

# Title III Part A ESEA Consolidated Application

2021-2022

ALBUQUERQUE BILINGUAL ACADEMY



Title III Part A Allocation	
Total Planing Allocation	\$15,617.34
LIEP Funding Total	\$0.00
PD Funding Total	\$13,692.71
PFCE Funding Total	\$0.00
AA Funding Totals	\$920.00
Total Planning Allocation	\$15,617.34
Indirect Cost Amount	\$1,017.04
Direct Admin Expenses	\$0.00
All Sub Totals	\$14,612.71
Balance	(\$12.41)

## Title III Private School Participation

Private School	Students Enrolled	Signature School Administrator
N/A	0	Chris Jones

## Title III Tribal Consultation

Name Of NTP	Students Enrolled	Signature Official

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## Title III Federal Requirements

Approach2ELD	Language Supports
<p>Albuquerque Bilingual Academy (ABA) offers students a Bilingual Education 50-50 Dual Language Immersion program in which students receive three hours of target language (Spanish) instruction and three hours of English instruction. English instruction provides a fourth instructional element, which is English Language Development (ELD). The ABA English Learner Program consists of a dedicated ELD block that focuses on English language development for identified ELs. Identified ELs receive 45 minutes of ELD instruction that is built into the daily 90 minute required English Language Arts block for grades K-8. All ABA instructors possess TESOL and/or Bilingual certifications and utilize a specialized ELD curriculum (McGraw Hills Wonders (K-6) for ELLs or Language Power/Edgenuity ESL-Language Arts Booster Courses (7-8)) to provide instruction to students at their respective levels of development as indicated by their individual scores from the Spring ACCESS for ELLs assessment. Teachers also utilize supplemental learning resources that support students in attaining grade level English language proficiency. These resources focus on the development to students' speaking, writing, reading, and listening skills.</p>	<p>ABA's EL program makes use of contextualized learning strategies that support students during content-specific instruction. Sheltered strategies come in several forms, dependent upon the teacher. Many ABA teachers are trained in Guided Language Acquisition Design (GLAD) and employ many of the strategies to help students read and write across content areas; this also includes strategies that support speaking and listening in order to adhere to each o the essential literacy processes: Speaking, Writing, Reading, and Listening (SWRL). Furthermore, all ABA staff will continue undergoing CLAVES training that supports strategies for implementing culturally and linguistically responsive language-based contextualized learning strategies. Each year before school begins, ABA instructors analyze ACCESS for ELL results from the previous spring and use the WIDA Can-DO Descriptor by Domain, Proficiency Level, and Key Use of Language template. This template and process of completion assists instructors in familiarizing themselves with students' language proficiency levels as well as the specific SWRL language supports that ensure students are able to access core instruction across subject areas.</p>

## Title III Enrollment

District ID District Code	Name Of School	Total School Enrollment	Total ELStudents	EL Program Valid Values
528		370	181	8;9;

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	<p>ABA teachers will provide instruction to ELs during a 45 minute ELD block (K-5) and via ELD courses (6-8). During these designated times, highly qualified instructors will deliver instruction in specific content areas based on the school's Instructional Plan as well as ELD instruction during ELD-specific courses for middle school students. Project GLAD (for trained teachers) and CLAVES contextualized learning strategies will be implemented by all teachers so that the school ensures all ELs are able to read and write grade-level text and access academic content. An English Language Development curriculum will be utilized during the ELD block, which will ensure fidelity to the instructional plan and meet the goal of helping all ELs attain grade level language proficiency. Through a centerbased approach, the ELD curriculum will couple with ELD software, which together will foster English language proficiency among ELs. Collaboration and professional development will continue to focus on the analysis of disaggregate reports for ELs, sharing of best practices, evaluation of ELD instruction, and refinement of ELD and sheltered content instructional practices. Activities: unit development and delivery, employing contextualized learning training; ELD curriculum implementation; teaching academic vocabulary; monitoring of EL and RFEP; EL program evaluation; teacher collaboration, and; parent/student meetings to review progress.</p>	0	8/4/2021 12:00:00 AM	5/25/2022 12:00:00 AM	Administrators;All Teachers;EL Coach;EL Program Director;ELD Teachers;ELL Students;Families;Parents;Principals;	0	0
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Title III Professional Development						
Description	PDFunding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<p>ELL Coach/Coordinator. The ELL Coach/Coordinator will be responsible for providing professional development to classroom teachers and other pertinent personnel. This PD will build the capacity of our teachers that serve ELs, so that students identified as EL are able to make adequate and appropriate gains toward becoming proficient in the English language.</p>	\$13,692.71	8/3/2021 12:00:00 AM	5/25/2022 12:00:00 AM	Administrators;Directors;EL Coach;EL Program Director;ELD Teachers;ELL Students;English Learner;Families;Instructional Leaders;Parents;Principals;	2100	51100

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## Title III Parent Family & Community Engagement

Description	PFCE Funding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
<p>"English language development one hour classes available to parents of ELs; offered two evenings per week. 27 weeks x 2 days/week = 54 classes." Courses offered to parents will focus on English Language Development, which will support parents in acquiring the English language. Our goal for providing courses that support English language acquisition is to increase parental engagement and build their capacity to support students with school work. ABA implements a Teachers Involving Parents in Schoolwork (TIPS) program that requires parents to complete projects with students. However, students who receive EL services receive more focused activities that facilitate language development. Parents of ELs will benefit from strengthening their own English language skills in order to support student learning. Furthermore, we hope to increase volunteerism in classrooms through the development of parents' English language skills, as increased confidence will lead to an increased desire to volunteer in classrooms. The funding amount included will cover the compensation of the identified TESOL certified instructor who will facilitate courses for parents of ELs.</p>	0	8/9/2021 12:00:00 AM	5/25/2022 12:00:00 AM	Administrators;EL Coach;EL Program Director;ELL Students;Families;Parents;Principals;	0	0

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## Title III Authorized Activities

Description	AAFunding Amount	From Date	To Date	Participants	Function Code OBMS	Object Code OBMS
Albuquerque Bilingual Academy will invest in resourCes that help drive the instructional program for identified ELs and their respective teachers. The school will purchase the bound versions of the following resources: WIDA English Language Development Standards Framework, 2020 Edition, 20 booklets x \$40/booklet = \$800; WIDA Early Years English Language Pack, packs x \$60 = \$120. Total = \$920	920	8/9/2021 12:00:00 AM	5/25/2022 12:00:00 AM	Administrators;EL Coach;EL Program Director;ELD Teachers;ELL Students;Instructional Leaders;Principals;	11000	21453

## Title III District Consortium

Reviewer	Date Reviewed	Date Approved	Status

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