



**2024-2026 Interactive Online Learning Grant, Cycle 1
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, April 4th, 2024**

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):

N/A

Applicant Information

Organization Seguin ISD CDN 094-901 Campus MS and HS ESC 20 UEI C3N7G7T3A6H6

Address 1221 East Kingsbury Street City Seguin ZIP 78155 Vendor ID 1746002287

Primary Contact Monica Lyons Email mlyons@seguin.k12.tx.us Phone 830-401-8600

Secondary Contact Marcos Manrique Email mmanrique@seguin.k12.tx.us Phone 830-401-8600

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):

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

Authorized Official Name Dr. Veronica Vijil Title Superintendent

Email vvijil@seguin.k12.tx.us Phone 830-401-8600

Signature *Dr. Veronica Vijil* Date 4/3/2024

Shared Services Arrangements

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.

Seguin Independent School District (SISD) is driven enrich and broaden its educational services by integrating technology, with the support of the Interactive Online Learning Grant. Through this funding SISD aims to: 1) address their challenge of test scores in Social studies and English Language Arts (ELA) that fall below the state average; 2) provide programs that target writing proficiency; and 3) build students ability to comprehend and analyze literacy elements in both Social studies (Texas History) and English Language Arts (ELA). Recognizing that students are increasingly engaged with their electronic devices and each have learning preferences, SISD is committed to accommodating diverse learning styles. The district believes that the instructional strategies provided by this program will connect with students and significantly improve their learning outcomes. Especially because we have 14.7% of the student body as Emergent Bilingual (EB) comprising, 197 students classified as immigrants, and 201 as newcomers according to the SISD Database Dashboard. Therefore, it is imperative for the district to implement this online learning model in both English and Spanish. This approach aims to effectively engage all students and cater to their diverse educational requirements, with particular emphasis on providing essential support for English language learners. **PROCESS FOR DEVELOPING AN EFFECTIVE ONLINE LEARNING MODEL(S)/TEKS ALIGNMENT/GRADE LEVELS:** The development process for an effective online learning model, including alignment with TEKS and consideration of the grade levels (6th Grade – 9th Grade), is outlined in the district's strategic implementation plan as follows: 1) Comprehensive Needs Assessment: SISD will conduct an in-depth analysis to understand the unique needs of its students in subjects like U.S. history, Texas history, and English Language Arts (ELA). 2) Goal Setting Based on Assessment: Goals will be established, taking into account the district's requirements along with additional considerations such as TEKS alignment, student engagement, and accessibility. 3) Research Phase: The district will review available online learning models and platforms, including Texas Virtual School Network (TXVSN) and TxLx. The focus will be on models that meet TEKS standards and incorporate interactive elements to boost student participation. 4) Criteria for Model Selection: Utilizing insights from the needs assessment and research, the district will set forth criteria to steer the choice or creation of an online learning model. These criteria will ensure adherence to Middle and High School TEKS for U.S. History, Texas History, and ELA, with an emphasis on interactive approaches that engage students via content, discussions, assessments, and multimedia. This plan is designed to elevate the learning experience through strategic alignment with curriculum standards and a commitment to making education accessible to all students.

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?

DESCRIPTION OF PROGRESS MONITORING TOOL(S): A component of monitoring is that students monitor their own goals and track their progress. However the district employs various software tools for progress monitoring, including Eduphoria, TFAR, and HQIM, alongside using STAAR released questions for quizzes and assessments used as exit strategies. These resources yield data essential for evaluating student progress. To expand on these existing tools, the district plans to use an online learning model equipped with advanced Progress Monitoring Tools, such as: 1) Integrated Assessment Platforms: Tools that will facilitate regular, automated assessments to evaluate student understanding and completion of subjects; 2) Learning Analytics Systems: The platform will collect and analyze data on student engagement, participation, and performance within the online learning environment; 3) Performance Dashboards: The system will gather student performance data across various activities and assessments; and 4) Attendance and Participation Trackers: Online systems that monitor student attendance in virtual classes and participation in discussions or group work, providing another layer of data to identify students who may be disengaging. **HOW THE LEA WILL USE PROGRESS MONITORING TO SUPPORT STRUGGLING LEARNERS AND TRACK STUDENT SUCCESS:** By integrating these progress monitoring tools, the district can evaluate the effectiveness of its learning models in improving learning outcomes and identifying any persistent learning barriers in struggling students. SISD will use: 1) Integrated Assessment Platforms: the district will leverage automated assessments, such as online quizzes, unit tests, and standardized tests, which are instantly scored, to both monitor student achievements and pinpoint areas of difficulty; 2) Learning Analytics Systems: the district will analyze key metrics like time spent on tasks, completion rates, and scores, to identify students requiring extra support; 3) Performance Dashboards: the district's teachers and administrators will review data provided for individual and group progress, compare performance against benchmarks, and identify trends or gaps in learning. 4) Attendance and Participation Trackers: the district will monitor the trackers and intervene when students show lack of participation or are showing signs of disengagement. **INTERVENTIONS WILL BE IMPLEMENTED TO HELP STRUGGLING LEARNERS:** To effectively support struggling learners, the district employs targeted interventions, prominently featuring small group instruction meticulously aligned with TEKS standards. Additionally, SISD has strategically integrated dedicated time slots into the master schedule, known as "flex time," expressly for this purpose. These structured interventions are designed to directly address specific needs.

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.

DESCRIPTION OF QUARTERLY BENCHMARK(S): Under the interactive online learning model(s), the district will utilize the following 4 quarterly benchmark(s) that would be used throughout each quarter: 1) Skill-Based Benchmarks - Which will be designed to evaluate students' knowledge and skills, with a focus on critical thinking, problem solving, writing, and analysis; 2) Academic Achievement Benchmarks - Which will focus on assessing the fluency of participating students in content areas within their chosen subjects; 3) Growth Benchmarks - Which will measure student's academic growth over time; 4) STAAR-Style Benchmarks - Which will prepare students for real testing environment and standards.

HOW THE LEA WILL USE QUARTERLY BENCHMARK(S) TO SUPPORT STUDENT LEARNING AND TO EVALUATE THE EFFECTIVENESS: The administration of quarterly benchmarks throughout the program serves a dual purpose. Firstly, these benchmarks are strategically designed to prepare students for the state assessment at the end of the course. Secondly, they play a crucial role in assessing student progress and evaluating the effectiveness of SISD's educational strategies. These benchmarks will be delivered in various formats —such as multiple-choice, short answer, open-ended, true/false questions, and oral presentations—these benchmarks are aimed at evaluating a comprehensive range of skills and knowledge domains. This strategic assessment ensures the district will identify any struggling learners, pinpoint their areas of difficulty, and develop targeted interventions to support their academic growth and success.

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).

To ensure student engagement on the online learning model the program will incorporate audio and video components such as: Audio Components: 1) Narrated Content: Audio narration to accompany instructional materials, such as presentations, slides, or e-books. Narration will provide an alternative to reading and enhances understanding; 2) Podcasts: The district will create educational podcasts on relevant topics. Students can listen during commutes or downtime; 3) Audio Quizzes and Assessments: Instead of traditional written quizzes, the district will incorporate audio-based assessments. For language arts, for example, this will involve analyzing spoken language patterns or interpreting audio clips; and 4) Interactive Audio Activities: SISD will engage students with interactive audio exercises, such as language pronunciation drills, listening comprehension tasks, or Storytelling. Video Components: 1) Lecture Videos: Recorded video lectures by teachers or subject-matter experts. These may cover new concepts, historical events, or literary analysis; 2) Animated Explanations: Animated videos will simplify complex topics. Visual storytelling will enhance retention; 3) Virtual Field Trips: If time permits, students will take virtual tours of historical sites, museums, or natural wonders. Video footage immerses them in the experience; and 4) Documentaries and Historical Footage: SISD will use existing documentaries or curated historical footage to illustrate events. Later students and teachers will discuss and analyze these videos. Engagement Strategies will include items such as: 1) Discussion Prompts: After watching a video, teachers will initiate discussions. They will encourage students to share insights, ask questions, and debate; 2) Interactive Quizzes within Videos: Teachers will embed quiz questions directly into video content. Students will answer as they watch; 3) Video Annotations: Teachers will be encouraged to add text annotations or interactive elements (e.g., clickable links) to videos. These will enhance student engagement and provide good context; and 4) Peer Review of Student Videos: Students will have an opportunity to review and provide feedback on each other's video projects. To further ensure accessibility to all, the district will ensure videos have closed caption options.

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.

SPANISH COMPONENTS INTEGRATED INTO ONLINE LEARNING MODEL(S): The district places significant emphasis on adopting a bilingual online learning model in both English and Spanish to support the Emergent Bilingual (EB). With a performance below the state benchmarks, SISD recognizes the critical importance of integrating comprehensive models that cater to the diverse needs of all the students. Therefore, the district has researched the following Spanish resources that will be further reviewed and incorporated when applicable: district plans to incorporate bilingual components like Español Abierto. Description: Español Abierto offers a variety of open educational resources for Spanish language learners. These resources cover different aspects of Spanish language and culture. Components: 1) Intermediarios: A course on Spanish/English community and legal translation and interpreting for advanced students; 2) ¡Listos!: A series of units for Heritage Spanish learners in grades 6-12, covering personal life, college tasks, career readiness, and civic participation; 3) Spanish in Texas: Educational resources for teachers and learners of Spanish in Texas; 4) Spanish Grammar in Context: A website for learning and practicing real-world Spanish grammar; and 5) Spanish Proficiency Exercises: Video clips demonstrating various language tasks by native speakers from Latin America and Spain. Additional Spanish learning tools include: 1) FluentU: Interactive platform with video-based language learning content in Spanish; 2) Duolingo: Gamified app for language practice; 3) StudySpanish.com: Offers grammar explanations, quizzes, and exercises; 4) Spanish Dict: Online dictionary and language reference; and 5) Memrise: Vocabulary-building app. HOW SPANISH COMPONENTS WILL BE USED IN THE ONLINE LEARNING MODEL(S): By incorporating these interactive online learning models, SISD aims to enhance the academic achievements of both English- and Spanish-speaking students, while developing a multicultural and multilingual educational environment. The district will employ the previously mentioned components throughout the program, so students can engage with a variety of instructional methods. Furthermore, to ensure comprehensive support for EB, the program will offer additional resources such as tutorials, glossaries, and a help desk.

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.

The proposed interactive online learning model will be implemented with grant funds for several key purposes. Firstly, the district will allocate resources to provide PD training for educators. PD ensures that teachers are well-prepared to deliver engaging and impactful lessons in the virtual environment. Additionally, funding will be allocated to purchase an online platform for teaching and tracking student data. The district will also focus on purchasing high-quality training materials. Whether it’s digital textbooks, interactive resources, or supplementary materials, SISD aims to provide a rich learning experience. The district’s overall mission is to advance access to deeper learning experiences for all students in a way that would best fit their needs and appeal to their skill set. This approach aims to effectively engage students and elevate the district's test scores in social studies and ELA. In order to address the test scores the district will work on student’s weak areas such as writing proficiencies and ability to comprehend and analyze literacy elements in both Social studies and English Language Arts (ELA). By pinpointing learning barriers, the district can implement deeper learning through grade-level, real-world educational experiences that are relevant and interactive, enabling students to acquire knowledge, create authentic work, and apply learning practically. Therefore, the district’s goals are to increase access to high-quality online learning opportunities; enhance instructional practices aligned with deeper learning principles; and develop student learning experiences that instill deeper understanding in Social studies and ELA. The district’s desired student outcomes are that students will successfully interpret information; increase their STAAR scores; research, understand, and apply new concepts; collaborate effectively in diverse settings; own their learning and apply it to real-world situations. SISD proposes to implement these strategies using grant funds to strengthen instructional resources (Enhance existing high-quality materials to align more closely with deeper learning principles and TEKS). This grant will help us support the overall mission, and it directly aligns with SISD’s commitment to student success and equity. By expanding access to deeper learning experiences, the district ensures that all students can thrive academically and apply their learning beyond the classroom.

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?

STUDENT NEEDS TO BE MET WITH ONLINE LEARNING GRANT ALONG WITH HOW MODEL WILL ADDRESS THOSE NEEDS IDENTIFYING THE STRATEGIES IT WILL INCORPORATE: The interactive online learning grant aims to meet three critical student needs: 1) the need for improved curriculum resources, 2) the challenge of maintaining student engagement, and 3) the goal of improving student scores. Here's how the interactive online learning models will address these needs and the strategies that will be implemented to ensure student success: 1) Need for Improved Curriculum Resources: The grant will enable access to a wide range of updated, dynamic, and interactive curriculum resources that are aligned with state standards and tailored to meet diverse learning styles. Through incorporation of multimedia resources (e.g., videos, interactive simulations), adaptive learning paths that customize content based on individual student performance, and real-time access to up-to-date information and materials. 2) Maintaining Student Engagement: Interactive online learning models are inherently engaging, utilizing gamification, interactive activities, and collaborative projects to keep students interested and motivated. Through implementing gamified learning experiences where students earn badges or points, encouraging collaboration through virtual discussion boards and group projects, and using interactive quizzes and feedback to make learning active and engaging. 3) Improving Student Scores: Through personalized learning experiences and immediate feedback, students can understand their strengths and weaknesses in real time, allowing for targeted intervention and support. By utilizing diagnostic assessments to create personalized learning paths, offering a variety of practice quizzes and formative assessments to prepare for summative evaluations, and providing teachers with data analytics tools to identify areas where students may need additional support or enrichment. To ensure student success, the program will also incorporate ongoing professional development for educators, ensuring they are equipped to effectively use these tools and strategies. Additionally, the program will engage parents and guardians by providing access to learning resources and progress tracking, fostering a supportive learning environment both in and out of the classroom.

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?

HOW LEA WILL SELECT AND SUPPORT TEACHERS AND SUPPORT STAFF: The district will adopt a strategic approach to selecting and supporting teachers and staff that consist of: 1) Principals identifying teachers dedicated to student success, innovation, and those open to online learning; 2) Selection criteria that will be based on teacher's commitment to student success, experience, technological adaptability, and growth mindset; and 3) Principals involving teacher leaders that will recommend enthusiastic peers.

HOW THE LEA WILL ENSURE TEACHER COMMITMENT: The district will ensure teacher commitment by: 1) Setting clear communication of grant expectations, goals, and impact on student learning will be established; 2) Recognizing teachers' efforts through appreciation events, successful implementation showcases, and gratitude expressions; and 3) Incentives, such as stipends for successful grant implementation, will be provided.

HOW THE LEA WILL ENSURE THAT TOOLS AND PD ARE IMPLEMENTED IN THE ONLINE LEARNING MODEL: This program will dedicate a lead teacher at each campus to ensure they are providing oversight to the grant and its activities. This person will also ensure that the following support strategies for teachers are being implemented: 1) PD to cover effective online teaching practices, engaging content creation, and technology tool use, with ongoing opportunities throughout the grant period; 2) Mentoring and Coaching by experienced online instructors will offer guidance, with regular feedback sessions; 3) Access to Resources like reliable internet, devices, learning management systems, and interactive content software; and 4) Feedback and Reflection will be regularly collected to refine strategies and address challenges.

Remember, investing in teacher support and commitment is crucial for successful implementation of the interactive online learning grant!

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).

LISTED BELOW IS HOW THE PROPOSED BUDGET WILL MEET THE NEEDS AND GOALS OF THE PROGRAM, INCLUDING STAFFING, PROFESSIONAL DEVELOPMENT, AND RESOURCES NEEDED TO SUPPORT THE IMPLEMENTATION.

Under Personnel, budget funds will be allocated towards stipends for 8 existing staff members and a Program Director who will implement this grant. Additionally funds will be allocated for covering substitute pay during teacher trainings. The district will also budget for Professional Development (PD). This PD will include topics such as effective online teaching strategies, student engagement, and assessment techniques. Plus, the district plans to contract External PD providers to conduct specialized sessions. These sessions will enhance teachers' skills in interactive online instruction. SISD has also accounted for funding that will be utilized to purchase the interactive online learning model(s) and any licenses specific to the program. Under Supplies and Materials, SISD will allocate funds for resources, tools, and hardware. The district plans to purchase the necessary technology infrastructure such as laptops, tablets, hot-spots, and charging stations. This will ensure scalability to accommodate growing student enrollment. For students needing special equipment (Special Education/EB) or classrooms needing additional student devices, SISD will allocate funds for providing devices (laptops, tablets, adaptive technology) to students who lack access. This proposed structured budget will ensure that the program meets its goals, supports teachers, and provides the necessary resources for successful implementation of interactive online learning models.

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

HOW THE LEA WILL ENSURE SUCCESSFUL CROSS-CURRICULAR IMPLEMENTATION OF THE PROGRAM IN THE 2024-2025 AND 2025-2026 SCHOOL YEARS.

The district will incorporate a phased approach to implement the program across grade levels and subject areas. The district proposes the following:

o 2024-2025 School Year:

Grade 6 and Grade 7

Subjects (English Language Arts for both grades, and Texas History)

o 2025-2026 School Year:

Grade 8, and Grade 9

Subjects (English Language Arts)

The District will conduct curriculum alignment. The District will align the interactive online learning model(s) with existing curriculum standards. Teachers from different subject areas (such as English language arts, social studies, and science) will collaborate to ensure seamless integration. Also, the District will promote Professional Learning Communities (PLCs). The District will establish PLCs where teachers from various disciplines come together. These PLCs will facilitate cross-curricular planning, resource sharing, and alignment of instructional strategies. Moreover, the District will identify common themes or topics that span in multiple subjects. Teachers will design interdisciplinary projects that allow students to apply knowledge and skills across different domains. These are a few cross-curricular implementation strategies that require intentional planning, collaboration, and a commitment from the staff in order to ensure student learning is occurring across disciplines. Therefore, staff stipends have been budgeted to ensure commitment and sustainability.

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?

PLANS TO SUSTAIN AFTER GRANT PERIOD: To ensure the sustainability of the interactive online learning model(s) beyond the grant period, the district has devised a comprehensive plan focusing on diversifying revenue streams, budget integration, continuous professional development, partnerships, and ongoing evaluation. Here's how the district intends to achieve this:

Diversifying Revenue Streams: The district aims to identify and tap into additional funding sources beyond grants, including seeking support from philanthropic foundations that resonate with SISD's mission.

Budget Integration: A specific portion of the annual budget will be allocated to sustain and enhance the online learning models, ensuring their continued operation and success.

Professional Development (PD): SISD will continue investing in the professional growth of the teachers, providing them with up-to-date training on effective online teaching practices. This ensures the faculty remains adept at delivering high-quality online education.

Collaboration with Higher Education Institutions: By partnering with universities or colleges, SISD plan to involve education students in the online teaching initiatives. This mutually beneficial arrangement allows teachers to gain valuable experience while supporting the programs.

Continuous Evaluation and Improvement: The district's commitment to excellence involves regularly assessing the effectiveness of the online learning models. SISD will leverage data-driven insights to make informed decisions, adapting to evolving educational needs and technological advancements.

Through these strategic initiatives, the district is confident in their ability to sustain the interactive online learning models post-grant, continuing to offer their students a robust and enriching educational experience.

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.

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Amended Section

Reason for Amendment