



Organization: RIO GRANDE CITY GRULLA ISD
Campus/Site: N/A
Vendor ID: 1746003668

County District: 214901
ESC Region: 01
School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

General Information GS2000 - Certify and Submit

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

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/17/2026 03:38 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/17/2026 03:42 PM
PS3014 - Program Narrative	*	Complete	02/17/2026 06:00 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/17/2026 06:25 PM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/17/2026 05:34 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: Guadalupe Initial: Last Name: Garza Title: Superintendent

Phone: 956-716-6700 Ext: E-Mail: ggarza22@rgccisd.org

Submitter Information

First Name: Guadalupe Last Name: Garza

Approval ID: guadalupe.garza5 Submit Date and Time: 02/17/2026 06:26:27 PM



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2026-2028 Interactive Online Learning Grant, Cycle 3

General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: RIO GRANDE CITY GRULLA ISD
Mailing Address Line 1: FORT RINGGOLD
Mailing Address Line 2:
City: RIO GRANDE CITY State: TX Zip Code: 78582

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Nydia Initial: I Last Name: Benitez	
Title: Director for Talent Management and Strat	
Telephone: 956-750-0422 Ext.: E-Mail: nbenitez107@rgccisd.org	

B. Secondary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Sanjuanita Initial: Last Name: Olivares	
Title: Educational Technology Coordinator	
Telephone: 956-212-6151 Ext.: E-Mail: solivarez108@rgccisd.org	



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

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

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0040020286230001



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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.

a.) The district will implement the Texas-specific Savvas interactive learning model, including Texas History (7th Grade) and Texas U.S. History: Colonization through Reconstruction (8th Grade)—on the Savvas Realize digital platform for 7th & 8th grade students at Grulla Middle School. This program bridges Social Studies and Reading/Language Arts (RLA) through interactive digital "Quests," inquiry-based video components, and audio-narrated texts. It includes automated quarterly benchmarks and full Spanish-language support, making it a "one-stop shop" for interactive, data-driven learning.

b.) Our mission is to ensure every 7th & 8th grade student at Grulla Middle School is ready for high school with strong reading and writing skills. Currently, our students struggle to read and analyze difficult historical documents (the Literacy Gap). We also face a Data Lag, where manual grading takes too long to show us who is failing. Finally, our Spanish-speaking students need better interactive tools in their native language to stay on track, as these resources can increase engagement, improve comprehension, provide immediate feedback, and support more meaningful, independent learning.

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

c.) The Savvas program solves these problems by doing the heavy lifting for teachers. The "Quest" tasks automatically teach RLA skills during history lessons. The Realize Dashboard scores benchmarks instantly, showing us exactly who needs help right away. By providing native-language materials, we ensure our bilingual students hit the same high standards as everyone else.

B. Goals, Objectives and Strategies

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

a.) Our goal is to drive student growth in 7th Grade Texas History and 8th Grade Texas U.S. History while strengthening literacy skills through the Savvas interactive platform at Grulla Middle School. We target a 15% increase on automated progress monitoring benchmarks and aim for 90% of bilingual students to meet growth goals via built-in Spanish supports.

b.) To measure success without increasing teacher workload at Grulla Middle School, we will rely on the automated quarterly benchmarks provided by Savvas Realize Dashboard. These assessments specifically track growth in both Texas History (7th Grade) and Texas U.S. History: Colonization through Reconstruction (8th Grade), as well as the Reading comprehension. Teachers will use the Realize Data Dashboard to pull reports, which show exactly how much a student has improved in their ability to analyze text and master historical TEKS. This "Check-and-Pivot" process allows our team to use real-time data from the dual-subject benchmarks to adjust their teaching every two weeks, ensuring the project remains effective for all 7th-8th-grade learners.

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

N/A



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Program Description PS3014 - Program Narrative

C. Performance and Evaluation Measures

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

- a.) To drive academic growth at Grulla Middle School, we have identified specific performance measures focused on a 15% score increase on automated progress monitoring benchmarks and a 10% boost in passing rates for at-risk students on the 7th-grade Texas History and 8th-grade U.S. History and RLA STAAR assessments.
- b.) We will use the Savvas Realize Data Dashboard. It provides automated scores for every test and activity, so teachers don't have to grade by hand. It also creates reports that show exactly how much each student has grown.
- c.) To keep things easy, we will use a "Check-and-Pivot" process. Twice a month, teachers will spend 15 minutes reviewing the auto-generated data during the "Data Huddle" meetings. If the data shows a gap, teachers will immediately assign the platform's built-in "Quick-Fix" remediation modules or group students for targeted instruction. Monthly leadership walkthroughs and data checks will ensure the utilization of the digital tools are used consistently to drive the growth we see in the benchmarks.

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

N/A

D. Qualifications and Experience for Key Personnel

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

- a.) The Director for Strategic Staffing (Existing) serves as the Primary Project Lead, managing human capital and master schedule optimization for the after-hours Data Huddles. The Educational Technology Coordinator (Existing) serves as Technical Lead, overseeing the deployment of the Chromebooks and the Savvas Realize platform integration. The Director of School Improvement (Existing) provides Social Studies expertise to ensure TEKS alignment and benchmark fidelity across 7th and 8th grades. The Grulla Middle School Principal oversees campus execution, conducting instructional walkthroughs and protecting collaborative planning time. This leadership cohort ensures that the Savvas curriculum and the Vivacity protected hardware are utilized effectively to close literacy gaps and support bilingual learners.
- b.) Our district will contract with a Savvas Educational Consultant (Proposed) to provide high-level training and implementation support. This consultant will work directly with our Technology and Academic Lead to ensure the Savvas Realize dashboard is customized to our district's needs. They will also provide specialized coaching to teachers on using the audio and video tools. This external support allows our district leaders to focus on high-level fidelity and staffing logistics while ensuring the teaching staff receives expert technical guidance on the new platform.

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

- c.) The three district administrator roles are Existing positions. To ensure the success of the program, extra-duty stipends will be provided to 7th and 8th-grade RLA and Texas History and Texas U.S. History teachers for participating in the twice-monthly "Data Huddles" held outside of contract hours. These stipends honor teacher time spent aligning the curriculum and reviewing automated benchmark data.



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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.

The proposed budget is strategically designed to remove technical and financial barriers to student achievement in 7th and 8th Grade Social Studies.
Personnel & Stipends (6100): A total of \$100,226 is allocated for extra-duty stipends to support the intensive data-driven requirements of the grant.
District Leadership: Each of the three Central Office Directors will receive a \$6,000 stipend (\$36,000 total) for program oversight and facilitating the cross-curricular alignment.
Campus Leadership: The Grulla Middle School Principal will receive a \$3,000 stipend (\$6,000) for campus-level execution and instructional walkthroughs.
Instructional Cohort: The 10-teacher cross-curricular cohort (4 History, 4 RLA, 1 SPED, 1 Bilingual) will receive \$2,500 per teacher (\$50,000). This compensates for the significant time spent in bi-monthly, after-hours Data Huddles and active lesson planning throughout the two-year grant period.
Fringe Benefits: \$8,226

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

Contracted Services (6200): The \$69,580 total covers both the Savvas Realize digital platform licenses and the specialized Professional Development (\$7,100). This PD is critical for training teachers on interpreting progress monitoring benchmarks and utilizing the platform's adaptive tools to support bilingual and special education students.
Supplies and Materials (6300): A total of \$108,581 is allocated for instructional hardware. This includes the \$106,854 Vivacity quote (240 Chromebooks, 4-year Vsuite Pro, shipping) and \$1,727 for classroom headphones.
Other Operating Costs: \$21,613

Total: \$300,000



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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."

Director for Strategic Staffing	Primary Project Lead	\$6,000 X 2 yrs. = \$12,000
Educational Technology Coordinator	Technical Lead	\$6,000 X 2 yrs. = \$12,000
Director of School Improvement	Academic Lead	\$6,000 X 2 yrs. = \$12,000
Principal		\$3,000 X 2 yrs. = \$ 6,000
Teachers	10 teachers X	\$2,500 X 2 yrs. = \$50,000
Fringe Benefits		\$ 8,226
Total		\$100,226

(All positions listed above are existing positions.)

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."

\$62,480 Licenses + \$7,100.00 Professional Development = \$69,580

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."

Chromebooks & 4 year warranty	\$106,854
Headsets	\$1,727
Total	\$108,581

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."

District Operations	\$21,613
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5. Capital Outlay-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

\$0

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

\$300,000



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Program Description PS3014 - Program Narrative

G. Additional TEA Program Requirements

1. Applicants must (a) specify how they will select and support teachers and other support staff to implement the interactive online learning grant. (b) Describe how the LEA will ensure teacher commitment.

a.) Grulla Middle School will select a cross-curricular team—two Texas History and two Texas U.S. History, four RLA , one SPED, and one Bilingual 7th and 8th grade teachers—based on their commitment to data-driven instruction. Savvas professional development will train staff on the Realize platform, reports, and adaptive tools. Support is anchored by bi-monthly, two-hour Data Huddles. The first hour utilizes automated reports for Root Cause Analysis to distinguish between content and literacy gaps. The second hour focuses on Active Planning, where the team aligns RLA writing tasks with Texas History and U.S. History units and assign digital remediation tools and targeted tasks, ensuring data is immediately transformed into a coordinated action plan.

b.) Commitment is secured through extra-duty stipends that compensate campus principal and teachers for the four hours of monthly collaboration held outside of contract time. To prevent burnout, we prioritize the Savvas Realize automated grading system, which replaces manual scoring with real-time data analysis. By providing chromebooks and noise-canceling headphones, we eliminate logistical barriers to implementation. This structured, supported cycle ensures that teachers see the grant not as "extra work," but as a way to streamline their planning and improve student outcomes through targeted, pre-prepared interventions.

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

Year 1: 2026–2027 (Baseline & Integration) The first year focuses on establishing the "Data Huddle" routine and deploying technology. The Technical and Academic Lead will manage the rollout of Chromebooks and noise-canceling headphones for the 7th and 8th-grade team. Professional development provided by Savvas will train the eight-person cohort (4 SS, 4 RLA, 1 SPED, 1 Bilingual) on the Realize platform. Implementation success is defined by the team using the first hour of their bi-monthly, 2-hour huddles to conduct Root Cause Analysis on automated benchmarks. By year-end, teachers will have a synchronized "playbook" where RLA writing tasks directly support inquiry projects, ensuring SPED and Bilingual accommodations are embedded in all digital components.

Year 2: 2027–2028 (Refinement & Mastery) Year two focuses on optimizing student growth using longitudinal data. The Primary Project Lead will ensure the 2-hour huddle time remains protected in the master schedule to prevent teacher burnout. The team will use Year 1 data to create personalized, automated intervention tracks, specifically leveraging Savvas adaptive tools to close literacy gaps for diverse learners. Cross-curricular alignment will move toward high-level, evidence-based writing mastery across both subjects. By the end of this cycle, these data-driven practices will be a permanent part of the Grulla Middle School instructional culture.



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Program Description PS3014 - Program Narrative

H. Statutory Requirements

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

a.) The district has selected the Savvas Texas History (Grade 7) and Texas U.S. History: Colonization through Reconstruction (Grade 8) interactive online learning models for implementation. These models are hosted on the Savvas Realize digital platform and are explicitly aligned with the Texas Essential Knowledge and Skills (TEKS) for both Social Studies and Reading Language Arts (RLA). The program provides a "one-stop shop" for cross-curricular instruction, utilizing digital "Quests" and inquiry-based video components to bridge historical content with literacy development.

b.) The selected Savvas model facilitates cross-curricular instruction by embedding RLA writing and analysis tasks directly into the 7th Grade Texas History and 8th Grade U.S. History units. Support for this model is anchored by bi-monthly Data Huddles, where a cross-curricular team of RLA and Social Studies teachers reviews automatically scored progress monitoring benchmarks. During these sessions, the team uses the Savvas Realize Dashboard to distinguish between content mastery and literacy gaps, immediately assigning digital remediation tools or bilingual supports to students' Chromebooks. This process ensures that the online learning model is used as a dynamic, data-driven tool rather than a static digital textbook.

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)?

7th Grade Texas history
 8th Grade U.S. History
 N/A

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.) The district will utilize the Savvas Realize Data Dashboard to track individual student progress. This platform provides real-time, automated scoring for assessments aligned to 7th grade Texas History and 8th-grade Texas U.S. History, as well as, RLA TEKS. During our bi-monthly, 2-hour Data Huddles, the Technology and Academic Leads and the teachers will review these automated reports to monitor mastery at the individual level. This ensures satisfactory progress by identifying exactly when a student fails to master a historical concept or literacy skill before moving to the next unit.

b.) To support off-track learners, teachers utilize "Early Warning" indicators. Special Education and Bilingual teachers monitor "Differentiated Instruction" reports to verify the use of audio narration and Spanish-language toggles. If students remain off-track, the team uses huddle time to adjust personalized learning paths, ensuring language or learning barriers are addressed immediately through interactive online tools and personalized learning strategies.

c.) When students struggle, the team intervenes with Adaptive Remediation via targeted Savvas modules and Specialized Scaffolding where specialists add linguistic supports to complex sources. Finally, Small-Group "Pivot" Instruction leverages the platform's video and audio tools to build the context necessary for struggling readers to master historical content.

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.

a.) The district will implement Savvas Progress Monitoring Benchmarks four times per year, specifically aligned to 7th grade Texas History and 8th-grade U.S. History, as well as RLA TEKS. These assessments are automatically scored, providing instant proficiency data on student mastery. The benchmarks utilize interactive item types—such as multi-part evidence questions and primary source analysis—that mirror the rigor of the STAAR assessment.

b.) Benchmark data will be utilized through two channels. For Instructional Support, an 8-teacher cohort meets bi-monthly for 2-hour Data Huddles to review automated reports, identify "off-track" students, and assign adaptive remediation. This collaborative analysis allows specialists to distinguish between content gaps and language barriers for immediate "pivot" instruction. For Evaluation of Effectiveness, leadership monitors quarterly progress toward a 15% proficiency increase. If growth stalls, the team will adjust professional development and integrate audio and video lessons to build critical background context for struggling learners.

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).

a.) The Texas History and Texas U.S. History program on the Savvas Realize platform includes high-quality, integrated media designed for TEKS mastery. The audio narration feature provides full text-to-speech functionality for all digital content, allowing students to hear primary sources and lessons read aloud with synchronized highlighting.

b.) To bridge the gap between complex text and comprehension, the program utilizes integrated digital tools. Through Scaffolding for Diverse Learners, specialists leverage audio narration to ensure students with language or reading barriers can access high-level content. To Build Context, teachers use Data Huddles to plan video "hooks" that provide the background knowledge necessary for RLA-focused writing. Finally, Interactive Analysis uses headphones and embedded check-for-understanding questions within videos to ensure active engagement is tracked via the automated dashboard for immediate feedback.



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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.

- a.) The Savvas model provides comprehensive Spanish-language parity for core instruction. This includes the Spanish Student Edition, Reading and Note Taking Study Guides, and Lesson Summaries available in both written and audio formats. These components ensure that students have access to the full breadth of the curriculum and study supports in their primary language.
- b.) The LEA will utilize the Interactive Student eText to engage both English- and Spanish-speaking students through digital interactives, including 3D models and interactive maps with embedded mastery questions. Teachers will use myStory and Flipped videos to build background context before lessons. Progress will be monitored via automated data reports and four annual benchmark tests, allowing for data-driven instruction and targeted support for every learner.



Organization: RIO GRANDE CITY GRULLA ISD
Campus/Site: N/A
Vendor ID: 1746003668

County District: 214901
ESC Region: 01
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SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

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

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

Part 1: Available Funding

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

Part 2: Budget Summary

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

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

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



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2026-2028 Interactive Online Learning Grant, Cycle 3

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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**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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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:

Add Item

Delete Item



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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