



Organization: EXCELLENCE IN LEADERSHIP ACADEMY
 Campus/Site: N/A
 Vendor ID: 1453816853

County District: 108809
 ESC Region: 01
 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	02/05/2026 09:21 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/05/2026 09:24 AM
PS3014 - Program Narrative	*	Complete	02/12/2026 10:40 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/12/2026 10:40 AM
BS6101 - Payroll Costs		Complete	02/12/2026 10:40 AM
BS6201 - Professional and Contracted Services		Complete	02/12/2026 10:40 AM
BS6401 - Other Operating Costs		Complete	02/12/2026 10:40 AM
BS6501 - Debt Services		Complete	02/12/2026 10:41 AM
BS6601 - Capital Outlay		Complete	02/12/2026 10:41 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/12/2026 10:41 AM

Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official Select Contact: or

First Name: Ana	Initial: M	Last Name: Mendoza	Title: Superintendent
Phone: 956-424-9504	Ext:	E-Mail: amendoza@elacharterschool.com	

Submitter Information

First Name: Ana	Last Name: Mendoza
Approval ID: ana.mendoza	Submit Date and Time: 02/12/2026 11:05:11 AM



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 40px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change </div> </div>

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

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

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides 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 Excellence in Leadership Academy, our mission is to provide "an educational environment that exemplifies excellence". What makes Excellence in Leadership Academy unique is our commitment to supporting learners in a high-need border community, where approximately 83% of the population is economically disadvantaged, 99.5% identifies as Hispanic, and 55% are English Learners, more than double the state average. Located less than 10 minutes from Mexico, our campus serves students in grades PreK–8 in Mission who navigate significant economic and social challenges.

Needs: While serving this population is central to our mission, it also presents significant challenges in meeting students where they are academically and sustaining meaningful classroom engagement. Many students enter with foundational skill gaps and require targeted instructional supports to access grade-level content. These needs are reflected in our 2025–2026 TAPR data, which shows subpar academic performance, as seen below:

- Lower performance in Meets Grade Level for ELA (44% Charter vs. 54% State)
- Lower performance in Meets Grade Level for Social Studies (30% Charter vs. 50% State)
- Lower performance in Meets Grade Level for 8th Grade Social Studies (30% Charter vs. 32% State)

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

Overview: With these funds, we will implement Savvas Learning Company in Grade 7 Texas History and Grade 8 U.S. History to strengthen Social Studies content knowledge while supporting ELA growth through embedded reading, vocabulary, and writing activities. Teachers will deliver this standards-aligned curriculum to receive real-time feedback and provide differentiated support depending on student needs. To enhance targeted intervention, we will also plan to purchase interactive panels for small-group learning and provide Chromebooks to economically disadvantaged students, ensuring continued access to instruction beyond the school day

Addressing Mission/Needs: Hence, with grant funding, Excellence in Leadership Academy will directly advance its mission to provide an "educational environment that exemplifies excellence" by strengthening literacy, Social Studies, and ELA outcomes through the implementation of Savvas Learning Company, targeted small-group instruction, and increased access to technology. These supports will address current academic gaps while ensuring students receive differentiated, engaging instruction aligned to grade-level expectations.

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 Texas and 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:

- Deliver Grade 7 Texas History and Grade 8 U.S. History lessons through Savvas Realize, including standards-aligned digital textbooks, interactive activities, primary sources, and embedded assessments.
- Facilitate whole-group instruction using Savvas lesson presentations and multimedia resources, followed by targeted small-group sessions focused on reading comprehension, academic vocabulary, evidence-based writing, and historical analysis.
- Use Savvas formative checks, auto-scored assessments, and performance dashboards to monitor student progress in real time and adjust instruction based on mastery of TEKS-aligned standards.

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

- Incorporate Savvas writing prompts, document-based questions, and constructed-response activities to strengthen critical thinking while reinforcing cross-curricular ELA skills.
 - Review Savvas reporting data regularly to regroup learners, personalize instruction, and provide targeted academic interventions for students demonstrating skill gaps.
 - Provide Chromebook checkout for students who lack home access to technology, allowing continued participation in Savvas assignments and practice activities beyond the school day.
 - Utilize interactive panels to display Savvas lessons, model historical concepts, analyze primary sources, and support individualized tutoring and small-group instruction.
- 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.



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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: The program seeks to improve student engagement, ELA performance, and social studies performance. These metrics will be measured for performance using the following:

- ELA – Performance will be measured through Savvas Learning Company reading comprehension activities, academic vocabulary tasks, writing prompts, and embedded formative assessments, with a targeted 5% increase in the percentage of students achieving Meets Grade Level.
- Social Studies – Performance will be measured through Savvas lesson checks, TEKS-aligned quizzes, document-based questions, constructed responses, and classroom assessments in Grade 7 Texas History and Grade 8 U.S. History. The program aims for a minimum 5% increase in Meets Grade Level performance.

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 monitor student participation and track reductions in chronic absenteeism.
- STAAR results in ELA, Grade 7 Texas History, and Grade 8 U.S. History to measure progress toward a minimum 5% increase in Meets Grade Level performance.

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

- Savvas Learning Company platform data, including formative assessments, TEKS-aligned quizzes, document-based questions, constructed responses, and performance dashboards, to measure student understanding of Social Studies content, academic vocabulary development, and embedded ELA skill growth.
- Savvas assignment completion and lesson engagement reports to track student participation, identify learning gaps, and guide differentiated instruction and targeted interventions.

C) To ENSURE program EFFECTIVENESS, the charter will: (1) regularly review student performance data to identify learning gaps and areas requiring additional support; (2) use real-time platform data to adjust instruction, enabling teachers to provide targeted interventions and appropriate scaffolding; (3) utilize interactive panels to support individualized and small-group tutoring, allowing educators to deliver focused, personalized instruction; and (4) engage teachers in ongoing professional development centered on data analysis, responsive instructional practices, and lesson alignment to address evolving academic needs across content areas.



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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 include: 1) Program Director; 2) Teachers; and 3) Business Manager.

QUALIFICATIONS/EXPERIENCE for these positions are as follows:

Program Director (TBD)

- Qualifications: Bachelor's Degree in Education or a related field.
- Experience: Five years of experience in the education sector, with expertise in project management, leadership, and online learning.

Teachers

- Qualifications: Bachelor's degree in Education or a related field and a valid teaching certification.
- Experience: While one year of teaching experience is preferred, teachers must demonstrate knowledge of effective instructional practices and mentorship.

Business Manager (Gonzalita Moreno)

- Qualifications: Bachelor's Degree in Accounting, Finance, Business Administration, or a related field.
- Experience: 5-10 years of experience in financial management, with at least 3-5 years in the public education sector

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

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

Their roles in implementation of the program are as follows:

TEKS-Aligned Online Learning Platform Vendor (Savvas)

- Role: Provide a platform to address ELA and Social Studies academic deficiencies.

Professional Development Trainers

- Role: Ensure teachers and instructional aides can implement the online learning platform effectively.

Whether these positions EXIST or are PROPOSED, can be seen below:

- Project Director – Existing
- Teachers – Existing
- Business Manager– Existing
- TEKS-Aligned Platform – Proposed
- Professional Development Trainers – Proposed



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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.

To ensure Excellence in Leadership's BUDGET MEETS the NEEDS of the program, the charter has created a comprehensive budget that addresses each of our requirements (e.g., staffing, professional development, etc.). Below are the allocations for each line item, along with their intended uses:

- 6100 (\$16,000): Project Director stipend, substitute pay/extra duty pay to allow teachers to attend professional development sessions, and employee benefits.
- 6200 (\$75,600): Professional development trainers to ensure teachers can effectively implement the online learning program, as well as the cost of the online learning platform.
- 6300 (\$23,400): Chromebooks/laptops, charging stations, and supplies to meet the needs of students who are struggling and for checkout purposes beyond the regular school day.
- 6600 (\$15,000): Funds will support the instructional use and integration of interactive panels to enhance whole-group instruction, small-group intervention, and targeted tutoring aligned to Savvas lessons and TEKS standards.

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 include:

- Instructional Materials Allotment (IMA) – Used to purchase digital and print instructional resources.
- Title I Funds – Supports professional development and instructional interventions for economically disadvantaged students.
- Special Education (SPED) Funding – Used for assistive technology and specialized instructional support for students with disabilities.
- Title III Funds – Supports bilingual education and digital resources for English Language Learners (ELLs).

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



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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 a Project Director stipend to oversee grant coordination, implementation support, monitoring of program effectiveness, and reporting requirements. Associated employee benefits are included.
Total Cost: \$16,000

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."

Funds will support professional development and digital instructional services necessary to implement the interactive online learning model. Costs include Savvas access, onboarding and implementation training, and instructional integration support.
Total Cost: \$75,600

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 used to purchase chromebooks/laptops, miscellaneous supplies, and charging stations.
Total Cost: \$23,400

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."

Funds will support the instructional use and integration of interactive panels to enhance whole-group instruction, small-group intervention, and targeted tutoring aligned to Savvas lessons and TEKS standards.
Total Cost: \$15,000

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

\$130,000



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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.

Because Excellence in Leadership Academy serves students in grades PreK–8, the program will SELECT all Grade 7 Texas History and Grade 8 U.S. History teachers for the implementation of the interactive instructional model. Since both Grade 7 and Grade 8 students take STAAR Social Studies at the end of the year, strengthening instruction in both grade levels ensures students receive targeted support aligned to their assessed standards. This two-grade approach allows for early intervention, sustained growth, and stronger readiness for STAAR, while creating a consistent, campus-wide instructional strategy focused on improving Social Studies outcomes and overall student success.

To ensure educators are fully SUPPORTED throughout implementation, the Charter will provide ongoing professional development aligned to blended learning, connect teachers with experienced peers to share best practices, and conduct regular classroom walkthroughs to monitor fidelity and provide timely feedback. Teachers will also collaborate through PLCs to review platform data, monitor student progress, and plan targeted interventions, while receiving coaching and technical support to strengthen lesson delivery, student engagement, and effective use of instructional analytics. This comprehensive support structure will help ensure both effective implementation and sustained COMMITMENT to 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, teachers will use Savvas Learning Company to implement a cross-curricular model in Grades 7–8 that integrates Social Studies with ELA skills through a structured Read, Analyze, Write, Discuss routine. Implementation will follow a phased approach:

- Fall: Teachers will receive professional development on cross-curricular integration, launch Savvas lessons with embedded ELA supports, and establish the instructional routine.
- Winter: Teachers will analyze Savvas formative data and standards reports to regroup students, expand small-group intervention, and strengthen reading comprehension, academic vocabulary, and evidence-based writing.
- Spring: Using Savvas dashboards, teachers will intensify supports, reinforce literacy within Social Studies lessons, monitor progress toward Meets Grade Level, and prepare students for ELA and Social Studies STAAR.

In Year 2, teachers will refine instruction in Grade 7 Texas History and Grade 8 U.S. History, continuing the routine with a stronger emphasis on literacy integration and targeted intervention.

- Fall: Professional development will reinforce use of primary sources, informational texts, and writing prompts aligned to ELA standards.
- Winter: PLCs will review data to identify content and literacy gaps and expand small-group supports.
- Spring: Teachers will intensify data-driven instruction, reinforce reading and writing skills, monitor progress, and prepare students for STAAR.



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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) The interactive ONLINE LEARNING application to be IMPLEMENTED is Savvas Learning Company.

B) Savvas will provide TEKS-aligned digital instruction for Grade 7 Texas History and Grade 8 U.S. History that integrates direct instruction, interactive lesson presentations, primary source analysis, academic vocabulary development, and embedded formative assessments to strengthen student understanding of historical events, geography, economics, and civic concepts. Lessons include multimedia supports such as audio narration, visuals, maps, timelines, and document-based activities, along with Spanish-language resources and translated directions to increase accessibility for our English learners. Savvas also offers scaffolded instruction, guided practice, constructed-response prompts, and standards-based skill reinforcement, allowing teachers to differentiate learning and meet students at their individual academic levels.

Through the Savvas platform, teachers can monitor student progress using formative assessments, lesson checks, assignment completion reports, and standards-level dashboards. Students will access Savvas content on Chromebooks, while teachers will use interactive panels for whole-group instruction and small-group intervention. This real-time data allows teachers to quickly address misconceptions, provide targeted feedback, and adjust instruction—supporting improved outcomes in Social Studies and embedded ELA skills. (PROGRAM DESCRIPTION)

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)?

Since Excellence in Leadership Academy serves students in grades PreK–8, the campus will implement Savvas Learning Company in the two STAAR-tested subjects that we serve: Grade 7 Texas History and Grade 8 U.S. History.

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) As part of its PROGRESS MONITORING process, the Charter will use built-in reporting tools from Savvas, including formative assessment results, lesson checks, assignment completion reports, and standards-level performance dashboards. These tools will allow teachers and administrators to track student engagement and mastery of TEKS-aligned Social Studies standards in real time. Auto-scored quizzes, constructed-response activities, and embedded lesson assessments will help identify students who are ON TRACK and those who require targeted intervention, enabling timely instructional adjustments and individualized support.

B) Based on feedback generated through these PROGRESS MONITORING TOOLS, prescriptive, individualized learning paths will be developed to SUPPORT STRUGGLING LEARNERS and students who are OFF TRACK.

C) Examples of how INTERVENTIONS for struggling learners include:

- Social Studies: Teachers will deliver TEKS-aligned small-group interventions using Savvas resources, primary sources, DBQs, and formative assessments to reteach priority standards. Instruction will include guided notes, vocabulary supports, maps, and timelines, with interactive panels used to model historical thinking and provide targeted tutoring.
- ELA: Interventions will use Savvas literacy supports, including constructed responses, vocabulary activities, and sentence frames, along with targeted digital practice aligned to identified reading and writing gaps.

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: Student progress will be intentionally monitored during each grading period through coordinated use of Savvas. Throughout every grading cycle, teachers will gather evidence of learning using Savvas formative assessments, lesson checks, constructed-response activities, writing prompts, standards-aligned assignments, and assignment completion data embedded in daily instruction. As each quarter concludes, educators will review Savvas performance dashboards to analyze reading comprehension, student writing, academic vocabulary development, standards mastery, and engagement trends.

Data to Support Learning/Evaluate Effectiveness: Together, these data points provide a comprehensive picture of student progress and instructional effectiveness. Teachers will use Savvas standards-level reports and assessment results to identify learners in need of additional support and make targeted instructional adjustments for the upcoming grading period, ensuring instruction remains responsive, data-informed, and aligned to student needs throughout the year. Students demonstrating learning gaps will receive targeted interventions, including differentiated Savvas lessons, small-group instruction aligned to specific skill needs, and individualized tutoring as appropriate.



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Program Description PS3014 - Program Narrative

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

Excellence in Leadership Academy will leverage the built-in audio and video features of Savvas to create engaging, accessible, and interactive Social Studies instruction.

AUDIO COMPONENTS include instructional text read-alouds, guided directions, and narrated explanations of key vocabulary and concepts embedded within Savvas lessons, helping students strengthen comprehension while building academic language. Spanish-language resources and translated directions further expand access for English learners, ensuring all students can meaningfully engage with grade-level content.

VIDEO COMPONENTS enhance learning through Savvas concept videos, historical visuals, maps, timelines, and multimedia lesson presentations that support topics such as government, economics, geography, and major historical events. Teachers use these resources to model content, build background knowledge, and clarify complex ideas, supporting student engagement, conceptual understanding, and alignment to TEKS standards.

Together, these tools engage students through TEKS-aligned lessons with videos, primary sources, and interactive activities that require students to demonstrate understanding and apply Social Studies concepts. Audio and Spanish-language supports promote access for English learners, while data-driven digital assignments and small-group instruction reinforce learning, strengthen embedded ELA skills, and close academic gaps.

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.

SPANISH COMPONENTS: Spanish-language supports provided through Savvas include:

- Translated on-screen directions and instructional supports to help Spanish-speaking students access lesson content and classroom activities.
- Spanish-language Social Studies materials, including student texts and key lesson resources, aligned to Grade 7 Texas History and Grade 8 U.S. History standards.
- Audio supports and read-aloud features embedded within Savvas lessons to strengthen comprehension and build academic vocabulary.
- Spanish multimedia resources, including videos, graphics, maps, timelines, and visual organizers, to support content understanding, historical thinking, and student engagement.

ENGLISH AND SPANISH SPEAKING STUDENTS: Excellence in Leadership will leverage these bilingual capabilities by assigning Spanish-language lessons and readings through Savvas for English learners, allowing students to build Social Studies content knowledge in their home language while developing academic skills. Spanish-speaking students will begin with Spanish-language Savvas articles with audio supports, then transition to English-language lessons as proficiency increases. English-speaking students will, from the beginning, engage in TEKS-aligned instruction in English that includes interactive activities, embedded assessments, and written responses. Teachers will use Savvas data to differentiate assignments and ensure access to grade-level content.



Organization: EXCELLENCE IN LEADERSHIP ACADEMY
Campus/Site: N/A
Vendor ID: 1453816853

County District: 108809
ESC Region: 01
School Year: 2026-2027

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.



Organization: EXCELLENCE IN LEADERSHIP ACADEMY
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2026-2028 Interactive Online Learning Grant, Cycle 3

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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2026-2028 Interactive Online Learning Grant, Cycle 3

**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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2026-2028 Interactive Online Learning Grant, Cycle 3

**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

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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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2026-2028 Interactive Online Learning Grant, Cycle 3

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