



Organization: PRAIRIE LEA ISD
 Campus/Site: N/A
 Vendor ID: 1746001941

County District: 028906
 ESC Region: 13
 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	02/09/2026 12:59 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/12/2026 09:08 AM
PS3014 - Program Narrative	*	Complete	02/12/2026 09:07 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/12/2026 09:08 AM
BS6101 - Payroll Costs		Complete	02/12/2026 09:08 AM
BS6201 - Professional and Contracted Services		Complete	02/12/2026 09:08 AM
BS6401 - Other Operating Costs		Complete	02/12/2026 09:09 AM
BS6501 - Debt Services		Complete	02/12/2026 09:09 AM
BS6601 - Capital Outlay		Complete	02/12/2026 09:09 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/12/2026 09:09 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: Martha Initial: M Last Name: Gilmore Title: Superintendent

Phone: 210-418-0803 Ext: E-Mail: gilmorem@plisd.net

Submitter Information

First Name: MARTHA Last Name: Gilmore

Approval ID: martha.gilmore1 Submit Date and Time: 02/12/2026 09:28:59 AM



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General Information
GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

[Empty text area for General Comments]

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.	Date: <input type="text"/> Schedule: <input type="text" value="Select One"/>
	TEA Negotiation Note: <input type="text"/>
	Grantee Comments: <input type="checkbox"/> LEA Completed Change <input type="text"/>

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.

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0040020281270001



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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 Prairie Lea ISD, our mission is to “cultivate a safe, nurturing learning environment”. While this remains our mission, the realities our students face make that mission increasingly difficult to achieve without additional support. As a small rural district, we serve a community with limited resources. More than 70% of our students identify as minority, over half are economically disadvantaged, and nearly 99.6% qualify for Title I services.

Needs: While serving this population is at the heart of who we are, it also presents significant academic challenges that directly impact student outcomes. These challenges are reflected in our “D” accountability rating and persistent underperformance across subject areas. While gaps exist schoolwide, the need for this Interactive Online Grant is most apparent in the following areas seen in our Texas Academic Performance Report (TAPR):

- Fewer than one in five district students (17%) are meeting grade-level expectations in English Language Arts, compared to 44% statewide
- Only 20% of students are meeting grade-level expectations in Social Studies, less than half of the state average (50%)
- In 8th grade, just 4% of students meet grade-level expectations, 8x lower than the 32% statewide average.

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

Overview: If funded, we plan to take intentional steps to address these needs. First, the district will provide additional professional development to ensure teachers fully understand how to effectively use the curriculum and its instructional tools we currently implement (Savvas). Second, we will address persistent academic gaps in literacy and Social Studies through the implantation of Newsela to provide leveled texts, embedded assessments, and structured writing supports aligned to grade-level standards. Third, we will use data from both Savvas and Newsela to deliver targeted, small-group intervention and personalized instruction designed to rebuild foundational skills for students who continue to struggle.

Addressing Mission/Needs: Hence, with grant funding, Prairie Lea ISD will advance its mission to “cultivate a safe, nurturing learning environment” by strengthening literacy, Social Studies, and ELA outcomes through improved implementation of Savvas and the newly implemented Newsela platform, targeted small-group instruction, and expanded access to instructional technology. This support will directly address current academic needs 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 overall academic performance, as measured by at least a 10% increase in Social Studies assessment scores by the end of the grant.

ACTIVITIES/STRATEGIES: To ensure these goals and objectives are achieved, Prairie Lea ISD will implement the following strategies:

- Provide targeted professional development to support effective implementation of Savvas.
- Integrate Newsela to deliver leveled, standards-aligned Social Studies texts that strengthen reading comprehension, academic vocabulary, and content understanding
- Use Newsela articles, quizzes, and writing prompts to support evidence-based writing, historical analysis, and cross-curricular ELA skill development.
- Analyze Newsela performance data to identify learning gaps, regroup students, and provide targeted small-group instruction and intervention.
- Facilitate differentiated small-group instruction using Newsela texts to support students performing below grade level.
- Provide Chromebook checkout for students without home access to technology to ensure continued participation in Newsela/Savvas assignments beyond the school day.
- Utilize laptops to utilize Newsela/Savvas content, model close reading strategies, analyze primary sources, and support small-group instruction and tutoring.

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

These strategies/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: Our grant program is designed to meaningfully improve student engagement, ELA performance, and Social Studies achievement. Progress toward these goals will be measured using the following indicators:

- ELA – Student growth will be measured using Savvas and Newsela reading comprehension activities, academic vocabulary development tasks, writing prompts, quizzes, and embedded formative assessments across Grades 7, 8, and 11. The district is committed to achieving a targeted 10% increase in the percentage of students reaching Meets Grade Level performance.
- Social Studies – Performance will be measured through Savvas and Newsela lesson checks, TEKS-aligned quizzes, document-based questions, constructed responses, and classroom assessments in Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History. Our district aims for at least a 10% increase in students achieving 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 changes in attendance patterns that impact academic engagement.
- STAAR results in ELA, Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History to measure progress toward a minimum 10% 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 platform data, including formative assessments, TEKS-aligned quizzes, document-based questions, constructed responses, and performance dashboards, to measure student understanding of Social Studies content and academic vocabulary development.
- Newsela platform data, including article performance, quizzes, writing prompts, and reading-level progress, to measure gains in reading comprehension, evidence-based writing, and cross-curricular ELA skills within Social Studies instruction.
- Savvas and Newsela engagement and assignment completion reports to monitor student participation, identify learning gaps, and guide differentiated instruction and targeted academic interventions.

C) To ENSURE program EFFECTIVENESS, we will: (1) consistently review student performance data from Savvas and Newsela to identify learning gaps and determine where additional support is needed; (2) leverage real-time platform data to adjust instruction promptly, allowing teachers to provide targeted interventions and appropriate scaffolding; (3) utilize interactive laptops to enhance individualized and small-group tutoring, enabling educators to deliver focused, personalized instruction; and (4) engage teachers in ongoing professional development centered on data analysis, instructional practices, and lesson alignment to address evolving academic needs across grade levels and 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) Chief Financial Officer.

QUALIFICATIONS/EXPERIENCE for these positions are as follows:

Program Director (Director of Federal Programs/Literacy Coach)

- 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.

Chief Financial Officer (Eric Tober)

- 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

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 the implementation of the program are as follows:

TEKS-Aligned Online Learning Platform Vendor (Savvas/Newsela)

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

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

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
- Chief Financial Officer – Existing
- TEKS-Aligned Platform – Proposed
- Professional Development Trainers – Proposed



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Program Description PS3014 - Program Narrative

E. Budget Narrative

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

To ensure Prairie Lea ISD's BUDGET MEETS the NEEDS of the program, the district has developed a comprehensive and intentional budget aligned to the goals and objectives outlined in this proposal. Each allocation directly supports key program components, including staffing, professional development, instructional resources, and technology necessary for effective implementation. Below are the designated line items and a description of how each will be used to support student achievement.

- 6100 (\$18,000): Project Director stipend, substitute pay/extra duty pay to allow teachers to attend professional development sessions, and employee benefits.
- 6200 (\$104,488): Professional development trainers to ensure teachers can effectively implement the online learning program, as well as the cost of the online learning platform.
- 6300 (\$40,000): Chromebooks and laptops to meet the needs of students who are struggling and for checkout purposes beyond the regular school day.
- Indirect (\$12,512): Will support grant administration, including procurement of licenses and devices, PD contract processing, payroll for staff, and instructional technology setup.

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 district'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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**Program Description
 PS3014 - Program Narrative**

F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. If awarded, you will be required to budget your planned expenditures in the budget schedules provided by eGrants during negotiations.

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

Grant funds will support a Project Director stipend to oversee grant coordination, implementation support, monitoring of program effectiveness, and reporting requirements. Associated employee benefits are included.
 Total Cost: \$18,000

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 to better implement Savvas and digital instructional services, as well as, provide licenses to access to Newsela.
 Total Cost: \$104,488

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 chrome books and laptops.
 Total Cost: \$40,000

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

N/A

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

N/A

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

\$175,000



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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 we serve students in grades PreK–12, we plan on SELECTING all teachers responsible for Social Studies courses tied to STAAR success to participate in implementation, including those who teach Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History. By strengthening instruction across these key grade levels, we plan to build foundational skills early, reinforce learning through continued support, and better prepare our students for STAAR expectations.

To ensure each of our selected educators feels SUPPORTED, we will provide ongoing professional development aligned to blended learning and effective instructional practices, connect teachers with experienced colleagues to share best practices, and conduct regular classroom walkthroughs to monitor fidelity and provide timely, constructive feedback. Teachers will collaborate through PLCs to review platform data, monitor student progress, and plan targeted interventions, while receiving coaching and technical assistance to strengthen lesson delivery, increase student engagement, and maximize the use of instructional analytics. This comprehensive support structure is designed to ensure effective implementation and sustained COMMITMENT to the program across the district.

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 Years 1 and 2, our teachers will implement and refine a cross-curricular instructional model in Grades 7, 8, and 11 that integrates Social Studies content with ELA skills through a structured Read, Analyze, Write, Discuss routine supported by both Savvas and Newsela. Instruction will follow a phased approach to promote continuous improvement and targeted intervention.

- Fall: Teachers will participate in professional development focused on effective implementation of Savvas and strategic integration of Newsela. Core Savvas lessons will be delivered alongside Newsela's leveled, standards-aligned Social Studies articles. Educators will establish a consistent Read–Analyze–Write–Discuss routine using Savvas primary sources and document-based questions, paired with Newsela articles, annotation tools, embedded quizzes, adjustable reading levels, and structured writing prompts.
 - Winter: Teachers will analyze Savvas and Newsela data to identify gaps and regroup students for small-group instruction focused on comprehension, vocabulary, historical analysis, and evidence-based writing.
 - Spring: Targeted supports will intensify to monitor progress toward Meets Grade Level, reinforcing close reading, structured writing, and analytical thinking in preparation for ELA and Social Studies STAAR assessments.
- This consistent two-year implementation model ensures sustained instructional improvement, deeper literacy integration, and measurable academic growth across grade levels.



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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 applications to be IMPLEMENTED is Savvas and Newsela.

B) Savvas and Newsela will work together to provide a comprehensive, TEKS-aligned instructional model that strengthens both Social Studies content mastery and cross-curricular ELA skills in Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History. Savvas delivers structured digital instruction that includes interactive lesson presentations, primary source analysis, academic vocabulary development, scaffolded practice, and embedded formative assessments. Lessons incorporate 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 English learners. Teachers can monitor progress through formative checks, assignment reports, and standards-level dashboards to guide differentiation and targeted intervention.

Newsela complements this instruction with literacy-rich, standards-aligned Social Studies content offered at multiple reading levels. The platform includes nonfiction texts, primary sources, text-dependent questions, and structured writing prompts that build comprehension and evidence-based writing, along with vocabulary supports, Spanish-language articles, and audio features.

Together, both platforms provide real-time data to guide differentiation, targeted intervention, and standards-aligned instruction. (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)?

Because we continue to see students struggle in Social Studies across multiple grade levels, we believe it is critical to take a more intentional and unified approach. Therefore, Prairie Lea ISD will implement Newsela and Savvas in Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History to provide consistent, targeted support and strengthen instruction where our students need it most.

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, teachers will use built-in reporting tools from Savvas and Newsela to track student performance in real time. Savvas reports will include formative assessments, quizzes, constructed responses, and standards dashboards to monitor TEKS mastery and identify students who are ON TRACK or in need of intervention. Newsela's Teacher Dashboard will provide quiz results, writing data, reading-level tracking, and engagement analytics to monitor comprehension and literacy growth. Together, these tools allow teachers to identify gaps, adjust instruction, and provide targeted small-group 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 INTERVENTIONS for struggling learners include:

- Social Studies: Teachers will implement small-group interventions using Savvas/Newsela resources, document-based questions, and formative assessments to reteach priority standards. Instruction will include guided notes, academic vocabulary supports.
- ELA: Teachers will implement structured writing prompts, vocabulary development, evidence-based sentence frames, and 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: Throughout each grading cycle, our teachers will intentionally gather evidence of student learning using Savvas formative assessments, lesson checks, constructed-response activities, writing prompts, standards-aligned assignments, and assignment completion data embedded in daily instruction. In addition, teachers will use Newsela article quizzes, writing prompts, reading-based questions, Lexile-level growth tracking, and student engagement data to monitor literacy development within Social Studies. At the end of every quarter, educators will carefully review Savvas performance dashboards and Newsela's Teacher Dashboard to analyze reading comprehension, academic vocabulary growth, student writing performance, standards mastery, engagement trends, and reading-level progress.

Data to Support Learning/Evaluate Effectiveness: Together, these data provide a clear picture of student progress and instructional effectiveness. Teachers will use standards-level reports to identify students needing additional support and adjust instruction for the next grading period. Students with learning gaps will receive differentiated lessons, focused small-group instruction aligned to specific skill deficits, and individualized tutoring when 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).

We plan to leverage the built-in audio and video features of both Savvas and Newsela to create engaging, accessible, and interactive Social Studies instruction for our students.

AUDIO COMPONENTS include instructional text read-alouds, guided directions, and narrated explanations of key vocabulary and concepts embedded within Savvas lessons, as well as Newsela's audio read-aloud feature for articles and primary sources. These supports help students strengthen comprehension while building academic language. Spanish-language resources, translated directions, and Spanish audio options 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, alongside Newsela's multimedia resources and embedded videos that support key Social Studies topics such as government, economics, geography, and major historical events.

Together, these TEKS-aligned platforms integrate videos, primary sources, leveled texts, and interactive activities that require students to analyze and apply concepts. Audio supports, Spanish resources, and multimedia features ensure equitable access, while performance data guides targeted assignments and small-group instruction to reinforce 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 and Newsela 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, Grade 8 U.S. History standards, and High School U.S. History.
- Audio supports and read-aloud features 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: Prairie Lea ISD will intentionally use these bilingual tools to ensure equitable access to grade-level content. English learners may begin with Spanish-language Savvas lessons and Newsela articles supported by audio and translated resources, building content knowledge in their home language before transitioning into English instruction with leveled texts and structured writing tasks. English-speaking students will engage in TEKS-aligned instruction in English using interactive lessons, quizzes, writing prompts, and performance tasks. Teachers will use data from both platforms to differentiate instruction based on language proficiency and academic progress, ensuring all students are supported and challenged.



Organization: PRAIRIE LEA ISD
 Campus/Site: N/A
 Vendor ID: 1746001941

County District: 028906
 ESC Region: 13
 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: PRAIRIE LEA ISD
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 School Year: 2026-2027

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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)	<input type="checkbox"/>

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

**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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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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2026-2028 Interactive Online Learning Grant, Cycle 3

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