



Organization: FT DAVIS ISD
 Campus/Site: N/A
 Vendor ID: 1746000855

County District: 122901
 ESC Region: 18
 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	01/24/2025 01:14 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	01/27/2025 02:51 PM
PS3014 - Program Narrative	*	Complete	01/29/2025 02:53 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	01/27/2025 03:32 PM
BS6101 - Payroll Costs		Complete	01/27/2025 03:32 PM
BS6201 - Professional and Contracted Services		Complete	01/27/2025 03:32 PM
BS6401 - Other Operating Costs		Complete	01/27/2025 03:29 PM
BS6501 - Debt Services		Complete	01/27/2025 03:29 PM
BS6601 - Capital Outlay		Complete	01/27/2025 03:30 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	01/29/2025 04:32 PM

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: Graydon	Initial:	Last Name: Hicks	Title: Superintendent
Phone: 432-426-4440	Ext:	E-Mail: ghicks@fdisd.com	

Submitter Information

First Name: Graydon	Last Name: Hicks
Approval ID: graydon.hicks	Submit Date and Time: 01/30/2025 09:06:59 AM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: FT DAVIS ISD		
Mailing Address Line 1: P O BOX 1339		
Mailing Address Line 2:		
City: FT DAVIS	State: TX	Zip Code: 79734

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

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Michelle	Initial:	Last Name: Hartmann			
Title: Deputy Superintendent					
Telephone: 210-416-7784	Ext.:	E-Mail: mhartmann@fdisd.com			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Graydon	Initial:	Last Name: Hicks			
Title: Superintendent					
Telephone: 432-426-4440	Ext.: 201	E-Mail: ghicks@fdisd.com			



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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-end;"> <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> <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.

Overview of the Program: The interactive online learning model that the district will implement is a Blended Learning model. In this model, teachers will incorporate highly effective teaching practices with the purposeful integration of technology to personalize and differentiate learning for students. The learning model will target 7th grade, 8th grade, and High School English Language Arts, Social Studies, Texas History, and U.S. History. The district will ensure TEKS alignment through rigorous planning and data review in the campus Professional Learning Community (PLC), and through the implementation of High-Quality Instructional Materials (HQIM). The platforms include features for online testing, student monitoring, teacher collaboration, and varied assessments, all aimed at enhancing educational outcomes and efficiency. Teachers will utilize Wit & Wisdom and Newsela for ELA and Social Studies, aligned with TEKS, along with Istation for engaging content and progress monitoring. Eduphoria will streamline lesson planning, data collection, and professional development. **Mission and Needs of the Organization:** The overall mission of the district is to provide a personalized and differentiated learning experience for students, ensuring they meet the Texas Essential Knowledge and Skills (TEKS) standards. The specific needs of the organization include the need for high-quality instructional materials that are aligned with TEKS, and the need for effective integration of technology

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

to enhance teaching practices and student learning outcomes. Ultimately, we need to improve our academics in the targeted core areas. Currently, our scores are as follow: 30% on SS vs. 51% State, 15% on TX History vs. 33% State, and 51% on ELA vs. 54% State. (Source: Texas Academic Performance Reports (TAPR 2023-2024).

Addressing the Mission and Needs: The program will address its mission by adopting tools like Newsela ELA, Newsela Social Studies, Formative, Istation, and Eduphoria. Istation provides engaging ELA and Social Studies content with progress monitoring and intervention tools. Newsela offers a wide selection of TEKS-aligned texts for U.S. history, Texas history, and ELA, with adaptable content and clear standards alignment. It also integrates seamlessly with Wit & Wisdom HQIM modules, supporting cohesive learning in ELA and Social Studies.

Articles are tagged with Social Studies TEKS, simplifying the process for educators to verify alignment with grade-level content standards through the Standards Search Bar. Moreover, every level of each Newsela article features a tailored quiz aligned with TEKS Reading Standards, covering a comprehensive array of language forms and functions. These quizzes enable both students and teachers to track progress against individual TEKS and overall reading proficiency.

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.

To effectively engage students and elevate the district's academic performance, we are committed to implementing an interactive online learning model. **(a) GOALS:** Our goal is to effectively engage students and elevate the district's academic performance in social studies and ELA. The overall goal for our district is to provide deeper learning experiences for all students in a way that best fits their needs and appeals to their skill set by implementing an effective interactive online learning model in the 2025-2026 and 2026-2027 school years. **OBJECTIVES:** The specific objectives include expanding access to high-quality online learning, enhancing deeper learning practices, and fostering a deeper understanding of Social Studies and English Language Arts (ELA). To address test scores, the district will work on students' weak areas such as writing proficiencies and the ability to comprehend and analyze literacy elements in both social studies and ELA. By pinpointing learning barriers, we can implement deeper learning through grade-level, real-world educational experiences that are relevant and interactive, enabling students to acquire knowledge, create authentic work, and apply learning practically. The desired outcomes are for students to interpret information, improve STAAR scores, research and apply concepts, collaborate in diverse settings, take ownership of learning, and apply it to real-world situations.

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

(b) ACTIVITIES/STRATEGIES: To ensure these goals/objectives can be met, we will allocate resources to provide Professional Development (PD) training for educators. PD ensures that teachers are well-prepared to deliver engaging and impactful lessons in the virtual online environment. Additionally, funding will be allocated to purchasing online platforms for teaching and tracking student data. We will also focus grant funds on purchasing high-quality training materials, including digital textbooks, interactive resources, securing essential technology equipment, and supplementary materials, that provide a rich learning experience. These resources will enhance instructional materials, aligning them more closely with TEKS and deeper learning principles. This grant supports the district's mission to advance student success and equity by expanding access to deeper learning, helping all students excel academically and beyond.

RESEARCH: Recent research supports the effectiveness of interactive online learning models. For instance, a study by Johnson et al. (2023) found that intelligent interactive education tools significantly increase student engagement, motivation, and social outcomes. Additionally, Smith and Brown (2022) reported that the use of technologies such as Virtual Reality (VR) and Augmented Reality (AR) enhances cognitive achievement and inclusivity. These findings underscore the potential of the proposed program to achieve its goals and objectives effectively.



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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) **PERFORMANCE MEASURES:** Performance measures will focus on student outcomes, including participation, quarterly benchmarks, final grades, STAAR/EOC scores, and academic growth. These metrics will help improve STAAR performance, literacy analysis, writing skills, and understanding of History and Social Studies (b) **TOOLS USED TO MEASURE PERFORMANCE:** We will measure performance using PEIMS, TAPR, STAAR released questions for assessments, and progress monitoring tools like Newsela ELA, Newsela Social Studies, Formative, Istation, and HQIM, which include embedded progress monitoring features, such as: 1.) Facilitating regular, automated assessments to evaluate student understanding and completion of subjects; 2.) Collecting and analyzing data on student engagement, participation, and performance within the online learning environment; 3.) Gathering student performance data across various activities and assessments; and 4.) Monitoring student attendance in virtual classes and participation in discussions or group work, providing another layer of data to identify students who may be disengaging. Teachers will use Formative for daily assessments, customized exit tickets, and real-time analytics, supporting targeted interventions and personalized instruction. Quarterly benchmarks will be automatically scored, while Newsela's Teacher and Student Binders enhance progress tracking. Weekly formative assessments in Eduphoria will guide PLC planning, with struggling students receiving

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

daily support and a 30-minute intervention block. (c) **PROCESSES TO ENSURE EFFECTIVENESS:** We will use these progress monitoring tools to support struggling learners and track student success. By integrating these tools, we will evaluate the effectiveness of the learning models in improving learning outcomes and identifying any persistent learning barriers in struggling students. Learning Models include: 1.) Integrated Assessment Platforms: Leverage automated assessments, such as online quizzes, unit tests, and standardized tests, which will be instantly scored, to both monitor student achievements and pinpoint areas of difficulty. 2.) Learning Analytics Systems: Analyze key metrics like time spent on tasks, completion rates, and scores, to identify students requiring extra support. 3.) Performance Dashboards: Teachers and administrators will review data provided for individual and group progress, compare performance against benchmarks, and identify trends or gaps in learning. 4.) Attendance and Participation Trackers: Monitor the trackers and intervene when students show lack of participation or signs of disengagement. Interventions for Struggling Learners: To support struggling learners, we will provide targeted interventions, including TEKS-aligned small group instruction and dedicated "flex time" in the master schedule to address specific needs.

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) **REQUIRED QUALIFICATIONS AND EXPERIENCE FOR PRIMARY PROJECT PERSONNEL:** The primary project personnel will include a Program Director, Lead Teachers, for Middle and High School, Part-time Teacher, Paraprofessionals, and existing staff members. The Program Director will be responsible for overseeing the implementation of the grant and ensuring that all activities align with the program's goals. The required qualifications for the Program Director include a bachelor's degree in education or a related field, with a preference for a master's degree. Additionally, the Program Director should have at least five years of experience in educational leadership, project management, or a related area. Experience with online learning platforms and familiarity with the Texas Essential Knowledge and Skills (TEKS) is essential. Lead Teachers, serving in both Middle School and High School, will guide instructional efforts, develop curriculum, and provide leadership and support to the teaching staff. They must hold at least a bachelor's degree in education, have a minimum of three years of teaching experience, and be proficient with educational technology and the TEKS. Part-time Teachers will focus on direct instruction and classroom management, working within the frameworks established by the Lead Teachers. These positions require a bachelor's degree in education or a related field and experience in delivering online or technology-enhanced education.

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

Interactive Online Paraprofessionals should have at least an associate degree in education or a related field, with a preference for a bachelor's degree. They must possess a minimum of two years of experience in educational technology, online learning environments, or a related area. Familiarity with the Texas Essential Knowledge and Skills (TEKS) and strong technical skills are also essential for this role. The existing core teachers will need to be qualified to teach and have a strong commitment to student success, along with 2 years of experience in data analysis, progress monitoring, and working with technology to ensure the efficient implementation of the platforms. (b) **EXTERNAL CONSULTANTS:** We plan to contract external Professional Development (PD) providers to conduct specialized sessions. These consultants will enhance teachers' skills in interactive online instruction. The external consultants should have expertise in online teaching practices, engaging content creation, and technology tool use. They should also have experience in mentoring and coaching educators, providing regular feedback, and refining instructional strategies. (c) **POSITION STATUS:** The Program Director, Lead Teachers, Part-time Teacher, and Paraprofessional positions are proposed, while the staff members are existing positions within the district.



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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) PROPOSED BUDGET: The proposed budget will allocate funds towards STAFFING, to include a Program Director who will implement this grant, Lead Teachers, Part-time Teacher, and Paraprofessionals. Additionally, funds will be allocated for covering substitute pay during teacher training. The district will also budget for PROFESSIONAL DEVELOPMENT (PD), which will include topics such as effective online teaching strategies, student engagement, and assessment techniques. The district plans to contract external PD providers to conduct specialized sessions, enhancing teachers' skills in interactive online instruction. The budget will also account for the CONTRACTS needed to purchase the interactive online learning model(s) and any licenses specific to the Social Studies/History/ELA courses.

Under SUPPLIES AND MATERIALS, funds will be allocated for resources, tools, and hardware. The district plans to purchase the necessary technological infrastructure such as laptops, tablets, hot-spots, and charging stations to ensure scalability to accommodate growing student enrollment. For students needing special equipment (Special Education) or classrooms needing additional student devices, funds will be allocated for providing devices (laptops, tablets, adaptive technology) to students who lack access. This structured budget will ensure that the program meets its goals, supports teachers, and provides the necessary resources for successful implementation of interactive online learning

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models.

b) SNAPSHOT OF FUNDS: Currently, the district allocates funds to similar programs that support online learning and professional development. For example, funds are allocated for existing PD sessions focused on technology in the classroom and technology infrastructure. (i.e. Instructional Materials Allotment, Title I, SPED, and Title III).

In the future, adjustments will be made based on the on-going evaluation of the program's effectiveness. This will include reallocating funds to areas that require additional support, such as increasing the budget for PD if more training is needed, online subscriptions or purchasing additional devices if student enrollment grows. Regular feedback from teachers and administrators will be used to refine the budget and ensure that it continues to meet the evolving needs of the program.



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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."

Payroll Costs & Benefits (2 years):

- Description: Program Director Stipend (10k) to implement the grant, (1) Part-time Teacher (75k) and (2) Part-time Paraprofessionals (40k) MS/HS to effectively integrate online platforms, and substitute pay (10k) during teacher training, (10K) for Lead Teacher at MS and Lead Teacher at HS @ \$2,500 yr x 2 x 2 years each.
- Amount: \$145,000

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."

Professional and Contracted Services:

- Description: Fees for external PD providers to conduct specialized sessions on effective online teaching strategies, student engagement, and assessment techniques.
Amount: \$22,862
- Description: Licenses for interactive online learning models specific to Social Studies/History/ELA courses.
Amount: \$60,000

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."

Supplies and Materials

- Description: Resources, tools, and hardware, including technological infrastructure such as laptops, tablets, hot-spots, and charging stations. Funds for special equipment for Special Education students and additional student devices.
- Amount: \$59,000

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."

Other Operating Costs

- Description:
- Amount: \$0

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."

Capital Outlay

- Description: Purchase of new equipment and technological upgrades.
- Amount: \$0

Indirect/Admin Cost: Administrative Costs

Description: Overhead and administration costs.
Amount: \$13,138 (4.580% of \$300,000)

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



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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.

(a) How the LEA will select and support teachers and support staff: The district will strategically hire and support staff by: 1) Having principals identify teachers committed to student success and innovation in online learning; 2) Using selection criteria focused on commitment, experience, technological adaptability, and a growth mindset; and 3) Involving teacher leaders to recommend enthusiastic peers. (b) How the LEA will ensure teacher commitment: The district will ensure teacher commitment by: 1) Clearly communicating grant expectations, goals, and the impact on student learning; 2) Recognizing teachers through appreciation events, implementation showcases, and expressions of gratitude; and 3) Offering incentives, such as stipends for successful grant implementation. A lead teacher at each campus will oversee grant activities and ensure the implementation of support strategies, including: 1) Ongoing professional development on online teaching, content creation, and technology use; 2) Mentoring by experienced instructors with regular feedback; 3) Access to reliable internet, devices, LMS, and interactive software; 4) Regular feedback to refine strategies and address challenges. We are committed to supporting teachers for the successful implementation of the interactive online learning grant.

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.

Phased Approach:

2025-2026 School Year:

- Grade 7
- Subjects (English Language Arts for both grades, and Texas History)

2026-2027 School Year:

- Grade 8, and Grade 11
- Subjects (English Language Arts and U.S. History)

Curriculum Alignment: The district will align the interactive online learning models with existing curriculum standards. Teachers from different subject areas (such as English Language Arts, Social Studies, and Science) will collaborate to ensure seamless integration.

Professional Learning Communities (PLCs): The District will establish PLCs where teachers from various disciplines come together. These PLCs will facilitate cross-curricular planning, resource sharing, and alignment of instructional strategies.

Interdisciplinary Projects: The district will identify common themes or topics that span multiple subjects. Teachers will design interdisciplinary projects that allow students to apply knowledge and skills across different domains.

Commitment and Sustainability: Intentional planning, collaboration, and commitment from the staff are essential to ensure student learning across disciplines. Lead Teacher stipends have been budgeted to ensure commitment and sustainability of program activities.

These strategies will help ensure successful cross-curricular implementation of the program in the 2025-2026 and 2026-2027 school years.



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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).

To meet the requirement of implementing an effective interactive online learning model aligned with the Texas Essential Knowledge and Skills (TEKS) for cross-curricular instruction in grade 7 Texas History, grade 8 U.S. History, and/or high school U.S. History, we have IDENTIFIED THE FOLLOWING INTERACTIVE ONLINE LEARNING APPLICATIONS and PROVIDED THEIR DESCRIPTIONS BELOW: 1) Istation, which provides interactive, TEKS-aligned content for English Language Arts and Social Studies, offering personalized learning paths, progress monitoring, and targeted interventions; 2) Wit & Wisdom, featuring high-quality instructional materials that foster critical thinking and connect English Language Arts with Social Studies and History through rigorous content; 3) Newsela, offering curated, TEKS-aligned texts and quizzes for U.S. History, Texas History, and ELA, with adaptable content to meet diverse student needs; and 4) Eduphoria, a platform supporting lesson planning, data analysis, and professional development to ensure seamless alignment with TEKS and effective cross-curricular instruction. These programs will collectively ensure the successful implementation of interactive online learning in the targeted grade levels. 5) Formative: A dynamic assessment tool that allows real-time tracking of student learning and understanding. It provides educators with immediate feedback, enabling them to adjust lessons quickly and cater to students' needs as they occur within the learning process.

- 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)?

THREE HISTORY COURSES: To ensure effective implementation of the interactive online learning model(s), we will focus on the following three history classes, taking into consideration the Texas courses:

Identified History Classes:

- **Grade 7 Texas History:** This course covers the history of Texas from early times to the present, including key events, individuals, and issues that have shaped the state. This course aligns with the Texas Essential Knowledge and Skills (TEKS) standards and provides a foundation for understanding the state's rich cultural heritage.
- **Grade 8 U.S. History:** This course focuses on U.S. history from the early colonial period through Reconstruction. It includes the study of significant events, people, and developments in American history, helping students understand the nation's past and its impact on the present.
- **High School U.S. History:** This course covers U.S. history from the late 19th century to the present. It includes topics such as industrialization, major wars, social movements, and contemporary issues. The course is designed to meet TEKS standards and prepare students for college-level history courses.

These three history classes will be the focus for the implementation of the interactive online learning model(s), ensuring alignment with TEKS standards and providing a comprehensive understanding of both Texas and U.S. history.

- 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.

The district will implement interactive online learning models with advanced tools to effectively monitor student progress, as outlined below: (A) Progress Monitoring Tool(s): 1) Integrated Assessment Platforms: Automated assessments, such as quizzes and tests, provide instant scoring to evaluate understanding and identify areas of difficulty. 2) Learning Analytics Systems: Analyze engagement, participation, and performance to identify students needing support. 3) Performance Dashboards: Dashboards track progress, compare results to benchmarks, and identify learning trends and gaps. 4) Attendance and Participation Trackers: Monitor virtual attendance and participation for timely interventions. (B) Progress Monitoring Tools to Support Struggling Learners: 1) Comprehensive Evaluation: Integrated tools assess learning effectiveness and barriers. 2) Targeted Interventions: Data-driven support tailored to individual needs. 3) Personalized Support: The progress monitoring tools enable teachers to provide personalized support to each student. 4) Continuous Improvement: Regular monitoring of these tools will refine instructional strategies to remain effective and responsive. (C) Interventions That Will Be Implemented to Help Struggling Learners: 1) Targeted Interventions: TEKS-aligned small group sessions address specific needs; and 2) Flex Time: Scheduled periods for focused remediation and support. These interventions will support struggling learners/promote academic success.



Organization: FT DAVIS ISD
Campus/Site: N/A
Vendor ID: 1746000855

County District: 122901
ESC Region: 18
School Year: 2025-2026

SAS#: IOLGAA25

2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

Program Description PS3014 - Program Narrative

4. 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.

To monitor and support student learning effectively, we will implement interactive online learning models with quarterly benchmarks that are automatically scored, as described below:

(a) Quarterly Benchmarks:

1. Skill-Based Benchmarks: Assess critical thinking, problem-solving, writing, and analysis to evaluate knowledge application.
2. Academic Achievement Benchmarks: Measure mastery of content areas and academic standards.
3. Growth Benchmarks: Track academic progress quarterly, identifying areas needing improvement.
4. STAAR-Style Benchmarks: Simulate the format and rigor of STAAR exams to familiarize students with state assessments.

(b) Using Benchmark Data:

1. Preparation for State Assessments: Benchmarks prepare students for STAAR exams, reducing test anxiety and improving readiness.
2. Assessing Student Progress: Various formats (e.g., multiple-choice, short answer, oral presentations) evaluate a wide range of skills and help identify struggling learners for targeted interventions.
3. Data-Driven Instruction: Benchmark results guide instructional strategies by highlighting trends, gaps, and areas needing support.
4. Continuous Improvement: Data evaluates the effectiveness of learning models, enabling adjustments to enhance outcomes.

By integrating these benchmarks and leveraging data effectively, the district will foster a supportive learning environment, ensuring students are prepared for state assessments and continuous academic growth.

5. 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).

To ensure meaningful student engagement, we will implement interactive online learning models with dynamic audio and video components, such as:

1. Newsela: Provides Social Studies and Texas State History resources enriched with audio narration and video tools, supporting English and Spanish text-based materials. Teachers will utilize videos for whole-group instruction and audio for small group and independent practice. Interactive features, including narrated content, podcasts, virtual field trips, and video quizzes, will foster critical thinking, collaboration, and accessibility through closed captions.
2. Istation: Offers TEKS-aligned ELA and Social Studies resources with narrated content, interactive activities, progress monitoring, and targeted interventions to support diverse learners.
3. Wit & Wisdom: Features TEKS-aligned instructional materials for ELA and Social Studies, enriched with digital audio and video components. These tools are designed to deepen learning, foster critical analysis, and support virtual and hybrid instruction to accelerate student progress.
4. Formative: Enables real-time student evaluations. It features interactive quizzes, customizable assignments, and multimedia support to enhance engagement and allow immediate instructional adjustments.

By incorporating advanced audio and video components, the district will create an engaging, inclusive environment that fosters critical thinking and supports academic success.

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.

To ensure effective bilingual education, the district will implement interactive online learning models available in English and Spanish, as described below:

(a) Components Provided in Spanish:

Newsela offers thousands of articles, quizzes, and Write Prompts in both languages, with an "En Español" section for easy access. Istation provides bilingual ELA and Social Studies resources with narrated content and interactive activities to enhance engagement. Wit & Wisdom offers high-quality instructional materials with digital components in both languages for virtual and hybrid instruction. Foundation integrates bilingual audio-visual components with high-resolution displays and interactive multimedia for immersive learning.

(b) Implementation with English- and Spanish-Speaking Students:

These models will support both English- and Spanish-speaking students. Newsela's "En Español" section aids language development and comprehension. Istation's bilingual resources enhance ELA and Social Studies instruction through narrated content and activities. Wit & Wisdom's bilingual materials simplify complex concepts.

By integrating these bilingual components, the district will foster academic growth and language development for all students, creating an inclusive and engaging learning environment.



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Program Description PS3014 - Program Narrative



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2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

**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.



Organization: FT DAVIS ISD
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Vendor ID: 1746000855

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2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

**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)	

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 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.	



Organization: FT DAVIS ISD
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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

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



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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:



Organization: FT DAVIS ISD
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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:



Organization: FT DAVIS ISD
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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