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):

Applicant Information

Organization	Bishop Consolidated ISD	CDN	178902	Campus	LJH & BHS	ESC	2	UEI	NSCWD9GLAXV7

Address	719 E. 6th Street	City	Bishop	ZIP	78343	Vendor ID	1746000367

Primary Contact	Dr. Eden Hernandez	Email	ehernandez@bishopcisd.net	Phone	361.584.3591

Secondary Contact	Sheri Hayes	Email	shayes@bishopcisd.net	Phone	361.584.3591

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	Christina Gutierrez	Title	Superintendent

Email	cgutierrez@bishopcisd.net	Phone	361.584.3591

Signature	*Christina Gutierrez*	Date	April 4, 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

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

[X] 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).

[X] 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.

[X] 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.

The LEA will choose an interactive online model that is comprised of several instructional software programs that have proven to be effective in the LEA at both the middle and the high school. The programs were vetted by the curriculum department for TEKS alignment. Sirius Online and Lowman Education were used to determine growth with great success. Grant funds would be used to further provide all middle and high school History and RLA teachers with the resources. Accelerated Reader (AR) is a program used at the middle school. AR develops reading fluency and comprehension skills. Additionally, NoRedInk and GoGuardian have also proven to be effective online instructional tools.

The Sirius Online program includes TEKS-aligned standards in US History and/or Texas History and RLA, interactivity and engagement to enhance student learning experiences, adaptability to different learning styles and needs and assessment tools to measure student progress. Lowman Education is an effective educational tool that keeps students engaged and improves STAAR test scores. Accelerated Reader allows students to read books found in our own library as well as books from the online portal (MyOn). Middle school students will read books in their ZPD range for optimal growth and reading development. Reports will be provided with diagnostic student information. Teachers in the LEA using NoRedInk have access to formative and summative assessment tools, which allow them to pinpoint student strengths and areas in need of improvement. NoRedInk provides authentic assessments, adaptive practice, personalized content, and actionable data to enhance the writing and grammar skills of students. It includes writing assignments that tie in with multiple disciplines, including social studies.

GoGuardian has been proven to be a useful classroom tool. It actively involves students, organizes classrooms, collects insights, and adjusts instruction to generate stronger learning experiences for each student. Educators can move around the classroom, interact with students, and stay informed to ensure students stay engaged and on track. Selection of these programs is a result of previous usage. Programs would be expanded to be used in all history and RLA classrooms in middle and high school. Curriculum/TEKS alignment would be monitored by campus and administration and the curriculum department weekly using daily lesson plans, pacing guides and curriculum timelines.

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?

In the History classes, TEKS for each era will be assessed using pre- and post-diagnostic tests. Cumulative review lessons will allow students to practice with STAAR-formatted type items. Mini STAAR tests will allow students to practice the STAAR format while allowing teachers to monitor students' knowledge of previously taught content and readiness for STAAR.

For Reading Language Arts, the diagnostic test for each genre and editing and revising diagnostic tests for writing will assess initial student understanding of the TEKS. Targeted instruction will address gaps with a culmination post-test to measure student progress. The software consists of Practice, Build Skills, Review and Extended Constructed Response (ECR) Prompt lessons to reinforce concepts. Along with these tools, teachers will be able to closely monitor student progress and adjust instruction to enhance student readiness for STAAR.

For the struggling student, support begins will high-quality instruction. Students will reflect on their learning at the end of each lesson which will allow the teacher to provide individual student feedback. Teachers will have students review lessons, reassign work, and the annotation tools will allow the students to highlight, underline and use sticky notes for review later, if needed.

The LEA will utilize the following progress monitoring tools to ensure adequate student progress: regular data review meetings, targeted interventions, and individualized learning plans. Interventions that will be used to help struggling students include small group instruction provided during and after school.

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.

The quarterly benchmarks for RLA, Grade 8 Social Studies and U.S. History will be created by a curriculum team member using the Sirius STAAR Assessment Bank & Test Builder. This bank contains questions that closely match the format and rigor of the RLA, Grade 8 Social Studies and U.S. History STAAR tests. Quarterly benchmark tests will be delivered in an online testing platform with the same tools and features as the Cambium testing platform. Quarterly benchmarks will provide accommodations that will be customized for individual students, such as text-to-speech and content and language supports.

The quarterly benchmarks for Grade 6 and Grade 7 Social Studies will be the unit tests from Lowman Education. The RLA/ Social Studies curriculum coordinator will meet with the teachers after the quarterly assessment results have been analyzed to determine a plan to address areas of concern.

Quarterly benchmark tests will not only contain items that address the concepts taught in that quarter, but will also contain items that address the TEKS that were missed most often on the previous benchmark. Teachers will provide individualized feedback to students based on their performance on the benchmark assessments, and the LEA will use the data from the quarterly benchmarks to make informed instructional decisions and curriculum adjustments.

In addition to quarterly benchmarks, Accelerated Reader will provide students with a daily measure of their progress. Students will be able to track their growth as they advance toward their goal.

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).

Text-to speech is included in Sirius Online courses and assignments. As the test is read aloud, each spoken word is highlighted. The text-to-speech feature allows audio to be used by individual students, small groups, and for teacher-led instruction. A student may choose a single word or phrase or a full screen can be automatically read aloud.
Video lessons can be used by individual students or small groups. These can be used with or without teacher support and include support for teacher-led instruction. At the beginning of each module, an introductory video will set the pace and activate prior knowledge with a STAAR start-up question followed by a short video to describe the topic of the module and end with a follow-up question.

Sirius Online provides Interactive quizzes and assessments that check for understanding and reinforce key concepts.
By integrating audio and video components to the Sirius Online learning model, the school(s) will create dynamic and engaging learning experiences that foster active participation and critical thinking. These tools will create opportunities for a deeper understanding of the subject being taught.

RLA and Social Studies students have access to a digital library of audio books which includes a selection of historical fiction and non-fiction books.

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.

Sirius Online includes a Translate feature that allows all text to be translated and read aloud with a Spanish accent. Translate supports over 100 languages and speaks 50+ languages. The Grade 8 Social Studies course also includes an English-Spanish Glossary of key people, places, and events.

Sirius Online includes Content and Language Supports (CLS) for all assessment questions. This accommodation helps emergent bilingual students prepare for the STAAR test and is modeled after the CLS that is available on the STAAR test.

Accelerated Reader allows students to read books in both English and Spanish. The tests used to determine comprehension are available in both languages. Reading goals can also be set in both languages. Students will see both progress measures on their individual page.

Lowman Education assignments uploaded in Google Classroom will have the ability for the student to use the text-to-speech and translation feature.

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.

This grant-funded initiative directly supports the district's mission of providing equity and excellence for a changing future. LEA expects all students to acquire knowledge and develop 21st Century skills and work habits to be responsible and productive members of the community. By investing in innovative online learning models like Sirius, Lowman, NoRedInk, and GoGuardian and AR, we are proactively addressing the diverse needs of our student population and preparing them to thrive in a rapidly evolving society. By leveraging technology to promote inclusive education, we are advancing the district's commitment to empower all learners to acquire knowledge, develop skills, and cultivate the work habits necessary to become responsible community members. This initiative exemplifies our dedication to providing an excellent educational environment where every student has the opportunity to succeed, regardless of their background or circumstance.

The overall mission of the LEA is to provide all students with equitable access to high-quality education that prepares them for college, career, and life-long success. The implementation of the effective interactive online learning model(s) aims to achieve enhanced student learning by offering dynamic and interactive instructional experiences with targeted diverse learning styles, deepening understanding, and academic content mastery. With interactive online learning the LEA can integrate multimedia resources, interactive activities promoting active engagement, peer support, closing achievement gaps, and student-led learning. The implementation of interactive online learning model(s) such as GoGuardian provides teachers the security to monitor student progress, engagement, and individualized intervention, instruction, and support while maintaining student-led learning.

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?

Three student needs that would be met by the interactive online learning would be the need for authentic student engagement, the need for differentiated instruction, and the need for flexibility.
Sirius Online, Lowman Education, Accelerated Reader, and NoRedInk utilize multimedia resources and interactive activities to enhance student engagement and motivation to promote active learning and critical thinking skills. Sirius Online, Lowman Education, and NoRedInk capture students' interest and encourage active participation in the learning process. The online platforms can personalize learning experiences for students, catering to their individual needs and learning styles. Sirius Online, Lowman Education, and NoRedInk incorporate assessments, quizzes and assignments to monitor student progress and provide feedback. Accelerated Reader provides a progress measure that students can use to self-monitor their goals. Sirius Online, Lowman Education, Accelerated Reader, and NoRedInk allow for teachers to collect data to individualize targeted instruction and support academic success. Additional resources are accessible and tailored to specific needs to support their progress. To provide enriched individualized learning, Sirius and Lowman Education allow for higher level courses to be accessed by the teacher. This allows RLA or Social Studies teachers to provide a more rigorous passage to analyze thus providing enriched instructional opportunities in lieu of additional tasks. They also allow access to materials from lower level courses that teachers can use to guide them in scaffolding their instruction and build upon students' prior knowledge and skills which would facilitate deeper understanding and learning.
More so now than ever, the need for flexibility in student learning is paramount. Online platforms allow for flexible schedules and access to resources at any time, allowing students to learn at their own pace. Sirius Online, Lowman Education, Accelerated Reader, and NoRedInk allow access to course materials, asynchronous learning opportunities and a mobile friendly platform that allows accessibility and flexibility for students. Course content is available at their fingertips. Lowman materials can be easily integrated into our currently used Learning Management Software, which is Google Classroom.
By addressing these three student needs and implementing effective activities and strategies, Sirius Online, Lowman Education, Accelerated Reader, NoRedInk, and GoGuardian will ensure student success.

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?

The LEA will ensure teacher commitment by providing the professional development to ensure successful implementation. A grant-funded coordinator will provide comprehensive support for teachers and will ensure teaching staff have all of the tools necessary. Campus administration, curriculum coordinators and the grant-funded coordinator will monitor the use of programs as well as the effectiveness of the software using ClassLink, a single sign-on. Weekly lesson plans and weekly walk-thrus will be implemented to ensure fidelity.

Teachers who teach 6-12 RLA, 7-8 Social Studies, and U.S. History will be selected to use the online learning model. These teachers will be supported by the LEA providing professional development on using all the components of Sirius Online, Lowman Education, Accelerated Reader, NoRedInk and GoGuardian.

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).

The proposed budget will meet the needs and goals of the program by providing the resources, training and the human capital necessary to ensure success of the interactive online learning model. Grant funds will provide the online software to include NoRedInk, GoGuardian, Accelerated Reader, Sirius Online and Lowman Education. Funds will also afford the necessary professional development that will provide the training necessary for successful implementation. Grant monies will provide an hourly wage for RLA and History teachers providing after-school intervention in small group settings. Lastly, grant funds will provide a grant coordinator who will ensure fidelity of the program, monitoring usage of software, developing and scheduling quarterly benchmarks, analyzing diagnostic data and determining effectiveness of the online learning model. The grant coordinator will work with teachers, campus administration and the curriculum team to ensure all aspects of the grants are successfully implemented and continue to systematically function well after the grant has closed.

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

The LEA will facilitate and foster collaborative planning sessions involving teachers from various subject areas to integrate the Sirius Online program, Lowman Education, Accelerated Reader and NoRedInk elements seamlessly into the existing curriculum. The focus of the sessions will be on identifying opportunities for cross-curricular connections, aligning learning objectives, sharing best practices and resources related to cross-curricular implementation of these programs. The LEA will encourage teachers to develop interdisciplinary projects and units that incorporate NoRedInk program elements across multiple subject areas.

Short Constructed Responses will be embedded into Sirius and Lowman Education materials. The integration of GoGuardian also provides students with individualized support from their RLA or history teacher. For example, if a student is working on a short-constructed response history assignment and has an RLA question, he/she can utilize the chat feature to message his/her teacher directly.

By implementing cross-curricular curriculum, a teacher can help students develop understanding of material at each grade level and connect to previous knowledge. AR books will cross-curricular topics will be assigned. A lesson on the US Constitution can incorporate US History curriculum and English reading and writing skills. Students can learn about the writing steps and the complications of writing laws, amendments and other legal writings for our country, state and local governments. The increase in retention skills for students is unequaled when they are able to connect their thoughts and writings to history that they are a product of in their daily lives.

Students are exposed to the relevance of what they are learning and more likely to be interested and invested in their own learning. The cross-curricular approach will allow teachers to create more creative and engaging lessons. Teachers in grade levels 6-12 will collaborate using the Texas Essential Knowledge and Skills (TEKS) learning goals to be able to work in a vertical alignment with middle and high school grade levels.

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?

The coordination of funds will be used to sustain the interactive online learning models after the end of the grant period. Local, state and federal funds such as the Instructional Material Allotment, Title I and State Compensatory Education funds will be considered in order to maintain the software programs. Local funds will fund the salary of the grant coordinator who will continue ensuring fidelity of the program.

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**