



Organization: HEARNE ISD
 Campus/Site: N/A
 Vendor ID: 1746001070

County District: 198905
 ESC Region: 06
 School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

General Information
 GS2000 - Certify and Submit

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/12/2026 03:48 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/12/2026 03:51 PM
PS3014 - Program Narrative	*	Complete	02/12/2026 04:02 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/12/2026 04:03 PM
BS6101 - Payroll Costs		Complete	02/12/2026 04:03 PM
BS6201 - Professional and Contracted Services		Complete	02/12/2026 04:03 PM
BS6401 - Other Operating Costs		Complete	02/12/2026 04:03 PM
BS6501 - Debt Services		Complete	02/12/2026 04:03 PM
BS6601 - Capital Outlay		Complete	02/12/2026 04:03 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/12/2026 04:04 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: Adrain	Initial:	Last Name: Johnson	Title: Superintendent
Phone: 979-279-3200	Ext:	E-Mail: abjohnson@hearne.k12.tx.us	

Submitter Information

First Name: Adrain	Last Name: Johnson
Approval ID: adrain.johnson	Submit Date and Time: 02/12/2026 04:10:42 PM



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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.

1(a). Program Overview

We propose implementing an interactive online learning model for Hearne ISD that strengthens instruction in 7th grade Texas History, 8th grade U.S. History, and high school U.S. History. These courses are part of our district's established secondary sequence. Using TEKS-aligned, Texas adopted Savvas Social Studies materials, supplemented by Newsela's leveled literacy resources and delivered through Nearpod's interactive platform. We will create consistent, engaging online and blended instruction. This approach aligns directly with the TEA Interactive Online Learning Grant, which prioritizes improved instruction in Texas History, U.S. History, and ELA through evidence-based digital learning models.

1(b). Mission and Specific Needs

Hearne ISD's mission is to ensure every child is future-ready, and current performance data underscore the urgency of strengthening instruction to achieve that goal. Our district is rated a "D" with a 64, and 92.8% of students are economically disadvantaged. We also serve high percentages of emergent bilingual students and face a chronic absenteeism rate of 32.2% vs 19% state. These challenges directly affect performance in grades 8–12, especially in literacy-dependent subjects like social studies, where gaps widen when students lack consistent access to TEKS-aligned reading materials and interactive learning opportunities. The 2024–2025 TAPR report shows ELA performance at Hearne ISD is

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

17 percentage points below state and regional levels (27% District vs. 55% Region and 54% State). EOC U.S. History is 27 percentage points below the region (52%) and state (50%), highlighting the need for a cross-curricular interactive online learning model.

1(c). Addressing the Mission and Needs

This program addresses our mission by delivering a cohesive, TEKS-aligned instructional system that supports all learners. Savvas provides our Texas adopted core curriculum with clear alignment to TEKS and built-in digital supports. Nearpod transforms lessons into active learning experiences that increase participation, allow for real time checks for understanding, and help teachers adjust instruction immediately. Newsela offers leveled, Texas-aligned supplemental readings that strengthen literacy skills essential for success in both ELA and social studies. Together, these tools give our students equitable access to rigorous content, increase engagement, and strengthen foundational reading skills that are critical for STAAR and EOC success. With this grant, Hearne ISD will finally have the digital infrastructure, curriculum alignment, and interactive tools to close longstanding achievement gaps and improve student outcomes across grades 7–12.

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Program Description PS3014 - Program Narrative

B. Goals, Objectives and Strategies

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

A1(a). Goals and Objectives of the Proposed Program

Hearne ISD aims to improve student performance in 7th grade Texas History, 8th grade U.S. History, and high school U.S. History through an interactive online learning model aligned to TEKS. The district's goals are to raise content mastery, strengthen literacy skills needed for STAAR and EOC success, and increase engagement among high need learners.

Measurable objectives include:

- By May 2028, Hearne ISD will increase 8th grade Social Studies and ELA proficiency by 10 percentage points through structured digital lessons, leveled readings, and consistent progress monitoring.
- By Spring 2028, U.S. History EOC performance will rise by 5 percentage points, reducing gaps with state and regional averages.
- Beginning Fall 2026, teachers will implement TEKS aligned online lessons at least once weekly to strengthen continuity of instruction.
- By December 2026, 90% of secondary teachers will complete training on Nearpod, Savvas Realize, and Newsela, ensuring consistent use of interactive assessments and instructional data.

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

1(b). Activities and Strategies to Meet These Goals/Objectives

To accomplish these objectives, Hearne ISD will implement a cohesive instructional framework integrating Savvas, Nearpod, and Newsela. Savvas Texas adopted curriculum will anchor daily instruction with TEKS aligned content. Teachers will use Nearpod weekly to deliver interactive lessons, embed formative assessments, and gather real time data to guide reteaching. Newsela will provide leveled, standards aligned readings that strengthen comprehension and vocabulary essential for ELA and social studies achievement.

Professional development will be delivered each semester from April 2026–2028 to ensure teachers can analyze platform data and adjust instruction. Social Studies/ELA Curriculum Specialists will support implementation through walkthroughs, PLC coaching, and data reviews. Students will access digital platforms both in class and remotely, improving continuity despite attendance challenges. Through aligned curriculum, consistent digital engagement, and targeted literacy supports, Hearne ISD will build the instructional capacity needed to close performance gaps and raise achievement across grades 7–12.

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.

1(a). Performance Measures

Hearne ISD will monitor student progress in 7th Grade Texas History, 8th Grade U.S. History, and High School U.S. History through measurable, student outcome–driven indicators aligned to the program purpose. Performance measures include increases in STAAR and EOC proficiency, improved mastery of TEKS-aligned content in Savvas, and gains in literacy skills demonstrated through Newsela leveled reading performance. Across the April 1, 2026–April 1, 2028 project period, the district will track a 10 percentage increase in grade level performance for middle school Social Studies and ELA, and a 5 percentage increase in U.S. History EOC performance.

1(b). Tools Used to Measure Performance

Hearne ISD will use multiple digital platforms already in district use to ensure reliable measurement. ASCENDER Parent/Student Portal provides access to student grades and progress monitoring throughout the year, enabling teachers and administrators to review mastery trends at regular intervals.

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

Additionally, ClassLink and Clever serve as district-wide single sign-on systems that track engagement data as students access Nearpod, Savvas Realize, and Newsela.

Teachers will use Savvas Realize assessments, Nearpod formative checks, and Newsela's embedded quizzes to gather actionable data tied to the program objectives.

1(c). Processes to Ensure Effectiveness

Hearne ISD will implement a structured progress monitoring cycle supported by campus administrators and district specialists. Teachers will review weekly digital assessment data to adjust instruction, reteach TEKS-aligned content, and provide leveled reading supports. Curriculum Specialists will support teachers with data analysis and planning.

Each six weeks, campus leadership teams will review ASCENDER grade reports, Savvas Realize analytics, and Nearpod usage data to determine whether students and teachers are meeting milestones. Program adjustments, targeted interventions, and additional training will be applied as needed. This continuous improvement process ensures the program remains aligned to goals, responsive to student needs, and effective in raising achievement across grades 7–12.



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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.

1(a). Required Qualifications and Experience for Primary Project Personnel

The primary project personnel will include two existing instructional leaders within Hearne ISD:

- Dr. Lauren Williams – High School English Curriculum Specialist, who provides districtwide English curriculum support and expertise in literacy-aligned instruction. Her role includes supporting secondary ELA teachers, guiding TEKS alignment, and integrating digital instructional tools effectively.
- Amanda Puryear – District Social Studies Curriculum Specialist, who oversees the alignment and delivery of Social Studies instruction across the district. Her responsibilities include supporting teachers with TEKS-aligned planning, assessment integration, and strengthening STAAR/EOC readiness.
- Jermy Gaston – District of Information and Technology with experience in instructional technology systems, who will support platform implementation, troubleshoot technical issues, and ensure effective use of digital instructional tools
- TBD – An existing district staff member with experience in grant compliance and reporting who will serve as the Grant Manager and oversee documentation, timelines, fiscal coordination, and program monitoring.

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

All of these experts bring classroom experience, curriculum design expertise, and extensive knowledge of district priorities, ensuring strong instructional leadership for the program.

1(b). External Consultants Projected to Be Involved

Hearne ISD will engage external consultants from Savvas Realize, Newsela, and Nearpod, each providing platform-specific professional development, data analysis coaching, and implementation fidelity support. These consultants bring specialized training in interactive online learning, digital assessment tools, and TEKS-aligned instructional design.

Additionally, Hearne ISD will partner with a Comprehensive Training Center staffed with experienced instructional coaches capable of delivering model lessons, co-teaching sessions, real-time troubleshooting, and multi-day professional learning aligned with the project's goals.

1(c). Existing vs. Proposed Positions

Both Dr. Williams and Ms. Puryear are existing district positions, already embedded in Hearne ISD's Curriculum & Instruction structure. The external consultants and training center specialists are proposed contracted positions, engaged specifically to support program rollout, training, and monitoring during the 2026–2028 implementation period.



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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.

1(a). Budget Narrative: How the Budget Meets Program Needs and Goals

The proposed budget funds the core elements needed to implement Hearne ISD's Interactive Online Learning Model with fidelity. Grant funds will purchase Savvas Realize, Nearpod, and Newsela licenses, prorated to the April 1, 2026–2028 grant period to comply with TEA timelines. These platforms supply TEKS-aligned content, interactive assessments, and leveled literacy supports essential to improving outcomes in Texas History, U.S. History, and ELA.

The budget includes stipends for two instructional leaders—Dr. Lauren Williams (High School English Curriculum Specialist) and Amanda Puryear (District Social Studies Curriculum Specialist)—to lead TEKS-aligned planning, model lessons, data reviews, and fidelity checks for the online instructional model. Stipends are also provided for Jeremy Gaston, who will support instructional technology implementation and troubleshooting, and for the TBD Grant Manager, who will oversee documentation, timelines, fiscal coordination, compliance, and program monitoring. All stipends are allowable because duties occur outside regular contract hours and directly support program implementation.

Grant funds will also contract Comprehensive Training Center to deliver on site/virtual PD, coaching cycles, implementation troubleshooting, teacher follow-up sessions, and usage/fidelity monitoring across campuses.

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

Limited equipment and supplies (e.g., student devices, headsets, webcams) will be purchased only when they are required to run the selected platforms and exclusively support the model. All expenditures will follow TEA General and Fiscal Guidelines, including proration of any subscription that would otherwise extend beyond the end date. Lastly, indirect costs will be applied in accordance with the approved rate to support grant oversight, fiscal management, and overall program administration.

1(b). Snapshot of Similar Funds & Future Adjustments

Hearne ISD currently relies on the Instructional Materials Allotment (IMA) for digital content and tools; however, IMA is already stretched by existing software commitments and the infrastructure required to sustain them. As a result, there is insufficient IMA capacity to absorb the additional costs for Savvas, Nearpod, and Newsela. This grant is necessary to acquire and implement these programs at the scale required for impact.

Each semester, the district will analyze platform usage, assessment results, and implementation data to decide which tools deliver the strongest gains. Following the grant period, only the most effective and sustainable components will transition to IMA or local funds, ensuring long-term feasibility without overextending the current budget.



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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."

The budget includes stipends and benefits for existing staff who will support TEKS aligned implementation, blended instructional coaching, instructional technology, and grant management. Payroll costs are as follows:

- ELA Program Leader Stipend: \$5,000 per year for 2 years — \$10,000
- History Program Leader Stipend: \$5,000 per year for 2 years — \$10,000
- Technology Support Manager: \$2,000 per year for 2 years — \$4,000
- Grant Manager: \$3,000 per year for 2 years — \$6,000
- Extra Duty Pay: \$5,000 per year for 2 years — \$10,000
- Employee Benefits: \$40,000 x 20% — \$8,000

Total Costs: \$48,000

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."

Contracted digital instructional services and professional development for implementation of the Interactive Online Learning Model, including:

- Savvas Realize digital Social Studies instructional support
- Nearpod interactive platform training and lesson development support
- Newsela Texas aligned literacy and Social Studies implementation services
- Comprehensive Training Center (CTC) for coaching cycles, model lessons, PD delivery, and fidelity monitoring

Total Cost: \$111,709

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:

- Student devices (e.g., Chromebooks/learning tablets)
- Headsets, webcams, and accessories required for equitable online participation
- Device protection plans. These items are needed to ensure economically disadvantaged students can access Savvas, Nearpod, and Newsela consistently and reliably.

Total Cost: \$25,600

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."

\$0

5. Capital Outlay-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

\$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.

\$195,000



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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.

1(a). How Hearne ISD Will Select and Support Teachers and Staff

Hearne ISD will select teachers currently assigned to the targeted courses: 7th grade Texas History, 8th grade U.S. History, high school U.S. History, and high school English/ELA. These teachers will be prioritized because their courses align directly with the Interactive Online Learning Grant's focus areas. The district's instructional leadership (High School English Curriculum Specialist, Dr. Lauren Williams, and District Social Studies Curriculum Specialist, Amanda Puryear) will oversee selection and provide specialized support tailored to Social Studies and ELA instructional needs.

Selected teachers will receive structured onboarding to Savvas Realize, Nearpod, and Newsela. They will be supported through ongoing coaching cycles, model lessons, and planning sessions delivered in partnership with CTC, the district's contracted training center. Curriculum specialists will conduct walkthroughs, examine platform usage and performance data, and provide direct instructional feedback to ensure consistent, high-quality TEKS-aligned implementation.

1(b). How the LEA Will Ensure Teacher Commitment

Hearne ISD will reinforce commitment by setting clear expectations for all teachers selected from the targeted ELA and Social Studies courses. Teachers will participate in regular check-ins with Dr. Williams and Ms. Puryear, who will review progress, address challenges, and celebrate implementation successes.

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.

2. Ensuring Successful Cross-Curricular Implementation (2026-2028)

Phase 0: April-May 2026 (Purchase & Train).

Hearne ISD will complete purchasing and provisioning for Savvas Realize, Nearpod, and Newsela, then deliver rapid onboarding for teachers assigned to ELA, 7th-grade Texas History, 8th-grade U.S. History, and HS U.S. History. The High School English Curriculum Specialist and District Social Studies Curriculum Specialist will co lead two fast-cycle PD days and weekly virtual office hours with CTC coaches. Outputs by May: teacher accounts active, fall course mapped to TEKS, common formative checks built in Nearpod, and leveled-reading sets staged in Newsela.

Phase 1: Fall 2026-Spring 2028 (Full Implementation).

Cross-department PLCs will run each grading cycle to align TEKS targets, text sets, vocabulary routines, annotation protocols, and STAAR/EOC style formative items. Savvas anchors Social Studies pacing; Nearpod provides weekly checks for understanding and engagement data; Newsela supplies leveled nonfiction to strengthen disciplinary reading/writing in both ELA and Social Studies. CTC will lead coaching cycles (plan teach reflect) and model lessons. Campus leaders will use short walkthroughs plus six-week data reviews.

The district will publish a cross-curricular "playbook" (common mini-lessons, rubrics, item type banks, and source analysis routines) and expand paired artifacts (primary/secondary sources + Newsela texts for ELA writing tasks and Social Studies).



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H. Statutory Requirements

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

1(a). Applications to Be Implemented

Hearne ISD will implement three established interactive online learning applications:

- Savvas, a TEKS-aligned, Texas-adopted Social Studies curriculum platform.
- Nearpod – an interactive instructional delivery platform with real-time formative assessments, multimedia lessons, and student engagement tools.
- Newsela – a TEKS-aligned literacy and Social Studies resource that provides leveled nonfiction texts, STAAR-aligned question types, and Texas specific content.

These applications will be used in Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History to support cross-curricular literacy between ELA and Social Studies.

1(b). Description of the Programs

Savvas Realize provides Texas adopted TEKS-aligned Social Studies programs, including Texas History, U.S. History, and World History. The platform delivers multimedia lessons, primary and secondary sources, assessments, and integrated literacy supports. It allows teachers to assign interactive tasks and monitor student progress across Social Studies standards.

Nearpod transforms instruction into interactive online learning through real-time engagement tools such as quizzes, polls, simulations, embedded media, and automated formative assessments.

Together, these three platforms form a cohesive, TEKS-aligned interactive online learning model that integrates Social Studies content with ELA literacy expectations.

- 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)?

2. Identified History Classes for Implementation

Hearne ISD will implement the interactive online learning model in the three history courses that directly align to the TEA grant requirements and the district's existing Social Studies sequence.

1. Grade 7 – Texas History

Hearne ISD offers 7th grade Texas History as part of its middle school Social Studies program. Because this course includes TEKS emphasizing regional geography, early statehood, and civic understanding, it provides a strong foundation for disciplinary literacy development and aligns fully with the Interactive Online Learning Grant.

2. Grade 8 – United States History

The district's 8th grade U.S. History course covers early American foundations through Reconstruction, emphasizing primary sources, critical analysis, and historical thinking, an ideal match for integrating Savvas Realize, Nearpod, and Newsela to strengthen comprehension and cross-curricular literacy.

3. High School – United States History (EOC)

Hearne ISD offers high school U.S. History, an EOC-tested course that requires rigorous content mastery and advanced literacy skills. Implementing the interactive online learning model in this course supports TEKS-aligned instruction, EOC preparation, and cross-curricular reinforcement with high school ELA.

Together, these three courses form a complete Grade 7–12 Social Studies progression that allows the district to integrate interactive instructional tools, and reinforce ELA expectations.



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Campus/Site: N/A
Vendor ID: 1746001070

County District: 198905
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2026-2028 Interactive Online Learning Grant, Cycle 3

Program Description PS3014 - Program Narrative

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.

3(a). Progress Monitoring Tools and Use

Hearne ISD will monitor every student through analytics:

- Savvas Realize provides TEKS-aligned assignments, item analyses, and dashboard reports that let teachers track mastery by standard and adjust instruction in real time.
- Nearpod offers live and student-paced lesson data so teachers can see participation and correctness instantly and reteach within the same class period.
- Newsela supplies leveled texts with embedded quizzes and STAAR-aligned item types. Teachers in Grade 7 Texas History, Grade 8 U.S. History, and HS U.S. History will review these reports each week in PLCs to adjust pacing, form groups, and plan re-teaching.

3(b). Using the Tools to Support Off-Track Students

Teachers will flag students who show (1) repeated Nearpod errors on priority TEKS, (2) low Savvas standard scores, or (3) Newsela quiz scores below proficiency at their assigned reading level. Specialists will monitor growth via platform dashboards.

3(c). Interventions for Struggling Learners

- Immediate, in-class responses: Re-teach with Nearpod interactive checks, provide scaffolded prompts and vocabulary supports.
- Targeted small group cycles: Use Savvas Realize item analysis to group students for TEKS-focused mini lessons and retrieval practice.
- Cross-curricular literacy supports: Pair Newsela texts with Social Studies primary/secondary sources to build background knowledge and evidence-based writing across courses.

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.

4(a). Quarterly Benchmarks Included in the Interactive Online Learning Model

Hearne ISD will administer quarterly benchmarks using the automated assessment features embedded within the selected interactive online applications:

- Savvas Realize provides TEKS-aligned quizzes, unit tests, and item-level reports that are automatically scored and mapped to Social Studies standards, allowing quarterly benchmark administration for Texas History and U.S. History.
- Nearpod allows teachers to deploy quarterly benchmark assessments using auto-scored question types such as multiple choice, drag and drop, polls, and open-ended items, with instant data available at the teacher and campus levels.
- Newsela offers leveled reading assessments and STAAR-aligned question sets that auto-score comprehension, text analysis, and vocabulary items, allowing cross-curricular quarterly literacy benchmarks that pair with Social Studies content.

4(b). How Schools Will Use Quarterly Benchmark Data

Schools will analyze benchmark results within 48 hours of each administration. Savvas reports will identify which TEKS require reteaching, while Nearpod analytics will highlight participation patterns, common errors, and students needing intervention. Newsela benchmark data will reveal gaps in reading levels and comprehension skills tied to Social Studies content.

Specialists will guide teachers in adjusting pacing, updating lesson scaffolds, and planning targeted small-group instruction.

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).

5(a). Audio and Video Components

- Nearpod includes embedded interactive videos, virtual reality experiences, teacher-recorded audio, and audio instructions built directly into slides and activities. These tools allow teachers to present content through high-engagement formats and provide narration that supports accessibility and comprehension.
- Savvas Realize provides video-based lessons, multimedia animations, interactive demonstrations, and audio-supported content, enabling students to hear explanations of Social Studies concepts while engaging with visuals, maps, and primary sources. Savvas integrates narration options and audio features for improved accessibility.
- Newsela offers read-aloud audio for leveled articles and multimedia content tied to Texas History and U.S. History topics, enabling students to listen to nonfiction texts while viewing associated visuals. This supports emergent bilinguals and struggling readers through multimodal access.

5(b). Audio and Video Tools to Engage Students

Nearpod's interactive videos will allow teachers to pause, insert questions, and check for understanding, increasing active participation. Savvas videos and narrated content will support flipped lessons, station rotations, and direct instruction by giving students clear explanations of complex historical events, visual timelines, and primary source analysis. Newsela's read-aloud audio will enable students, especially emergent bilinguals or those reading below grade level.



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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.

6(a). Spanish Components in the Interactive Online Learning Model(s)

Hearne ISD's model includes bilingual access across platforms to ensure equitable participation for Spanish-speaking students:

- Newsela: Provides the same authentic articles at multiple reading levels in English and Spanish, with read-aloud and STAAR-style questions, enabling one content set for mixed proficiency classes.
- Savvas: The ecosystem supports Spanish language resources and accessibility features (e.g., English/Spanish glossaries, audio/read aloud, annotation tools). Savvas' Texas programs on Realize leverage these bilingual supports for Social Studies content delivery.
- Nearpod: Hosts interactive video lessons and activities that teachers can author or adapt in Spanish, allowing parallel Spanish/English versions of checks for understanding in the same course.

6(b). Use the Model with English and Spanish Speaking Students

In Grade 7 Texas History, Grade 8 U.S. History, and HS U.S. History, teachers will:

- Assign paired English/Spanish Newsela texts on the same topic, differentiating by reading level while keeping content constant so heterogeneous groups discuss shared ideas.
- Deliver Savvas lessons and assessments while enabling Spanish glossaries/read aloud for emergent bilinguals. Teachers will analyze Realize reports to adjust scaffolds without lowering rigor.
- Run Nearpod activities in English/Spanish (teacher-paced/student-paced), embedding comprehension checks and audio prompts.



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

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

Part 1: Available Funding

Available Funding	
Description	26-28 Interactive Online
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	26-28 Interactive Online
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs
Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.

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



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Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

B. LEA Positions	
Position Type	26-28 Interactive Online
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	26-28 Interactive Online
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements
1. <input type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.



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

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	26-28 Interactive Online
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

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

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	26-28 Interactive Online
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	26-28 Interactive Online
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) LEA must keep documentation locally.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 LEA must keep documentation locally.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference LEA must keep documentation locally.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

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**Program Budget
 BS6501 - Debt Services**

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	26-28 Interactive Online
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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Program Budget BS6601 - Capital Outlay

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description:
Number of Units:

Fund Source:
Total Costs:

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



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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