

**FLAP LEA ABSTRACTS**  
**84.293B 2009**

**ALABAMA**

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**Loveless Academic Magnet School (LAMP) and Baldwin Arts and Academics Middle School (BAAM) serve 980 of Alabama’s best students, with Newsweek listing it 56<sup>th</sup> in the nations’ top 1000 schools list. The schools feature a rigorous academic curriculum, and consistently place students in National Merit Scholarship Testing Programs. Languages currently offered are Latin, German French and Spanish.**

**The project will serve 170 students in its first year, and expects to serve 270 by the end of the project. 7<sup>th</sup> and 8<sup>th</sup> graders will be able to take Mandarin I 50 minutes per day. 9-12 students will be able to take Mandarin I, II, III, and IV 50 minutes per day.**

**The expected outcome is to establish a comprehensive Mandarin language program in LAMP and BAAM that will prepare HS students completing Mandarin IV to be able to achieve Low Advanced Proficiency on the ACTFL exam.**

**Chinese 7-12**

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**ARIZONA**

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The project will develop and implement a model K-8 Mandarin program by using early language program models, (FLEX, FLES and partial immersion). By the 3<sup>rd</sup> year the program will serve over 3000 students.

**Chinese K-8**



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**Alameda County Office of Education in Hayward, CA, has designed Project Tui Dong Lia dual-immersion, Mandarin Language Acquisition Program for K-6 students, to be implemented at Stonebrae Elementary School in Hayward. Project Tui Dong Li will be delivered through a 50-50 simultaneous literacy model in all core content subject areas (language arts, mathematics, social studies, and science).**

**Currently, Stonebrae has a new Mandarin dual-language program in grades K-1. The program will expand and improve upon the current Mandarin language acquisition activities at the school by an assessment process for Mandarin Language, assisting all teachers involved in the program in becoming highly qualified (Bilingual Cross-Cultural Language and Academic Development-Mandarin certification and CSUEB Teaching Chinese certification), creating a school climate celebrating Chinese language and culture through new classroom and library materials, and after school enrichment activities highlighting Chinese activities, dance and art (calligraphy).**

**Chinese K-6**

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The project will produce an articulated K-8 Spanish language program with student assessments based on the World Language Content Standards for California Public Schools. It will offer a variety of professional development opportunities to Two Way Immersion teachers to strengthen their academic Spanish proficiency and support the success of this project at every level including collaboration with colleagues within and between two way immersion school sites.

This project improves and expands a 90:10, Spanish/English, K-5 Two Way Immersion Program through grade 6 and into other elementary schools and creates a partial immersion program at a middle school in grades 7-8. It also provides for the planning to extend a partial immersion program into high school.

Spanish K-8



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**Pathways to Achievement in Languages is the Pasadena Unified School District's new Mandarin Dual Immersion program serving students in the cities of Pasadena, Altadena and Sierrra Madre in Southern California. The program will use the 80/20 two-way immersion model, with students receiving 80% of the instruction time in Mandarin Chinese and 20% in English. As the program expands to an additional grade each subsequent year, the percentage of instructional time in Mandarin will decrease with each higher level until reaching 50% in each grade language at the fourth grade (page 6).**

**Chinese K-3**

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The WORLD : Guanxi project proposes to expand existing standards-based K-12 Mandarin foreign language experience programs in the partner districts, drawing experts to create an innovative instructional model that can be replicated throughout the United States. Partnering with Lakeside Union School District, Sweetwater Union High School District, the Confucius Institute at San Diego State University, the Language Acquisition Resource Center at San Diego State University, SDCOE Ed Tech Production, Cisco Systems, Inc, and Houghton-Mifflin, The World: Guanxi project will leverage existing mandarin classes at partner schools to prepare more students for proficiency in Chinese at the AP level. Grant partners will provide expertise, infrastructure, hardware, and software in order to use 21<sup>st</sup> Century technology in unique and empowering ways to leverage and create new connections between teachers, students, and the world. SDCOE functions as the hub, creating connections and facilitating communication and achievement of project goals.

Chinese K-12

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The project will implement a district-wide Chinese language instructional program for K-12, serving 3 elementary schools, one middle school and two high schools.

**Chinese K-12**

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**Shasta Union High School District is improving and expanding a two-pronged Chinese language and cultural program started under a three-year FLAP project which ends this year. A larger percentage of Far Northern California students will be better prepared to succeed in today’s multilingual world, socially and economically as a result of participation in the ENLACE program. Summer opportunities for teachers and students will enhance learning and increase retention. Ongoing, high-quality professional development for foreign language teachers will enhance capacity and encourage further growth. Families and community member involvement will support students.**

**Chinese K-4 and 9-12**



## DISTRICT OF COLUMBIA

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Project CIRCLE will enable Yu Ying to track progress, set benchmarks, and provide resources for the city's young students, their parents and teachers through a public, tuition-free education. The school will develop new Chinese curriculum resources and assessment tools for children in K-8<sup>th</sup> grade Chinese immersion programs. The Chinese resources that are created with FLAP funding will be developmentally-appropriate, culturally-authentic, and rigorous in content. It involves recruitment and training of a cadre of native speaking Chinese educators who will pioneer new curriculum resources and assessment tools and disseminate the lessons of Yu Ying's implementation of Project CIRCLE far beyond the walls of the school.

Project CIRCLE has three goals: (1) develop quality assessments aligned with instruction and standards; (2) to create and provide high-quality instructional resources for Chinese teachers, for students and families and (3) to build/enhance the capacity of LEAs and individual schools to implement comprehensive Chinese immersion programs. Our proposal lays out concrete measurable objective Chinese immersion programs.

Chinese K-4

## CALIFORNIA

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**Walnut Valley USD's project : LEARNING MANDARIN BY DOING: PLANT FOR THE PLANET plans to expand its current Chinese language program (currently at two elementary schools and one middle school) to include two additional schools, (South Pointe and Suzanne Middle Schools) grades 6-8. The project will integrate formal Chinese language instruction with the inquiry project based instructional model to provide students with an international perspective, relating their world to the larger global community. During the 200 minutes of instruction per week, the two schools' students will not only receive formal Chinese language instruction, but also work collaboratively with students from the Ming De Middle School, and Huatai Middle Schools in China.**

**Chinese 6-8**

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**Seminole County Public Schools (SCBP) will establish K-5 Mandarin Chinese FLES program at two elementary schools in the district: Bentley and English Estates Elementary. Year one the Novice Mandarin Chinese class will be offered at the K-3 for 30 minutes per day, three days per week. Year 2, the class will be offered to the new K students and the program will be extended to Grade 4 at both elementary schools. In year 2, the novice-low course will be added for the K-3 students who began the program in year 1. In year 3, the class will be offered to the new K students and the program will be extended to grade 5 at both elementary schools. It is the intention of the district to bridge the gap between the current HS Mandarin Chinese program and the elementary school, in order to provide the needed K-12 sequential, articulated critical language curriculum.**

**Chinese K-5**



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Woodstock Community Unit School District #200 (WCUSD) seeks to improve and expand its existing K-5 Spanish/English two-way immersion program into the middle school and begin planning for its arrival at the high school level in three years. In addition, “Project Exito” plans to increase the proficiency of Spanish for the participants in the program by incorporating a strategic 3 year professional development plan targeted at elevating the status of Spanish within and outside classroom. There will be a minimum of 135 minutes of Spanish instruction every day with the possibility of an additional 45 minute enrichment class for those students meeting or exceeding on the Illinois State standardized test.

Spanish 6-8

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**The Chicago Public Schools proposes Integrative Technology in Arabic Language Instruction and Curriculum (ITALIC) to expand and improve its promising Arabic language program in high schools.**

**A Michigan State University partnership will bring a content-based, sequential curriculum to the district along with curriculum-related professional development. Through this technology solution CPS will maximize existing resources, expand existing programs, increase instructional time, and enhance classroom teaching and learning. Through ITALIC, 180 new students will receive 45 minutes of instruction five days each week with a minimum of 45 additional minutes a week of online instructionally-related independent and collaborative work for a total of 270 minutes a week.**

**Arabic 9-12**



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The South Central Kansas Education Service Center is one of eight education service centers in the state of Kansas recognized by the Kansas State Department of Education to provide essential services to over 100 districts statewide which includes the 26 school districts within south central Kansas. The project will extend the existing Mandarin language program into the primary grades.

Chinese K-5



## **MICHIGAN**

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The FLAP funds will be used to improve and expand the current partial immersion program. The project will develop research based immersion strategies, grow the program one grade each year, develop curriculum for each grade level, provide professional development, and extend culture studies.

**Chinese K-12**

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The program will expand and improve its current foreign language program to complete curriculum alignment, generate additional textbooks, develop supplemental resources, and provide the sustained professional development in Arabic language and culture necessary to enhance teachers' skills and knowledge base to serve this unique population.

Arabic K-8



## MINNISOTA

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This project will establish a new middle school which will improve language study for FLES and immersion students from the elementary grades and prepare them for secondary study of Chinese. The project will expand the study of Chinese by both continuing immersion education into the middle grades and acquiring new students by accepting late-entry and FLES students in the 6<sup>th</sup> grade.

The project will also promote the development of high quality middle school Chinese content-based teachers, and support their ongoing research and contribution to the field of language education by critical science action research projects, the results of which will be professionally evaluated and shared with the broader academic and education community.

Chinese 6 – 8

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The proposed Spanish focused program will implement the content-enriched FLES model and sequential curriculum based on the national Foreign Language Standards and the ACTFL Performance Guidelines for K-12 students. The Global Connections (GC) Program will partner with the Arts Council of Fayetteville/Cumberland County, Visiting International Faculty (VIF) Program and local universities. Through the program, the district will create an articulated Spanish curriculum to be implemented within the targeted schools. A 5 -day summer professional development program will be offered each year.

**Spanish K-12**



**NORTH CAROLINA**

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**This project will establish a K-12 sequence of Arabic instruction in Charlotte-Mecklenburg Schools. The FLES model will be employed in grades K-5, in which Arabic will be taught as a second language through content-enriched instruction. The proposed project will assist students in developing high levels of cultural and linguistic proficiency through participation in Arabic summer camps and the implementation of a tutoring partnership with local universities.**

**Arabic K-12**



## **NEW JERSEY**

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**Englewood Public School District proposes to establish the study of a foreign language via an innovative partial foreign language immersion program that is content-based (social studies, science, art, etc.) in the critical need language of Mandarin Chinese. The project will promote the sequential study of Mandarin Chinese for students beginning in the elementary grades.**

**Chinese 1-8**

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**NEW YORK**

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**Currently Mandarin Chinese instruction is offered only to high school students. The project intends to expand Mandarin Chinese classes to grades 6-8 during the regular school day, an expansion of 125% with the ultimate goal of serving all grades, K-12. This will be accomplished by introducing the instruction of Mandarin Chinese to 100% of the elementary schools of BCSD. The project also intends to implement a Baccalaureate Primary School Program (PYP), thus solidifying the Mandarin language instructional curriculum.**

**Chinese K-12**

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## NEW YORK

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Through use of a distance learning medium, itinerant New York State certified teachers of Mandarin Chinese will deliver real-time instruction to students in grades 6-12.

A K-5 Chinese language and culture content enriched FLES program will act as a catalyst in the lower grades to insure student interest in full time Chinese language instruction once these cohorts reach grade 6 and beyond.

The K-5 portion of CLACI is a content enriched FLES program with teacher training and support provided by the Hamilton College's Department of East Asian Language and Literature, under the guidance of Dr. DeBau Xu.

The 6-12 component is a full year traditional foreign language program provided by itinerant instructors using videoconferencing to simultaneously teach live to two or three school sites simultaneously.

Curriculum for the middle and high school program and local assessments will be developed by a committee consisting of Hamilton College faculty, experienced LOTE faculty and the itinerant Mandarin teachers.

Chinese K-12

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**NEW YORK**

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South Orangetown proposes to introduce Chinese, and later Korean, Russian, and Japanese as a foreign language district-wide, K-12. The district proposes to utilize technology (Rosetta Stone, Skype, ePALS ) and study abroad as part of its plans. The proposal calls for professional development, community and university partnerships.

**Chinese, Korean, Russian, Japanese K-12**



## **NEW YORK**

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The expansion of the foreign language program at New Rochelle by adding Chinese Mandarin classes will serve a total of 675 (elementary, middle and high school level) students during the course of the three year grant period. The project will use two-way language learning as well as distance learning and interaction with native students from China. Components for curriculum development as well as professional development are planned in partnership and collaboration with Hunter College.

**Chinese K-12**

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The project involves and supports all the Chinese language programs in the three counties served through a complex ongoing program of professional development involving workshops, observations, and peer mentoring. At the high school level the classes average 43 minutes of instruction per day or 215 minutes per week. The elementary programs plan on two 45 minutes per day or 90 minutes of instruction per week. The program model proposed will provide professional development for K-12 teachers of Chinese in research based best practices, i.e., task based and content based curricula, use of target language differentiated instruction including self assessment and peer mentoring, and the innovative use of Web 2.0 technologies.

### Chinese K-12



## OHIO

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**ACES will establish Mandarin Chinese Levels 1-IV in nine high schools. Only one of these currently offers Mandarin. ACES also offers content enriched programs in six elementary and three middle schools. 60 minutes per day, 300 minutes per week. Program models, approaches, curriculum, assessments, and features. ACES uses the research based OSU Chinese curriculum for Levels 1-111 and hires highly qualified, Ohio certified teachers who have been vetted and trained by Ohio State University. Classes are taught via videoconferencing with teachers visiting each site monthly.**

### **Chinese K-12**

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**The project will establish Mandarin Chinese in one elementary school. Students will receive a minimum of 160 minutes of instruction each week; 40 minutes per day for four days. The project will provide intensive summer language opportunities for students and teachers; high quality professional development opportunities throughout the school year for staff; and use of technological tools for peer-to-peer interaction with students in China.**

**Chinese K-3**



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**The Sino-Trojan Academy at East Intermediate will serve to expand Chinese language study for students in grades 5-6. The academy will increase the minutes of Chinese language instruction during the traditional school day, and increase enrollment of Chinese students in grades 7-12, use of content-based instruction embedded in Chinese language and culture core curriculum, use of content-based technology, and implement a web-based interactive communication with schools in Sichuan, China for more exchange with native-speakers of Chinese.**

**Chinese 5-6**



## OREGON

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The PPS2 project will create a standards-based K-8 model comprising multiple pathways to targeted benchmark proficiency levels toward the long-term goal of preparing more students to be able to earn credit for demonstrated proficiency at the high school level and beyond. The schools' existing models will be reviewed against the national foreign language standards, current research literature, and recognized best practices in FLES (sequential and content-enriched or content-based) and immersion education.

Each year five FLES teachers and 7 to 9 immersion teachers from participating schools will attend an intensive summer institute (30 hours years one and three, 60 hours year two), taught entirely in Spanish, to improve their language/culture skills, as needed, explore and share instructional methods, and design thematic instructional units, which they will then implement during the academic year in their classrooms as part of action research projects. Students in grades 6-8 (including 8<sup>th</sup> graders transitioning to 9<sup>th</sup> graders) will have the opportunity to attend a 12-day summer language camp integrating Spanish language, culture, and technology.

Spanish K-8

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## OREGON

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The project proposes to teach Mandarin Chinese at the elementary and middle school levels as an integrated immersion technology based-distance learning instructional delivery system. The project will also employ a Lingua-folio process to track, review, and report or evaluate student language learning progress and language proficiency outcomes. A major goal and objective of the project is to implement an interactive Chinese distance language learning program to increase language and culture. The project will provide students with educational tools that assist in cooperative learning, critical thinking and exposure to authentic materials that assist in learning Chinese.

Chinese 6, 7 and 8



## PENNSYLVANIA

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The BCIU Chinese-Language Program is a hybrid language project for students in grades 6 through 12 that will take place primarily during the traditional day, supplemented with summer enrichment experiences. This project expects to serve between 750 and 1,000 students. Project goals are to:

1. Expand and strengthen Mandarin Chinese language programs in Berks County, Pennsylvania.
2. Increase student proficiency in Mandarin Chinese language (oral and written).
3. Create an articulated sequential program of study for Mandarin Chinese language instruction Level I, II, III, and IV.
4. Develop an effective approach for finding, retaining, and professionally developing qualified teachers of Mandarin Chinese language.

Chinese 6-12

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## **PENNSYLVANIA**

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**Young Scholars of Central PA Charter School (YSCP) currently offers Mandarin instruction to all of its 160 students in K-7. Through FLAP, YSCP plans to expand FLES instruction to 100 additional students in grades 8-12, as well as add Turkish FLES instruction for all students in K-12, through their proposed program, (CLIP) – Mandarin and Turkish. Additionally, YSCP plans to broaden the Mandarin and Turkish language exposure in Centre County by opening its after-school language instruction to all schools in the county, by adding a summer program in Mandarin and Turkish language instruction for all students K-8, and by providing professional development opportunities to Centre county teachers through a partnership with Penn State University.**

**Chinese and Turkish K-12**

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## PENNSYLVANIA

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**Project NEPAL Initiative will expand foreign language study in Mandarin, Arabic, Russian and Japanese across a region of 51 school districts serving 147,000 students where only 3 schools currently teach these languages. The principle partner, Northeast Educational Intermediate Unit, provides curriculum leadership and educational services to the region. NEPAL will use live, online instructor-led classes, via ELLUMINATE web conferencing, BLACKBOARD curriculum management and WIMBA voice tools.**

**Chinese , Arabic, Russian, Japanese, and Hindi 9-12**

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The project plans to develop its existing small scale Turkish language pilot program into an intensive and high level Turkish language proficiency program. The FLAP funds will help Cosmos improve its Turkish language program and replicate it at 10 other campuses located over vast geographic areas of Texas such as Houston, Austin, Bryan/College Station, Beaumont, Lubbock and Dallas. Students will receive intensive language courses during regular school hours with research based educational practices. Students will participate in local and national science events and interact with community based Turkish organizations and people from all strata of life.

Turkish 4-12



## TEXAS

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AISD will expand and improve foreign language study for students in the district. FLAP program objectives are to:

- Reduce rate of students failure in Levels 1 and 2 French, German, and Spanish by 3 percentage points for the first year of the grant and an additional 4 percentage points by the end of the second year and 6 percentage points by the end of the final year of the project through a purposeful, systematic, widely-disseminated program of professional development.
- Increase the rate of student success on AP exams by 5 percentage points in year one of the project 10 percentage in the second year and 15 percentage points in the third year of the project.
- Articulate and implement a vertically-aligned curriculum for all 15 French, German and Spanish courses which includes a balance of listening, speaking, reading and writing activities, integrate the teaching of form with meaning and use, and employ best practice as defined by recent language acquisition research as measured by printed and electronic documents that are summarized by a curriculum matrix.

In order to equip its teachers to address these objectives, the project proposes an academy of purposeful, systematic professional development of research-based best practice, including the effective use of technology.

French, German and Spanish

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## **VIRGINIA**

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The main goal of the project is to create a Chinese language and culture curriculum for grades 7-12 that is aligned to National and State Standards for Foreign Language Learning. It will establish a Chinese language and culture program in two middle schools and one high school beginning in the fall of 2009. The middle school students will receive 90 minutes of Chinese instruction every other day on a block schedule for a total of 270 minutes a week. High school students will receive 270 minutes of instruction every other day for a total of 690 minutes a week with the ultimate goal of creating a partial-immersion language program for grades 9-12.

**Chinese 7-12**

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