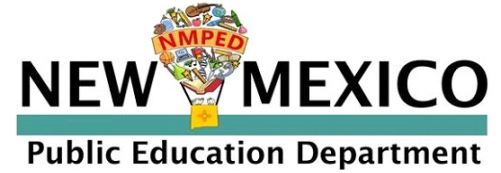


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Title II Part A Allocation	
Admin Indirect Funds	5,228.75
Increase Equity Funds	11,904.25
Mentor Teacher Support Total Funds	18,000.00
PD Budget Domain Funds	12455
Additional PD Funds Total	23000.12
Other Salary Funds Total	0
Charter School Amount Total	0
Private School Amount Total	0
Transferred Funds	0
Preliminary Allocation	\$70,588.12
Debit	\$70,588.12
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
No	Yes	Dr. Karen Sanchez-Griego	575-289-3211	Rhiannon Chavez	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	70588.12	8	1.08	65359.37	5228.75

Title II Section 3_1: High Quality Instruction

Question 1	Question 2	Question 3
<p>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). This redesign program was expanded has been continuously implemented at all CISD schools. The program will continue for SY 2022-2023 and will focus on four evidence-based design pillars for increasing student achievement:</p> <ol style="list-style-type: none"> 1. Organizing Adults (Teams, not Individuals): <ol style="list-style-type: none"> 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- 	<ul style="list-style-type: none"> • 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 	<p>The CISD uses four research-based approaches to successful professional learning as it relates to the implementation of high-quality instructional materials.</p> <ol style="list-style-type: none"> 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

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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.
- 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' holistic 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:

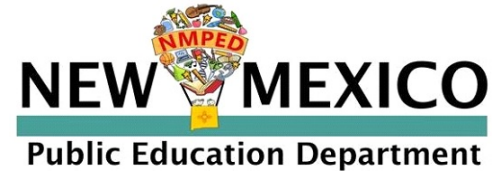
through learner outcome and system implementation data at each level of support and adjusted as needed.

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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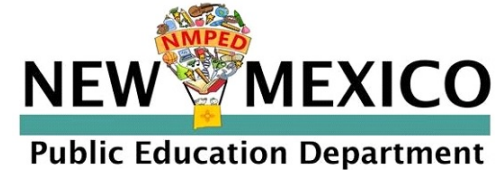
- a. Students have access to and are supported with various college/career pathway choices; pathway decisions are completely up to students and families.
- b. All students are supported to complete a comprehensive plan for after high school.
- c. The CISD supports the integration of technical and academic 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).

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Title II Section 3_2: Educator Quality Measures By Subgroup

RATING How does the LEA ensure that all students in the subgroups listed are provided with high quality instruction

In the CISD, the distribution of students is such that approximately 96.70% are minority: 72.11% are American Indian, 100% are economically disadvantaged, 16.19% are students with disabilities, 37.03% are English learners, and. 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

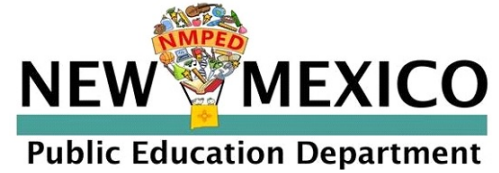
Increase Equity Funds Total

11904.25

Title II Section 4: Mentorship Support for Teachers

School Locations	Name Of Mentor	Mentor's License Number	Mentor Summative Rating	Name of Teacher to Receive Support	License Number of Teacher Receiving Support	Teacher Summative Rating	Mentorship Support Funds
CUBA ELEMENTARY	TBA	TBD		TBD	TBD		1500
CUBA ELEMENTARY	TBD	TBD		TBD	TBD		1500
CUBA ELEMENTARY	TBD	TBD		TBD	TBD		1500
CUBA ELEMENTARY	TBD	TBD		TBD	TBD		1500
CUBA HIGH	TBD	TBD		TBD	TBD		1500
CUBA HIGH	TBD	TBD		TBD	TBD		1500
CUBA HIGH	TBD	TBD		TBD	TBD		1500
CUBA HIGH	TBD	TBD		TBD	TBD		1500
CUBA MIDDLE	TBD	TBD		TBD	TBD		1500

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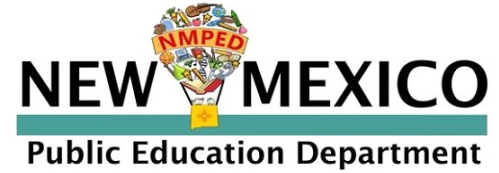
Title II Section 4: Mentorship Support for Teachers

School Locations	Name Of Mentor	Mentor's License Number	Mentor Summative Rating	Name of Teacher to Receive Support	License Number of Teacher Receiving Support	Teacher Summative Rating	Mentorship Support Funds
CUBA MIDDLE	TBD	TBD		TBD	TBD		1500
CUBA MIDDLE	TBD	TBD		TBD	TBD		1500
CUBA MIDDLE	TBD	TBD		TBD	TBD		1500

Title II Section 5: Professional development by domains

Domains	Name of Teacher	License Number of Teacher	How will the LEA measure the success of the Professional Development	PDBudget 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>	\$12455.00

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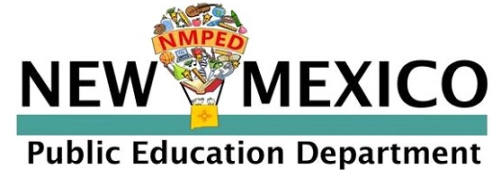
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Title II Section 6: Additional professional development activities planned

Type of Professional Development	Description	Name of Person Participating	License Number	Summative Rating	Role of Person Participating	Additional PD Funds
	Type of Professional Development is "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		Other (Explanation Required)	10000.12
	Type of Professional Development is "Other": Differentiated Instruction: Deep level professional development of structured differentiated leadership practices.	All Staff	N/A		Other (Explanation Required)	1000
	Type of Professional Development is "Other": Project Based Learning: Deep level professional development of structured project-based leadership practices.	All Staff	N/A		Other (Explanation Required)	1000

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Type of Professional Development is "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		Other (Explanation Required)	10000
Type of Professional Development is "Other": Integration of Project-Based Learning	All Staff	N/A		Other (Explanation Required)	1000

Title II Section 7: Other salaries

Name of Person	License Number	School Locations	Role Of Person	Description	Other Salary Funds
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Title II Section 8: Carry over funds

Use of Carryover Funds

To support Equity in Education, the CISD will use \$38,150.00 of carry over funds to offer PD for teachers that focuses on cultural and language responsiveness, differentiated instruction, project-based learning, alignment of standards and MLSS.

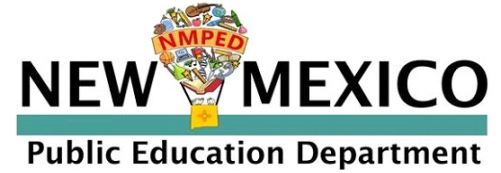
Title II Section 9: Total enrollment

Public Enrollment	Private Enrollment	Charter Enrollment	Preliminary Allocation	Available T2Allocation	Per Pupil Amount	Total Enrollment
676	0	0	70588.12	65359.37	96.69	676

Title II Section 10: Locally-Authorized Charter Schools

Were all Charters offered T2 Funds?	Did any Charter Schools Decline T2 Funds?	Description	Charter Enrollment	Per Pupil Amount	Charter School Amount
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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 N/A	Individual Private Enrollment	Per Pupil Amount	Private School Amount
Yes	Yes	Torreon Christian School declined Title II funds.	0		0

Title II Section 12: Funds Transferred to Other Federal Programs

Are you Transferring REAP Title II Funds?	Do you have Teachers that are not Effective?	Fund Utilization	Transferring In To

Title II Section 14: Application Approval Screen

Reviewer	Date Approved	Application Status
Mark Curran	10/17/2022 12:00:00 AM	Return to District