



Organization: BURNHAM WOOD CHARTER SCHOOL DISTRICT **County District:** 071801
Campus/Site: N/A **ESC Region:** 19
Vendor ID: 1742855052 **School Year:** 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

General Information GS2000 - Certify and Submit

Due: 02/17/2026 11:59 PM
Application Status: Submitted

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/12/2026 05:17 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/12/2026 05:19 PM
PS3014 - Program Narrative	*	Complete	02/16/2026 03:50 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/12/2026 05:19 PM
BS6101 - Payroll Costs		Complete	02/12/2026 05:20 PM
BS6201 - Professional and Contracted Services		Complete	02/12/2026 05:20 PM
BS6401 - Other Operating Costs		Complete	02/12/2026 05:20 PM
BS6501 - Debt Services		Complete	02/12/2026 05:20 PM
BS6601 - Capital Outlay		Complete	02/12/2026 05:20 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/12/2026 05:20 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: Joe Initial: E Last Name: Gonzales Title: Superintendent

Phone: 915-584-4024 Ext: E-Mail: jgonzales@burnhamwood.org

Submitter Information

First Name: Joe Last Name: Gonzales

Approval ID: joe.gonzales Submit Date and Time: 02/17/2026 09:38:29 AM



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2026-2028 Interactive Online Learning Grant, Cycle 3

General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: BURNHAM WOOD CHARTER SCHOOL DISTRICT		
Mailing Address Line 1: 785 SOUTHWESTERN DR		
Mailing Address Line 2:		
City: EL PASO	State: TX	Zip Code: 79912

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Joe	Initial: E	Last Name: Gonzales				
Title: Superintendent						
Telephone: 915-584-4024	Ext.: 2008	E-Mail: jgonzales@burnhamwood.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Chloe	Initial:	Last Name: Hopkins				
Title: Grant and Learning Loss Specialist						
Telephone: 973-220-5407	Ext.:	E-Mail: chopkins@burnhamwood.org				



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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; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #f0f0f0;"> <div style="border: 1px solid black; height: 50px;"></div> </div>

Add 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 assurances to adhere to all the Statutory and TEA Program requirements as noted in the 2026-2028 Interactive Online Learning Grant, Cycle 3 Program Guidelines.
- The applicant provides assurances to adhere to all the Performance Measures, as noted in the 2026-2028 Interactive Online Learning Grant, Cycle 3 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) 2.1 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 72, 89th Legislative Session Regular Session, 2025.
- 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, 2027, and a final report by February 1, 2028.
- 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.

Mission: At Burnham Wood Charter School, our mission is to enhance our students' potential for success in a highly competitive international workforce—but right now, that mission feels heavier and more urgent than ever. For our students to truly graduate college- or workforce-ready, they need resources, support, and opportunities that go beyond the basics. This is especially challenging in our high-need border community, where approximately 71% of families are economically disadvantaged, 94.7% of our students identify as Hispanic, and 64.8% are English Learners—more than double the state average.

Needs: Located less than 30 minutes from Mexico, our campus serves children who carry far more than backpacks into our classrooms; they carry the weight of economic hardship, language barriers, and limited access to academic enrichment outside of school. These challenges are reflected in our 2025–2026 TAPR data, which highlight the academic needs of our students:

- Lower performance in Meets Grade Level for Social Studies (34% Charter vs. 50% State)
- Lower performance in Meets Grade Level for 8th Grade Social Studies (30% Charter vs. 32% State)
- Lower performance in Meets Grade Level for ELA (50% Charter vs. 54% State)
- Lower overall performance in Meets Grade Level across all subjects (45% Charter vs. 50% State)
- Higher percentage of At-Risk students (74.3% Charter vs. 53.5% State)
- Higher percentage of Bilingual/ESL students (72.8% Charter vs. 24.3% State)

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

Overview: To respond strategically to these needs, Burnham Wood Charter School will implement a TEKS-aligned cross-curricular interactive online learning model in high school U.S. History and English Language Arts using Nearpod and Newsela. This blended model will provide structured, learner-centered instruction that integrates literacy skills directly into Social Studies content.

Nearpod will deliver interactive lessons that include embedded audio narration, video components, real-time formative assessments, and automatically scored benchmark assessments to monitor individual student progress. Teachers will use these data tools to provide immediate intervention and targeted support.

Newsela will strengthen literacy development through leveled texts, built-in comprehension scaffolds, progress monitoring tools, and Spanish-language resources to ensure equitable access for English Learners. Together, these platforms create a consistent instructional framework that supports struggling learners, strengthens academic vocabulary, and improves mastery of both Social Studies and ELA TEKS.

Addressing Mission/Needs: Together, these platforms will help us move closer to our mission, preparing every student to succeed in a highly competitive workforce. By strengthening literacy, Social Studies comprehension, and ELA skills through Nearpod and Newsela, we will provide the additional layer of support many of our students need to address the academic gaps referenced above.



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Program Description PS3014 - Program Narrative

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/OBJECTIVES: The goals of this program are to increase student comprehension of U.S. History content, strengthen critical thinking and evidence-based writing skills, and improve academic performance across Social Studies and cross-curricular ELA. Additional objectives include providing real-time progress monitoring, delivering targeted instructional support, and differentiating instruction to meet the needs of at-risk students (i.e. chronically absent, economically disadvantaged, English Learners, etc.)

ACTIVITIES/STRATEGIES: To support student achievement within the Charter, the program will implement the following activities:

- Our teachers will intentionally integrate Nearpod into daily high school instruction, creating interactive, TEKS-aligned lessons that actively involve students rather than asking them to passively receive content.
- We will use Newsela Social Studies to place meaningful, leveled informational and primary source texts in our students' hands, helping them strengthen close reading skills, build academic vocabulary, and confidently analyze complex texts.
- Teachers and campus leaders will consistently review Nearpod session reports and Newsela performance data to closely monitor progress, identify learning gaps early, and adjust instruction to meet students where they are.

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

- Students performing below grade level will receive focused small-group support, with targeted literacy intervention using Newsela's leveled texts, Spanish-language supports, and embedded comprehension tools to ensure access to rigorous content.
 - We will provide ongoing professional development so teachers feel confident and supported in fully implementing Nearpod and Newsela, strengthening data-driven instruction, and maximizing the impact of interactive technology.
 - Campus PLCs will regularly review assessment and engagement data from Nearpod and Newsela to guide instructional planning and continuous improvement.
- These activities ensure students receive structured, engaging instruction during limited classroom time while expanding learning opportunities outside of school for those balancing work and family responsibilities.

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: This program is designed to reignite student engagement and strengthen both ELA and Social Studies performance for our students who need it most. To measure student growth and success, we will use the following performance indicators:

- ELA – Performance will be measured through Nearpod interactive lesson data, Newsela reading comprehension activities, academic vocabulary tasks, writing responses, and embedded formative assessments within both platforms, with a targeted 5% increase in the percentage of students achieving Meets Grade Level.
- Social Studies – Performance in high school U.S. History will be measured through Nearpod lesson checks, TEKS-aligned quizzes, interactive document-based questions, constructed responses, and classroom assessments, along with Newsela primary source analyses and comprehension activities aligned to instructional units. The program aims for a minimum 5% increase in Meets Grade Level performance in U.S. History at the high school level.

TOOLS: The tools that will be used as part of this performance measuring process include, but are not limited to:

- PEIMS attendance and enrollment data to track reductions in chronic absenteeism and dropout rates.
- STAAR EOC results (ELA and U.S. History) to measure progress toward a minimum 5% increase in Meets and Masters performance levels.

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

- Newsela Social Studies article-level performance data (quiz scores, reading completion, Lexile-adjusted comprehension results, and standards-aligned responses) will be used to measure student understanding of historical content, academic vocabulary growth, and indirect ELA skill development.
- Nearpod will be used to measure real-time engagement metrics including participation rates, checks-for-understanding, open-ended responses, and lesson completion.

C) To ENSURE program EFFECTIVENESS, the charter will: (1) consistently analyze student performance metrics to detect achievement gaps and determine where intensified support is needed; (2) leverage real-time platform analytics to refine instructional delivery, ensuring timely interventions and strategic scaffolding for diverse learners; (3) utilize laptops to support individualized and small-group instruction, increasing access to digital content and enabling personalized, data-informed learning experiences; and (4) provide ongoing professional development focused on data-driven decision-making, adaptive instructional strategies, and standards-aligned lesson design to meet evolving academic needs across content areas.



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Program Description PS3014 - Program Narrative

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.

PRIMARY PROJECT PERSONNEL for this program at Burnham include: 1) Superintendent; 2) Project Director (Campus Administrator); 3) Classroom Teachers; and 4) Business Manager.

QUALIFICATIONS/EXPERIENCE for these positions are as follows:

PRIMARY PROJECT PERSONNEL for this program at Burnham include: 1) Superintendent; 2) Project Director (Campus Administrator); 3) Classroom Teachers; and 4) Business Manager.

QUALIFICATIONS/EXPERIENCE for these positions are as follows:

Superintendent (Dr. Joe E. Gonzales)

- Qualifications: Doctorate in Educational Leadership (or related field) and valid Texas Superintendent certification.
- Experience: District-level leadership experience overseeing instructional programs, strategic planning, grant compliance, and fiscal accountability. Dr. Gonzales ensures alignment with district priorities and long-term program sustainability.

Project Director (Burnham Campus Administrator)

- Qualifications: Bachelor's Degree in Education or related field; Texas administrative certification preferred.
- Experience: Experience in instructional leadership, campus improvement planning, and data-driven decision-making, including oversight of blended and technology-supported instruction.

Teachers (Burnham Instructional Staff)

- Qualifications: Bachelor's degree and valid Texas teaching certification.
- Experience: Classroom experience implementing TEKS-aligned instruction, differentiation strategies, and digital learning tools to support diverse learners.

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

Business Manager (District Finance Office Representative)

- Qualifications: Bachelor's Degree in Accounting, Finance, Business, or related field.
- Experience: Experience managing public education budgets, grant compliance, fiscal reporting, and adherence to state and federal guidelines.

EXTERNAL CONSULTANTS involved in PROGRAM IMPLEMENTATION include: 1) TEKS-Aligned Online Learning Platform Vendor; and 2) Professional Development Trainers.

Their roles in implementation of the program are as follows:

Online Learning Platform Vendors (Nearpod and Newsela)

- Role: Provide interactive, TEKS-aligned Social Studies content with embedded literacy supports, multimedia resources, leveled texts, Spanish-language options, and real-time performance data to address identified academic gaps.

Professional Development Trainers

- Role: Deliver targeted professional development to ensure teachers effectively implement the online learning platform, analyze performance data, and strengthen blended instructional practices.

Whether these positions EXIST or are PROPOSED is outlined below:

- Superintendent – Existing
- Project Director – Existing
- Teachers – Existing
- Business Manager – Existing
- Nearpod & Newsela Platforms – Proposed
- Professional Development Trainers – Proposed



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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.

Burnham has strategically developed a budget designed to ensure the NEEDS AND GOALS of the initiative are fully supported and that financial allocations are directly aligned to identified priorities. The district's budget reflects a focused investment in staffing, professional development, technology access, and program oversight to ensure effective implementation and measurable academic impact.

- 6100 (\$33,600): Project Director stipend, substitute pay/extra duty pay to allow teachers to attend professional development sessions, and associated employee benefits.
- 6200 (\$75,656): Professional development trainers to ensure effective implementation of Nearpod and Newsela, along with platform subscription costs.
- 6300 (\$42,200): Laptops/tablets, charging stations, and instructional supplies to support student access to Nearpod and Newsela during the instructional day and for checkout beyond regular school hours, ensuring equitable access for economically disadvantaged students.
- Indirect (\$8,544): Covers administrative and operational costs associated with grant implementation (e.g., scheduling trainings, vendor coordination, procurement processes, compliance monitoring, and grant reporting).

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

A HIGH-LEVEL SNAPSHOT of the charter's funds currently allocated to initiatives that will aid in the delivery of this grant program includes: 1) Instructional Materials Allotment (IMA) – Used to purchase digital and print instructional resources. 2) Title I Funds – Supports professional development and instructional interventions for economically disadvantaged students. 3) Special Education (SPED) Funding – Used for assistive technology and specialized instructional support for students with disabilities. 4) Title III Funds – Supports bilingual education and digital resources for English Language Learners (ELLs).

As implementation continues, ADJUSTMENTS will be guided by ongoing review of student data and overall program effectiveness. If needed, funds may be reallocated to expand professional development, increase digital platform access, or purchase additional devices to maintain equitable access. Feedback from teachers and campus leadership will inform these adjustments to ensure.



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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."

Grant funds will support personnel necessary for effective program implementation, including:
• Project Director stipend to oversee coordination, compliance monitoring, program implementation, and reporting requirements
• Substitute pay and/or extra-duty compensation to allow teachers to participate in professional development
• Associated employee benefits
Total Cost: \$33,600

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."

Funds will support services required to implement the interactive online learning model, including:
• Nearpod and Newsela platform subscriptions
• Onboarding and implementation support
• Targeted professional development and instructional integration training
Total Cost: \$75,656

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."

Funds will be allocated to expand student access to instructional technology and ensure equitable participation:
• Laptops and/or tablets
• Charging stations
• Instructional and technology-related supplies
Total Cost: \$42,200

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.

\$160,000



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Program Description PS3014 - Program Narrative

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.

Burnham Wood Charter School will SELECT all high school U.S. History teachers to implement the interactive online instructional model, ensuring direct alignment with the STAAR U.S. History End-of-Course (EOC) assessment. By focusing on this tested course, the campus will intentionally TARGET areas of underperformance in Social Studies while strengthening cross-curricular literacy skills embedded within historical analysis. This strategic implementation promotes early identification of gaps, sustained academic growth, and improved EOC readiness, while establishing a CONSISTENT instructional framework across all participating classrooms.

To ensure teachers are fully SUPPORTED throughout implementation, Burnham Wood will provide structured, ongoing professional development centered on blended instruction and effective integration of interactive technology. Teachers will collaborate in PLCs to ANALYZE platform data, monitor individual student progress, and DESIGN targeted interventions for struggling learners. Campus leadership will conduct regular walkthroughs to MONITOR fidelity of implementation and provide timely feedback. In addition, educators will receive continuous coaching and technical assistance to strengthen lesson delivery, increase student engagement, and effectively utilize instructional analytics. This comprehensive support structure is designed to ensure long-term COMMITMENT and successful execution of the program.

2. Describe how the LEA will ensure successful cross-curricular implementation of the program in each of the 2026-2027 and 2027-2028 school years.

In Year 1, using Nearpod and Newsela, teachers will implement a cross-curricular instructional model in High School U.S. History (Grades 9–12) that integrates Social Studies content with ELA skills through a structured Read, Analyze, Write, Discuss routine. Implementation will follow a phased approach:

- Fall: Provide PD on cross-curricular integration; launch Nearpod lessons embedded with Newsela texts; establish the Read–Analyze–Write–Discuss routine.
- Winter: Use Nearpod formative reports and Newsela performance data to regroup students, expand small-group intervention, and strengthen reading comprehension, vocabulary, and analytical writing.
- Spring: Intensify targeted supports using benchmark and engagement data; monitor progress toward Meets Grade Level; prepare students for the U.S. History STAAR EOC.

Year 2: Instruction will be refined with stronger literacy integration and data-driven intervention.

- Fall: Reinforce use of Newsela texts and Nearpod interactive lessons to strengthen comprehension and evidence-based writing.
- Winter: PLCs review platform data to identify gaps and expand targeted supports.
- Spring: Intensify instruction using performance data and monitor growth toward increased Meets Grade Level performance on the U.S. History EOC.

Through this grant, Burnham Wood will strengthen literacy integration in U.S. History, drive measurable growth in EOC performance, and improve overall student achievement in Grades 9–12.



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Program Description PS3014 - Program Narrative

H. Statutory Requirements

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

A-Online Applications) The interactive ONLINE LEARNING platforms to be IMPLEMENTED at Burnham Wood Charter School are Nearpod and Newsela Social Studies.

B- Description) At Burnham, Nearpod will serve as the instructional delivery platform while Newsela Social Studies will provide TEKS-aligned digital content for High School U.S. History. Together, these tools create a structured, cross-curricular learning model that integrates direct instruction, interactive multimedia lessons, primary source analysis, academic vocabulary development, and embedded formative assessments to strengthen historical thinking and literacy skills.

Lessons will incorporate AUDIO narration, VIDEO components, interactive response tools, and auto-scored assessments to actively engage students and monitor understanding in real time. Spanish-language content and translated supports will ensure equitable access for English Learners, while leveled texts and scaffolded activities allow teachers to DIFFERENTIATE instruction based on individual student needs.

Through Nearpod's real-time analytics and Newsela's comprehension data, teachers will MONITOR student participation, track response accuracy, analyze standards mastery, and ADJUST instruction immediately. This data-driven approach allows educators to provide targeted feedback, intensify intervention for students who are OFF TRACK, and reinforce academic growth toward improved performance on the U.S. History STAAR End-of-Course (EOC) assessment.

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

The campus will IMPLEMENT Nearpod and Newsela exclusively in High School U.S. History, aligning instruction directly to the STAAR U.S. History End-of-Course (EOC) assessment and cross-curricular English Language Arts standards.

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

A) Burnham Wood Charter School will IMPLEMENT a structured PROGRESS MONITORING system using Nearpod and Newsela reporting tools to track mastery of TEKS-aligned U.S. History standards. Auto-scored quizzes, comprehension checks, writing prompts, and engagement metrics will allow teachers to REVIEW data, identify misconceptions, and determine which students are on track or require additional support. This real-time feedback ensures instruction remains responsive and standards-focused.

B) Data from these PROGRESS MONITORING TOOLS will guide targeted planning. Students identified as OFF TRACK will receive differentiated assignments, scaffolded readings, and structured writing supports aligned to specific skill gaps, allowing teachers to intervene early.

C) INTERVENTIONS for struggling learners will include:

- Content-Specific Support: Focused reteach sessions in U.S. History that utilize leveled Newsela texts, TEKS-aligned practice tasks, and guided historical analysis activities. Teachers will emphasize academic vocabulary development, document analysis, and evidence-based reasoning while providing immediate corrective feedback.
- Literacy Reinforcement: Embedded ELA strategies within Social Studies instruction, including structured paragraph responses, vocabulary scaffolds, text-dependent questioning, and targeted reading comprehension practice. Nearpod's interactive tools and Newsela comprehension data will guide small-group support and individualized assignments.



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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.

Quarterly Benchmarks: At Burnham Wood Charter School, academic growth in High School U.S. History will be carefully tracked during each grading period through intentional use of Nearpod and Newsela. Throughout every cycle, teachers will collect evidence of learning using auto-scored Newsela quizzes, writing tasks, standards-aligned assignments, Lexile growth data, and engagement metrics, along with Nearpod checks for understanding and participation reports embedded in daily instruction. At the conclusion of each quarter, teachers will analyze dashboard data to evaluate reading comprehension, writing development, and mastery of EOC-aligned standards.

Data to Support Learning / Evaluate Effectiveness: These insights provide clarity on student progress and instructional impact. Teachers will use this information to make timely adjustments, ensuring instruction remains responsive and standards-focused. Students who demonstrate learning gaps will receive targeted supports, including leveled Newsela texts, structured small-group instruction, and focused skill reinforcement to strengthen readiness for the U.S. History STAAR End-of-Course assessment.

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).

Burnham Wood Charter School will utilize Nearpod and Newsela to deliver interactive, TEKS-aligned instruction in High School U.S. History designed to actively ENGAGE students in rigorous, standards-based learning.

The platforms include built-in AUDIO COMPONENTS, such as narrated lesson explanations, instructional read-aloud features, guided prompts, and pronunciation support for key academic vocabulary. These supports help students process complex historical content, strengthen listening comprehension, and build discipline-specific language. Spanish-language audio options and translated directions further expand access for English Learners, ensuring all students can meaningfully engage with grade-level U.S. History standards.

Instruction is further enhanced through integrated VIDEO COMPONENTS, including short concept overviews, historical clips, interactive maps, timelines, and multimedia explanations embedded within Nearpod lessons. These features allow teachers to model historical thinking, clarify complex concepts, and build essential background knowledge aligned to TEKS and U.S. History EOC expectations.

Together, these multimedia features require students to analyze content, respond to prompts, and demonstrate understanding in real time. Using platform data, teachers will provide targeted small-group support and differentiated assignments to close skill gaps and strengthen readiness for the U.S. History STAAR End-of-Course assessment.

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.

Burnham Wood Charter School will embed bilingual supports within its instructional model to ensure equitable access to High School U.S. History content. Integrated SPANISH COMPONENTS include translated on-screen directions, embedded academic vocabulary scaffolds, Spanish-language Social Studies articles with adjustable reading levels, and audio read-aloud features to strengthen comprehension. Additional Spanish multimedia resources—such as videos, graphics, maps, and timelines—support deeper understanding of historical concepts.

To support ENGLISH AND SPANISH SPEAKING STUDENTS, Burnham will intentionally differentiate instruction based on language proficiency. English Learners will access Spanish-language Newsela texts with audio supports to build content knowledge while developing academic language, transitioning to English assignments as proficiency increases. English-speaking students will engage in TEKS-aligned instruction in English through interactive Nearpod lessons, embedded assessments, and structured written responses. Teachers will use platform performance data to adjust assignments and ensure all learners receive grade-level instruction with appropriate language supports.



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

Statutory Authority: General Appropriations Act, Article III, Rider 72, 89th Texas Legislature

Part 1: Available Funding

Available Funding	
Description	26-28 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	26-28 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.

C. Breakout of Direct Admin Costs
Part 2C 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 BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	26-28 Interactive Online

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	26-28 Interactive Online
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	26-28 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	26-28 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.



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

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	26-28 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	26-28 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	26-28 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) LEA must keep documentation locally.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 LEA must keep documentation locally.	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 LEA must keep documentation locally.	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	26-28 Interactive Online
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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Program Budget BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	26-28 Interactive Online
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description:

Number of Units:

Fund Source:

Total Costs:

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



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
<p>Instructions for completing and attaching the Disclosure of Lobbying Activities form.</p> <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