



Organization: LA VILLA ISD  
 Campus/Site: N/A  
 Vendor ID: 1746011562

County District: 108914  
 ESC Region: 01  
 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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	01/22/2025 02:42 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	01/22/2025 02:43 PM
PS3014 - Program Narrative	*	Complete	02/01/2025 01:17 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	01/26/2025 05:53 PM
BS6101 - Payroll Costs		Complete	01/26/2025 05:54 PM
BS6201 - Professional and Contracted Services		Complete	01/26/2025 05:09 PM
BS6401 - Other Operating Costs		Complete	01/26/2025 05:56 PM
BS6501 - Debt Services		Complete	01/26/2025 05:10 PM
BS6601 - Capital Outlay		Complete	01/26/2025 05:56 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	01/22/2025 02:44 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: Robert Initial: Last Name: Munoz Title: Superintendent  
 Phone: 956-262-4755 Ext: E-Mail: robert.munoz@lavillaisd.org

#### Submitter Information

First Name: Robert Last Name: Munoz  
 Approval ID: robert.munoz7 Submit Date and Time: 02/03/2025 09:35:58 AM



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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: LA VILLA ISD		
Mailing Address Line 1: P O BOX 9		
Mailing Address Line 2:		
City: LA VILLA	State: TX	Zip Code: 78562

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

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Robert	Initial:	Last Name: Munoz				
Title: Superintendent						
Telephone: 956-262-4755	Ext.:	E-Mail: robert.munoz@lavillaisd.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Noe	Initial: J	Last Name: Garcia				
Title: Executive Director C&I						
Telephone: 956-262-4755	Ext.:	E-Mail: Noe.garcia@lavillaisd.org				



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### 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### 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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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### 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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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### Program Description PS3013 - Program Plan



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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### 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.

**SUMMARY/MISSION** - The La Villa Independent School District (ISD) is deeply committed to fostering a culture of academic excellence while simultaneously nurturing the holistic development of every student. Our mission is to equip students for success in a rapidly changing world, and one of the pivotal strategies to achieve this goal is for middle and high school students to experience history through active inquiry via online learning to impact learning and literacy.

**NEEDS** - This district has consistently underperforms on the 8th grade STAAR Social Studies exam, with only 43% approaching grade level in 2023 compared to 62% statewide, and 49% in 2024 versus 60% statewide. Only 12% met grade level in 2023 and 16% in 2024, compared to 33% statewide. In 2024, just 52% of La Villa students met grade level in end-of-course U.S. History. Overall, only 32% met grade level in Social Studies in 2023, falling 20% below the state average. With 93.5% of students economically disadvantaged (62.2% statewide) and 69.3% at risk (53.2% statewide), additional interventions are needed to support core instruction in Social Studies TEKS.

**ADDRESSING NEEDS** - These innovative learning experiences create a comprehensive library of online learning, lesson plans, and curriculum. In line with our commitment to staff PD, part of the grant funding will be allocated to invest in comprehensive teacher training programs that promote participation/alignment in these interactive educational models.

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

The interactive online learning models combine traditional face-to-face instruction with online learning, empowering educators to implement cross-curricular frameworks and integrate interactive online activities that enrich the learning experience. Through this grant, La Villa ISD aims to deepen students' understanding of history, improve literacy, and cultivate essential critical thinking and problem-solving skills vital for their academic and career success. The innovative model will integrate a unique history component that leverages immersive and interactive multimedia resources. By transforming traditional historical study into an engaging experience, La Villa aims to create captivating educational environments that stimulate curiosity and significantly enhance students' comprehension of complex historical concepts. The grant will provide essential funding to align with daily coursework (instructional coach), and these interactive online experiences will be designed to foster active learning, including access to diverse multimedia resources. These resources will facilitate self-paced learning opportunities tailored to meet the varying needs of our students, ensuring that each student has the opportunity to engage with the material at their level and pace. Additionally, incorporating comprehensive capstone projects will allow students to demonstrate their understanding and analytical skills in a creative, practical context.

#### 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.

**GOALS AND OBJECTIVES** - 1. Enhance Classroom Engagement - Traditional teaching practices are no longer effective at maintaining student focus and interest. Some students may have underlying learning difficulties, while others might lack motivation or interest. Additionally, some students may lack autonomy or find that the materials are not challenging enough. To address these issues, we can utilize adaptive technology, multimedia resources, and interactive activities to engage all students and encourage their investment in learning. It is essential to present content in multiple formats—such as videos, text, audio, simulations, and more—to accommodate different learning styles and needs. By incorporating multimedia elements, we can enhance comprehension and engagement. Students will have access to computer devices and unique experiences that they might not typically encounter, mainly due to the limitations of being part of a small, rural district. 2. Improve STAAR Assessment Scores/proficiency (in social studies and ELA) The Istation Texas History Awakens program and US History programs, and the Savvas US History and World History are comprehensive educational initiatives aimed at enhancing grade-level proficiency in social studies and reading among students. These programs employ various engaging media resources, authentic historical documents, and built-in assessment tools that are precisely aligned with the Texas Essential Knowledge and Skills (TEKS) standards (Istation).

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

These elements work together to help students explore and uncover the rich tapestry of Texas/US/World history. For high school students, the Istation program (SOA) is designed to improve reading skills and historical comprehension significantly. It provides a rich vocabulary exploration experience, essential for understanding complex texts and historical narratives. Additionally, the programs feature interactive maps that allow students to visualize historical events and their geographical contexts. Historical audio and video clips bring history to life, making it more relatable and engaging for learners. Students are also encouraged to develop their analytical and writing skills through various essay writing exercises. Performance-based assessments are integrated throughout the program, ensuring students can demonstrate their understanding and mastery of the content in practical ways. Activities exploring historical trends help students connect past events and current issues, fostering a deeper understanding of the material. To ensure the effective implementation of the curriculum, an innovative learning coach will regularly monitor classrooms. This individual will provide support and guidance to teachers, ensuring they are using the resources and strategies from the program with fidelity. Additionally, the school administration will be crucial in analyzing student work and performance data.



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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.

**PERFORMANCE MEASURES** - La Villa ISD will concentrate on several crucial performance indicators to assess the effectiveness of its educational programs. These metrics will include the rates at which students complete their coursework, the level of satisfaction reported by learners regarding their educational experience, and the time students engage with the learning models provided. Additionally, the district will evaluate the frequency of student interactions with peers and instructors and performance on the State of Texas Assessments of Academic Readiness (STAAR) and other local academic assessments, specifically in Social Studies and ELA. Learner engagement metrics will also be critical in understanding how actively students participate in their education.

**TOOLS TO MEASURE PERFORMANCE** - The Istation SOA and Texas History Awakens interactive online learning model program integrates multiple forms of assessments, enabling educators to track student understanding and growth effectively. Students engage in reflective practices, allowing them to summarize and revise their work, fostering a deeper comprehension of the material. Through its Indicators of Progress (ISIP) Istation frequently assesses student ability in ELA and learning acquisition. It measures growth over time and reflects each student's reading ability level. Among other tools, La Villa leaders will use student surveys to measure engagement, interest levels, ideas for improvement, and general interest in the

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

programming being offered.

**PROCESSES TO ENSURE EFFECTIVENESS** - The program's part-time instructional coach will guide teachers in the effective integration of the educational model into their existing core curriculum. This collaboration will enable educators to utilize the program's resources strategically, particularly when addressing instances where students encounter difficulties with historical knowledge or fundamental concepts. Teachers will have access to a variety of interactive lessons that can be tailored to meet the needs of diverse learners. These lessons can be employed for re-teaching purposes in small group settings, one-on-one interventions, or as targeted instruction for the entire class. By personalizing the learning experience, educators can better support students who may require additional assistance to grasp challenging material. Additionally, the program includes embedded assessments that serve as valuable tools for tracking student proficiency in content areas. Through these assessments, teachers will be able to identify specific areas where students may be struggling and adjust their instructional strategies accordingly. For students who are recognized as not making adequate progress, the development of a personalized action plan will be initiated, outlining clear steps for improvement. The Istation program models serve as effective platforms that can enhance the Tier 1 instructional toolbox.

#### 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.

**Project Director** - This person will oversee the grant funding needs, scheduling for PD, supporting teachers/instructional coach, communicating information about the grant and its benefits, and ensuring grant compliance and documentation. Qualifications include having a master's degree in education or a relevant field and 5 years at La Villa ISD.

**Part-time Instructional Coach** - The individual selected for this role will play a crucial part in harmonizing traditional history instruction with a dynamic, interactive online learning curriculum designed for students in grades 7 through 12. This position will include responsibilities such as data analysis, coaching, training, and mentoring teachers to foster a robust educational environment that emphasizes the strategic use and integration of innovative programming throughout the life of the grant and beyond. The instructional coach will hold a master's degree in education, curriculum and instruction, or educational leadership, ensuring a strong foundation in pedagogical theory and practice. Candidates must possess a minimum of five years of classroom experience specifically in history or social studies, enabling them to bring valuable insights and expertise to this collaborative effort in enhancing history education. This role is pivotal in creating a culture of innovation and effective teaching methodologies that resonate with today's learners.

**Teachers** - Current history/social studies teachers in middle and high school.

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

**EXTERNAL CONSULTANTS** - Specialized personnel from Istation and Savvas will offer comprehensive professional development training to all educators using their online platforms. This training will equip teachers with the skills and knowledge necessary to utilize various educational resources and implement the online curriculum effectively. By ensuring a deep understanding of these tools, the training aims to enhance the overall instructional experience and ensure that educators can make the most of the online materials available to them. La Villa Independent School District (ISD) is embarking on an initiative to enhance the professional development of its educators by enlisting the expertise of specialized trainers in interactive online learning. These trainers, whose identities are yet to be determined, will conduct customized Professional Development sessions tailored specifically to the diverse needs of teachers as they transition to and embrace innovative curriculum models.

Through this targeted initiative, alongside the dedicated support of an instructional coach, teachers will receive in-depth guidance, and a wealth of resources aimed at enriching their teaching practices within a digital landscape. The professional development training will be offered in both in-person and online formats, ensuring accessibility and flexibility for all educators involved. This comprehensive approach promises to equip educators with the skills and confidence they need to thrive.



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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.

Under 6100, the proposed budget is structured to amount to \$136,875 for teacher salaries and benefits and one dedicated part-time instructional coach over the course of a two-year grant period. This instructional coach will be essential in providing targeted support and expert guidance to classroom teachers, with the primary objective of ensuring the effective implementation and continuous monitoring of the proposed educational program. The coach will not only assist in the development of pedagogical strategies but also engage in collaborative planning sessions with teachers to enhance instructional practices. This includes in-person training crucial to building confidence in applying new strategies. The budget will incorporate stipends for the cohort of teachers participating in the program. The teacher extra duty pay (\$30,000), is designed to supplement the teachers' regular salaries, acknowledging the additional commitments these educators will undertake, including attendance at specialized training sessions and providing feedback on the implementation process. Such activities are vital for the program's overall success and sustainability, as they foster a community of practice among educators. Additionally, substitute pay (\$7,500) will be allocated to address teacher trainings and a total of \$9,375 will be for benefits.

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

Under 6300, the remaining budget (\$63,835) will be strategically allocated toward acquiring software licenses for interactive lessons - Istation (\$10,350) and Savvas (\$50,780) online history courses, which will serve as a key resource in engaging students and enhancing their learning experiences. In addition, La Villa ISD will allocate (\$38,557) for hardware, including laptops, tablets, and smart boards. This approach guarantees all students, including those requiring special equipment (SPED and EB, ED, and at-risk), have access to the programs, bridging the digital divide. Under 6200, a significant portion of the budget (\$28,000) will also include professional development opportunities for staff, focused on training educators on utilizing the software effectively. This is essential for maximizing the potential of the new technology integrated into the curriculum, ensuring that teachers can leverage these tools to improve student outcomes. This expenditure is vital to equipping teachers with the necessary tools and training to enhance student engagement and learning outcomes. Additionally, allowable indirect costs (\$27,438) will be covered within this budget framework to ensure comprehensive support for the program. This carefully planned budget has been designed to achieve program objectives, bolster teacher support, and supply essential resources for interactive online learning efforts.



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#### 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."

Project Leader (20,000) - Will oversee program implementation, including coordinating training, facilitation of data collection/analysis, meetings, communication with teachers, budgeting, and completion of grant-related reporting for 2 years.  
Part-time Instructional Coach (\$70,000) - Experienced teacher/coach with proper credentials will be hired on a part-time (50% effort) for two years  
Teacher extra duty pay (\$30,000) for training, planning, coaching sessions, meetings with the instructional coach, and any other activities related to the project beyond their regular work hours  
Substitute pay (\$7,500) during teacher training  
Employee benefits (\$9,375) - for extra duty pay and substitute pay  
TOTAL Payroll Costs = \$136,875

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."

Contracted Services (\$8,000) - Data Collection and analysis (including survey creation and distribution to teachers and students for continuous program improvement purposes) for two years.  
Contracted Services (\$5,000) - Professional Development - Istation-specific training - 2-hour webinars per year - \$2,500 x 2 years  
Contracted Services (\$5,000) - Professional Development - Savvas-specific training for appropriate use of curriculum  
Contracted Services (\$18,000) - Professional Development (at least 6 sessions total) focused on effective online teaching strategies, enhancing student engagement, and innovative assessment techniques. In addition, this funding will be allocated if other training needs arise.  
TOTAL contracted services = \$36,000

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."

Curriculum models - (\$2,250) - Istation Texas History program acquisition - per student costs - 90 (7th grade each year) students x \$25 = \$2,250  
Curriculum models - (\$8,100) - Istation U.S. History program acquisition - per student costs - 135 (8th, 11th, and 12th) students x \$30 x 2 years = \$8,100  
Curriculum models - (\$37,580) - Savvas U.S. History program acquisition - per student cost - 90 (8th & 11th) students x \$206 x 2 years and \$100 x 5 for the teacher edition = \$37,580  
Curriculum models - (\$13,200) - Savvas World History program acquisition for high school - per student cost - 45 students (10th) x \$135 x 2 years - and 5 x \$210 for teacher = \$13,200  
Computers - Laptops - Chromebooks - (\$32,957) - Specific numbers and items yet to be determined - \$32,957  
Smart Boards (\$5,600) for classrooms - 2 @ \$2,800 = \$5,600  
TOTAL supplies and materials - \$99,687  
  
Indirect - 9.335% restricted rate = \$27,438

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."

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."

N/A

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.

**STRATEGIC SELECTION OF SUPPORT TEACHERS/STAFF** - The district is committed to implementing a thoughtful and strategic approach for selecting and supporting educators who are integral to student success. Principals will play a key role by identifying teachers who demonstrate a strong dedication to fostering student achievement, exhibit innovative teaching practices, and are open to embracing online learning environments. The selection process will involve criteria focused on each teacher's commitment to student success, relevant experience, adaptability to new technologies, and a growth mindset that encourages continuous improvement. Additionally, principals will consult with teacher leaders who will recommend enthusiastic and passionate peers, ensuring that the selected staff are qualified and aligned with the district's vision. **ENSURING TEACHER COMMITMENT** - The district recognizes that fostering teacher commitment is essential for achieving educational goals. Clear communication regarding grant expectations, objectives, and their direct impact on student learning will be prioritized to solidify this commitment. The district will acknowledge and celebrate teachers' hard work through appreciation events, showcases of successful implementation, and other expressions of gratitude that highlight their contributions. To incentivize high-quality grant implementation, the district will offer rewards such as stipends, recognizing those who successfully contribute to the initiative.

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.

Istation SOA, Texas History Awakens, and Savvas will serve as valuable supplements to enhance literacy instruction in Social Studies and English Language Arts (ELAR) classrooms. These innovative programs create numerous opportunities for project-based learning while seamlessly integrating essential skills across multiple disciplines. The Istation platform is explicitly aligned with middle and high school ELAR TEKS, allowing educators to connect their lessons directly to the instructional goals set by their ELAR colleagues. This collaborative approach ensures that students benefit from a cohesive educational experience that reinforces their learning objectives. These resources will be utilized more strategically during grade-level Professional Learning Communities (PLCs), where campus administrators and teacher leaders will collaboratively develop their monthly instructional calendars. District leaders and instructional coaches will offer additional support through comprehensive training sessions at the beginning of the year and quarterly "content co-op" professional development opportunities. Furthermore, because Istation and Savvas are supplementary tools, ELAR teachers can discuss ongoing learning challenges during data analysis sessions and student goal-setting meetings. This collaboration creates a framework for making flexible adjustments in Social Studies instruction, ultimately reinforcing and enhancing ELAR learning outcomes.



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### Program Description PS3014 - Program Narrative

#### 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).

**INTERACTIVE LEARNING** —La Villa ISD has evaluated various learning models and has chosen to implement multiple programs: Istation Texas History Awakens for 7th-grade students, Istation US History: The Story of America (SOA) for students in grades 8, 11 and 12, and Savvas US History (8th and 11th grades) and World History (10th graders). These programs were selected due to their comprehensive components and alignment with the Texas Essential Knowledge and Skills (TEKS) for middle and high school. Texas History Awakens is designed for 7th graders, offering an interactive online reading program to improve grade-level proficiency in Texas history. This program engages students with multimedia resources, authentic documents, and assessments that align with state social studies standards. Istation US History caters to both middle and high school students with numerous features, including enhancing comprehension of reading and history, supplementary online curriculum aligned with TEKS, literacy standards, developing essay-writing skills, utilizing performance-based assessments to gauge program quality, providing activities for exploring historical trends and events, and offers educators reports to monitor and assess student progress. One of the key benefits of Istation US History is its focus on vocabulary development. Savvas explores history from multiple perspectives and promotes deeper investigation and social-emotional learning, bringing history to the present day.

- 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)?

**HISTORY CLASSES IDENTIFIED** - These innovative interactive learning models are set to enhance the educational experience across multiple grade levels, including 7th grade Texas History, 8th grade U.S. History, 9th grade World Geography, 10th grade World History, 11th grade U.S. History, and 12th grade Government and Economics. Among the most noteworthy features of Istation U.S. History is its robust focus on cultivating critical essay-writing skills. The platform offers structured guidance and a wealth of resources, empowering students to articulate their thoughts and arguments with clarity and precision—skills that are pivotal for their academic success. In addition, Istation presents a variety of engaging activities designed to immerse students in exploring significant historical trends and events. These thought-provoking activities promote critical thinking and encourage a deeper appreciation for history, transforming the learning experience into an inviting and enriching journey. Savvas delves into the study of history through various lenses, enabling learners to engage with the past as a series of dates and events and as a rich tapestry of human experience. Savvas helps students connect historical events to contemporary issues and personal experiences by promoting comprehensive investigations and integrating social-emotional learning. This approach fosters critical thinking and empathy, allowing learners to appreciate the relevance of 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.

**USING MONITORING TOOLS** - To ensure effective progress monitoring, Istation's program uses performance-based assessments that enable educators to evaluate both the learning process's quality and the curriculum's effectiveness. This data-driven approach helps teachers identify areas where students excel and where they may need additional support. The model includes various formative and summative assessments, continuous observations of student work, and opportunities for student reflection, summarization, and revision. **USING TOOLS FOR STRUGGLING STUDENTS:** Teachers/instructional coach can use the interactive lessons to re-teach concepts in small groups, one-on-one, or targeted classes. Peer tutoring and adaptive content could also help students improve. **INTERVENTIONS** - We will implement targeted strategies to support struggling students more effectively. These include small group instruction, which allows for more personalized attention and tailored lesson plans that cater to each student's specific needs. We will also incorporate visual aids to enhance understanding and retention of information, providing students with concrete representations of concepts. Additionally, graphic organizers will help students organize their thoughts, making complex information more digestible and manageable. Regular progress monitoring will also be conducted to track each student's development, allowing for adjustments in teaching methods and interventions to ensure continuous improvement.

- 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 Istation online programs will implement benchmark assessments four times throughout the academic year, timed explicitly after the first quarter, at mid-year, at the end of the third quarter, and finally at the end of the academic year. These assessments are designed with strategic foresight, ensuring they align with key milestones in student learning. Each benchmark assessment is auto-scored directly within the Istation platform, providing immediate feedback. The items included in these assessments are thoughtfully aligned with Webb's Depth of Knowledge (DOK) levels 1 to 3, which range from basic recall of facts to more complex reasoning and problem-solving skills. This alignment ensures that the assessments test students' basic understanding and ability to apply knowledge in various contexts. The assessments incorporate a diverse array of item types, such as multiple-choice questions, fill-in-the-blank prompts, and factual/false statements. This variety is crucial for comprehensively evaluating student understanding across different cognitive levels. The assessments can better measure student mastery in multiple curriculum areas using different item formats. This structured approach enables La Villa ISD to effectively monitor and evaluate students' mastery and growth over time. Each assessment is valuable, providing insights into students' academic progress and identifying specific areas.



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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### Program Description PS3014 - Program Narrative

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).

Through Istation and Savvas interactive models, students will immerse themselves in dynamic and engaging history lessons designed to bring the past to life. These lessons incorporate many multimedia resources, including captivating videos, audio-narrated historical accounts, original photographs, and authentic audio speeches. Students will explore history through a multifaceted lens using timelines and primary source materials. The audio support feature enables students to follow along with the narrator, enhancing their reading fluency or choosing to read independently, allowing for personalized learning experiences. Interactive maps empower students to trace the journeys of historians, providing clear connections to the geographical locations and chronological contexts of significant historical events, all complemented by audio and visual aids. Short, informative videos are strategically embedded within the lessons, offering students vivid perspectives on pivotal historical moments. Furthermore, interactive timelines for each unit visually represent events in Texas and US history in a chronological format. These timelines are enhanced with audio and visual elements, granting students yet another fascinating viewpoint on unfolding historical narratives.

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.

The Istation and Savvas models to be adopted by La Villa present a substantial benefit for Emergent Bilingual (EB) students by providing enhanced flexibility in language instruction. This innovative program allows educators to tailor the learning experience specifically for these students by selecting either English or Spanish text and audio, depending on each student's unique needs, proficiency levels, and reading capabilities. This level of customization is critical in ensuring that EB students can engage with the academic content in their preferred language, which not only boosts their comprehension but also fosters a deeper connection with the material being studied. By offering options reflecting students' linguistic backgrounds, Istation promotes an inclusive environment that values and supports linguistic diversity. Importantly, access to content in both English and Spanish serves as a vital bridge for EB students, facilitating their language development and overall academic success. It allows them to leverage their existing language skills while acquiring new knowledge in a manner that is both supportive and accessible. This dual-language approach helps solidify their understanding of core concepts and instills confidence. The Savvas model contains lesson summaries translated to Spanish at two different reading levels. It also contains teacher materials with scaffolding to support multilingual learners.



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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	
<b>Total Funds Available</b>	

**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	
<b>Total Direct Costs</b>		
9. Indirect Costs		
<b>Total Budgeted Costs</b>		
<b>Total Funds Available Minus Total Costs</b>		
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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**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			
<b>Total</b>				



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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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 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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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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	
<b>Subtotal Professional and Contracted Services Costs</b>		
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		

**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"/>	
<b>Total Professional and Consulting Services Costs</b>	



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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

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

**Part 2: Direct Administrative Costs**

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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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	
<b>Total Debt Service Costs</b>		

**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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**2025-2027 Interactive Online Learning Grant, Cycle 2 Grant**

**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	
<b>Total Capital Outlay Costs</b>	

**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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## 2025-2027 Interactive Online Learning Grant, Cycle 2 Grant

### 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 <a href="#">Disclosure of Lobbying Activities</a> form.	
<ul style="list-style-type: none"><li>• Print and sign the form.</li><li>• Scan the signed form and save it to your desktop.</li><li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li></ul>	

# SSA Funding Report

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Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
<b>Total:</b>				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0