

Coppell Education Development Corporation
Grant Application

Project Title:	Pre-K - 12 th grade English as a Second Language
Principal Applicant	Mrs. Janis Branum
Title of Principal Applicant	Director of Special Programs
ISD Representative in Application	Coppell
Project Period (Start & Finish of Entire Project)	August 2005 – May 2006
Total Amount Requested	\$930,000

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

Janis Branum

Director of Special Programs

<i>Principal Applicant</i> Title (Required)	Signature	Date
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<i>Team Member</i> Title (Optional)	Signature	Date
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<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
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Kathie Gautille

CISD Board President

** <i>School Board President</i> President (Required)	Signature	Date
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****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. This year, CISD is implementing a Two-Way Dual Language Program at the kindergarten level, which is designed to develop both bilingual and biliteracy proficiency for both Spanish and English speaking students.

Seventeen certified teachers and three instructional aides will provide ESL daily instruction for approximately 562 Prekindergarten through twelfth grade students from more than fifty countries. One certified bilingual teacher will provide daily instruction for 19 kindergarten students---9 native Spanish speakers and 10 native English speakers. Instruction for the bilingual classroom will follow a 50/50 model—50% will be in Spanish, and 50% will be in English. Coppell ISD is applying under the literacy provision of the Coppell Education Development Corporation for a total of \$930,000 to fund salaries for the twenty-one personnel units. Use of the 2005-2006 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 biliteracy 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 intertwined to such a degree that professional interaction is seldom possible on anything but an international basis. Today's international marketplace requires that we meet others on their cultural turf. 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 Prekindergarten 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 Prekindergarten students attend half-day sessions at Valley Ranch Elementary School.

The purpose of the Two Way Dual Language Program in CISD is to develop and maintain bilingualism and biliteracy for both native Spanish speakers and native English speakers. Students begin the program in kindergarten and remain with the program for 4-5 years, emerging bilingual and biliterate in both languages. The program has four goals:

- Goal 1: To create a classroom environment that promotes linguistic and ethnic equality and fosters positive cross-cultural attitudes.
- Goal 2: To develop interpersonal and/or academic content and linguistic competence in English and Spanish.
- Goal 3: To develop and use higher-level cognitive skills in Spanish and English.
- Goal 4: To become bilingual, biliterate and bicultural.

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

This is a new program that is required by the Texas Education Code (19 TAC §89.1205 (a)). In order to comply with state requirements CISD is implementing the Two-Way Dual Language

Program at the kindergarten level, 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 2005-2006 ESOL Program will require seventeen teachers and three instructional aides to deliver a quality program. The Two-Way Dual Language Program will require one teacher. 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 \$40,000 from Title III funds. These monies are used to supplant ESOL program needs. During the 2005-2006 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.

2005 – 2006 ESL/BILINGUAL PROJECTIONS

PreK	K	1 st	2 nd	3 rd	4 th	5 th
58	98	97	84	55	41	39

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

6 th	7 th	8 th	9 th	10 th	11 th	12 th
16	15	21	18	19	16	4

Section III: Budget

\$930,000 Total budget request for salaries (twenty-one staff members)

Section IV: Project Measurements and Evaluation

Project Statistics

Total number of Coppell students in ESL/BILINGUAL Programs: 581 (6% of total Coppell student population)

Dollars per student proposed: \$1,601.

The ESOL/BILINGUAL programs serve 581 students in grades Prekindergarten through twelfth grade.

The effectiveness of this project can be qualitatively measured by monthly documentation of strategies and reports. These will include checklists, parent conferences, student portfolios and anecdotal records from teachers.

Evaluation of Project's Success

A valid measure of a non-English speaking student's progress in acquiring the Texas Essential Knowledge and Skills are the results of the TAKS tests administered in the spring of 2005.

PROGRAM GOAL	STANDARD	MOST RECENT MEASURE	EVALUATION INSTRUMENT
Increase the percent of ESL students who pass the TAKS exams in Reading and Writing.	Reading: 90% Writing: 90%	Reading: 73% Writing: 95%	Reading TAKS Writing TAKS

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>