

Coppell Education Development Corporation
Grant Application

Project Title: Coppell Middle Schools Spanish Program
Principal Applicant: Mrs. Michelle King
Title of Principal Applicant: Director of Mathematics/ Languages Other than English
ISD Representative in Application: Coppell
Project Period (Start & Finish of Entire Project) August 2006 – May 2007
Total Amount Requested: \$ 128,833

Printed Names & Title of Grant Approvers; Signatures; & Dates:

Michelle King
 Director of Mathematics / Languages Other
 than English

<i>Principal Applicant Title (Required)</i>	Signature	Date
<i>Team Member Title (Optional)</i>	Signature	Date
<i>Team Member Title (Optional)</i>	Signature	Date
<i>Principal of School Involved Title (Optional)</i>	Signature	Date
Dr. Jeff Turner Superintendent	Signature	Date
<i>District Superintendent Title (Required)</i>	Signature	Date
Kathie Gaultille President, Board of Trustees	Signature	Date
<i>** School Board President President (Required)</i>	Signature	Date

****Signifies approval by the School Board of Trustees**

Section I: Abstract of Project/Activity

The Coppell Independent School is applying for \$ 128,833 under the foreign language provision of the Coppell Education Development Corporation to furnish salaries for three Spanish teachers, one at each Coppell middle school, during the 2006-2007 academic year. These teachers provide daily instruction to grade 8 students who have elected to study Spanish language and culture in order to satisfy a state graduation requirement. Eighth grade students enrolled in Spanish I earn credit toward graduation and are on an accelerated pace to realize the mission of the district to become a global leader in educational excellence (see Appendix A) as well as fulfill an indicator of the Portrait of the Coppell ISD Graduate (see Appendix B).

Section II: Description of Proposal & Nature of Request

All U.S. students need to be proficient and literate in English. In addition, students will need competence in at least one additional language and skills in cross-cultural interaction. The need for such competence, both in our current economy and in the one in which today's students will live and work, has been well documented. Research shows that multilingual societies have a competitive advantage over monolingual societies in international trade (Halliwell, 1999).

The state of Texas requires that students complete two years of the same foreign language in order to receive a diploma under the Recommended Plan. In addition, students desiring to graduate under the Distinguished Achievement Program (DAP) must complete a sequence of three years of the same language (see Appendix C). Objective three of the Coppell ISD Strategic Plan states that "No fewer than 55% of our students will achieve distinguished academic status upon graduation."

A Texas Framework for Languages Other Than English is tied to the Texas state student content and performance standards, the Texas Essential Knowledge and Skills for Languages Other Than English.

The goals for the Spanish program reflect these standards:

- Goal 1: The students communicate in Spanish using the skills of listening, speaking, reading and writing.
- Goal 2: The student gains knowledge and understanding of other cultures.
- Goal 3: The student uses the language to make connections with other subject areas and acquire information.
- Goal 4: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.
- Goal 5: The student participates in communities at home and around the world by using languages other than English.

To effectively meet the goals of the program the Spanish teachers will:

- Utilize the Texas Essential Knowledge and Skills for Language Other Than English in lesson planning.
- Provide experiences that will enhance the understanding of other cultures
- Provide multiple opportunities for students to interact with native speakers
- Annually assess student progress using appropriate measurements

Beginning Spanish language in middle school allows students the opportunity for additional flexibility in scheduling. The current eighth grade class will be the first to graduate under the Recommended High School Plan that requires completing four credits in all four core subject areas (English, mathematics,

science and social studies) – commonly referred to as the 4 by 4. Beginning Spanish language early affords students the opportunity for more choice in their schedule in grades nine through twelve.

Coppell ISD hires and retains highly qualified professional educators expecting continued professional growth. All three middle school Spanish teachers have a Secondary Spanish (6-12) certification. Additionally, each teacher attended a week-long Pre-AP Spanish workshop, conducted in the summer of 2006 by the College Board. During the 2006-2007 academic year these teachers meet, at least 12 hours, to maintain consistency in program instruction among campuses and participate in additional professional development through self-selected professional learning communities. These teachers also benefit directly from a portion of the \$200,500 CEDC grant awarded May 2006 to Coppell ISD for Language Lab Updates.

Without these funds CISD would be unable to fund other programs that contribute towards student success. In order to best serve our student population we respectfully apply for this grant.

Section III: Budget

\$ 128,833 Salaries and benefits for three (3) certified Spanish teachers, one for each Coppell middle school

Section IV: Project Measurements and Evaluation:

The effectiveness of this project can be quantitatively measured by the data below. Upon request student work samples and comments may be obtained.

Project Statistics

Number of students served by this project

Spanish I 71
 Pre-AP Spanish I 228
Total 299

(See Appendix D for a detailed breakdown of enrollment)

Dollars per student proposed: \$430.88

Evaluation of Project’s Success:

PROGRAM GOAL	STANDARD	2006-07	EVALUATION INSTRUMENT
Increase the percent of 8 th grade students enrolled in Spanish I	50%	37%	Pentamation Report

PROGRAM GOAL	STANDARD	2004-05	2005-06	EVALUATION INSTRUMENT
Support the Coppell ISD Strategic Plan regarding distinguished achievement academic status: “No fewer than 55% of our students will achieve distinguished academic status upon graduation.”	55%	≈ 25%	≈ 29%	Pentamation Report

Appendix A

Mission Statement

The mission of the Coppell Independent School District, as a global leader in educational excellence, is to ensure our students achieve personal success, develop strong moral character, and become dynamic citizens through a customized, innovative learning experience led by a visionary staff and community.

Appendix B

Who is the Coppel ISD Graduate?

A scholar of high reputation...

- ...prioritizes to achieve personal academic goals.
- ...transfers and applies knowledge and skills in meaningful ways that lead to further learning opportunities.
- ...understands and appreciates the arts and their impact on the other disciplines and life.
- ...discriminates in the use of consumer information.
- ...utilizes critical reading and thinking skills.
- ...practices non-traditional and original problem-solving skills.
- ...seeks knowledge independently, responsibly, and purposefully.
- ...practices self-advocacy and self-determination.

An articulate communicator...

- ...possesses multilingual skills.
- ...effectively conveys information in written, oral and visual forms.
- ...learns through listening.
- ...improves through self-reflection.
- ...expresses ideas in ways that inspire progress toward the shared resolution of a problem.

A person of strong, moral character...

- ...values humanity, oneself, and one's environment.
- ...models healthy life choices.
- ...abstains from inappropriate social behavior.
- ...balances personal and professional pursuits.

A dynamic citizen...

- ...practices informed patriotism.
- ...participates and contributes actively in the local and global community.
- ...possesses an understanding of international relations and the impact of global dynamics.
- ...collaborates proficiently.
- ...contributes to a sense of unity within a community.
- ...strives toward specific goals that lead to personal success.

A flexible, resilient pacesetter...

- ...maximizes rapidly-changing technologies.
- ...adapts to shifting paradigms.
- ...leads in a bold and daring manner.
- ...shows courage while using good judgment in decision-making.

The Coppel ISD Graduate is marketable to global interests.

Appendix C

Texas State Graduation Requirements (For students entering grade 9 in the 2007-08 school year and thereafter)

Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (26 credits)	Distinguished Achievement Program (26 credits plus advanced measures)
English Language Arts ☉	Four credits <ul style="list-style-type: none"> • English I (one credit) • English II (one credit) • English III (one credit) • English IV (one credit) 	Four credits <ul style="list-style-type: none"> • English I (one credit) • English II (one credit) • English III (one credit) • English IV (one credit) 	Four credits <ul style="list-style-type: none"> • English I (one credit) • English II (one credit) • English III (one credit) • English IV (one credit)
Mathematics Δ ☉	Three credits Must include Algebra I, and Geometry	Four credits Must consist of Algebra I, Algebra II, and Geometry and an additional SBOE-approved mathematics course	Four credits Must consist of Algebra I, Algebra II, and Geometry and an additional SBOE-approved mathematics course for which Algebra II is a prerequisite
Science Δ ☉	Two credits Must consist of a Biology and Integrated Physics and Chemistry (IPC). Chemistry may be substituted for IPC	Four credits Must consist of two of the following: IPC, a chemistry credit, or a physics credit, and one additional laboratory-based science course listed in course options relating to the Texas Essential Knowledge and Skills for Science, including Engineering and replacing GMO with Earth and Space Science. IPC may not be taken as the final fourth year science, but must be taken before the senior year. Freshman entering high school in 2012-2013 must take a biology credit, a chemistry credit, and a physics credit plus one additional laboratory-based science course listed in course options relating to the Texas Essential Knowledge and Skills for Science, including Engineering and replacing GMO with Earth and Space Science.	Four credits The credits must consist of a biology credit, a chemistry credit, a physics credit, and an additional approved laboratory-based science course. After successful completion of the biology course, chemistry course, and physics course, a student may select the fourth required credit from any laboratory-based science course listed in course options relating to the Texas Essential Knowledge and Skills for Science, excluding IPC, including Engineering, and replacing GMO with Earth and Space Science.
Social Studies ☉	Two and one-half credits: <ul style="list-style-type: none"> • World History Studies (one credit) or • World Geography Studies (one credit), • U.S. History Studies Since Reconstruction (one credit), and • U.S. Government (one-half credit). 	Three and one-half credits: <ul style="list-style-type: none"> • World History Studies (one credit), • World Geography Studies (one credit), • U.S. History Studies Since Reconstruction (one credit), and • U.S. Government (one-half credit). 	Three and one-half credits: <ul style="list-style-type: none"> • World History Studies (one credit), • World Geography Studies (one credit), • U.S. History Studies Since Reconstruction (one credit), and • U.S. Government (one-half credit).
Economics , with emphasis on the free enterprise system and its benefits ☉	One-half credit	One-half credit	One-half credit
Languages Other Than English ☉	None	Two credits: The credits earned must be for any two levels of the same language	Three credits: The credits earned must be for any three levels of the same language

Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (26 credits)	Distinguished Achievement Program (26 credits plus advanced measures)
Physical Education	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> • drill team, • marching band, • cheerleading, • Junior Reserve Officer Training Corps (JROTC), • athletics, • Dance I-IV, • approved private programs, or • certain career and technology education courses. 	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> • drill team, • marching band, • cheerleading, • JROTC, • athletics, • Dance I-IV, • approved private programs, or • certain career and technology education courses. 	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> • drill team, • marching band, • cheerleading, • JROTC, • athletics, • Dance I-IV, • approved private programs, or • certain career and technology education courses.
Health Education	One-half credit or Health Science Technology (one credit).	One-half credit or Health Science Technology (one credit).	One-half credit or Health Science Technology (one credit).
Speech	One-half credit The credit must include Communications Applications	One-half credit The credit must include Communications Applications	One-half credit The credit must include Communications Applications
Technology Applications	One credit which may be satisfied by: <ul style="list-style-type: none"> • Computer Science I or II • Desktop Publishing, • Digital Graphics/Animation • Multimedia • Video Technology, • Web Mastering • Independent Study in Technology Applications • Business Computer Information Systems I or II • Business Computer Programming • Telecommunications and Networking • Business Image Management and Multimedia • Computer Applications • Technology Systems • Communications Graphics • Computer Multimedia and Animation Technology 	One credit which may be satisfied by: <ul style="list-style-type: none"> • Computer Science I or II • Desktop Publishing, • Digital Graphics/Animation • Multimedia • Video Technology, • Web Mastering • Independent Study in Technology Applications • Business Computer Information Systems I or II • Business Computer Programming • Telecommunications and Networking • Business Image Management and Multimedia • Computer Applications • Technology Systems • Communications Graphics • Computer Multimedia and Animation Technology Or Meet the three credit criteria for participation in a Tech-Prep high school plan of study	One credit which may be satisfied by: <ul style="list-style-type: none"> • Computer Science I or II • Desktop Publishing, • Digital Graphics/Animation • Multimedia • Video Technology, • Web Mastering • Independent Study in Technology Applications • Business Computer Information Systems I or II • Business Computer Programming • Telecommunications and Networking • Business Image Management and Multimedia • Computer Applications • Technology Systems • Communications Graphics • Computer Multimedia and Animation Technology Or Meet the three credit criteria for participation in a Tech-Prep high school plan of study
Fine Arts ©	None	One credit (see course options relating to the Texas Essential Knowledge and Skills for Fine Arts)	One credit (see course options relating to the Texas Essential Knowledge and Skills for Fine Arts)
Academic Elective ©	One credit selected from: <ul style="list-style-type: none"> • World History Studies, • World Geography Studies, or • any science course approved by SBOE. (If substituting Chemistry or Physics for IPC, must use one of these as the academic elective credit.)	Three and one-half credits	Two and one-half credits
Elective Courses ©	Five and one-half credits	Not applicable	Not applicable

Δ Math and Science language to be finalized by the State Board of Education November 2006

© College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

Appendix D

**Coppell Middle School
2006 – 2007 Spanish Enrollments**

Campus	Enrollment	% Eighth grade students
Coppell Middle School East		
Spanish I	71	37%
Pre-AP Spanish I	18	
Coppell Middle School North		
Pre-AP Spanish I	103	38%
Coppell Middle School West		
Pre-AP Spanish I	107	37%

References

Halliwell, J. (1999). Language and trade. In A. Breton (Ed.), Exploring the Economics of Language. Ottawa, Ontario: Department of Cultural Heritage.

Coppell Portrait of a Graduate, Coppell; 2003

Coppell Independent School District Mission Statement, Coppell; 2003

Southwest Educational Development Laboratory, A Texas Framework for Languages Other Than English. Austin, Texas: Texas Education Agency, 1997.