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# COPPELL INDEPENDENT SCHOOL DISTRICT

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## Coppell Education Development Corporation Grant Cover Page

Project Title:	Coppell High School Spanish Program
Principal Applicant	Mechelle Bryson, Ed.D.
Title of Principal Applicant	Director of School Improvement
ISD Representative in Application	Coppell
Project Period (Start & Finish of Project)	August 2009 – May 2011
Amount Requested for 2009-2011	\$ 1,987,162
Project Title:	Coppell High School Literacy Intervention Support Program
Principal Applicant	Mrs. Jill Haltom
Title of Principal Applicant	Director of ELA/Reading
ISD Representative in Application	Coppell
Project Period (Start & Finish of Project)	August 2009 – May 2011
Amount Requested for 2009-2011	\$1,103,438
Project Title:	Coppell High School English as a Second Language/Bilingual
Principal Applicant	Mrs. Teresa Tate
Title of Principal Applicant	Director of ESL/BE
ISD Representative in Application	Coppell
Project Period (Start & Finish of Project)	August 2009 – May 2011
Amount Requested for 2009-2011	\$2,579,515
Grand Total of CEDC Grants	\$5,670,115

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

<b>Project Title:</b>	Coppell ISD's Spanish Program
<b>Principal Applicant</b>	Mechelle Bryson, Ed.D.
<b>Title of Principal Applicant</b>	Director of School Improvement
<b>ISD Representative in Application</b>	Coppell
<b>Project Period</b> (Start & Finish of Project)	August 2009 – May 2011
<b>Amount Requested for 2009-2010</b>	\$ 978,898
<b>Amount Requested for 2010-2011</b>	\$ 1,008,265
<b>Total Amount Requested</b>	\$ 1,987,162

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

Mechelle Bryson, Ed.D.  
Director of School Improvement

<i>Principal Applicant</i>	Signature	Date
<i>Title</i>		
<i>(Required)</i>		

<i>Team Member</i>	Signature	Date
<i>Title</i>		
<i>(Optional)</i>		

<i>Principal of School Involved</i>	Signature	Date
<i>Title</i>		
<i>(Optional)</i>		

Dr. Jeff Turner  
Superintendent

<i>District Superintendent</i>	Signature	Date
<i>Title</i>		
<i>(Required)</i>		

Cindy Warner  
President, Board of Trustees

<i>** School Board President</i>	Signature	Date
<i>President</i>		
<i>(Required)</i>		

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

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

The Coppell Independent School is applying for \$ 1,987,162.00 under the foreign language provision of the Coppell Education Development Corporation to furnish salaries for eleven Spanish teachers at Coppell High School, three Spanish teachers at New Tech High and one Spanish teacher at Coppell Middle School North, one Spanish teacher at Coppell Middle School East and one Spanish teacher at Coppell Middle School West during the 2009-2010 academic year as well as the 2010-2011 academic year. These teachers provide daily instruction to students in grades eight through 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 to meet the demands of global competition. 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 (Halliwel, 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). In addition, the Coppell ISD Strategic Plan specifies that the district will “integrate 21<sup>st</sup> century learning skills” into the curriculum. As such, multilingual skills and the complex, critical thinking required to successfully acquire a second or third language is vital.

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**

The \$ 1,987,162.00 grant request will provide salaries and benefits for eleven Spanish teachers at Coppell High School, three Spanish teachers at New Tech High and one Spanish teacher at Coppell Middle School North, one Spanish teacher at Coppell Middle School East and one Spanish teacher at Coppell Middle School West during the 2009-2010 academic year as well as the 2010-2011 academic year.

**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

Coppell High School:	1273
New Tech High:	276
Coppell Middle School North:	157
Coppell Middle School East:	100
Coppell Middle School West:	154
Total	1960

(See Appendix D for a detailed breakdown of enrollment)

Dollars per student proposed: \$499.43

This year's dollars per student is a decrease from last year's dollars per student of \$534.65. The dollars per student decrease can be attributed to the decrease in the number of Spanish Teacher in the district.

Evaluation of Project's Success: CISD had a 7% increase in PreAP/AP Spanish Courses. See charts below.

Level of Course	2008	2009
Spanish 1 Pre-AP	528	567
Spanish 2 Pre AP	323	347
Spanish 3 Pre AP	208	212
Spanish 4 Pre-AP	29	46
Spanish Language AP	85	92
Spanish Literature AP	23	16
<b>Total</b>	1,196	1,280

PROGRAM GOAL	STANDARD	2007-08	2008-09	EVALUATION INSTRUMENT
Increase the percent of students enrolled in PreAP/AP Spanish Language	25%	1,196	1,280	Pentamation Report

## Appendix A

### Mission Statement

The mission of the Coppell Independent School district, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive 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)
<b>Social Studies*</b>	<b>Two and one-half credits:</b> <ul style="list-style-type: none"> <li>• World History Studies (one credit) or</li> <li>• World Geography Studies (one credit),</li> <li>• U.S. History Studies Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>	<b>Three and one-half credits:</b> <ul style="list-style-type: none"> <li>• World History Studies (one credit),</li> <li>• World Geography Studies (one credit),</li> <li>• U.S. History Studies Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>	<b>Three and one-half credits:</b> <ul style="list-style-type: none"> <li>• World History Studies (one credit),</li> <li>• World Geography Studies (one credit),</li> <li>• U.S. History Studies Since Reconstruction (one credit), and</li> <li>• U.S. Government (one-half credit).</li> </ul>
<b>Economics</b> , with emphasis on the free enterprise system and its benefits*	<b>One-half credit</b>	<b>One-half credit</b>	<b>One-half credit</b>
<b>Academic Elective</b>	<b>One credit</b> selected from: <ul style="list-style-type: none"> <li>• World History Studies,</li> <li>• World Geography Studies, or</li> <li>• any science course approved by SBOE.</li> </ul> (If substituting Chemistry or Physics for IPC, must use one of these as the academic elective credit.)	<b>See Elective Courses.</b>	<b>See Elective Courses.</b>
<b>Physical Education</b>	<b>One and one-half credits</b> to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> <li>• drill team,</li> <li>• marching band,</li> <li>• cheerleading,</li> <li>• Junior Reserve Officer Training Corps (JROTC),</li> <li>• athletics,</li> <li>• Dance I-IV,</li> <li>• approved private programs, or</li> <li>• certain career and technology education courses.</li> </ul>	<b>One and one-half credits</b> to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> <li>• drill team,</li> <li>• marching band,</li> <li>• cheerleading,</li> <li>• JROTC,</li> <li>• athletics,</li> <li>• Dance I-IV,</li> <li>• approved private programs, or</li> <li>• certain career and technology education courses.</li> </ul>	<b>One and one-half credits</b> to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> <li>• drill team,</li> <li>• marching band,</li> <li>• cheerleading,</li> <li>• JROTC,</li> <li>• athletics,</li> <li>• Dance I-IV,</li> <li>• approved private programs, or</li> <li>• certain career and technology education courses.</li> </ul>
<b>Languages Other Than English*</b>	<b>None</b>	<b>Two credits:</b> Level I and Level II in the same language.	<b>Three credits:</b> Level I, Level II, and Level III in the same language.
<b>Health Education</b>	<b>One-half credit</b> or Health Science Technology (one credit).	<b>One-half credit</b> or Health Science Technology (one credit).	<b>One-half credit</b> or Health Science Technology (one credit).

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

Appendix D

**Coppell ISD  
2008 – 2009 Spanish Enrollments**

	<b>CHS</b>	<b>NTH</b>	<b>North</b>	<b>East</b>	<b>West</b>
Spanish 1	236	0	0	0	0
Spanish 1 Pre-AP	74	82	157	100	154
Spanish 2	319	0	0	0	0
Spanish 2 Pre AP	233	114	0	0	0
Spanish 3	148	0	0	0	0
Spanish 3 Pre AP	139	50	0	0	0
Spanish 4 Pre-AP	16	30	0	0	0
Spanish Language AP/IB	92	0	0	0	0
Spanish Literature AP	16	0	0	0	0
<b>Total</b>	1273	276	157	100	154
<b>Grand Total</b>	1960				

## 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.

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

<b>Project Title:</b>	Literacy Intervention Support Program
<b>Principal Applicant</b>	Mrs. Jill Haltom
<b>Title of Principal Applicant</b>	ELA/Reading Director
<b>ISD Representative in Application</b>	Coppell
<b>Project Period</b> (Start & Finish of Entire Project)	August 2009-May 2011
<b>Total Amount Requested</b>	\$1, 103, 438 (for 2009-10 and 2010-11)

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

Jill Haltom ELA/Reading Director		
<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
Dr. Jeff Turner Superintendent of Schools		
<i>District Superintendent</i> Title (Required)	Signature	Date
Cindy Warner President, Board of Trustees		
<i>** School Board President</i> President (Required)	Signature	Date

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

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

The Coppell ISD Literacy Intervention Support Program is designed to serve students who are identified as struggling readers in K-12 at nine elementary campuses and four secondary campuses. Literacy Intervention support teachers, one teacher per campus, assist targeted students in grades K-12 to develop literacy skills needed for academic success. The amount of support each student receives is dependent on the results of their individual assessments. Coppell ISD is applying under the literacy provision of the Coppell Education Development Corporation for a total of \$1,103,438 in salaries: \$765,611 for these thirteen personnel units in 2009-2010, and \$337,827 for six personnel units in 2010-2011.

Students must achieve highly developed literacy and thinking skills in order to work toward the Coppell ISD Profile of the Graduate goals that, (I.) “A scholar of high reputation (b) transfers and applies knowledge and skills in meaningful ways that lead to further learning opportunities, (e) utilizes critical reading and thinking skills, and (g) seeks knowledge independently, responsibly and purposefully.”

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

Goals for the elementary program are based upon the Twelve Essential Components of Research-Based Programs for Beginning Readers from the Texas Education Agency.

Essential components (goals) are as follows:

Children will have the opportunities...

1. to expand their use and appreciation of oral language.

2. to expand their use and appreciation of printed language.
3. to hear good stories and informational books read aloud daily.
4. to understand and manipulate the building blocks of spoken language.
5. to learn about and manipulate the building blocks of written language.
6. to learn the relationship between the sounds of spoken language and the letters of written language.
7. to learn decoding strategies.
8. to write and relate their writing to spelling and reading.
9. to practice accurate and fluent reading in decodable stories and pattern-type readers.
10. to read and comprehend a wide assortment of books and other texts.
11. to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.
12. to learn and apply comprehension strategies as they reflect upon and think critically about what they read.

Goals for the secondary program are based on the *Reading Next: A Vision for Action and Research in Middle and High School Literacy (2004)*. The fifteen key elements are:

1. Direct, explicit comprehension instruction
2. Effective instructional principles embedded in content
3. Motivation and self-directed learning
4. Text-based collaborative learning
5. Strategic tutoring

6. Diverse texts
7. Intensive writing
8. A technology component
9. Ongoing formative assessment of students
10. Extended time for literacy
11. Professional development
12. Ongoing summative assessment of students and programs
13. Teacher teams
14. Leadership
15. A comprehensive and coordinated literacy program

To effectively meet these goals the literacy teachers will:

- Provide intensive, focused literacy instruction to identified students on a daily basis and constantly monitor students' literacy growth.
- Assist regular classroom teachers in identifying students at-risk of reading failure based upon assessment results and work cooperatively with classroom teachers to plan effectively for these identified students.
- Coordinate state mandated Early Reading Assessments in grades kindergarten, first and second grade three times a year.
- Coordinate local reading diagnostics and progress monitoring to identify at-risk adolescent readers.
- Provide model teaching in the classroom in literacy skills development.



- Work cooperatively with teachers and principals to promote literacy at each campus and participate in literacy study sessions with other literacy support teachers and the ELA/Reading Director to keep current on reading and writing research and effective literacy program implementation.
- Provide additional interventions for struggling readers.

In order to meet the reading goal set by then Governor George W. Bush in 1996 stating that, “All students will read on or above level or higher by the end of third grade and continue reading on or above grade level throughout their schooling,” literacy support is imperative in the early grades and is an essential necessity for the continuation of literacy development at the secondary level.

As a result of the reading goal set by then Governor Bush, guidelines were given to educators. Guidelines for the mandated Accelerated Instruction included the following:

- Identify target students and instructional priorities based upon assessment results.
- Provide for at least 30 minutes of additional systematic and explicit literacy instruction.
- Provide small group instruction in the areas of phonemic awareness (elementary), phonics, reading fluency, reading comprehension and writing.
- Use highly trained professionals to deliver instruction and provide interventions.

While CISD’s TAKS scores indicate overwhelming success by remaining in the 90<sup>th</sup> percentiles in reading and writing, these scores are misleading. A recent study shared with the State Board of Education in July 2007 reveals that the text demands for a student meeting met standard (a scale score of 2100) on the grade 11 ELA

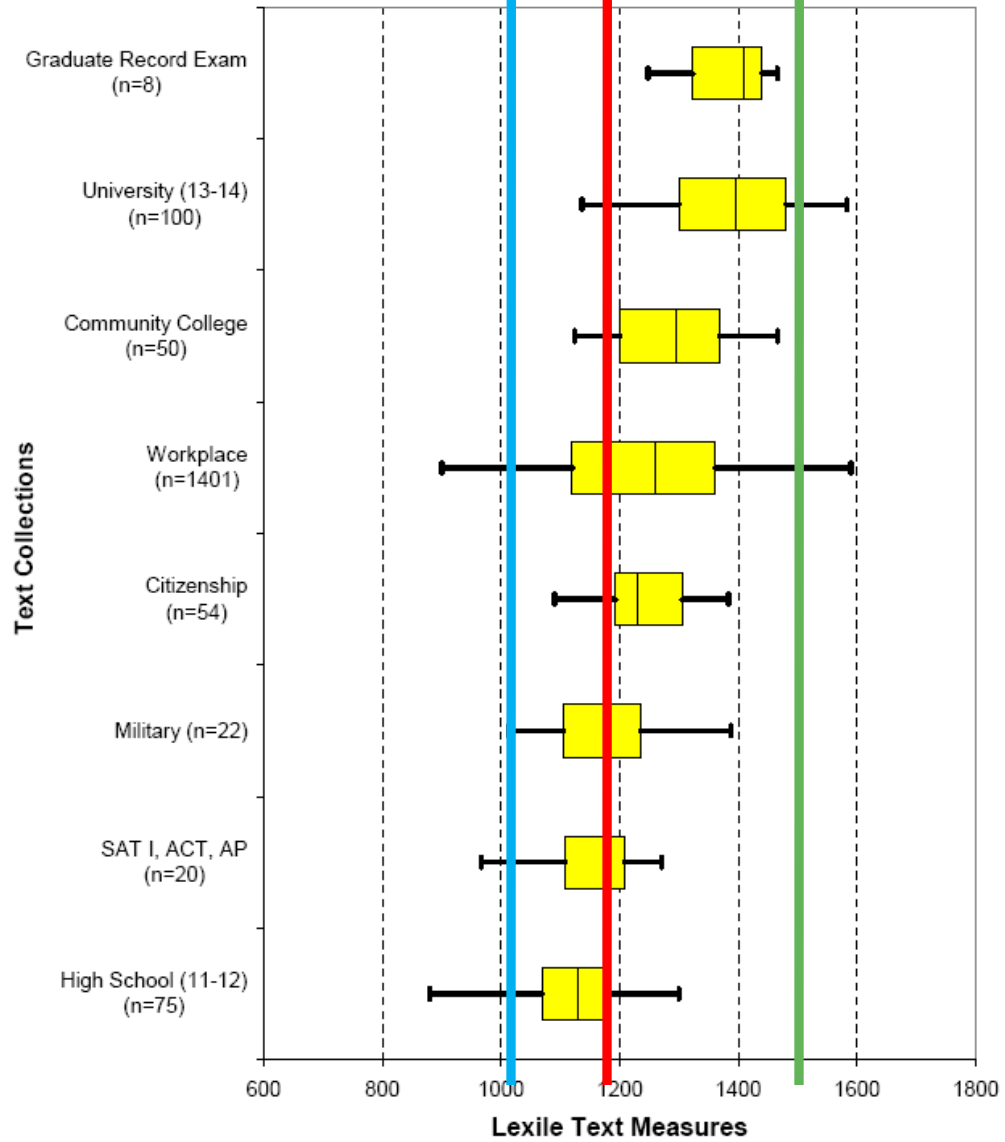
TAKS merely indicates that the student can pass the test. A commended score (a scale score of 2400), however, ensures that the student can meet the myriad of text demands required post-high school from the workplace to the university (see attached graph). It is imperative to not only close the gap with our struggling readers but also to prepare ALL of CISD's students for the text demands of the 21<sup>st</sup> century. This can be accomplished through the literacy coach's work with struggling students as well as content area teachers.

Without the requested funds, the CISD will need to reexamine current student teacher ratios. 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.

Standard: 2100 TAKS  
1015 Lexile

Higher Ed: 2200 TAKS  
1170 Lexile

Commended: 2400 TAKS  
1490 Lexile



## TAKS Performance Standards Overlay on Text Demands

(adapted from Williamson, 2006a)

### Section III: Budget

\$Budget request for salaries

### Section IV: Project Measurement and Evaluation

#### Salaries

Estimated number of students to be served in this program K-12th grade: 1245

(12.5 %

of the student population in 2009-2010).

Dollars per student proposed: \$614.95

#### Evaluation of Project's Success

A valid measure of a student's progress in learning to read is the result of the TAKS tests administered in the spring.

PROGRAM GOAL	STANDARD	MOST RECENT MEASURE (MS/C)	EVALUATION INSTRUMENT
Increase the percent of students who meet standard and reach commended on TAKS exams in Reading/ELA	Reading: 100% ELA: 100%	3 <sup>rd</sup> Grade Reading: 99% 4 <sup>th</sup> Grade Reading: 96% 5 <sup>th</sup> Grade Reading: 97% 6 <sup>th</sup> Grade Reading: 99% 7 <sup>th</sup> Grade Reading: 97% 8 <sup>th</sup> Grade Reading: 99% 9 <sup>th</sup> Grade Reading: 99% 10 <sup>th</sup> Grade ELA: 98% 11 <sup>th</sup> Grade ELA: 98%	Reading TAKS ELA TAKS

<p>Increase the percent of students who <b>reach commended</b> on TAKS exams in Reading/ELA.</p>	<p>Reading: 85%          ELA: 80%</p>	<p>3<sup>rd</sup> Grade Reading: 76%          4<sup>th</sup> Grade Reading: 58%          5<sup>th</sup> Grade Reading: 60%          6<sup>th</sup> Grade Reading: 72%          7<sup>th</sup> Grade Reading: 60%          8<sup>th</sup> Grade Reading: 77%          9<sup>th</sup> Grade Reading: 50%          10<sup>th</sup> Grade ELA: 49%          11<sup>th</sup> Grade ELA: 64%</p>	<p>Reading TAKS          ELA TAKS</p>
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In order to continue to adjust instruction and address changing needs of our students we respectfully apply for this grant.

#### References

Coppell Portrait of a Graduate, Coppell ISD, 2003

*Reading Next: A Vision for Action and Research in Middle and High School Literacy* (2004)

Rohfhus, E., Ph.D. (2007, July 18). *Specificity, Clarity, and Lexiles: Approaches to Defining Standards*. Presented to State Board of Education in Austin, TX.

Texas Education Agency, (2003), Austin, Texas. Retrieved June 11, 2003 from

[www.tea.state.tx.us](http://www.tea.state.tx.us)

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

<b>Project Title:</b>	Pre-K - 12 <sup>th</sup> Grade English as a Second Language/Bilingual
<b>Principal Applicant</b>	<b>Teresa Tate</b>
<b>Title of Principal Applicant</b>	Director of ESL/BE
<b>ISD Representative in Application</b>	Coppell
<b>Project Period</b> (Start & Finish of Entire Project)	August 2009-May 2011
<b>Total Amount Requested</b>	\$1,245,744 (2009-10) + \$1,333,771(10-11) = <b>\$2,579,515</b>

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

Teresa Tate Director of ESL/BE		
<i>Principal Applicant</i> Title (Required)	Signature	Date

<i>Team Member</i> Title (Optional)	Signature	Date
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<i>Principal of School Involved</i> Title (Optional)	Signature	Date
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Dr Jeff Turner Superintendent of Schools		
<i>District Superintendent</i> Title (Required)	Signature	Date

Cindy Warner CISD Board President		
** <i>School Board President</i> President (Required)	Signature	Date

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

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

The programs for Limited English Proficient (LEP) students are designed to develop proficiency in the English language for those students who enter the district as either non-English speaking or limited English speaking.

Through this grant, twenty certified teachers and three instructional aides will provide daily language acquisition instruction for approximately 638 pre-kindergarten through twelfth grade students representing more than thirty-six language groups. Bilingual teachers will provide daily instruction for approximately 120 pre-kindergarten through fourth grade Spanish speaking students enrolled in dual language and bilingual classes, while English as a Second Language teachers provide daily instruction for the remaining English Language Learners. Coppell ISD is applying under the literacy provision of the Coppell Education Development Corporation for a total of \$1,245,744 to fund salaries for twenty-three campus level personnel units and one-half administrative personnel unit in 2009-10 and \$1,333,771 to fund salaries for twenty-five personnel units in 2010-11. Use of the grant funds over the two-year period will allow the teachers to offer English language instruction which is critical for the long-term personal, social, and economic development of our English Language Learners. Developing literacy skills through second language 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 English Language Learners 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 develop into 21<sup>st</sup> century learners and global citizens.

## **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 and a pullout program at designated elementary campuses as well as a collaborative content-based instructional model at all elementary campuses.

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 serves pre-kindergarten kindergarten, first grade, second grade, third grade, and fourth grade students with the intent of expanding the program through grade 5 during the 2010-11 school year.

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 in order to provide this required program with district funds. In addition, 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 2009-10 ESOL Program will require thirteen teachers/facilitators and two instructional aides to deliver a quality program. The bilingual program will require seven teachers and one instructional aide. The 2010-11 ESOL Program is expected to require thirteen teachers/facilitators and two instructional aides; however, the bilingual program in 2010-11 will require nine bilingual teachers and one instructional aide in order to advance the bilingual and dual language immersion program through the elementary years. 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 \$70,000 from Title III funds. These monies are

used to supplement ESOL and bilingual education program needs. During the 2009-2011 academic years 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 and the state
- 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\*.

**2009– 2010 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>
80	134	136	96	81	55	34
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>
22	21	15	16	16	6	14

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

**Section III: Budget for 2009-10**

**\$ 1,245,744** Total budget request for salaries and benefits (24 personnel units)

**Section IV: Project Measurements and Evaluation**

**Project Statistics**

Total number of Coppell Limited English Proficient students covered under this grant:  
638 (6.41% of total Coppell student population)

Dollars per student proposed: \$1,952.57 (2009-10)

## 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).

PROGRAM GOAL	STANDARD	EVALUATION INSTRUMENT	
Increase the percent of ESL students who pass the TAKS exams in Reading and Writing.	Reading Grades 3-9: 100%	Reading TAKS	
	Writing Grades 4,7: 100%	Writing TAKS	
	ELA Grade 10 and Exit Level: 100%	ELA TAKS	
<b>MOST RECENT MEASURE – TAKS RESULTS SUMMARY for 2008-09</b>			
GRADE	# OF ESL/BE Participants *	% who met standard on Reading	% who met standard on Writing
3	51	98%	NA
4	40	75%	85%
5	23	87%	NA
6	6	100%	NA
7	22	82%	100%
8	6	100%??	NA
9	10	80%	NA
10	5	100% met standard on complete ELA	
EXIT level	11	73% met standard on complete ELA	

\*Some English Language Learners are exempt from TAKS based on state criteria for number of years in the U.S. and linguistic preparedness.

The linguistic and cognitive knowledge that English Language Learners bring to school are a solid base for building their future as speakers of English. Only if ESOL 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 2009-2013. Coppell: 2009.

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)>