

**CISD DISTRICT LEVEL REPORT  
SY 2021-2022**

**1. STUDENTS SERVED**

<p><b>a. Priority by Grade Level</b></p> <p>Please describe how the district's BMEPs ensure priority is given to programs that adequately support a child's linguistic development in grades kindergarten through three before BMEPs at higher grade levels.</p>	<p>Cuba Independent School Staff follows all required procedures for identifying the linguistic and academics needs of students. Programs are developed with priority given to students in grades K-3 and expanded to other grades as funds permit. We have taken an active role to employ teachers who can meet the Bilingual Multicultural Education needs of our students. For school year 21-22, we employed 8 TESOL teachers (4 elementary school, 2 middle school, 1 high school, 1 District SPED). We also employed 1 bilingual high school Spanish teacher), 1 long term sub (Spanish bilingual at the elementary school and middle school). We had 3 Native American Language and Culture Teachers (1 at the elementary school, 1 at the middle school and 1 at the high school). All TESOL endorsed teachers use standards of sheltered Instruction and Culturally Relevant teaching practices in the classroom. These strategies have been systematically implemented and prioritized.</p>
<p><b>b. Priority by Language Proficiency</b></p> <p>Please describe how the district's BMEPs ensure priority is given to students based on language proficiency (English and home language).</p>	<p>Cuba Independent School Staff follows all required procedures for indentifying each student's home language and the student's language proficiencies; and priority is given to students based on language proficiency (English and home language).</p>
<p><b>c. Priority by Academic Achievement</b></p> <p>Please describe how the district's BMEPs ensure priority is given to students based on academic achievement.</p>	<p>Cuba Independent School Staff disaggregates achievement data to better understand the individual needs and strengths of each student. Staff monitors student progress and adjusts instruction as needed to better address student needs.</p>
<p><b>d. English Learners</b></p> <p>If students classified as English Learners (ELs) are served in BMEPs, please describe how instruction is designed to both enable ELs to attain English proficiency and to attain parity of participation in the standard instructional program within a reasonable length of time. Please consider civil rights law and other federal requirements of the Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.</p>	<p>Cuba Independent School Staff believes strongly that no student should be denied equal educational opportunity due to the failure of district staff to take appropriate action to overcome language barriers. Teachers use a variety of instructional strategies to help students acquire the academic language they need in order to succeed in school. Teachers use sheltering techniques and differentiated instruction to ensure students understand the content. At the same time, students receive ESL and ELD instruction in order to master the English language. Teachers also use computer based programs such as Imagine Learning to target learning needs of students to intervene and enhance student language skills. The district this year provided teachers, in conjunction with teacher input, a learning curriculum for Navajo Language from K-HS to guide teachers on the level of language acquisition. This will help teachers understand the depth of learning that is expected at each grade level as students increase their ability each year. Also ELD teachers were provided a clear expectation to follow the ELD standards and to use their learned techniques of language acquisition through TESOL and Bilingual training with their students. Lesson Plans, walk throughs, and feedback will address these areas to support teachers as they in turn support their students in this area.</p>

## 2A. LANGUAGE PROFICIENCY

Per state regulation 6.32.2.14. A.

*Trained personnel shall administer state-approved language proficiency assessments in English and the home or heritage language annually until proficiency in each language is achieved; public schools providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall obtain approval for language proficiency assessments from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension.*

Please use the data from the annual language proficiency assessments to respond to the three (3) questions in this section.

<p><b>a. Have changes in home/heritage language proficiency levels occurred from one year to the next? How would you interpret those changes? *</b></p>	<p>CISD completed the Oral Navajo Language &amp; Culture Standard-based Assessment for SY 2021-2022 and submitted the assessments to the Office of Standards, Curriculum, and Assessment Development (OSCAD), Navajo Nation Department of Dine Education. We checked with OSCAD and currently all the assessment materials are still at OSCAD. Once they are inputted into the system and a final report is completed, OSCAD will notify us.</p>
<p><b>b. Have changes in English language proficiency levels occurred for English learner students in the BMEP? How would you interpret those changes? *</b></p>	<p>Yes, changes have occurred in English Language Proficiency levels for English Learner students. For the most part we have observed that students are steadily gaining more English Language Proficiency which leads us to believe that the approach we are taking in our classrooms, as described in Section 1: “Students Served” is benefiting our students.</p>
<p><b>c-1. Do the language proficiency levels measured indicate there is room for improvement in? *</b></p>	<p><input checked="" type="checkbox"/> <b>i. instruction</b>  <input type="checkbox"/> <b>ii. scheduling and administering the assessment</b>  <input checked="" type="checkbox"/> <b>iii. professional development for staff</b>  <input type="checkbox"/> <b>iv. support for the BMEP</b>  <input type="checkbox"/> <b>v. partnering with the Parent Advisory Committee (PAC)</b>  <input type="checkbox"/> <b>Specify your own value:</b></p>
<p><b>c-2. Please explain in what ways the chosen area(s) could be improved. *</b></p> <p>Although we believe that we are on the right track with our instruction and professional development, we need to continue strengthening our instruction by continuing to provide professional development on best practices for all staff.</p>	

## 2B. ACADEMIC ACHIEVEMENT

Per state regulation 6.32.2.14.B., C. and D.

*B. Public school districts shall comply with federal assessment requirements.*

*C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.*

*D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.*

Please use the data from the academic content area assessments, interim or summative, for students in the BMEP only, to respond to the three (3) questions in this section.

a. Have changes in academic proficiency levels occurred from one year to the next? How would you interpret those changes?

The Cuba Independent School District (CISD) administered the Galileo Interim Assessment for SY 2021-2022.

### Native American Students

#### English Language Arts Results

Comparison of SY 2021-2022 CISD Native American Students Performance Scores Galileo Interim Assessments – English Language Arts Proficiency				
Subject	Term	Elementary	Middle	High School
English Language Arts (ELA)	BOY*	646	1155	1394
	MOY*	662	1144	1466
Difference from BOY		+16	-11	+72
English Language Arts (ELA)	EOY*	712	1134	1461
Difference from MOY		+50	-10	-5
Difference from BOY		<b>+66</b>	<b>-21</b>	<b>+67</b>

\*BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year

Galileo tests scores indicate that Cuba Elementary School BMEP Native American students increased ELA proficiency level by 66 points (10%) from BOY to EOY. Cuba Middle School Native American students decreased ELA proficiency by 21 points (2%). Cuba High School Native American students increased ELA proficiency by 67 points (4.8%).

### Math

Comparison of SY 2021-2022 CISD Native American Students Performance Scores Galileo Interim Assessments – Math Proficiency				
Subject	Term	Elementary	Middle	High School
Math	BOY*	626	1102	1378
	MOY*	648	1103	1390
Difference from BOY		+22	+1	+12
Math	EOY*	689	1115	1421
Difference from MOY		<b>+63</b>	<b>+13</b>	<b>+31</b>

\*BOY = Beginning of Year; MOY = Middle of the Year; EOY = End of Year

Galileo tests scores indicate that Cuba Elementary School BMEP Native American students increased their math proficiency level by 63 points (10%) from BOY to EOY. Cuba Middle School Native American students increased math proficiency by 13 points (2%). Cuba High School Native American students increased math proficiency by 31 points (4.8%).

### Hispanic Students

#### English Language Arts Results

Comparison of SY 2021-2022 CISD Hispanic Students Performance Scores Galileo Interim Assessments – English Language Arts Proficiency				
Subject	Term	Elementary	Middle	High School
English Language Arts (ELA)	BOY*	629	1166	1472
	MOY*	660	1160	1524
Difference from BOY		+31	-6	+52
English Language Arts (ELA)	EOY*	804	1131	1512
		+144	-29	-12
Difference from BOY		<b>+175</b>	<b>-35</b>	<b>+40</b>

\*BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year

Galileo tests scores indicate that Cuba Elementary School BMEP Hispanic students increased ELA proficiency level by 175 points from BOY to EOY. Cuba Middle School Hispanic students decreased ELA proficiency by 35 points. Cuba High School Hispanic students increased ELA proficiency by 40 points.

#### Math

Comparison of SY 2021-2022 CISD Hispanic Students Performance Scores Galileo Interim Assessments – Math Proficiency				
Subject	Term	Elementary	Middle	High School
Math	BOY*	605	1065	1425
	MOY*	662	1077	1435
Difference from BOY		+57	+12	+10
Math	EOY*	734	1072	1467
		<b>+129</b>	<b>+7</b>	<b>+42</b>

\*BOY = Beginning of Year; MOY = Middle of the Year; EOY = End of Year

Galileo tests scores indicate that Cuba Elementary School BMEP Hispanic students increased their math proficiency level by 129 points from BOY to EOY. Cuba Middle School Hispanic students increased math proficiency by 7 points. Cuba High School Hispanic students increased math proficiency by 42 points.

Our English Language Arts Program at the elementary school are yielding good results. We need to examine our middle school English Language Arts Program to determine why our students are not showing positive gains. Our Math Programs at all schools is yielding good results. Even if the schools where students are demonstrating positive gains, we need to examine how we can support teachers and students so as to have even higher gains.

**b. Do the academic proficiency levels measured indicate there is room for improvement in (pick one or more)**

- i. instruction**
- ii. scheduling and administering the assessment**
- iii. professional development for staff**
- iv. support for the BMEP**
- v. partnering with the Parent Advisory Committee (PAC)**
- Specify your own value:**

**c. Please explain in what ways the chosen area(s) could be improved. \***

Although we believe that we are on the right track with our instruction and professional development, we need to continue strengthening our instruction by continuing to provide professional development on best practices for all staff.

### 3. BMEP GOALS - PART 1

1. Provide an update for how you met BMEP goals stated in the last BMEP Annual Progress Reporting (SY 20-21):

#### 1. a. Home/ Heritage Language Proficiency

##### **Home/Heritage Language Proficiency Goals: Diné Language**

1.a.1. To increase the Navajo language and awareness of the Navajo Culture for Native American students enrolled in the Cuba Independent School district.

1.a.1.a. By the end of SY 2021-2022, at least 3% of the Full Academic Year (FAY) Native American students in the Navajo language classes will be nearing orally Fluent or Fluent in the Diné language as measured by Diné Language Assessments.

1.a.1.b. By the end of SY 2021-2022, at least 75% of the Full Academic Year (FAY) Native American students in all three categories (Non-Proficient, Limited, Fluent) will increase their Diné Language speaking skills by 3% as measured by Diné Language Assessments.

**Full Academic Year (FAY) students are defined as all students in grades K-12 who attended CISD schools for both school semesters.**

Update on the above goals for Diné Language:

CISD completed the Oral Navajo Language & Culture Standard-based Assessment for SY 2021-2022 and submitted the assessments to the Office of Standards, Curriculum, and Assessment Development (OSCAD), Navajo Nation Department of Dine Education. We checked with OSCAD and currently all the assessment materials are still at OSCAD. Once they are inputted into the system and a final report is completed, OSCAD will notify us.

##### **Home/Heritage Language Proficiency Goals: Spanish Language**

1.a.2. To increase the Spanish language and awareness for the Hispanic Culture for Hispanic students enrolled in the Cuba Independent School district.

1.a.2.a. By the end of SY 2021-2022, at least 3% of the students in the Spanish language classes will increase their Reading Fluency in the Spanish language as measured by the Spanish Language Assessment.

1.a.2.b. By the end of SY 2021-2022, at least 75% of the students in the Spanish language classes in all three categories (Non-Proficient, Limited, Fluent) will increase their Spanish speaking skills by 3% as measured by the Spanish Language Assessment.

**Full Academic Year (FAY) students are defined as all students in grades K-12 who attended CISD schools for both school semesters.**

Update on the above goals for Spanish Language:

Although we have observed student gains in Spanish Language, we have not yet reached the desired goals.

## 1. b. English Language Proficiency (EL Students Only)

1.b.1. District Objective 2: Grade level Proficiency – Reading/English Language Proficiency

25% of students will show proficiency at grade level or higher in Reading/English Language Proficiency

The goal is measured by comparison of Galileo assessments results from Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

Update on the above goals for English Language Proficiency (EL Students Only):

Although CISD EL students have not yet met this goal, the majority of our students have reached Performance level 2 “Partially Met Expectations”. In addition, student performance scores in the elementary and high are increasing.

### English Language Arts Results – EL Students

Comparison of SY 2021-2022 CISD EL Students Performance Scores Galileo Interim Assessments – English Language Arts Proficiency				
Subject	Term	Elementary	Middle	High School
English Language Arts (ELA)	BOY*	724	1148	1390
	MOY*	739	1127	1443
Difference from BOY		+15	-21	+53
English Language Arts (ELA)	EOY*	802	1116	1436
		+63	-11	-7
<b>Difference from BOY</b>		<b>+78</b>	<b>-32</b>	<b>+46</b>

\*BOY = Beginning of Year; MOY = Middle of Year; EOY = End of Year

Galileo tests scores indicate that Cuba Elementary School BMEP EL students increased their math proficiency level by 78 points from BOY to EOY. Cuba Middle School EL students decreased ELA proficiency by 32 points . Cuba High School EL students increased ELA proficiency by 46 points.

Our English Language Arts Program at the elementary school are yielding good results. We need to examine our middle school English Language Arts Program to determine why our students are not showing positive gains.

## 1. c. Academic Achievement

### 1.c.1 District Objective 1: Academic Growth

READING: 100% of students will show academic growth in reading as measured by Galileo results between beginning of year (BOY) and midyear (MOY).

MATH: 100% of students will show academic growth in math as measured by the Galileo results between BOY and MOY.

The CISD expects interim assessment results to show increased proficiency rates in ELA and Math across the district and at each school, at the end of year (EOY) over the next five years, as shown in tables below.

ELA Proficiency Rates by District, School					
Subject	Term	District	CES	CMS	CHS
ELA	EOY 2021	18%	10%	15%	32%
ELA <i>Projected</i>	<i>EOY 2022</i>	<i>22%</i>	<i>14%</i>	<i>19%</i>	<i>36%</i>
	<i>EOY 2023</i>	<i>26%</i>	<i>22%</i>	<i>23%</i>	<i>40%</i>
	<i>EOY 2024</i>	<i>30%</i>	<i>26%</i>	<i>27%</i>	<i>44%</i>
	<i>EOY 2025</i>	<i>34%</i>	<i>30%</i>	<i>31%</i>	<i>48%</i>
	<i>EOY 2026</i>	<i>38%</i>	<i>34%</i>	<i>35%</i>	<i>52%</i>

Math Proficiency Rates by District, School					
Subject	Term	District	CES	CMS	CHS
Baseline	EOY 2021	11%	17%	3%	7%
Math <i>Five-Year Projection</i>	<i>EOY 2022</i>	<i>15%</i>	<i>21%</i>	<i>7%</i>	<i>11%</i>
	<i>EOY 2023</i>	<i>19%</i>	<i>25%</i>	<i>11%</i>	<i>15%</i>
	<i>EOY 2024</i>	<i>23%</i>	<i>29%</i>	<i>15%</i>	<i>19%</i>
	<i>EOY 2025</i>	<i>27%</i>	<i>33%</i>	<i>19%</i>	<i>23%</i>
	<i>EOY 2026</i>	<i>31%</i>	<i>37%</i>	<i>23%</i>	<i>27%</i>



Update on the 1.c.1 Academic Achievement Goals:

### **Native American Students**

The CISD SY 2021 2022 projected proficiency rate for Cuba Elementary School English Language Arts is 14%. The actual SY 2021-2022 Cuba Elementary School English Language Arts proficiency rate is 29%. Cuba Elementary School Native American students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba Elementary School Math is 21%. The actual SY 2021-2022 Cuba Elementary School English Language Arts proficiency rate is 23%. Cuba Elementary School Native American students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba Middle School English Language Arts is 19%. The actual SY 2021-2022 Cuba Middle School English Language Arts proficiency rate is 19%. Cuba Middle School Native American students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba Middle School Math is 7%. The actual SY 2021-2022 Cuba Middle School English Language Arts proficiency rate is 19%. Cuba Middle School Native American students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba High School English Language Arts is 36%. The actual SY 2021-2022 Cuba High School English Language Arts proficiency rate is 24%. Cuba High School Native American students did not meet the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba High School Math is 11%. The actual SY 2021-2022 Cuba High School English Language Arts proficiency rate is 37%. Cuba High School Native American students met the projected percentile.

### **Hispanic Students**

The CISD SY 2021 2022 projected proficiency rate for Cuba Elementary School English Language Arts is 14%. The actual SY 2021-2022 Cuba Elementary School English Language Arts proficiency rate is 41%. Cuba Elementary School Hispanic students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba Elementary School Math is 21%. The actual SY 2021-2022 Cuba Elementary School English Language Arts proficiency rate is 28%. Cuba Elementary School Hispanic students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba Middle School English Language Arts is 19%. The actual SY 2021-2022 Cuba Middle School English Language Arts proficiency rate is 25%. Cuba Middle School Hispanic students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba Middle School Math is 7%. The actual SY 2021-2022 Cuba Middle School English Language Arts proficiency rate is 15%. Cuba Middle School Hispanic students met the projected percentile.

The CISD SY 2021 2022 projected proficiency rate for Cuba High School English Language Arts is 36%. The actual SY 2021-2022 Cuba High School English Language Arts proficiency rate is 35%. Cuba High School Hispanic students did not meet the projected percentile.

The CISD SY 2021-2022 projected proficiency rate for Cuba High School Math is 11%. The actual SY 2021-2022 Cuba High School English Language Arts proficiency rate is 38%. Cuba High School Hispanic students met the projected percentile.

## 2. Please provide an update on how the BMEP Goals for 2022-2023 are affected.

Although students did not meet the SY 2020-2021, we will continue with our goals into SY 2022-2023 in order to continue to reach for a high standard.

## 3. BMEP GOALS - PART 2

Based on the data analysis in Section 2 please respond to the following:

### a. What is the goal for the growth in the home/heritage language proficiency for the students in the BMEP for school year 2022-2023?

1. To increase the Navajo language and awareness of the Navajo Culture for Native American students enrolled in the Cuba Independent School district.
2. To increase the Spanish language and awareness for the Hispanic Culture for Hispanic students enrolled in the Cuba Independent School district.

### b. How is this goal measured?

The goal is measured by the following objectives.

#### Native American Students

1. By the end of SY 2021-2022, at least 3% of the Full Academic Year (FAY) Native American students in the Navajo language classes will be nearing orally Fluent or Fluent in the Diné language as measured by the Diné Language Assessment.
2. By the end of SY 2021-2022, at least 75% of the Full Academic Year (FAY) Native American students in all three categories (Non-Proficient, Limited, Fluent) will increase their Diné Language speaking skills by 3% as measured by the Diné Language Assessment.

**Full Academic Year (FAY) students are defined as all students in grades K-12 who attended CISD schools for both school semesters.**

#### Hispanic Students

1. By the end of SY 2021-2022, at least 3% of the students in the Spanish language classes will increase their Reading Fluency in the Spanish language as measured by the Spanish Language Assessment.
2. By the end of SY 2021-2022, at least 75% of the students in the Spanish language classes in all three categories (Non-Proficient, Limited, Fluent) will increase their Spanish speaking skills by 3% as measured by the Spanish Language Assessment

**c. Is it achievable? How do you know?**

Students will demonstrate gains as they progress through the Heritage/Enrichment Programs. The district will use data from testing results to ensure that goals are achieved.

**d. Is the goal rigorous and relevant to the students?**

The goal is rigorous and relevant to the students in the BMEP program. Many CISD students enter school with no proficiency or very limited proficiency in their home language. In the past, students have demonstrated gains as they progress through the BMEP Program. Reaching Fluency level has been shown to be a rigorous goal, but one that the District has focused on unifying K-12 curriculum to guide instructional methodologies, materials, etc.

**e. How is the district or charter school planning to achieve this goal? \***

CISD plans to use Fall testing results to provide information about student native language proficiency at the beginning of the school year, which will assist teachers in developing relevant lesson plans to help students achieve goals.

### 3. BMEP GOALS - PART 3

Based on the data analysis in Section 2 please respond to the following:

**a. What is the goal for the growth in the English language proficiency for the English learner students in the BMEP for school year 2022-2023? \***

District Objective 2: Grade level Proficiency – Reading/English Language Proficiency

25% of students will show proficiency at grade level or higher in Reading/English Language Proficiency

**b. How is this goal measured? \***

The goal is measured by comparison of Galileo assessments results from Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

**c. Is it achievable? How do you know? \***

Based on students' past growth, and with the implementation of additional support for students, CISD staff believes that these goals are achievable.

**d. Is the goal rigorous and relevant to the students? \***

Yes, the goals are rigorous and relevant in that the goals challenge students to develop advanced English language proficiency skills and knowledge that will help students see the value of what they are learning.

**e. How is the district or charter school planning to achieve this goal? \***

CISD staff provides intervention to English Language learners. The English Language Development classes follow the standards set by WIDA in conducting lessons and providing assistance to the learners.

### 3. BMEP Goals - Part 4

Based on the data analysis in Section 2 please respond to the following:

**a. What are the goals for growth in the academic content areas for students in the BMEP for school year 2022-2023? \***

District Objective 1:  
Academic Growth

READING: 100% of students will show academic growth in reading as measured by Galileo results between beginning of year (BOY) and midyear (MOY).

MATH: 100% of students will show academic growth in math as measured by the Galileo results between BOY and MOY.

**b. How are the goals measured? \***

The CISD expects interim assessment results to show increased proficiency rates in ELA and Math across the district and at each school, at the end of year (EOY) over the next five years, as shown in tables below.

ELA Proficiency Rates by District, School					
Subject	Term	District	CES	CMS	CHS
ELA	EOY 2021	18%	10%	15%	32%
	EOY 2022	22%	14%	19%	36%
ELA <i>Projected</i>	EOY 2023	26%	22%	23%	40%
	EOY 2024	30%	26%	27%	44%
	EOY 2025	34%	30%	31%	48%
	EOY 2026	38%	34%	35%	52%

Math Proficiency Rates by District, School					
Subject	Term	District	CES	CMS	CHS
Baseline	EOY 2021	11%	17%	3%	7%
Math	EOY 2022	15%	21%	7%	11%
	EOY 2023	19%	25%	11%	15%
Five-Year	EOY 2024	23%	29%	15%	19%
Projection	EOY 2025	27%	33%	19%	23%
	EOY 2026	31%	37%	23%	27%

**c. Are they achievable? How do you know? \***

Based on students’ past growth, and with the implementation of additional support for students, CISD staff believes that these goals are achievable.

**d. Are the goals rigorous and relevant to the students? \***

Yes, the goals are rigorous and relevant in that the goals challenge students to develop advanced skills and knowledge that will help students see the value of what they are learning.

**e. How is the district or charter school planning to achieve these goals? \***

CISD believes that if teachers seek answers to these three questions: “What do students need to know?” “How will we know if students have learned it?” “What will we do if students haven’t learned?” and use student data in at least the three ways described below, they will be able to increase student achievement. However, it is essential that teachers believe in and use the process.

If the MOY assessment data shows that some student have not progressed in their learning as expected, then teachers can use these data in critical three ways, as discussed below.

1. Use data to change the curriculum.

Review exam items to determine what concepts students are struggling with, and then change the curriculum to help students better learn these concepts. This may involve the changing of textbooks, increasing use of evidence-based teaching strategies, providing more engaging materials to keep students focused on learning.

For example: Exam questions reveal that some students are weak in mathematical measurement. As a result of this test data, we changed textbooks; started using rulers, tape measures, and other measuring devices; and allocated more time in the curriculum to measurement. A year later, students' test scores show that their understanding of and ability to use measurement had improved.

2. Use data to refocus and improve instruction.

Review exam Items for the standards being assessed; this may reveal teachers' strengths and weaknesses in particular standards. This would indicate a crucial need to improve instruction to help students build the knowledge and skills needed to meet standards.

For example: One teacher's students might score high on CCSS.ELA-LITERACY.RL.5.3, "Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text," while another teacher's students score is in a much lower range. A review of the exam item may provide indicators for improving instruction on this standard, thereby prompting teachers to examine teaching strategies, materials, and pacing.

3. Use data to address individual student weaknesses and build upon individual strengths.

With teachers putting in place both formative and interim assessments to gauge student learning, they have an abundance of data regarding their students' individual strengths and weaknesses. Teachers must use this information to increase individual achievement by placing students in the most appropriate courses and to recommend individual summer programs and tutoring opportunities.

#### 4. PARTICIPATION IN PROFESSIONAL DEVELOPMENT (PD) PLAN FOR BMEP

Per state regulation 6.32.2.15A.(4) The BMEP annual report must include:

*a verification that teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers have participated in the districts professional development plan for the program.*

Please include the name of training and number of participants for each personnel group. Please include N/A if a personnel group did not attend a training.

Name of training for Teachers N/A  
Number of participants = 0

Name of training for Native American Language and Culture Teachers N/A  
Number of participants = 0

Name of training for Teacher Assistants N/A  
Number of participants = 0

Name of training for Principals N/A  
Number of participants = 0

Name of training for Bilingual Directors/Coordinators N/A  
Number of participants = 0

Name of training for Superintendent N/A  
Number of participants = 0

Name of training for Instructional Support Personnel N/A  
Number of Participants for Instructional Support Personnel = 0

Name of training for Associate Superintendents N/A  
Number of participants for Associate Superintendents = 0

Name of training for Other Instructional Personnel N/A  
Number of participants for Other Instructional Personnel = 0

Name of training for Financial Officers: ASBO, Spring Budget  
Number of participants for Financial Officers: 1



## 5.0 EXPENDITURE REPORT

EXPENDITURE REPORT FORM (BASED ON ACTUALS) FROM THE GENERAL LEDGER (Fund: 11000-Operational) FOR PREVIOUS YEAR (2021-2022).

Only Report Program 4010-Bilingual.

FUNCTION 1000-INSTRUCTION OR 2100-STUDENT SERVICES ONLY)	OBJECT CODE	PROGRAM CODE	DESCRIPTION	DOLLAR AMOUNT
1000	51100	4010	SALARIES	202943.90
1000	51300	4010	ADDITIONAL COMP	12270.49
1000	52111	4010	EDUCATIONAL RETIREMENT	32425.12
1000	52112	4010	NMRHCA	4280.51
1000	52210	4010	FICA - SOC SECURITY	12825.98
1000	52220	4010	FICA - MEDICARE	2999.76
1000	52311	4010	HEALTH AND MEDICAL	10694.40
1000	52312	4010	LIFE	207.85
1000	52313	4010	DENTAL	882.12
1000	52314	4010	VISION	167.09
1000	52315	4010	DISABILITY	400.46
1000	52720	4010	WORKERS COMP	28.69
1000	53330	4010	PROF DEV	0.00
1000	56112	4010	OTHER TEXTBOOKS	0.00
1000	56113	4010	SOFTWARE	0.00
1000	56118	4010	GENERAL SUPPLIES	0.00
1000		4010		
1000		4010		
SUBTOTAL				280126.40

**EXPENDITURE REPORT FORM (BASED ON ACTUALS) FROM THE GENERAL LEDGER (Fund: 11000-Operational) FOR PREVIOUS YEAR (2021-2022).**

**Only Report Program 4010-Bilingual.**

PROGRAM CODE	PROGRAM CODE	PROGRAM CODE	PROGRAM CODE	PROGRAM CODE
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
SUBTOTAL				0.00
<b>*GRAND TOTAL</b>				280126.40

***\*GRAND TOTAL should NOT exceed funds generated by the bilingual cost differential in the funding formula. For example, If the district received \$500,000 for the bilingual cost differential in the funding formula, but the district is reporting \$600,000, the district expenditure report would be submitted incorrectly.***