



Organization: CLEAR CREEK ISD
 Campus/Site: N/A
 Vendor ID: 1746001592

County District: 084910
 ESC Region: 04
 School Year: 2025-2026

SAS#: IOLGAA25

2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

General Information
 GS2000 - Certify and Submit

Due: 02/05/2025 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	01/20/2025 11:47 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	01/20/2025 02:09 PM
PS3014 - Program Narrative	*	Complete	02/03/2025 10:57 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	01/31/2025 12:31 PM
BS6101 - Payroll Costs		Complete	01/31/2025 12:32 PM
BS6201 - Professional and Contracted Services		Complete	01/31/2025 12:31 PM
BS6401 - Other Operating Costs		Complete	01/31/2025 12:31 PM
BS6501 - Debt Services		Complete	01/31/2025 12:32 PM
BS6601 - Capital Outlay		Complete	01/31/2025 12:32 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	01/29/2025 10:07 AM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Amber Initial: Last Name: Patrick Title: Director of State and Federal Programs
 Phone: 281-284-0103 Ext: E-Mail: apatrick@ccisd.net

Submitter Information

First Name: Amber Last Name: Patrick
 Approval ID: amber.patrick2 Submit Date and Time: 02/03/2025 11:03:09 AM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant			
Organization Name: CLEAR CREEK ISD			
Mailing Address Line 1: P O BOX 799			
Mailing Address Line 2:			
City: LEAGUE CITY	State: TX	Zip Code: 77574	

B. Unique Entity Identifier (SAM)	
UEI (SAM):	

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Faryal	Initial:	Last Name: Shaukat				
Title: Grants Manager						
Telephone: 281-284-0018	Ext.: 0018	E-Mail: fshaukat@ccisd.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Amber	Initial:	Last Name: Patrick				
Title: Director of State and Federal Programs						
Telephone: 281-284-0103	Ext.:	E-Mail: apatrick@ccisd.net				



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></div> </div> <div style="text-align: right;"> <input type="checkbox"/> LEA Completed Change </div> </div>

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

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

- 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.
- 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.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2027 Interactive Online Learning Grant, Cycle 2 Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2027 Interactive Online Learning Grant, Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 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) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.
- The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- The applicant provides assurances to select 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.
- The applicant provides assurances that program funds will be used to implement with fidelity an effective interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history for cross-curricular instruction in English language arts and Texas history and/or U.S. History. The effective interactive online learning model(s) must: a) 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; b) include tools to monitor the progress of each individual student; c) include quarterly benchmark assessments that are automatically scored; d) include both audio narration and video components; and; e) be offered for use in both English and Spanish.
- 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.
- The applicant provides assurances that the interactive online learning model(s) has been reviewed and determined to comply with the requirements of TEC §28.002(h) and §28.0022.
- 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.
- The applicant provides assurances to support student learning in the interactive online learning model(s) to ensure student success.
- 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).
- 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.
- The applicant provides assurances to provide a status report by August 1, 2026, and a final report by February 1, 2027.
- The applicant provides assurances that a process will be in place to ensure the interactive online learning model(s) aligns to the TEKS.



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Program Description PS3013 - Program Plan



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. (a) Provide an overview of the program to be implemented with grant funds. (b) Include the overall mission and specific needs of the organization. (c) Describe how the program will address the mission and needs.

(a) Clear Creek Independent School District (CCISD) will implement an interactive online learning model to enhance instruction in 6th–8th grade Social Studies and English Language Arts (ELAR) classrooms using the Newsela platform with the Formative add-on. Newsela is a Texas Essential Knowledge and Skills (TEKS)-aligned platform that integrates literacy and Social Studies content while addressing the diverse needs of CCISD’s growing student population. Newsela provides differentiated texts at multiple reading levels, bilingual resources, and real-time analytics, enabling teachers to monitor student progress and tailor instruction. This program fosters critical thinking and literacy skills through multimedia features like text-to-speech and Spanish-language options, ensuring accessibility and engagement for all students. The Formative add-on complements these tools by offering customizable assessments, real-time performance tracking, and targeted interventions.

(b) This initiative aligns with CCISD’s mission to ensure each student achieves, contributes, and leads with integrity. According to the 2023 Texas Academic Performance Report (TAPR), the district faces a 13% proficiency gap in Grade 8 Social Studies STAAR scores for emergent bilingual (EB) students. Additionally, students across grade levels struggle with text-evidence-based questions and short-constructed responses, critical skills assessed on the STAAR test. These challenges highlight the need for a program that

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

addresses content gaps and integrates English Language Arts (ELAR) literacy skills to strengthen Social Studies comprehension. By embedding strategies such as evidence-based analysis, contextual vocabulary development, and scaffolded reading practices into Social Studies instruction, the program will help students build essential skills that support both literacy and content mastery. As CCISD continues to serve an increasingly diverse student population, integrating cross-curricular instructional tools is critical to fostering equitable access to grade-level content and ensuring long-term academic success.

(c) To address these challenges, CCISD will implement a comprehensive strategy to integrate Newsela and Formative tools into daily instruction. Newsela’s bilingual resources, differentiated texts, and multimedia features will enable teachers to support diverse learners, particularly EB students, by providing scaffolded access to grade-level content. Real-time analytics and formative assessments will allow teachers to track student progress, identify areas of need, and make informed instructional adjustments. Professional development will equip teachers to design TEKS-aligned lessons that integrate critical literacy skills into Social Studies and ELAR instruction, focusing on evidence-based analysis and writing proficiency. Social Studies and ELAR teachers will collaborate on lesson plans to create a unified instructional approach, ensuring consistent classroom strategies.

B. Goals, Objectives and Strategies

1. (a) Describe the major goals/objectives of the proposed program. (b) Describe the activities/strategies that will be implemented to meet those goals/objectives.

(a) The primary goal of this program is to increase student proficiency in Social Studies (SS) and (ELAR) by strengthening essential academic skills such as reading comprehension, critical thinking, and performance on text-evidence-based questions and short-constructed responses. CCISD’s IOL program is designed to address a 13% proficiency gap in Grade 8 SS STAAR scores for emergent bilingual students and achieve a 5% increase in TEKS-aligned benchmark performance across Grades 6–8. Additional objectives include fostering a more engaging and equitable learning environment for all students and equipping teachers with the tools and strategies to effectively integrate SS and ELAR instruction. Newsela’s Teacher Binder will track student engagement through reading analytics, quiz participation, and time on task, while Formative will provide assessment data to monitor instructional impact. Teacher growth will be measured through PD participation, PLC-driven data analysis, and peer learning walks to ensure fidelity in implementation. These tools will ensure that instructional strategies increase engagement, improve content mastery, and strengthen long-term instructional effectiveness.

(b) CCISD will implement Newsela with the Formative add-on as the central instructional platform to achieve these goals. This platform will provide TEKS-aligned resources, differentiated texts, bilingual content, and real-time analytics to address the diverse learning needs of students across 6th–8th

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

grade SS and ELAR classrooms. These resources will be integrated into daily instruction, creating a unified approach to building literacy and content mastery. Newsela and Formative experts will provide teachers with professional development sessions focusing on equipping educators with the skills to maximize the platform’s potential. These sessions will cover strategies for leveraging the platform’s features, such as accessing differentiated texts and bilingual resources, using real-time analytics to assess student progress, and designing engaging, TEKS-aligned lessons that target specific areas of student need. Professional Learning Communities (PLCs) will support ongoing program implementation. These structured collaboration groups will bring SS and ELAR teachers together to co-develop cross-curricular lessons, analyze student performance data, and share best practices for instructional strategies. PLCs will provide teachers an opportunity to identify trends, refine instructional approaches, and align efforts to ensure consistent progress toward program goals. Quarterly benchmarks will assess student progress as structured assessments, aligned with TEKS and modeled on STAAR formats, including multiple-choice questions, text-evidence-based responses, and short-constructed answers. Teachers will analyze benchmark results during PLC meetings, guiding instruction and interventions. Struggling learners will receive scaffolded texts, small group instruction, and tailored support.



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Program Description PS3014 - Program Narrative

C. Performance and Evaluation Measures

1. (a) Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. (b) Include the tools used to measure performance, as well as (c) the processes that will be used to ensure the effectiveness of project objectives and strategies.

(a) The program will measure its success by improving student performance on TEKS-aligned benchmarks and STAAR/EOC assessments in both Social Studies and ELAR. Central to this goal is fostering growth in high-priority learning standards, including skills such as answering text-evidence-based questions and producing short-constructed responses. CCISD identifies high-priority learning standards as essential academic competencies for student success, aligned with the TEKS. These standards ensure that instruction focuses on critical areas that promote grade-level mastery and long-term academic growth. Specific program targets include reducing the 13% proficiency gap for emergent bilingual students in Grade 8 Social Studies STAAR performance and demonstrating measurable improvement in short-constructed responses in students across Grades 6–8, with targeted attention given to supporting emergent bilingual and economically disadvantaged student populations.

(b) To monitor student progress effectively, the program will utilize tools to provide comprehensive data for instructional planning and interventions. Newsela's real-time analytics will track reading comprehension, text engagement, and time on task, providing actionable insights for teachers. Formative's benchmark platform will generate quarterly assessments aligned with STAAR item formats, including multiple-choice and short-constructed responses. Additionally, district-developed assessments, housed in CCISD's AWARE platform,

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

will evaluate mastery of Social Studies and ELAR TEKS. AWARE is a robust online data management system enabling teachers and administrators to access real-time assessment data, monitor progress on key learning standards, and identify performance trends across student groups. These tools collectively support data-driven decision-making to ensure instructional adjustments and targeted interventions are aligned with program objectives.

(c) The program will employ structured processes to ensure its objectives and strategies remain effective. Quarterly Professional Learning Communities (PLCs), led by Social Studies and ELAR teacher leaders with support from the implementation team and ELAR instructional coaches, will facilitate data-driven instructional adjustments. These sessions will analyze Newsela and Formative assessment data, identifying performance trends and guiding interventions for struggling learners. AWARE will provide real-time assessment data to track progress on key learning standards, ensuring instructional adjustments are targeted and timely. Monthly leadership updates will provide district and campus leaders with progress reports on benchmark performance, growth trends, and intervention outcomes. These insights will inform professional development, ensuring teachers receive the training and support needed to refine instructional strategies and sustain measurable student growth.

D. Qualifications and Experience for Key Personnel

1. Outline the (a) required qualifications and experience for primary project personnel and (b) any external consultants projected to be involved in the implementation and delivery of the program. (c) Include whether the position is existing or proposed.

(a) Robin Sabo, CCISD's Secondary Social Studies Coordinator, will serve as the primary lead for the program implementation. With over 25 years of experience in developing curriculum, providing professional learning opportunities, and supporting instruction for Social Studies in grades 6–12, Ms. Sabo has consistently enhanced student achievement and fostered teacher growth. Her extensive expertise includes integrating technology into the classroom, creating assessments aligned with educational standards, and designing professional development tailored to the needs of educators. She has served as President of state-level Social Studies professional organizations, including Texas, and has contributed to multiple Texas Education Agency workgroups focused on TEKS development and assessment writing. Her extensive leadership experience and curriculum expertise ensure a strategic, informed approach to program implementation, fostering improved instruction and student outcome

(b) To ensure the program's success, CCISD will also partner with external consultants from Newsela and Formative, who bring specialized expertise in using their platforms. These consultants will lead teacher professional development sessions, focusing on using the tools effectively to support student learning. Their training will include strategies for analyzing student performance data, customizing lessons to meet individual needs, and creating engaging, cross-curricular lessons that align with district goals.

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

Both in-person and virtual training sessions will be provided by experts, offering flexibility to accommodate the schedules of teachers and staff while ensuring comprehensive job-embedded support for the program.

(c) All personnel involved in implementing this program are existing CCISD staff, which ensures consistency and collaboration across all project stages. These include the Secondary ELAR Coordinator, ELAR and EB instructional coaches, Social Studies and ELAR teacher leaders, and dual language specialists, who will work closely with Ms. Sabo and the external consultants to integrate the program effectively into classrooms. Using existing staff alongside expert consultants ensures that the program benefits from local knowledge and specialized training, maximizing its impact on students and teachers.



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Program Description PS3014 - Program Narrative

E. Budget Narrative

1. Describe, in detail, (a) how the proposed budget will meet the needs and goals of the program, including staffing, professional development, supplies and materials, contracts, etc. (b) If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

(a) The proposed budget is designed to meet the program's goals by addressing three critical components: instructional resources, professional development, and teacher support. Most of the funding will cover a two-year district-wide across grades 6-8 subscription to Newsela with the Formative add-on, providing TEKS-aligned, interactive resources that integrate Social Studies (SS) and English Language Arts (ELAR) instruction. These resources include differentiated texts, bilingual content, and real-time analytics to support targeted instruction and ensure accessibility for diverse learners. To maximize the impact of these resources, professional development sessions will initially be delivered by consultants from Newsela and Formative, along with additional sessions from the implementation team, fostering a collaborative environment where teachers can learn from each other and share best practices. Sessions will include in-person and virtual training, equipping teachers with the knowledge and strategies to integrate the platform effectively, analyze student data, and design impactful cross-curricular lessons. The remaining funds will support the campus-based implementation team members through compensated extra duty days to complete additional tasks. Fourteen implementation team members will receive six extra duty days to plan, collaborate, and oversee the program rollout. Additional funds will cover substitute days for learning walks, where team members will observe pro

2. Please continue the response here if needed. Please enter N/A if the additional space is not needed.

gram implementation across campuses, and extra duty days for Social Studies educators to develop TEKS-aligned benchmarks. This structure ensures adequate time and resources for program fidelity and continuous improvement, benefiting both students and teachers.

(b) District funds are not currently allocated to this initiative. However, during the implementation period, the grant will comprehensively cover the costs associated with the subscription, professional development, and extra duty pay. This comprehensive funding approach ensures that the program can be launched without placing additional financial burdens on the district's budget, providing a sense of financial security and confidence in the program's sustainability.

(c) To address evolving needs during and beyond the grant period, adjustments will be made using program data and feedback from teacher leaders. If specific campuses require additional implementation support, the implementation team can deliver targeted support to ensure equity and program fidelity. Long-term sustainability will be achieved by embedding the strategies and resources provided by Newsela and Formative into routine instructional practices, reducing reliance on external funding. As teachers gain proficiency with the platform and its integration into SS and ELAR curricula, the district will focus on maintaining these practices through ongoing collaboration in PLCs and leadership updates, ensuring a sustained impact on student outcomes.



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. If awarded, you will be required to budget your planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Implementation Team Extra Days: 14 team members compensated for 6 extra days at \$168.68/day (Daily rate plus benefits) to facilitate planning, collaboration, and program oversight.

14 team members x 6 days x \$168.68 daily rate plus benefits = \$14,169.12

Amount: \$14169.12

PL Sub Days for Learning Walks and Training: 10 team members who are classroom teachers provided substitute days (4 days at \$91.31/day) to conduct learning walks and participate in grade-level training.

10 X 4 X \$91.31 = \$3652.40

Extra Duty Days for Social Studies Benchmark Development: 3 Social Studies educators compensated for 2 days at \$168.68/day (daily rate plus benefits) to develop TEKS-aligned benchmarks supporting program goals. (include details on how to allocate).

3 X 2 X \$168.68 = \$1,012.08

Amount: \$18,833.60

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Amount: \$0 N/A

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Two-year subscription for Newsela with Formative add-on, ensuring TEKS-aligned interactive resources for Grades 6–8 Social Studies and ELAR classrooms. Includes costs for professional development (PD) provided by Newsela and Formative consultants, including in-person and virtual training sessions focused on data-driven instruction and cross-curricular strategies.

2 year subscription. COST = \$270,500.00

Materials for four in-person PD days, including chart paper, markers, and sticky notes, at \$190 per session to support collaborative learning and instructional planning.

4 PD Days x \$190.63 supplies and materials = \$762.52

Amount: \$271,262.52

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Amount: \$0 N/A

5. Capital Outlay-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Amount: \$0 N/A



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6. Total Grant Award Requested-Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer. Maximum amount allowed is \$300,000.

\$300,000

G. Additional TEA Program Requirements

1. Applicants must (a) specify how they will select and support teachers and other support staff to implement the interactive online learning grant. (b) Describe how the LEA will ensure teacher commitment.

CCISD will implement the program in all 6th–8th grade Social Studies and ELAR classrooms by selecting an implementation team composed of Social Studies and ELAR teacher leaders, dual language coaches, and instructional specialists with experience in data-driven practices and literacy integration. This team will help provide targeted professional development, job-embedded coaching, and PLC support for data analysis and instructional planning. Once trained, the implementation team will directly support all Social Studies and ELAR teachers, leading learning walks, modeling best practices, and facilitating campus-based training.

(b) The implementation team will ensure teacher commitment by guiding their peers in effectively integrating Newsela's interactive tools and analytics into classroom instruction. These team members will lead collaborative efforts in co-developing lessons, modeling best practices, and providing direct support during the program rollout. The rollout will be phased to familiarize teachers with the platform and demonstrate its instructional value, starting with Newsela's TEKS-aligned articles and interactive features. Advanced tools, such as real-time analytics, differentiation capabilities, language supports, and writing prompts, will follow to ensure that teachers gradually develop mastery without feeling overwhelmed. Ongoing coaching and structured PLC feedback loops will foster collaboration and provide a forum for analyzing data and refining strategies.

2. Describe how the LEA will ensure successful cross-curricular implementation of the program in each of the 2025-2026 and 2026-2027 school years.

In Year 1 (2025–2026), the program's initial implementation will focus on building foundational practices, including the integration of shared reading passages aligned with Social Studies and ELAR TEKS, common instructional practices addressing ELAR and Social Studies literacy skills. Social Studies and ELAR teachers will co-develop lessons in PLCs, leveraging Newsela's differentiated resources and formative tools. Teachers will implement quarterly benchmarks modeled after STAAR formats, with data used to guide instructional adjustments and identify areas for targeted intervention. Leadership updates will ensure accountability and provide feedback for refinement. In Year 2 (2026–2027), the program will expand to include advanced cross-curricular strategies such as integrating writing prompts and extended response activities across Social Studies and ELAR content. Teachers will deepen collaboration through PLCs, focusing on refining lesson alignment, addressing emerging challenges, and sharing best practices district-wide. Quarterly benchmarks will continue, with an emphasis on increasing growth for high-priority learning standards and reducing gaps for emergent bilingual learners. Sustainability will be reinforced by embedding these practices into routine instructional planning and leveraging data insights to inform district-wide initiatives. Leadership updates will focus on scaling successes and maintaining fidelity.



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H. Statutory Requirements

- LEAs must select (not develop) and implement an effective interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history for cross-curricular instruction in English language arts and Texas history and/or U.S. history that is aligned to the Texas Essential Knowledge and Skills (TEKS). (a) Identify the interactive online learning application(s) that will be implemented and (b) provide a description of the program(s).

(a) The interactive online learning applications to be implemented are Newsela Social Studies, Newsela Writing, and Formative.

(b) Newsela Social Studies provides a curated selection of articles, primary sources, and multimedia resources aligned to the TEKS standards for U.S. history, Texas history, and ELA. Each resource is leveled for differentiated learning and includes embedded quizzes and performance tasks to enhance content understanding and literacy skills. Formative provides a comprehensive platform for creating, assigning, and monitoring assessments, enabling real-time feedback and data-driven instruction. Together, these tools support cross-curricular instruction and empower teachers to address the diverse needs of students through engaging TEKS-aligned resources.

- LEAs must implement the interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history. What three history classes or combination of these history classes are identified for the implementation of the interactive online learning model(s)?

The program will be implemented across Grades 6–8 Social Studies and ELAR classrooms, encompassing Grade 6 World Geography, Grade 7 Texas History, Grade 8 U.S. History, and English Language Arts.

- LEAs must select and implement an interactive online learning model(s) that includes tools to effectively monitor the progress of each individual student. (a) 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 satisfactory student progress. (b) Include how the LEA will use the progress monitoring tool(s) to support struggling learners and students who may be off track. (c) Describe the interventions that will be implemented to help struggling learners.

(a) Progress monitoring tools include Newsela's real-time analytics and Formative's assessment platform for tracking individual student performance on reading comprehension, writing tasks, and Social Studies content mastery. (b) The LEA will use these tools to analyze trends, identify struggling learners, and tailor instruction to address specific gaps. PLCs will regularly review this data to adjust instructional strategies and provide targeted support. (c) Interventions for struggling learners will include scaffolded texts, small group instruction, text-to-speech options, and individualized teacher feedback based on analytics and benchmark results.

- LEAs must select and implement an interactive online learning model(s) that includes quarterly benchmarks that are automatically scored. (a) Describe the quarterly benchmarks included in the interactive online learning model(s). (b) Include 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 included in this program will leverage Formative's assessment platform to provide comprehensive evaluations aligned with the TEKS standards for Social Studies and ELAR. These benchmarks will include automatically scored multiple-choice questions, text-evidence-based responses, and short-constructed writing tasks to assess critical reading, analytical writing, and historical understanding. Newsela platform successfully integrates historical content to challenge students to synthesize information and articulate their ideas. Formative will enhance the process by allowing teachers to design, administer, and score benchmarks, including real-time feedback and detailed analytics to track individual student progress. Schools will use data from quarterly benchmarks to identify trends in student performance, monitor growth, and evaluate mastery of TEKS standards. Teachers will analyze benchmark results during Professional Learning Communities (PLCs) to identify strengths, address gaps, and refine instructional strategies. This data will guide targeted interventions, such as assigning scaffolded texts, differentiated writing tasks, and small group instruction to support struggling learners. Benchmark data will also provide leadership teams with insights to evaluate the program's effectiveness, ensuring that instructional adjustments align with district and campus improvement goals.

- LEAs must select and implement an interactive online learning model(s) that includes both audio narration and video components. (a) Describe the audio and video components included in the interactive online learning model(s). (b) Explain how the school(s) will use these tools to engage students in the effective interactive online learning model(s).

Newsela integrates audio narration and video components across its platform to support student engagement and accessibility. All articles feature text-to-speech functionality available in both English and Spanish, allowing students to listen while reading, which supports auditory learners and emergent bilinguals. Additionally, the platform includes instructional videos that provide visual context for historical events and concepts. Videos are accompanied by interactive prompts, transcripts, and quizzes to enhance comprehension and encourage active participation. CCISD will use audio narration to support diverse learners, including students with disabilities, auditory learners, and emergent bilinguals. This feature allows all students to access grade-level content regardless of their reading proficiency. Instructional videos will bring historical topics to life, providing visual and contextual reinforcement that deepens comprehension. Teachers will pair video content with writing tasks to engage students in analyzing and synthesizing information from multiple sources, promoting active learning and critical thinking. By integrating these multimedia tools into daily instruction, schools will create dynamic and inclusive learning environments that cater to diverse needs and learning styles.



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Program Description PS3014 - Program Narrative

6. LEAs must select and implement an interactive online learning model(s) that is offered in both English and Spanish. (a) Describe the components of the interactive online learning model(s) that are provided in Spanish. (b) Explain how your LEA will use the interactive online learning model(s) with English- and Spanish-speaking students.

Newsela provides a wide range of resources in Spanish, including leveled articles, quizzes, writing prompts, and text-to-speech functionality. Human translators meticulously translate Spanish-language versions of articles to ensure academic rigor and accuracy. Each Spanish-language article is available at five differentiated reading levels, accompanied by TEKS-aligned quizzes and writing tasks. Additionally, Spanish audio narration supports emergent bilingual students by offering scaffolded access to content. The "En Español" section of Newsela facilitates easy navigation for students and teachers seeking Spanish-language resources.

CCISD will use Newsela's bilingual resources to support dual-language instruction and ensure equitable access for English- and Spanish-speaking students. Spanish-speaking learners will use Spanish-language articles to build content knowledge while developing English proficiency. Teachers will assign Spanish-language content strategically, transitioning students to English materials as their language skills improve. Newsela assignments in both languages will enable students to develop critical thinking while demonstrating their understanding of Social Studies and ELAR content. Furthermore, the availability of Spanish-language materials will encourage family engagement, as parents can access and discuss assignments in their native language, fostering a collaborative approach to student success.



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**Program Budget
 BS6001 - Program Budget Summary and Support**

Statutory Authority: General Appropriations Act, Article III, Rider 90, 88th Texas Legislature

Part 1: Available Funding

Available Funding	
Description	25-27 Interactive Online
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	25-27 Interactive Online
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs	
Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.	



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**Program Budget
 BS6001 - Program Budget Summary and Support**

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	25-27 Interactive Online		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
Total				



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**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	25-27 Interactive Online

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	25-27 Interactive Online
1. Administrative support or clerical staff (integral to program)	<input type="checkbox"/>

B. LEA Positions	
Position Type	25-27 Interactive Online
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	25-27 Interactive Online
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. <input checked="" type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	25-27 Interactive Online
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	25-27 Interactive Online
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	25-27 Interactive Online
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

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**Program Budget
 BS6501 - Debt Services**

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	25-27 Interactive Online
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	25-27 Interactive Online
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

Describe how the item will be used to accomplish the objective of the program:



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form.	
<ul style="list-style-type: none">• Print and sign the form.• Scan the signed form and save it to your desktop.• Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0