


Coppell Education Development Corporation
Grant Application

Project Title:	Pre-K - 12 th grade English as a Second Language
Principal Applicant	Mrs. Jean Boyd
Title of Principal Applicant	Director Elementary Curriculum
ISD Representative in Application	Coppell
Project Period (Start & Finish of Entire Project)	August 2004 – May 2005
Total Amount Requested	\$880,735

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

Jean Boyd Director of Elementary Curriculum <i>Principal Applicant</i> Title (Required)	 Signature	8/25/04 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 Gaultille 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.

Seventeen certified teachers and three instructional aides will provide daily instruction for approximately 446 Prekindergarten through twelfth grade students from more than fifty countries. Coppell ISD is applying under the literacy provision of the Coppell Education Development Corporation for a total of \$880,735 to fund salaries for the twenty personnel units. Use of the 2004-2005 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 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” (see Appendix A).

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 Wilson Elementary School.

Student success in 2004 can be seen in the 2004 TAKS results (see Appendix B).

For the second year in a row third grade ESL students taking the TAKS Reading showed a 100% passing rate. This student population continues to contribute to the high performing status of the CISD educational system.

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 2004-2005 ESOL Program will require seventeen teachers and three instructional aides to deliver a quality program. All training of ESOL 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 2004-2005 academic year this money will be used to:

- Provide additional training for ESOL 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
- Provide Spanish classes to the CISD staff so they can better communicate with our growing Hispanic population

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

200 – 20045 ESL PROJECTIONS

PreK	K	1 st	2 nd	3 rd	4 th	5 th
54	62	66	56	46	36	23

*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
17	13	20	16	17	16	4

Section III: Budget

\$880,735 Total budget request for salaries (twenty staff members)

Section IV: Project Measurements and Evaluation

Project Statistics

Total number of Coppell students in ESL program: 446 (5% of total Coppell student population)

Dollars per student proposed: \$1,975.

The ESOL program serves 446 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 2004.

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: 81% Writing: 91%	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. 2003 Austin, Texas. 7, June 2003. <www.tea.state.tx.us>

References

CISD Strategic Plan 2003-2004. Coppell: 2003.

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

Texas Education Agency. 2003 Austin, Texas. 7, June 2003. <www.tea.state.tx.us>

Mission Statement

The mission statement is a broad statement of our district's unique purpose and the specific function it performs.

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.

Objectives

Objectives are the measurable end results that we will achieve to fulfill our mission.

All students will consistently demonstrate identified Coppell ISD character traits within their school and community.

All students will annually participate in meaningful service activities within their community.

No fewer than 55% of our students will achieve Distinguished Academic status upon graduation.

Each student will successfully complete or make appropriate progress toward personal educational goals identified in his/her customized learning program.

Strategies

Strategies are the broadly stated means of deploying resources to achieve our district mission and objectives.

We will...

- integrate technology into every facet of the educational experience to achieve the mission and objectives.
- actively seek alternative fiscal resources while ensuring the most effective use of all resources to achieve our mission and objectives.
- align and strengthen the curriculum to ensure that we become a global leader in educational excellence.
- attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
- model and reinforce the CISD identified character traits throughout the district in order to help students avoid inappropriate social behavior and make healthy life choices.
- develop a system to ensure that each student has a challenging, customized learning plan that accompanies him/her throughout the educational process.
- develop and implement a citizenship program that requires each student to engage in meaningful annual service to the community.
- capitalize on the strengths, resources and talents of our diverse community.

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Appendix B

3 rd Grade		Reading	Math		
	Met Standard	100%	88%		
	Commended	29%	24%		
4 th Grade		Reading	Math	Writing	
	Met Standard	87%	97%	96%	
	Commended	27%	21%	19%	
5 th Grade		Reading	Math	Science	
	Met Standard	79%	86%	86%	
	Commended	14%	29%	7%	
6 th Grade		Reading	Math		
	Met Standard	82%	72%		
	Commended	9%	45%		
7 th Grade		Reading	Math	Writing	
	Met Standard	60%	40%	83%	
	Commended	—	20%	17%	
8 th Grade		Reading	Math	Social Studies	
	Met Standard	100%	88%	100%	
	Commended	—	25%	—	
9 th Grade		Reading	Math		
	Met Standard	67%	78%		
	Commended	11%	33%		
10 th Grade		ELA	Math	Social Studies	Science
	Met Standard	63%	88%	75%	56%
	Commended	—	25%	13%	—
11 th Grade		ELA	Math	Social Studies	Science
	Met Standard	46%	87%	73%	53%
	Commended	—	3%	7%	—