

**Coppell Education Development Corporation**  
**Grant Application**

<b>Project Title:</b>	Pre-K - 12 <sup>th</sup> Grade English as a Second Language
<b>Principal Applicant</b>	<b>Jean Boyd, Teresa Tate</b>
<b>Title of Principal Applicant</b>	Director of Elementary Education ESL/BE Facilitator
<b>ISD Representative in Application</b>	Coppell
<b>Project Period</b> (Start & Finish of Entire Project)	August 2007-May 2008
<b>Total Amount Requested</b>	\$1,076,528

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

Jean Boyd  
 Director of Elementary Curriculum

Teresa Tate  
 ESL/BE Facilitator

<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 of Schools		
<i>District Superintendent Title (Required)</i>	Signature	Date
Kathie Gautille CISD Board President		
<i>** School Board President President (Required)</i>	Signature	Date

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

## **Section I: Abstract of Project/Activity**

The English for Speakers of Other Languages (ESOL) Program is designed to develop proficiency in the English language for those students who enter the district as either non-English speaking or limited English speaking.

Eighteen certified teachers and three instructional aides will provide ESL daily instruction for approximately 611 pre-kindergarten through twelfth grade students from more than fifty countries. Three bilingual teachers will provide daily instruction for 11 kindergarten students, 8 first grade students, and 23 second grade students. Coppell ISD is applying under the literacy provision of the Coppell Education Development Corporation for a total of \$ 1,076,528 to fund salaries for the twenty-four personnel units. Use of the 2007-2008 grant funds will allow the teachers to offer English language instruction which is critical for the long-term personal, social, and economic development of our ESOL students. Developing literacy skills through ESOL instruction allows these students to attain academic success in the classroom while contributing towards the mission of CISD as a global leader in educational excellence. The grant funds will also allow for the development of bilingual and bi-literacy skills for both Spanish and English speaking students in dual languages.

The ESOL students contribute immensely to the strong academic climate in CISD as evidenced by their performance on the recent Texas Assessment of Knowledge and Skills. These international students also contribute to the enrichment of the lives of our monolingual students by sharing insights into their language and culture. In turn, our native English speakers have an opportunity to develop positive attitudes towards people of other countries and cultures. The world's economy is now interdependent to such a degree that professional interaction is seldom possible on anything but an international basis. Our students are in a unique position to develop

an understanding of other cultures which will only stand to serve them well as they enter the international work force.

## **Section II: Description of Proposal and Nature of Request:**

The purpose of the ESOL Program in CISD is to provide limited English proficient students skills that will enable them to “successfully complete or make appropriate progress toward personal educational goals identified in his/her customized learning program”.

Three broad literacy goals for ESOL learners have been established by Teachers of English to Speakers of Other Languages, Inc., (TESOL) to provide guidance for language teachers as well as mainstream teachers as they meet the challenges of providing effective education for the ESOL students from pre-kindergarten through twelfth grade. These goals include personal, social, and academic uses of English.

- Goal 1: Students will use English to communicate in social settings.
  - Objective: Use English to participate in social settings.
  - Objective: Interact in, through, and with spoken and written English for personal expression and enjoyment.
  - Objective: Use learning strategies to extend communicative competence.
- Goal 2: Students will use English to achieve academically in all content areas.
  - Objective: Use English to interact within the classroom.
  - Objective: Use English to obtain, process, construct, and provide subject matter information in spoken and written form.
  - Objective: Use appropriate learning strategies to construct and apply academic knowledge.

- Goal 3: Students will use English in socially and culturally appropriate ways.
  - Objective: Use the appropriate language variety according to audience, purpose and setting.
  - Objective: Use nonverbal communication appropriate to audience, purpose and setting.
  - Objective: Use appropriate learning strategies to extend sociolinguistic and sociocultural competence.

To effectively meet these goals the ESOL teachers will:

- Assess students upon entry into the program to determine their academic needs
- Provide appropriate instruction in the Texas Essential Knowledge and Skills
- Consult with mainstream classroom teachers to monitor student progress
- Annually assess student progress using appropriate measurements

This is an existing program that is required by the Texas Education Code Commissioner's Rules Concerning Limited English Proficient Students (Chapter 89. Adaptations for Special Population subchapter BB.) In order to comply with state requirements, CISD offers daily instruction in English at the elementary and secondary level. Program implementation ranges from separate courses at the secondary level to a pullout program at designated elementary campuses. The pre-kindergarten students attend half-day sessions at Denton Creek Elementary and Valley Ranch Elementary.

The bilingual program is required by the Texas Education Code, 19 TAC 89.1205 (a). A bilingual program provides for learning basic skills in the primary language of the student. The CISD is responsible for providing opportunities for students to become competent in speaking, reading, writing and comprehending the English language.

To effectively meet these goals the bilingual teacher will:

- Assess students upon entry into the program to determine their academic needs
- Provide appropriate instruction in the Texas Essential Knowledge and Skills
- Annually assess student progress using appropriate measurements

In CISD, the bilingual programs currently serve kindergarten, first grade, and second grade students with the intent of expanding the program through grade 5 as these students move up through their elementary grades.

Without the requested funds, the CISD will need to reexamine current student teacher ratios in all classes in order to provide district funding for this program. Denial of CEDC funds may also result in a decrease in specialized programs for all students in the district. If CISD is not able to adequately fund this program at the current level, a decrease in the district's state accountability rating could result.

The 2007-2008 ESOL Program will require eighteen teachers and three instructional aides to deliver a quality program. The bilingual program will require three teachers. All training of ESOL/Bilingual staff as well as training for regular classroom teachers will take place at regularly scheduled faculty meetings and district workshops. This program will receive approximately \$56,000 from Title III funds. These monies are used to supplement ESOL program needs. During the 2007-2008 academic year this money will be used to:

- Provide additional training for ESOL/Bilingual and mainstream teachers at Region X Educational Service Center and other designated training sessions within CISD
- Provide additional program materials

- Provide adult ESL classes to the community so parents can become partners in their student's education

The following charts show the number of ESOL/Bilingual students served by this project.

**2007 – 2008 ESL/BILINGUAL PROJECTIONS**

PreK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
108	85	94	82	59	45	34

\*Only schools within city limits of Coppell are included in this proposal

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
28	15	6	14	19	13	9

**Section III: Budget**

**\$1,076,528** Total budget request for salaries and benefits (twenty-four staff members)

**Section IV: Project Measurements and Evaluation**

**Project Statistics**

Total number of Coppell students in ESL/BILINGUAL Programs: 611 (6.18 % of total Coppell student population)

Dollars per student proposed: \$1,761.91

**Evaluation of Project's Success**

A valid measure of a non-English speaking student’s progress in acquiring the TEKS (Texas Essential Knowledge and Skills) are the results of the TAKS (Texas Assessment of Knowledge and Skills) and TELPAS (Texas English Language Proficiency Assessment System) administered in the spring of 2007.

PROGRAM GOAL	STANDARD	MOST RECENT MEASURE	EVALUATION INSTRUMENT
Increase the percent of ESL students who pass the TAKS exams in Reading and Writing.	Reading Grades 3-9: 100%	Reading 78.7%	Reading TAKS
	Writing Grades 4,7: 100%	Writing 91.7%	Writing TAKS
	ELA Grade 10 and Exit Level: 100%	ELA 58.6%	ELA TAKS
Increase the percent of ESL students who demonstrate advancement to the next level of proficiency or maintain the highest level on TELPAS	100%	Beginning 6%  Intermediate 6%  Advanced 31%  Advanced High 57%	TELPAS

The linguistic and cognitive knowledge that ESOL students bring to school are a solid base for building their future as speakers of English. Only if ESL instruction is part of a rigorous educational program will the promising futures of these students be realized. The CISD respectfully applies for this grant in order to provide this quality education.

#### References

CISD Strategic Plan 2003-2004. Coppell: 2003.

ESL Standards for Pre-K-12 Students. Bloomington, Illinois: Pantagraph Printing, 1997.

Texas Education Agency. 2005 Austin, Texas. June 2005. <[www.tea.state.tx.us](http://www.tea.state.tx.us)>