intended. Inquiry cycles contribute to successful implementation of high-quality materials by ensuring that teachers understand the material, have an opportunity to try it out in the classroom, and have the time and the environment to analyze its effectiveness.
3. Building professional development around high-quality curricula. The CISD strives to adopt K-12 curriculum materials that are designed to promote teacher learning by deepening and integrating educators' knowledge base about content and pedagogy. PD is focused on helping educators engage in a range of practices including classroom instruction, planning, lesson modification, assessment, collaboration with colleagues, and communication with parents.
4. Training to ensure an understanding of the instructional materials. On arrival of new curricula, the CISD offers PD to help teachers understand the new materials and to learn how to implement them in the classroom. Teachers are trained on the specific content of new curricula upfront in order to be able to implement it well. The CISD makes the PD easily accessible by putting it online and offering it regularly.

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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

In the CISD, the distribution of students is such that approximately 96.36% are minority, 100% are economically disadvantaged, 15.87% are students with disabilities, 39.17% are English learners, and 70.74% are American Indian. For each of these subgroups, CISD ensures high quality instruction occurs through improving teachers' access to and use of high-quality instructional materials and student achievement data to support instructional decision making. In addition, school 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, school leaders work with teachers, parents, and community to ensure instruction is culturally and linguistically responsive and that 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

Estimated Amount Allocated

Increase Equity Funds Total

\$8,388.00

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Title II Section 4: Mentorship Support for Teachers

School Locations	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

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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 Professional Development	PD Budget Funds
	TBD	TBD	<p>CISD will measure the success of the Professional Development by the degree to which each individual teacher progresses in meeting their specialized PDP, which includes goals, objectives, activities and evaluation.</p> <p>School principals will monitor teachers' effectiveness in planning and implementing appropriate pedagogy by conducting a series of ongoing, year-long classroom walk-throughs to observe teacher implementation of lessons and activities, and by attending PLCs to ensure lessons are aligned to state standards and the use of student data to information curricula.</p>	\$8,433.11

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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 Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices. Integration of Project-Based Learning.	All Staff	N/A	All Staff	\$10,000
Other	Differentiated Instruction: Deep level professional development of structured differentiated leadership practices.	All Staff	N/A	All Staff	\$1,000
Other	Project Based Learning: Deep level professional development of structured project-based leadership practices.	All Staff	N/A	All Staff	\$1,000
Other	Determining Success Criteria: Continued PLC meeting work to determine success criteria, aligned instruction, assignments, data-driven instruction for ELA, Math, Science, and Social Studies standards.	All Staff	N/A	All Staff	\$10,000
Other	Integration of Project-Based Learning	All Staff	N/A	All Staff	\$1,000
				SUM	\$23,000

Title II Section 7: Other Salaries

Name of Person	License Number	School Locations	Role Of Person	Description	Other Salary Funds
N/A	N/A		Other (Explanation Required)	N/A	0

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Title II Section 11: Private Schools					
Were all Private Schools offered T2 Funds?	Did any Private Schools decline T2 Funds?	Description	Individual Private Enrollment	Per Pupil Amount	Private School Amount
Please list all private schools that declined funds. Upload a letter from the private school stating that they have declined the funds. All the uploads should go into Section 13: Upload Related Documents					
Yes	Yes	Torreon Christian School declined Title II funds.	20	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 1 Transfer Amount: N/A
(Amount that you would like to transfer to Title I A)

Other Transfer Amount: N/A
(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.)

N/A

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Title II Section 13: Upload Related Documents

Upload Documents

The 21-22 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.

NM Public Education Department

Local Education Agency (LEA) Assurances 2021-2022 ESSA Title II Application

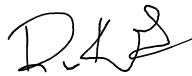
The Title II, Part A program is designed to:

- improve the quality and effectiveness of teachers, principals, and other school leaders;
- increase the number of teachers, principals, and other school leaders who are effective at improving student outcomes;
- provide students from low-income families and minority students greater access to effective educators;
- meaningfully support educators so they can help their students for success in college and careers.

Title II, Part A investments should align with an LEA's overall strategy to support effective instruction in order to improve student academic outcomes.

We hereby certify that the information contained in this application is, to the best of our knowledge, correct and that we are authorized to submit this application. We further certify, to the best of our knowledge, that any ensuing program and activity will be conducted in accordance with all applicable state laws and regulations, application guidelines and instructions. It is understood that this application constitutes a proposal and, if accepted by the New Mexico Public Education Department or renegotiated to acceptance, will form a binding agreement.

Signature of Superintendent
or Charter School Director



Date 5/5/2021

Printed name of
Superintendent
or Charter School Director:

Dr. Karen Sanchez-Griego

CUBA INDEPENDENT SCHOOL DISTRICT

BOARD OF EDUCATION
DIANNA MAESTAS, President
TAYLOR PINTO, Vice-President
VIVIAN KEETSU, Secretary
ELIZABETH MARTIN, Member
JAMES D. CASAUS, Member



ADMINISTRATION
DR. KAREN SANCHEZ-GRIEGO Ed.D, Superintendent
RHIANNON CHAVEZ, Finance Director
DR. MATT WILLIAMS, Ph. D., Lead H.S. Turnaround Director
ARSENIO JACQUEZ, Middle School Principal
AMY ROMERO, Elementary School Principal

Cuba Independent School District
PO Box 70
Cuba, NM 87013

April 7, 2021

Principal Nathan Gayman
Torreon Christian School
HCR 79, Box 8
Cuba, NM 87013-9701

Dear Principal Gayman,

We seek your acceptance or decline of Title I, Title II, Title III, Title IV and IDEA-B funds for the 2021-2022 School Year. Please select your acceptance or decline of these funds below:

Torreon Christian School **will accept** funding for Title I, Title II, Title III, Title IV and IDEA-B (*if accepting, please attach list of student names, demographic data, and grade levels*).

Torreon Christian School **will decline** funding for Title I, Title II, Title III, Title IV and IDEA-B.

Please print, sign and date this letter; then, click on the "Finished" button when ready to return letter to me.

Nathan Gayman

Name (print)

Name (signature)

4/7/2021

Date

Thank you.

Sincerely,

Donna Navarrete, Ph.D.

Exe. Director, Data & Accountability/
Federal Programs.

Cuba Independent Schools
575-289-3211, Ext. 108

PO Box 70, #50 County Rd 13, Cuba, NM 87013, Phone: 575-289-3211, Fax: 575 289-3314

Cuba Independent School District does not discriminate on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or veteran status or disability in any educational programs, activities or employment. Cuba Independent School District also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment. If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in a school meeting or hearing, or if you wish to receive assistance or information regarding student grievances, language translations of District policy, Section 504 or Title IX, please contact the Superintendent's Office at least one week prior to the meeting or as soon as possible. The district Title IX Officer, Dr. Griego may be contacted at the address or phone number listed above. For concerns at the school level, contact Ms. Romero, Elementary – Ext. 403, Mr. Jacquez, Middle School – Ext. 302, or Dr. Williams/H.S. Management Team, High School – Ext. 202.



AFFIRMATION OF TRIBAL CONSULTATION FOR LOCAL EDUCATIONAL AGENCIES

SY 2021-2022

This Affirmation of Tribal Consultation document must be submitted to the School Budget and Finance Analysis Bureau on an annual basis as part the Local Educational Agency's (LEA's) budget submission.

The purpose of the Tribal consultation process is to create opportunities for LEAs and Tribal Leaders to work together to improve positive outcomes for Native American students.

Name of LEA: Cuba Independent School District	
Superintendent: Dr. Karen Sanchez Griego Contact Phone: (575) 289-3211 ext 613 Contact Email: ksanchez-griego@cuba.k12.nm.us	
District Coordinator of Tribal Consultation (Federal Programs Director, Indian Education Director; Tribal Liaison, etc): Dr. Donna Navarrete, Executive Director of Data & Accountability/Federal Programs Contact Phone: (575) 289-3211 ext 108 Contact Email: dnavarrete@cuba.k12.nm.us Raphaelita Phillips, Indian Education Director Contact Phone: (575) 289-3211 ext 609 Contact Email: rphillips@cuba.k12.nm.us	
Tribal Leader or Designee: <i>Roy Tracy</i> Contact Phone: <i>(928) 871-7770</i> Contact Email: <i>roytracy@nndode.org</i>	<i>Navajo Nation</i>

Check here if the Tribe or Tribal organizations did not respond to the LEA's repeated good-faith efforts for tribal consultation. Please describe the consultation efforts below and attach any accompanying documentation to this form.

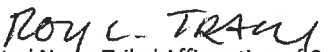


If consultation occurred, check the boxes and comment on topics discussed during the consultation process:

<input checked="" type="checkbox"/> How students' academic, cultural and linguistic needs will be identified and supported	<input checked="" type="checkbox"/> Parental Engagement
<input checked="" type="checkbox"/> Services that will be offered to support students' academic, cultural and linguistic needs	<input checked="" type="checkbox"/> Federal Title Programs
<input checked="" type="checkbox"/> Plan for delivery of services	<input checked="" type="checkbox"/> State grants opportunities
<input checked="" type="checkbox"/> Timeline of when services will be assessed and evaluated and communicated to Tribal partners	<input checked="" type="checkbox"/> Funding and equitable allocation of resources
<input checked="" type="checkbox"/> Other topics? <i>Student Needs Assessment Systemic Framework</i> <i>School ReEntry Accountability Tool</i>	

Affirmation and Signatures

We agree that timely and meaningful consultation occurred prior to the submission of this Affirmation of Tribal Consultation document. We agree that we have participated in timely and meaningful discussion on the programs, budget and available resources below, but not limited to:

<input checked="" type="checkbox"/> Understanding Title I: Parts A, C and D	<ul style="list-style-type: none"> A. Improving Basic Programs Operated by State and Local Educational Agency B. Education of Migratory Children C. Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
<input checked="" type="checkbox"/> Understanding Title II, Part A	Supporting Effective Instruction
<input checked="" type="checkbox"/> Understanding Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
<input checked="" type="checkbox"/> Understanding Title IV, Parts A & B	<ul style="list-style-type: none"> A: Student Support and Academic Enrichment Grants B: 21st Century Community Learning Centers
<input checked="" type="checkbox"/> Understanding Title V, Part B Subpart 2	Rural and Low Income School Program

<input checked="" type="checkbox"/> Title VI, Part A, Subpart 1	Indian Education Formula Grants to Local Educational Agencies
<input checked="" type="checkbox"/> Title VII	Impact Aid
<input checked="" type="checkbox"/> State grant opportunities	<ul style="list-style-type: none"> • Indian Education Act School District Grant • Bilingual / Multicultural Education Grants
<input checked="" type="checkbox"/> Others (?):	Johnson O'Malley
Printed Name of Superintendent or Designee	Date
	
Signature of Superintendent or Designee	Date
	
Printed Name Tribal Affirmation of Consultation Designee	Date
	
Signature Tribal Affirmation of Consultation Designee	Date

Each LEA must maintain this document in the agency's records and forward to the School Budget and Finance Analysis Bureau to be kept on file with the district's budget submission. For questions or more information, please contact the Indian Education Office at (505) 476-0545.