



Organization: CROSBY ISD
 Campus/Site: N/A
 Vendor ID: 1746000635

County District: 101906
 ESC Region: 04
 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	02/17/2026 04:44 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/17/2026 04:46 PM
PS3014 - Program Narrative	*	Complete	02/17/2026 06:59 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/17/2026 06:59 PM
BS6101 - Payroll Costs		Complete	02/17/2026 07:00 PM
BS6201 - Professional and Contracted Services		Complete	02/17/2026 07:00 PM
BS6401 - Other Operating Costs		Complete	02/17/2026 07:00 PM
BS6501 - Debt Services		Complete	02/17/2026 07:00 PM
BS6601 - Capital Outlay		Complete	02/17/2026 07:01 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/17/2026 07:01 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: Paula	Initial:	Last Name: Patterson	Title: Superintendent
Phone: 281-328-9200	Ext:	E-Mail: ppatterson@crosbyisd.org	

Submitter Information

First Name: Paula	Last Name: Patterson
Approval ID: paula.patterson	Submit Date and Time: 02/17/2026 08:27:32 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: CROSBY ISD		
Mailing Address Line 1: 14670 FM 2100		
Mailing Address Line 2:		
City: CROSBY	State: TX	Zip Code: 77532

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>
First Name: Brandi	Initial:	Last Name: Gosnay	
Title: Director of Secondary C&I			
Telephone: 281-328-9237	Ext.:	E-Mail: bgosnay@crosbyisd.org	

B. Secondary Contact			Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>
First Name: Kristi	Initial:	Last Name: Escobar	
Title: Accountant - Special Revenue			
Telephone: 281-328-9200	Ext.: 1210	E-Mail: kescobar@crosbyisd.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: 40px;"></div> </div>

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

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

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides 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.

Crosby Independent School District (CISD) will implement an Interactive Online Learning model designed to strengthen literacy and content mastery in Grades 6–11 Social Studies and English Language Arts (ELAR) through the integration of Newsela with the Formative add on. This TEKS aligned platform provides high quality, differentiated instructional materials that seamlessly integrate literacy skills with Social Studies content while addressing the diverse academic and linguistic needs of CISD’s growing student population. Newsela delivers texts at multiple reading levels, bilingual resources, multimedia supports including text to speech and Spanish language options, and real time data analytics. These features enable teachers to provide equitable access to grade level content, monitor student progress, and tailor instruction to meet individual student needs. The Formative add on enhances instruction through customizable assessments, immediate performance feedback, and targeted intervention opportunities, ensuring responsive and data driven teaching practices. This initiative directly supports CISD’s mission to develop literate, responsible citizens who can successfully apply academic and social skills in any life setting. According to the 2024–2025 Texas Academic Performance Report (TAPR), CISD middle school demonstrates an 11 percent proficiency gap in Grade 8 Social Studies STAAR performance for Emergent Bilingual (EB) students, and the high school reflects an 8 percent

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

proficiency gap in U.S. History EOC performance for EB students. Additionally, students across grade levels show continued challenges with text evidence-based responses and short constructed responses, skills critical to STAAR and EOC success. The proposed program addresses these needs by embedding evidence-based analysis, academic vocabulary development, and scaffolded reading strategies into daily Social Studies and ELAR instruction. Through the integration of literacy practices within content instruction, students will strengthen comprehension, analytical thinking, and writing proficiency while mastering TEKS aligned standards. CISD will implement a comprehensive strategy to ensure effective integration of Newsela and Formative into classroom instruction. Teachers will utilize differentiated texts, bilingual supports, and multimedia tools to scaffold learning for diverse learners, particularly EB students. Real time analytics and formative assessments will guide instructional adjustments and targeted interventions. Ongoing professional development will equip teachers to design rigorous, TEKS aligned lessons that integrate critical literacy skills into both Social Studies and ELAR classrooms. Structured collaboration between Social Studies and ELAR teachers will further promote instructional alignment and consistent academic language strategies across campuses. Through this Interactive Online Learning model, Crosby Independent School District will increase equitable access.

B. Goals, Objectives and Strategies

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

(a) The primary goal of Crosby Independent School District’s Interactive Online Learning Cycle 3 Grant is to increase student proficiency in Social Studies and English Language Arts (ELAR) by strengthening essential academic skills, including reading comprehension, critical thinking, and performance on text evidence-based questions and short constructed responses. The program will serve students in Grades 6 through 11 and is designed to close an 11 percent proficiency gap in Grade 8 Social Studies STAAR performance for Emergent Bilingual students and an 8 percent proficiency gap in U.S. History EOC performance for Emergent Bilingual students. The district also seeks to increase TEKS aligned assessment performance by at least 5 percent across participating grade levels. Additional objectives include fostering an engaging and equitable learning environment that ensures access to grade level content for all students, particularly Emergent Bilingual learners, and strengthening teacher capacity to integrate literacy skills within Social Studies and ELAR instruction. The program will promote vertical and horizontal instructional alignment across Grades 6 through 11 to support academic vocabulary development, analytical writing, and evidence-based reasoning skills necessary for success on STAAR and EOC assessments. Student engagement and academic growth will be monitored through Newsela’s Teacher Binder analytics, which track reading progress, quiz participation, and time on task.

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

(b) To achieve these goals, CISD will implement Newsela with the Formative add-on as the central instructional platform for Grades 6 through 11 Social Studies and ELAR classrooms. This TEKS aligned platform provides differentiated texts at multiple reading levels, bilingual resources, multimedia supports, and real time analytics to address the diverse academic and linguistic needs of students. The platform will be embedded into daily instruction to create a cohesive cross-curricular approach that strengthens literacy and content mastery. Teachers will intentionally incorporate evidence-based reading strategies, structured writing responses, academic vocabulary development, and analysis of primary and secondary sources into instruction. These practices will directly support performance on STAAR and EOC assessments. Teachers will participate in targeted professional development led by Newsela and Formative experts to ensure effective implementation. Training will focus on maximizing platform features, including accessing differentiated and bilingual texts, analyzing real time student performance data, and designing rigorous TEKS aligned lessons that address identified learning gaps. Ongoing coaching and campus-based support will reinforce best practices and ensure consistent implementation across grade levels. Professional learning communities will serve as the foundation for continuous improvement.



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Program Description PS3014 - Program Narrative

C. Performance and Evaluation Measures

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

(a) Crosby Independent School District's Interactive Online Learning Grant will measure success by improvements in student performance on TEKS-aligned milestones and STAAR/EOC assessments in Social Studies and English Language Arts (ELAR). The program emphasizes growth in high-priority learning standards, including responding to text evidence-based questions and producing short constructed responses. Specific targets include reducing the 11 percent proficiency gap for Emergent Bilingual students in Grade 8 Social Studies STAAR and the 8 percent proficiency gap in U.S. History EOC performance, and demonstrating measurable growth in short-constructed responses across Grades 6–8, with focused support for Emergent Bilingual and economically disadvantaged students.

(b) Student progress will be monitored using multiple data tools. Newsela analytics will track reading comprehension, text engagement, and time on task. Formative will provide quarterly TEKS-aligned assessments, including multiple-choice and short-constructed responses. District-developed assessments in CISD's AWARE platform will track mastery of Social Studies and ELAR TEKS and identify trends across student groups. Together, these tools enable data-driven instructional adjustments and targeted interventions.

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

(c) Quarterly Professional Learning Communities (PLCs), led by Social Studies and ELAR teacher leaders with support from instructional coordinators, will analyze Newsela, Formative, and AWARE data to identify trends and guide interventions for students in need. Monthly leadership updates will provide administrators with progress reports on assessments, growth trends, and intervention outcomes to inform professional development and instructional planning.

D. Qualifications and Experience for Key Personnel

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

(A) Aimee Olmsted, Crosby ISD's English Language Arts Curriculum Coordinator, will serve as the primary program lead for the Interactive Online Learning Grant implementation. Mrs. Olmsted brings more than 20 years of experience in curriculum development, instructional coaching, and professional learning design for grades 6–12 ELAR. She has a proven track record of improving student outcomes through TEKS-aligned curriculum development, strategic assessment design, and data-driven instructional practices.

Mrs. Olmsted has extensive experience integrating technology into classroom instruction to enhance student engagement and achievement. She has successfully led district-wide initiatives focused on strengthening instructional rigor, aligning formative and summative assessments to state standards, and building teacher capacity through targeted, job-embedded professional development. Her leadership ensures that the Interactive Online Learning Grant will be implemented with fidelity, alignment to TEA priorities, and a clear focus on measurable student growth.

(b) To ensure successful implementation and measurable impact, Crosby ISD will partner with external consultants from Newsela and Formative who bring specialized expertise in maximizing the instructional effectiveness of their respective platforms. These consultants will deliver targeted professional development focused on high-impact instructional strategies that leverage interactive online tools to improve student

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

engagement and academic achievement. Professional learning will emphasize data-driven instruction, including strategies for analyzing real-time student performance data, differentiating instruction to meet diverse learner needs, and designing rigorous, TEKS-aligned, cross-curricular lessons. Training will support teachers in embedding formative assessment practices into daily instruction to monitor progress and adjust instruction accordingly. Both in-person and virtual training sessions will be provided to ensure flexibility and accessibility for staff while maintaining comprehensive, job-embedded support. Ongoing coaching, modeling, and follow-up sessions will reinforce implementation fidelity and ensure sustained integration of interactive online learning strategies across participating campuses.

(c) All personnel responsible for implementing this program are existing Crosby ISD staff, ensuring alignment, continuity, and long-term sustainability beyond the grant period. Key personnel include the Director of Secondary Curriculum and Instruction, Secondary ELAR Coordinator, Social Studies and ELAR teacher leader. These staff members will collaborate closely with Mrs. Olmsted and the external consultants to support classroom implementation, monitor progress, and refine instructional practices.



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Program Description PS3014 - Program Narrative

E. Budget Narrative

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

(a) The proposed budget supports the goals of the Interactive Online Learning Grant through three key areas: instructional resources, professional development, and implementation support. The majority of funds will provide a two-year, district-wide Newsela subscription with the Formative add-on for grades 6–11. These TEKS-aligned, interactive resources integrate Social Studies and ELAR, offering differentiated texts, bilingual content, embedded assessments, and real-time data to support targeted instruction and equitable access for diverse learners. Funds are also allocated for professional development delivered by Newsela and Formative consultants, along with district implementation leaders. Training will focus on effective platform integration, formative assessment practices, and data-driven instruction. Both in-person and virtual sessions will ensure flexible, job-embedded support and strong implementation fidelity. Additional funds will compensate substitute coverage and extra duty hourly pay for Social Studies assessment development will ensure alignment and continuous improvement across campuses

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

(b) No district funds are currently allocated to a similar initiative. The grant will fully cover subscription costs, professional development, and extra duty pay during the implementation period. Future adjustments will be guided by student performance data and teacher feedback. Targeted support will be provided as needed to ensure equity and program fidelity. Long-term sustainability will be achieved by embedding these tools and strategies into PLCs, curriculum planning, and routine instructional practices, reducing reliance on external support over time.



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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."
 \$8,000
2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."
 \$280,000
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."
 \$10,000
4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."
 \$2,000
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."
 \$0.
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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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.

Crosby ISD will implement the Interactive Online Learning Grant in all 6th–11th grade Social Studies and ELAR classrooms through a structured, campus-supported model. An implementation team composed of Social Studies and ELAR teacher leaders, and curriculum coordinators with expertise in literacy integration and data-driven instruction will guide the work. This team will provide targeted professional development, job-embedded coaching, and PLC facilitation focused on instructional planning, formative assessment, and data analysis.

Following initial training, the implementation team will directly support teachers by modeling best practices, conducting learning walks, facilitating campus-based training, and supporting lesson development. Teacher commitment will be strengthened through collaborative planning, co-developed resources, and ongoing coaching cycles. The program rollout will be phased to ensure successful adoption. Teachers will begin by integrating Newsela's TEKS-aligned texts and interactive features into instruction. As proficiency increases, advanced tools including real-time analytics, differentiation supports, language scaffolds, and writing prompts will be incorporated to deepen instructional impact while preventing implementation fatigue. Structured PLC feedback loops will ensure continuous refinement and alignment.

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.

Year 1 (2026-2027):
Implementation will focus on establishing foundational cross-curricular practices between Social Studies and ELAR. Teachers will integrate shared, TEKS-aligned reading passages and apply common literacy strategies across content areas. PLCs will prioritize collaborative lesson design using differentiated texts and embedded formative assessments. Quarterly assessments, aligned to STAAR formats, will be administered to monitor progress and inform instructional adjustments. Leadership updates will ensure accountability, monitor fidelity, and support continuous improvement.

Year 2 (2027-2028):
The second year will deepen cross-curricular integration by expanding writing prompts, extended responses, and evidence-based analysis across Social Studies and ELAR content. PLC collaboration will focus on refining lesson alignment, addressing instructional gaps, and scaling effective practices district-wide. Quarterly assessment data will be used to target high-priority standards and reduce performance gaps, particularly for emergent bilingual students. Sustainability will be achieved by embedding these strategies into routine instructional planning, PLC structures, and district curriculum frameworks. Leadership monitoring will ensure continued fidelity and scalability.

Through structured implementation, ongoing coaching, and data-driven decision-making, Crosby ISD will ensure strong cross-curricular alignment and measurable student growth across both grant years.



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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).

(a) Crosby ISD will implement Newsela Social Studies, Newsela Writing, and Formative as its interactive online learning applications.
 (b) Newsela Social Studies provides TEKS-aligned articles, primary sources, and multimedia resources for U.S. History, Texas History, and ELAR. Content is differentiated by reading level and includes embedded assessments and writing tasks to strengthen literacy and content mastery. Newsela Writing supports evidence-based responses aligned to grade-level standards and STAAR readiness.
 Formative enhances instruction through real-time formative and summative assessments, immediate feedback, and actionable data to guide instructional decisions.
 Together, these platforms support rigorous, cross-curricular, TEKS-aligned instruction while promoting data-driven practices and equitable access for all Crosby ISD students.

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

The program will be implemented across Grades 6–11 Social Studies and ELAR classrooms, encompassing Grade 6 World Geography, Grade 7 Texas History, Grade 8 U.S. History, Grade 9/10 World History, Grade 11 U.S. History and English Language Arts.

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

(a) Crosby ISD will use Newsela’s real-time analytics and Formative’s assessment platform to monitor student progress in reading comprehension, writing, and Social Studies content mastery.
 (b) District and campus teams will analyze this data to identify trends, address learning gaps, and adjust instruction. PLCs will regularly review student performance data to guide instructional planning and ensure timely, targeted support.
 (c) Interventions for struggling learners will include differentiated texts, scaffolded instruction, small-group support, text-to-speech features, and individualized feedback informed by platform analytics and benchmark data.

- 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 assessments within this program will utilize Formative’s platform to provide TEKS-aligned evaluations in Social Studies and ELAR. Assessments will include automatically scored multiple-choice items, text-evidence-based responses, and short constructed writing tasks to measure reading comprehension, analytical writing, and content mastery.
 Newsela resources will support historical thinking and literacy development by engaging students in synthesizing information and articulating evidence-based responses. Formative will enable teachers to design, administer, and score assessments while providing real-time feedback and detailed analytics to monitor individual student progress.
 Assessment data will be reviewed regularly in Professional Learning Communities (PLCs) to identify trends, monitor growth, and adjust instruction. Teachers will use results to address learning gaps through scaffolded texts, differentiated writing tasks, and small-group instruction. Leadership teams will also review assessment data to evaluate program effectiveness and ensure alignment with campus and district improvement goals.

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

Newsela integrates audio narration and video components to support student engagement and accessibility. All articles include text to speech in English and Spanish, allowing students to listen while reading, which benefits auditory learners, emergent bilinguals, and students with disabilities. Instructional videos provide visual context for historical events and concepts and include interactive prompts, transcripts, and quizzes to reinforce comprehension.
 Crosby ISD will use these features to ensure all students can access grade level content. Teachers will pair videos with writing tasks to help students analyze and synthesize information from multiple sources, promoting active learning and critical thinking. By incorporating these multimedia tools into daily instruction, classrooms will provide dynamic, inclusive learning experiences that meet diverse learning needs.



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Program Description PS3014 - Program Narrative

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

Newsela offers extensive Spanish resources, including leveled articles, quizzes, writing prompts, and text to speech. Spanish articles are carefully translated for academic accuracy and are available at five reading levels with TEKS-aligned quizzes and writing tasks. Audio narration provides scaffolded support for emergent bilingual students. Crosby ISD will use these bilingual resources to support dual-language instruction and equitable access for English- and Spanish-speaking students. Spanish-language materials will help students build content knowledge while developing English proficiency, with teachers gradually transitioning students to English texts. Assignments in both languages promote critical thinking and mastery of Social Studies and ELAR standards. Additionally, Spanish resources support family engagement, allowing parents to access and discuss content in their native language.



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 Vendor ID: 1746000635

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 ESC Region: 04
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SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

**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.



Organization: CROSBY ISD
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2026-2028 Interactive Online Learning Grant, Cycle 3

**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.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form.	
<ul style="list-style-type: none">• Print and sign the form.• Scan the signed form and save it to your desktop.• Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

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