

Title III Part A ESEA Consolidated Application

2022-2023

CUBA INDEPENDENT SCHOOLS



Title III Part A Allocation	
Total Planing Allocation	\$21,782.29
LIEP Funding Total	\$0.00
PD Funding Total	\$0.00
PFCE Funding Total	\$0.00
AA Funding Totals	\$20,168.79
Total Planning Allocation	\$21,782.29
Indirect Cost Amount	\$1,613.50
Direct Admin Expenses	\$0.00
All Sub Totals	\$20,168.79
Balance	\$0.00

Title III Private School Participation

Private School	Students Enrolled	Signature School Administrator
TORREON CHRISTIAN SCHOOL	0	Vern Champ

Title III Tribal Consultation

Name Of NTP	Students Enrolled	Signature Official

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2022-2023

CUBA INDEPENDENT SCHOOLS



Title III Part A ESEA Consolidated Application

2022-2023

CUBA INDEPENDENT SCHOOLS



Title III Federal Requirements

Approach2ELD	Language Supports
<p>Cuba Elementary School: uses English Learner (EL) Program Valid Values Option #8 English language Development (ELD) block and sheltered instruction in content areas (elementary grades).</p> <p>Each grade level has one certified TESOL endorsed certified teacher that provides 45 minutes of sheltered instruction strategies for teaching language, except for second grade. A first grade TESOL endorsed teacher provides their 45 minutes of sheltered instructions. 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 Middle School: uses English Learner (EL) Program Valid Values Option #7 English language Development (ELD) pull-out course and sheltered instruction in content areas.</p> <p>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</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 Middle School</p> <p>All teachers use sheltered instructional strategies and intensive supports for academic vocabulary development. We offer pull-out remediation classes, daily intervention classes for struggling students 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. We provide daily intervention classes for struggling students.</p>

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ESEA Consolidated Application**

2022-2023

CUBA INDEPENDENT SCHOOLS



Title III Part A ESEA Consolidated Application

2022-2023

CUBA INDEPENDENT SCHOOLS



language arts (ELA) course and sheltered instruction in content areas (secondary grades only).

Students who are identified as ELD are assigned an ELD class with teachers who are TESOL endorsed.

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.

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.

Title III Enrollment

District ID District Code	Name Of School	Total School Enrollment	Total ELStudents	EL Program Valid Values
062	CUBA ELEMENTARY	285	111	8;
062	CUBA HIGH	259	129	9;
062	CUBA MIDDLE	132	56	7;

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2022-2023

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Title III Indirect Cost Rate

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	21782.29	0	0	0.00	\$21,782.29	\$1,613.50

Title III LIEP Budget Plan

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 EL students, 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</p>	0	8/8/2022 12:00:00 AM	5/19/2023 12:00:00 AM	Administrators;All Teachers;EL Program Director;ELD Teachers;ELL Students;Families;Instructional Leaders;Parents;Principals;Tribal Leaders;	N/A	N/A

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2022-2023

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sessions to prepare them to implement a variety of instructional methods to modify content, process, and products as follows:

1. Modifying Content: What EL 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 EL 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 EL students will demonstrate what they have learned. Possibilities include community mentorships, portfolios, tiered assessment, and independent research.

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2022-2023

CUBA INDEPENDENT SCHOOLS



Title III Part A ESEA Consolidated Application

2022-2023

CUBA INDEPENDENT SCHOOLS



Title III Professional Development						
Description	PDFunding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<p>1. Culturally and Linguistic Responsiveness: Deep level professional development of culturally and linguistic responsiveness/relations and practices;</p> <p>2. Differentiated Instruction: Deep level professional development of structured differentiated instructional practices;</p> <p>3. Project Based Learning: Deep level professional development of structured project based learning practices; Integration of Project-Based Learning;</p> <p>4. 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;</p> <p>5. Implementation of high-level instruction, using asynchronous and synchronous learning technologies;</p>	\$0.00	8/8/2022 12:00:00 AM	5/19/2023 12:00:00 AM	Administrators;All Teachers;EL Program Director;ELD Teachers;Instructional Leaders;	N/A	N/A

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CUBA INDEPENDENT SCHOOLS



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2022-2023

CUBA INDEPENDENT SCHOOLS



Title III Parent Family & Community Engagement

Description	PFCE Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<p>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.</p> <p>2. Informing to Understand—Review of data and informative sessions for parents, families, and community members to understand state and district testing. Specifically, these sessions will help parents, families, and community members to understand how to interpret data and how teachers and school leaders use the data to inform curricula.</p>	0	8/8/2022 12:00:00 AM	5/19/2023 12:00:00 AM	Administrators;EL Program Director;ELD Teachers;Parents;Principals;Tribal Leaders;	N/A	N/A

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CUBA INDEPENDENT SCHOOLS



Title III Authorized Activities						
Description	AAFunding 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>	20168.79	8/8/2022 12:00:00 AM	5/19/2023 12:00:00 AM	ELL Students;	1000	53330

Title III District Consortium			
Reviewer	Date Reviewed	Date Approved	Status

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