

General Information

Grant Number	115
Project Title	Sister School
Please select the MAIN curriculum area your grant addresses.	Foreign Language
Does your grant have a technology component? (Will you have technology equipment, software, etc. in your budget?)	<input checked="" type="radio"/> No <input type="radio"/> Yes
Primary Contact Information	
First Name	Martina
Email	martina_Thompson@allenisd.org
Last Name	Thompson
Phone Number	972-849-4531
Campus	Lowery Freshman Center
Main Subject	Other
Grade(s)	9
I have co-applicants.	<input checked="" type="checkbox"/>

Grant Co-Applicants

Additional Grant Applicants			
First Name	Last Name	Campus	Grade
Laura	Soto	Boyd Elementary	2

Describe details of the project

Grant Number	115
Campus/Student Information	
Your campus:	Lowery Freshman Center
Will other campus' be involved/impacted by this grant?	<input type="radio"/> No <input checked="" type="radio"/> Yes
Please select all campuses that will be involved/impacted by the grant.	Boyd Elementary
Your grade(s):	9
Will other grades be involved/impacted?	<input type="radio"/> No <input checked="" type="radio"/> Yes
Please select all grades that will be involved/impacted by the grant.	K 1 2
Project Purpose	
What is the problem, need, or opportunity that this grant will address? Explain what students will know and be able to do as a result of this project and/or how a problem will be addresses and/or how a situation improved because of the grant. (500 words or less.)	

Imagine the learning that would occur in a classroom where students were paired up with other students who spoke the Target Language fluently. The motivation to learn and to practice the language would increase tremendously! Nothing would be

rehearsed, but rather conversations would flow naturally in both English and Spanish, and students would feel at ease making mistakes with the language. This is exactly the opportunity I am seeking for my students.

While my students currently have penpals from Perú, the language is limited to written form. Students have sent each other emails via a epals, an online global community of language learners, and have enjoyed writing in both English and Spanish to each other. In addition, we have had several Skype calls, and while they are an excellent way to bridge our physical distance, they too are limiting, since only pairs of students can speak at one time. Nevertheless, the experience of seeing and hearing children from a Spanish speaking country is quite enriching.

The opportunity I am seeking for my students (ALL 6 CLASSES) is to travel to Boyd Elementary (K-2) once a quarter to practice the language skills they are learning in class. The idea of a "Sister School" emerged a year ago as a way for our Spanish Language learners to collaborate with the Bilingual students of Boyd. The idea is to allow students to use the language in an authentic setting with Spanish speakers who are also learning English. The learning opportunities go beyond language as students would also naturally learn about each other's cultures, music, food, etc.

Project Description

How will the project or program be implemented? Describe activities and tasks.
Who is the target population and in what ways will they benefit? (500 words or less.)

The activities and tasks are truly endless. I would like for the students themselves (ALL 6 CLASSES) to brainstorm activities, but 5 to consider involve the following:

BASIC GREETINGS & INTRODUCTIONS: including, but not limited to greetings, name, age, where students are from, what students are like, likes and dislikes, favorite music, food, etc. This activity would encourage immediate use of vocabulary from the first 3 chapters of our current textbook! Typically, the first 3 chapters are covered in the span of the entire first semester. Students are quite capable of having Thematic Units that encompass all of the information from the first three chapters. It would require a shift to teaching verbs only in 1st and 2nd person initially, and later when students have a good foundation, expanding to the other forms of verbs.

READING STORY BOOKS: This would be an excellent way to for the younger students to take a leadership role as they explain Spanish vocabulary to the older kids. Conversely, the older kids would do the same as they explain English vocabulary to the younger kids. The use of both languages would encourage further vocabulary building for both groups.

PLAY: whether it's a board game or a quick game of TAG, the use of the language would be so natural. The students would teach each other the appropriate vocabulary and they would use it without thinking too much about it. The more natural, the greater chance for retention.

MUSIC: so much language is learned simply by singing. This would be a terrific opportunity for students to teach each other a song and learn vocabulary along the way. They could start with their favorite children's songs and later move to their favorite genre (appropriate, of course!)

WRITING: students could collaborate much like they already do in my classroom to write bilingual stories, poems, songs, or raps.

FREE CONVERSATIONS: this encourages unrehearsed conversations as a way to learn about different topics.

The benefits for both groups of students are quite numerous and include: awareness of large latino population in our area, improved social skills, increased leadership skills, increased proficiency in the target language, acceptance and tolerance of all people, collaboration, authentic use of target language, and community involvement among other.

Allen ISD Goals/ TEKS

Which Allen ISD goals/TEKS does this project support? Provide only two or three examples.

The proposed "Sister School" supports all 5 National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

Taken directly from the ACTFL website, the following 3 are supported:

COMMUNICATION

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES**PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD**

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Measurement

What specific measurements will be used to evaluate the effectiveness of the project? (500 words or less)

The effectiveness of the project will be measured by student participation and involvement as well as feedback from students, teachers, administrators, and parents. Feedback would be in the form of surveys or questionnaires addressing specific to general questions.

In addition, students proficiency in the language will be assessed in a holistic fashion.

Teaching Methods

What teaching methods will be used to implement this project? (500 words or less.)

The same teaching methods that I utilize in the classroom will be used. These include collaboration, play and discovery, communication, high expectations, and a caring and inviting environment. The activities listed above in question #2 are some examples, and are listed here for convenience:

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WRITING: students could collaborate much like they already do in my classroom to write bilingual stories, poems, songs, or raps.

FREE CONVERSATIONS: this encourages unrehearsed conversations as a way to learn about different topics.

In addition, students will use our online learning management system, Canvas, for discussions before and after every trip to the "Sister School"

Timeline

What is the project timeline and the date of implementation?

I would like to begin in the 2015-2016 school year. Initially, travel to Body Elementary school would be once quarter for my 6 CLASSES. However, it would be beneficial for the Boyd Children to travel to our school as well.

Curriculum/System Support

Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.

The "Sister School" supports Allen ISD curriculum in many ways. First and foremost, it will allow students to apply what they are learning. When students see and understand the benefits of what they are learning, they become inherently motivated to invest time and energy to the task before them. Furthermore, it will create a great interest in many students to become not only language learners, but also conscientious advocates for children in our community who are learning English.

Budget details

Budget Details ** All awarded funds will be available by September of the next school year.

Budget Item	Item Type	Unit Cost	Quantity	Total Cost
Cost of travel x 1 per quarter	Transportation	60.0	24	1440.0

BUDGET TOTAL 1,440

Are there any additional funds available for this grant? Campus or District Funds? PTA funds? Let us know if you have or will be seeking funds from other sources to help with this project.

Additional funds? No
 Yes

Please Explain

No additional funds are being sought, but we will gladly accept partial funding from this grant.

Signature page and principal contact

Principal Approval Required

Please provide the Name and Email of your Principal

First Name	Last Name	Email Address(Completed)
Jill	Stafford	Jill_Stafford@allenisd.org

Applicant Signature

By entering my name below I signify that I understand that if I move within the District and have written the grant myself, I may take the grant with me to my school (as long as it is appropriate for my classes). If I have written the grant as part of a team, I will leave the grant behind with the team. If I leave AISD, I will leave the grant with the school for which I wrote the grant. As a condition of this grant, I will complete an evaluation form provided by the Foundation.

Signature Martina Thompson

Date 03/27/2015

Principal's approval form

I certify that this would be a good use of funds for our school and this grant supports the district goals and/or our campus improvement plans. **Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot **

No actions possible.

Comments

Accept

History and final disposition of application

State Change History

State Change *****
03/27/2015 09:47:18
Submitted

State Change *****
03/27/2015 11:56:00
Accepted

Grant Status

Grant Awarded Yes
 No

Award Amount 1440