Texas Education Agency

NOGA ID

Authorizing legislation	**General Appropriations Act, Article III, Rider 90, 88th Texas Legislature**

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 4th, 2024.**

Application stamp-in date and time

Grant period from	**May 17th, 2024 to April 30th, 2026**

Pre-award costs are not permitted for this grant program.

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization	Brownsville ISD	CDN	031901	Campus		ESC	1	UEI	LNYUV6TAM7J9

Address	1900 Price Road	City	Brownsville	ZIP	78521	Vendor ID	746000418

Primary Contact	Alejandro Cespedes	Email	acespedes2@bisd.us	Phone	956-698-0003

Secondary Contact	Ruth M. Garza	Email	rmgarza@bisd.us	Phone	956-698-0172

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- [x] IDC application, guidelines, and instructions
- [x] Debarment and Suspension Certification
- [x] General and application-specific Provisions and Assurances
- [x] Lobbying Certification

Authorized Official Name	Dr. Jesus H. Chavez	Title	Superintendent

Email	jhchavez@bisd.us	Phone	956-548-8011

Signature		Date	4/3/2024

Shared Services Arrangements

X Shared services arrangements (SSAs) are not permitted for this grant program.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2026 Interactive Online Learning Grant, Cycle 1 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 Interactive Online Learning Grant, Cycle 1 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) Chapter 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 6. The applicant provides assurances to select or develop an effective interactive online learning model(s) that meets the statutory requirements listed in General Appropriations Act, House Bill 1, Article III, Rider 90, 88th Legislative Session Regular Session, 2023.

☒ 7. The applicant provides assurances that program funds will be used to implement with fidelity an effective interactive online learning model(s) in middle school and/or high school for cross-curricular instruction in English language arts and U.S. history and/or Texas History. The effective interactive online learning model(s) must: align with Texas Essential Knowledge and Skills (TEKS) for middle school and/or high school U.S. history, Texas history, and English language arts, as applicable; include tools to monitor the progress of each individual student; include quarterly benchmark assessments that are automatically scored; include both audio narration and video components; and be offered for use in both English and Spanish.

☒ 8. The applicant provides assurances that the implemented interactive online learning model(s) must include cross-curricular instruction in social studies and English language arts aligned to the TEKS.

☒ 9. The applicant provides assurances that the interactive online learning model(s) has been reviewed and determined to comply with the requirements of the Texas Education Code (TEC) §28.002(h) and §28.0022.

☒ 10. The applicant provides assurances that the teachers implementing the interactive online learning model(s) will receive adequate professional development to ensure successful implementation of the program.

☒ 11. The applicant provides assurances to support student learning in the interactive online learning model(s).

☒ 12. The applicant provides assurances to provide the necessary support to help students accelerate in the learning model(s) if they fall behind or are failing in the cross-curricular learning model(s).

☒ 13. The applicant provides assurances to make a sustainability plan to ensure that the interactive online learning model(s) can continue to be offered after the grant ends.

☒ 14. The applicant provides assurances to provide a status report by August 1, 2025, and a final report by February 1, 2026.

Statutory Requirements

1. Describe the process the local education agency (LEA) will use for choosing/developing an effective interactive online learning model(s) that aligns with the TEKS in middle school and high school for instruction in U.S. history and/or Texas history and English language arts, including a description of the program, grade levels at which the program will be implemented, the selection/development criteria, and how the LEA will ensure TEKS alignment.

Brownsville Independent School District (BISD) seeks to create, implement, and sustain a multi-tiered system of supports to address literacy needs in 9th-11th grades by integrating elements from station rotation and flex blended-learning models in English I-III, World Geography, World History, and U.S. History classrooms into a well rounded education. BISD will provided both academic and social/emotional support. To achieve this objective, the LEA will designate an Innovation Professional Learning Community composed of 18 high school teachers to create cross-curricular frameworks and lead the implementation at 3 early college high schools, which range in enrollment from 1,600-2,300 students. The selection criteria for the interactive online learning model will include alignment with TEKS standards, engagement of diverse learners, accessibility features, and evidence-based practices. The program will focus its efforts on fostering teacher growth, resourcefulness, and ingenuity as our educational community adapts to post-pandemic challenges. Because student devices purchased at the onset of the COVID-19 pandemic will need to be replaced soon, the program will train teachers to plan horizontally as opposed to vertically thus relying less on one-to-one devices. Brownsville Independent School District is the largest employer in the Rio Grande Valley with 54 schools, 6,000 employees, and 38,500 students. The Texas Education Agency (TEA) reported that of all youth in BISD is 89.1% economically disadvantaged, 39.9% emergent bilingual, and 18.8% mobile, the program will facilitate self-paced learning using hyperdoc lesson plans where students can access digital resources outside the classroom on the Schoology Learning Management System. Due to learning loss and language barriers, over a thousand students at the high school level are reading two or more years below grade level, according to our 2023-2024 beginning-of-year diagnostic results. Therefore, the interactive online learning program will prioritize student intervention and accessibility by using educational technology to provide an equitable education for all learners. Brownsville I.S.D. will ensure TEKS alignment through rigorous oversight by the district's curriculum department, which will closely monitor high-quality instructional materials and conduct classroom visitations. The process will include curriculum review, alignment checks, and regular updates based on TEKS revisions by content specialists. The interactive online learning program will use shared documents on Google Workspace to facilitate teacher collaboration and upload the curriculum resources as courses to Schoology. The Innovation PLC will create and use daily hyperdoc lesson plans following a basic 7-step planning template: engage, explore, explain, apply, share, reflect, and extend. Teachers will design blended-learning schedules for their classrooms to integrate station rotations and flex models weekly. In addition to current textbook adoptions and district purchase.

2. Describe the progress monitoring tool(s) included with the interactive online learning model(s) and how the LEA will use the monitoring tool(s) to ensure adequate student progress. Include how the LEA will use the progress monitoring tool(s) to support struggling learners and students who may be off track. What interventions will be implemented to help struggling learners?

Brownsville I.S.D. will screen students in 9th-11th grade using the HMH Growth Measure tool. This reading proficiency diagnostic will allow teachers to tier student groups, plan rotation/flex schedules accordingly, and create shared intervention student profiles in ELAR and social studies classrooms. Struggling readers would receive intentional support through increased monitoring, targeted instruction, and small-group rotations; thus, improving their performance across both subject areas. This cross-curricular collaboration will also revisit the STAAR 2023 redesign and revisions made to social studies TEKS in 2024 in order to design text-based assessments on Writable. This online literacy program provides immediate AI feedback and is already being used by our secondary teachers. These shared assessments will measure reading comprehension, content knowledge, academic vocabulary, and writing proficiency. All students will have access to effective feedback, reading aids, annotation tools, and accessibility features. Teachers will analyze progress monitoring data to identify specific areas of need, adjust instructional strategies, and provide targeted interventions. The Innovation PLC will create a culture of data-driven instruction and intervention and share the model at their respective campuses during alignment meetings.

Struggling students will benefit from differentiated instruction, personalized learning pathways, and targeted support through small-group instruction. Students in Tier III will receive intensive reading intervention on the Read 180 platform during flex schedules at least twice a week. This adaptive learning environment differentiates between students needing comprehension support versus foundational literacy skills. Students will receive inclusive, multisensory reading instruction from phonics to fluency to grade-level proficiency. It is the core mission of Brownsville I.S.D. to close achievement gaps caused by language barriers and/or learning loss through innovative learning modalities in ELA and social studies classrooms so that all learners can benefit from the interactive online learning program.

Statutory Requirements (Cont'd)

3. Describe the quarterly benchmarks included in the interactive online learning model(s) and how the school(s) will use this data to support student learning and to evaluate the effectiveness of the interactive online learning model(s) that was implemented.

Assessments will be administered on the HMH Ed connected solutions: Growth Measure and Writable. English teachers would assign Growth Measure three times a year for BOY, MOY, and EOY data. Furthermore, the Innovation PLC will create TEKS-based selected response and writing benchmarks on Writable for students to complete in alignment instructional goals and objectives outlined by the cross-curricular frameworks. These quarterly benchmarks will be completed in class, twice in the fall and twice in the spring. Teachers will utilize benchmark data to evaluate student progress, inform professional development needs, identify areas for curriculum adjustment, and measure the effectiveness of the blended learning schedules.

Both platforms provide detailed reports for student grade-level proficiency and growth. These reports would be analyzed by district leadership for trends alongside district benchmark data and ultimately STAAR performance in English I, English II, and U.S. History. Data review sessions will be driven by two key objectives: improving literacy skills and deepening content knowledge and skills. Brownsville I.S.D. seeks a positive correlation between increased reading comprehension and performance in other subject areas. The effectiveness of the online learning model will also be evaluated through classroom visits, feedback forms, and lesson plan quality.

4. Describe the audio and video components included in the interactive online learning model(s) and how the school(s) will use these tools to engage students in the effective interactive online learning model(s).

Brownsville I.S.D. will use audio and video components to engage students, provide meaningful real-world connections across thematic units, scaffold difficult content, differentiate instruction for struggling as well as gifted students, and create opportunities for self-directed learning. A hyperdoc lesson plan will create strategic planning opportunities for teachers to integrate numerous educational technology applications seamlessly in one easy-to-follow, student-friendly document with explicit objectives, instructions, and collaborative assignment links within Schoology. The goal is for these model classrooms to engage students in cross-curricular content using videos, polls, interactive boards, augmented reality field trips, digital creation, AI tutoring chatbots, gamified learning, independent reading, etc. Students will also be encouraged to extend their learning through digital exploration of literary time periods and their broader contexts.

Specifically, on Writable and Read 180, students will have a library of video lessons with closed captioning and text-to-speech audio support. Read 180 also requires struggling readers and newcomers to use recording software to measure phonemic awareness and fluency. Furthermore, teachers will receive training as part of the Innovation PLC on selecting and incorporating appropriate multimedia effectively to enhance student engagement and scaffold content through different interactive platforms on Schoology such as Nearpod and Edpuzzle.

Statutory Requirements (Cont'd)

5. Describe the components of the interactive online learning model(s) that are provided in Spanish. Explain how your LEA will use the interactive online learning model(s) with English- and Spanish-speaking students.

Brownsville I.S.D. will use the interactive Online learning model with English and Spanish-speaking students by using a hyperdoc classroom culture to facilitate language support for emergent bilingual students since Google Docs has translation embedded in the Tools menu. Articles, visual supports videos, graphic organizers, and other resources curated for the hyperdoc lesson plans will be designed with Spanish speakers in mind to provide comprehensible input and fill in background knowledge gaps. English teachers in our district are currently supplementing their curriculum with the open-resource libraries Actively Learn and Commonlit. These platforms make grade-level texts accessible to students by embedding scaffolds, video lessons, English-to-Spanish translations, and dictionaries. By aligning cross-curricular content with social studies TEKS, English teachers could continue to use these platforms to teach informational and historical texts while reinforcing topics from the social studies classrooms. Furthermore, these can be linked to hyperdoc lesson plans and uploaded to Schoology to facilitate the use of multiple resource libraries.

The Growth Measure screen at the beginning of the year will be assigned in Spanish and English for emergent bilinguals who are newcomers. Read 180 intentionally provides Spanish summary of anchor videos, translations, and tips to key vocabulary. Students will progress through the lessons in English with the goal of English language acquisition. The Writable content library contains dozens of mini-skills, sentence-combining exercises, and Time for Kids articles in Spanish. Writable assignments can also be created in Spanish and students can respond in Spanish without having to change profile settings. Brownsville I.S.D. will use the interactive online learning model to bridge language barriers in blended-learning classrooms by engaging Spanish speakers with grade-level texts made accessible through language supports, promote bilingualism, and differentiate instruction for English and Spanish speakers.

TEA Program Requirements

1. Provide an overview of how the effective interactive online learning model(s) will be implemented with grant funds. Include the overall mission, goal(s), and desired student outcomes of the implementation. Describe how this grant will help support the LEA's overall mission.

Brownsville I.S.D. core mission is to enhance student literacy and academic achievement. The goal of this initiative is to develop a dynamic and engaging educational experience that empowers students to synthesize meaningful connections between literature and historical, cultural, geographic, and socioeconomic contexts. The desired student outcomes of this implementation include: improved reading comprehension and writing proficiency, enhanced critical thinking skills and ability to make interdisciplinary connections, increased engagement and motivation through interactive online lessons, and measurable mastery of Texas Essential Knowledge and Skills standards in ELAR and social studies through STAAR EOC achievement.

The grant funds will provide an incentive for an Innovation Professional Learning Community (PLC) to curate a comprehensive library of hyperdoc daily lesson plans. These plans will incorporate a range of in-course activities, accessible texts, multimedia resources, self-paced learning opportunities, and capstone projects. The Innovation PLC will convene regularly to create interactive hyperdoc lessons, design rotation/flex blended-learning schedules, address challenges, and assess student progress. Resources developed by the Innovation PLC will be readily available to all district teachers teaching corresponding grade levels as courses on Schoology. By investing in teacher participation in blended-learning models, facilitating cross-curricular frameworks, and building courses on a unified learning management system, the grant will directly support the LEA's overall mission of providing high-quality education to meet diverse student needs.

TEA Program Requirements (Cont'd)

2. Specify three student needs that would be met by the interactive online learning grant and describe how the interactive online learning model(s) will address those needs. What activities/strategies will be implemented to ensure student success?

Need No. 1: Traditional teaching practices are no longer as effective in maintaining student focus and interest. Whereas some students lack motivation because of underlying learning difficulties, some students lack autonomy and challenging materials. Through adaptive technology, a variety of multimedia resources, and interactive activities, all students will be more engaged and invested in their learning. Online learning also poses a difficulty in maintaining student focus due to off-task browsing, social media, and online games. The campuses piloting the interactive online learning program will use GoGuardian digital guardrails to monitor student engagement and redirect off-task behaviors to maximize the use of instructional time.

Need No. 2: Students at different proficiency levels in literacy and content knowledge require differentiated instruction to meet their academic needs. In implementing the interactive online learning program, the Innovation PLC will build a multi-tiered system of supports for both struggling and advanced learners by incorporating adaptive instruction and scaffolded support in the cross-curricular lesson plans. For struggling learners, scaffolded support will include interactive tutorials, guided practice activities, and targeted feedback to help build foundational skills. Advanced students will be provided with enrichment opportunities, such as extension projects, advanced readings, or peer collaboration activities, to deepen their understanding and extend their learning. Teachers will receive intensive training in working with students with accessibility needs, and station rotation/flex learning schedules will allow for small-group instruction and intervention.

Need No. 3: In our diverse border town community, non-English speaking students from low socioeconomic backgrounds face unique challenges that can impede their academic success. For students entering our district as late as 9th or 10th grade, there is an urgent need for a high-quality, evidence-based resource like the HMH Read 180 intervention program, which has not been purchased at our district due to its high price point. Moreover, students will benefit from highly qualified and trained teachers through the PLC and trainer-of-trainers models and equitable access to digital resources on the Schoology learning management system. By implementing these activities and strategies, the interactive online learning program will effectively meet students' diverse needs, support their academic growth, and promote equitable access to high-quality education for all learners.

3. How will the LEA select and support teachers and other support staff to implement the interactive online learning grant? How will (1) the LEA ensure teacher commitment and (2) ensure they have all the necessary tools and professional development to implement the interactive online learning model(s) effectively?

Brownsville I.S.D. will select 6 teachers per campus teaching in the relevant content areas of English I, English II, English III, World Geography, World History, and U.S. History through the duration of the grant. Teachers will apply to be considered for the Innovation PLC and provide a letter of endorsement from their supervisor. In signing the letter of endorsement, campus administrators will commit to supporting the implementation of the grant by providing teachers with the necessary student devices and equipment, which our local schools currently have in ample supply. The campus will also support the teachers' involvement in the Innovation PLC by encouraging members to present during alignment meetings and campus staff development. Furthermore, the Innovation PLC will participate in instructional rounds to share best practices with grade level teachers.

Two content specialists from the district's curriculum department will oversee and train the Innovation PLC during monthly workshops and virtual bi-weekly meetings in order to provide on-going support, coaching, and feedback on student progress. The ELAR and social studies content specialists designated as program coordinators will facilitate instructional rounds across the pilot campuses and create district professional development plans to expand the cross-curricular interactive online learning program.

TEA Program Requirements (Cont'd)

4. Describe how the proposed budget will meet the needs and goals of the program, including staffing, professional development, and resources needed to support the implementation of the effective interactive online learning model(s).

In order to reach the greatest scope of implementation, Brownsville I.S.D. will focus on teacher growth and professional development in innovative practices. One part of the grant will be used for 18 teachers to receive extra-duty pay for implementing the interactive online learning model in their classrooms and attending the Innovation PLC meetings. This approach will allow us to implement the program in 18 classrooms across three grade levels at 3 early college high schools during the two-year duration of the grant and build a research-based model for other campuses to emulate. The two program coordinators leading the implementation from the district offices will receive a stipend. Grant funds will also pay for substitutes as needed during instructional rounds.

The remainder of the grant will be used to ensure access to high-quality instructional materials and educational technology. Continued access to Schoology at the three pilot campuses will possibly need to be funded by the grant during the second year of the implementation. The grant will fund the purchase of the Read 180 Flex program for students needing Tier II and Tier II interventions and the purchase of GoGuardian Teacher digital classroom management software to ensure safe learning environments. Other educational technology licenses that would support cross-curricular alignment will be purchased if grant funds permit. The ones being considered are Actively Learn and IXL because of their accessibility features, audiovisual components, and data reports as well as their alignment to the TEKS.

5. Describe how the LEA will ensure successful cross-curricular implementation of the program in the 2024-2025 and 2025-2026 school years.

Brownsville I.S.D. will ensure the successful cross-curricular implementation of the program by creating courses and uploading to Schoology during the 2024-2025 school year. The Innovation PLC members will write cross-curricular frameworks outlining the 1st semester alignment between English I and World Geography, English II and World History, and English III and U.S. History during the summer. As the year progresses, teachers will work together to compile daily hyperdoc lesson plans and blended learning schedules that will be shared across the Schoology platform. These courses will be copied and adjusted during the 2025-2026 school year to continue monitoring and collecting student data. Brownsville I.S.D.'s program coordinators will implement regular professional development sessions focused on cross-curricular integration, where teachers will share best practices, collaborate on lesson planning, and discuss student progress. Data meetings will be held after quarterly benchmarks with the members of the Innovation PLC and leadership at each campus to determine student progress, curriculum alignment to instructional goals, and necessary adjustments. After the two-year review of student progress in English I, English II, and U.S. History EOCs, the cross-curricular frameworks will be integrated into the district curriculum and implemented district wide. Teacher feedback, usage reports, and student growth data will be utilized to justify budget allocations for the continued use of Read 180, GoGuardian, and other programs deemed appropriate at the end of the grant.

TEA Program Requirements (Cont'd)

6. How does the LEA plan to sustain the interactive online learning model(s) after the end of the grant period?

It is part of Brownsville I.S.D.'s 5-year strategic plan to establish an integrated system of student supports to address literacy and student achievement. It is also district policy to have a unified learning management system although teachers still need more training on interactive online learning. Thus, the LEA will collect data and track student performance to promote the integration of the interactive online learning model into the district's long-term strategic goals and initiatives.

Although only the 18 teachers in the Innovation PLC will be provided extra-duty pay through the grant, all district teachers will receive access to the resources created by the PLC and be encouraged to implement the interactive online learning model at non-pilot campuses. All teachers in the relevant content areas will be invited to participate in the Innovation PLC meetings. Grant funds will be allocated for teachers from the non-pilot campuses to participate in instructional rounds at the pilot campuses.

District staff development will feature presentations by members of the Innovation PLC and provide training on Schoology, blended learning models, and hyperdoc learning twice a year. Ultimately, Brownsville I.S.D. will ensure successful implementation and continuous sustainability of the interactive online learning program in our district by fostering a culture of innovation and improvement, where teachers are encouraged to explore new technologies and instructional strategies to deepen student learning.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section   **Reason for Amendment**