2024-2026 Interactive Online Learning Grant, Cycle 1

Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, April 4th, 2024

NOGA ID

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

Required Attachments

N/A

| Alice ISD | 125-901 | Campus | MS and HS | 02 | NLMLE3VS6V71 |

| #2 Coyote Trail | Alice | 78332 | 746000007 |

| Dr. Alma Garcia | dralmagarcia@aliceisd.net | 361-664-0981 |

| Dr. Anysia Trevino | dranysiar.trevino@aliceisd.net | 361-664-0981 |

Certification and Incorporation

binding agreement applicant certify that the data of official port to the TEA for the information will accept agree

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
☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification

Authorized Official Name Dr. Anysia Trevino   Title Superintendent

Email dranysiar.trevino@aliceisd.net   Phone 361-664-0981

Signature   Date

SAS # 135-24   2024-2026 Interactive Online Learning Grant, Cycle 1

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.

Through funding under the Interactive Online Learning Grant, Alice Independent School District (AISD) plans to enhance and expand educational opportunities through technology-driven solutions. Due to the district facing test scores that are lower than the state average in Social Studies (61% compared to the state's 78%) and English Language Arts (ELA) (68% compared to the state's 77%) subjects, the district places great importance on providing diverse learning styles to enhance student learning outcomes. AISD recognizes that not all students learn through the same approaches, so it is committed to removing any barriers, including the challenges of mastering subjects through a traditional classroom method. Moreover, given the significant proportion of At-Risk learners (58%), it is crucial for the district to adopt this online learning model, to better engage students and support their educational needs. PROCESS FOR DEVELOPING AN EFFECTIVE ONLINE LEARNING MODEL(S)/TEKS ALIGNMENT/GRADE LEVELS: The district's strategic plan for implementing online learning begins with a comprehensive needs assessment. Specifically, AISD will evaluate the specific needs of its students from grade levels 6th – 12th in U.S. history (8th Grade only), Texas history (7th Grade only), and English Language Arts (ELA). Based on this assessment, the district will set clear goals that consider factors such as TEKS alignment, student engagement, and accessibility. Next, the district will embark on a phase of research and exploration. This involves investigating existing online learning models and platforms, including resources like the Texas Virtual School Network (TXVSN) and TxLx. The primary focus is to identify models that not only align with TEKS standards but also offer interactive features to enhance student engagement. To ensure a well-informed decision, the district will establish selection criteria. These criteria will guide the selection or development of a model. The chosen model must closely align with the Middle and High School TEKS standards for U.S. History, Texas History, and ELA. Additionally, the district prioritizes an interactive model that engages students through content, discussions, assessments, and multimedia. Accessibility will be paramount, ensuring that all students, including those with disabilities, can benefit from the chosen platform. Lastly, the selected model will provide essential teacher support. Resources and training will empower educators to effectively implement online learning, fostering active learning and critical thinking among students. This comprehensive plan aims to enhance educational experiences while ensuring alignment with curriculum standards and accessibility.

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): The district will utilize the following Progress Monitoring Tools: 1) Assessments and Quizzes: Regular assessments embedded within the online learning platform to help track student understanding of content. These will be formative (during instruction) or summative (end-of-unit). 2) Learning Analytics Dashboard: The platform will provide real-time data on student engagement, completion rates, time spent on tasks, and performance. Teachers and administrators will be able to monitor this dashboard. 3) Student Portfolios: Students will compile their work, reflections, and achievements in digital portfolios. Teachers will review these to assess growth over time. 4) Automated Alerts: The online system chosen should help us generate alerts when students fall behind, miss assignments, or struggle. Teachers will receive notifications to intervene promptly.

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, the district will utilize the following 4 quarterly benchmark(s) that would be used throughout each quarter: 1) Skill-Based Benchmarks - Which will kIII kIII20

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).

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 English Language Learners (ELL). With a performance below the state benchmarks, AISD 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, AISD 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 ELL, the program will offer additional resources such as tutorials, glossaries, and a help desk.

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. This includes enhancing their subject matter expertise and equipping them with effective online teaching strategies. PD ensures that teachers are well-prepared to deliver engaging and impactful lessons in the virtual environment. Grant funds will also facilitate with the purchase of an online platform for teaching and tracking student data. Lastly, the district will focus on purchasing high-quality training materials. Whether it's digital textbooks, laptops/tablets, or supplementary materials, AISD 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. To achieve this the district will offer engaging online learning based curriculum and provide teachers additional assistance in social studies, as well as, provide resources and programs that aid with growing and constructing students writing responses in ELA. Deeper learning involves grade-level, real-world, relevant, and interactive educational experiences that empower students to build knowledge, produce authentic work, and apply their learning in practical contexts. 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. AISD desired student outcomes are that students will successfully interpret information; increase their STAAR scores to get closer the states average; research, understand, and apply new concepts; collaborate effectively in diverse settings; and apply their learning to real-world situations. AISD aims to refine its high-quality educational materials to better align with deeper learning principles and TEKS standards. The goal is to foster and facilitate deeper learning projects that captivate students with authentic, meaningful work. This grant will help us support the district's overall mission, and it directly aligns with their commitment to student success and equity. By expanding access to deeper learning experiences, the district will ensure that all students can thrive academically and apply their learning beyond the classroom.

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!

CDN [____] Vendor ID [_____]   Amendment # [____]

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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