

Coppell Education Development Corporation
Grant Application

Project Title: Coppell Spanish Program
Principal Applicant Mechelle Bryson, Ed.D.
Title of Principal Applicant Director of Secondary Education
ISD Representative in Application Coppell
Project Period (Start & Finish of Entire Project) August 2007 – June 2008
Total Amount Requested \$ 847,412.00

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

Mechelle Bryson, Ed.D.
 Director Secondary Education

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

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

Section I: Abstract of Project/Activity

The Coppell Independent School is applying for \$ 847,412.00 under the foreign language provision of the Coppell Education Development Corporation to furnish salaries for thirteen Spanish teachers at Coppell High School and 2.5 Spanish teachers at Coppell Middle Schools during the 2007-2008 academic year. These teachers provide daily instruction to students in grades eight to twelve who have elected to study the Spanish language and culture in order to satisfy a state graduation requirement. Students enrolled in Spanish language classes are realizing the mission of the district to become a global leader in educational excellence (see Appendix A) as well as fulfilling 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). Performance objective 9 under strategic objective goal 2 of the Coppell ISD Strategic Plan states that "No fewer than 55% of our students will achieve distinguished academic status upon graduation.":

At the same time, performance objective two under strategic objective two of the Coppell ISD Strategic Plan states that the district will “Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation”

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

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

\$ 847,412.00 Salaries and benefits for thirteen (13) certified high school Spanish teachers and two and a half (2.5) Middle School teachers.

Section IV: Project Measurements and Evaluation

The effectiveness of this project can be qualitatively measured by student work samples and projects along with anecdotal records from students, teachers and parents. Program goals can be quantitatively measured by the proper identification and effective application of appropriate evaluation instruments.

Project Statistics

Number of students served by this project	Total
Spanish 1	510
Spanish 1 Pre AP	324
Spanish 2	352
Spanish 2 PreAP	317
Spanish 3	195
Spanish 3 Pre AP	203
Spanish 4 Pre AP	49
Spanish Culture & Linguistics Pre AP	83
Total Enrollment	2033

Dollars per student proposed: \$416.82

Evaluation of Project's Success

PROGRAM GOAL	STANDARD Growth Rate	2006-07 # of Students	2007-08 # of Students	Growth Percentage	EVALUATION INSTRUMENT
Increase the percent of students enrolled in Spanish Language Courses.	25%	1540	2033	25%	Pentamation Report
Increase the percent of students enrolled in PreAP/AP Spanish Language Courses	25%	922	944	3%	Pentamation Report
Increase the percent of 8 th grade students enrolled in Spanish I	25%	299	399	30%	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.

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 2001-02 school year and thereafter)

Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (24 credits)	Distinguished Achievement Program (24 credits plus advanced measures)
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
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.)	See Elective Courses.	See Elective Courses.
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.
Languages Other Than English ☐	None	Two credits: Level I and Level II in the same language.	Three credits: Level I, Level II, and Level III in the same language.
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).

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

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 District Improvement Plan, 2007

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.