



Organization: SHELDON ISD
Campus/Site: N/A
Vendor ID: 1746002290

County District: 101924
ESC Region: 04
School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

General Information GS2000 - Certify and Submit

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

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/13/2026 05:20 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/16/2026 08:45 AM
PS3014 - Program Narrative	*	Complete	02/17/2026 08:58 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/17/2026 07:57 AM
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 08:58 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: Dr. Brenda Initial: Last Name: Dearmon Title: Assistant Superintendent of Adm Services

Phone: 281-831-5398 Ext: E-Mail: brendadearmon@sheldonisd.com

Submitter Information

First Name: Brenda Last Name: Dearmon

Approval ID: brenda.dearmon Submit Date and Time: 02/17/2026 04:38:38 PM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: SHELDON ISD
Mailing Address Line 1: 11411 C E KING PKWY
Mailing Address Line 2:
City: HOUSTON State: TX Zip Code: 77044

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: <input style="width: 100px;" type="text" value="Select One"/> or <input style="border: none; background-color: #ccc; padding: 2px 10px;" type="button" value="Add New Contact"/>
First Name: Tacarra Initial: Last Name: Williams	
Title: Director of Federal Programs & Grants	
Telephone: 281-727-2065 Ext.: E-Mail: tacarrawilliams@sheldonisd.com	

B. Secondary Contact	Select Contact: <input style="width: 100px;" type="text" value="Select One"/> or <input style="border: none; background-color: #ccc; padding: 2px 10px;" type="button" value="Add New Contact"/>
First Name: Dr. Brenda Initial: Last Name: Dearmon	
Title: Assistant Superintendent of Adm Services	
Telephone: 281-831-5398 Ext.: E-Mail: brendearmon@sheldonisd.com	



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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.



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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.

Sheldon ISD has identified learner-centered resources to implement that are TEKS-aligned, interactive online learning models provided by The DBQ Company and Social Studies School Service that will significantly supplement our integrated Social Studies/ELAR curriculum. The resources are The DBQ Company's DBQ Project Online, and Social Studies School Service's Navigate Texas, Investigate U.S. History, and Skill Builder. The resources will be used in Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History during the 2026–2027 and 2027–2028 school years. The program will serve all students enrolled in these courses at both middle schools and the high school, with approximately 25 social studies and 30 RLA teachers leading implementation. These evidence-based platforms will deliver cross-curricular instruction integrating social studies and English language arts through engaging, learner-centered digital lessons that include built-in progress monitoring tools, automatically scored quarterly benchmarks, audio narration, video components, and bilingual access in English and Spanish. The models also support Special Education students through scaffolded instruction, visual supports, structured writing tools, and interactive practice aligned to IEP accommodations. Teachers will use the platforms daily to strengthen literacy skills, personalize instruction, monitor progress in real time, and provide targeted intervention for students who require additional support.

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

SISD's mission is to promote academic excellence by ensuring all students have access to high-quality instruction that prepares them for long-term success. The district serves a high-need, underserved community across a 61-square-mile area where families face significant barriers to stability and access to essential resources. The community lacks a public library, and many neighborhoods have limited reliable home internet, restricting students' opportunities to engage with academic texts and digital learning outside of school. Of approximately 10,500 students, 83% are economically disadvantaged, 34% are emergent bilingual, and over 13% receive special education services. These conditions contribute to persistent academic gaps and highlight the need for structured, literacy-rich instructional models that ensure equitable access to rigorous learning within the school day. The interactive online learning program directly addresses these needs by expanding access to high-quality digital instructional resources. Structured lesson cycles, embedded supports, multimedia tools, and systematic progress monitoring strengthen literacy-focused social studies instruction while promoting engagement and individualized learning. Through sustained professional learning and consistent implementation, teachers will integrate these models into Tier 1 instruction to strengthen historical reasoning, accelerate disciplinary literacy, and improve Grade 8 STAAR and U.S. History EOC outcomes.

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.

Goal 1: Increase Student Achievement and Disciplinary Literacy

Through implementation of the interactive online learning program, increase student achievement and mastery of disciplinary literacy in Grade 8 U.S. History and Grade 11 U.S. History by raising the percentage of participating students meeting or exceeding standards on the Grade 8 Social Studies STAAR and U.S. History EOC by at least 10 percentage points by the end of the 2027–2028 school year, compared to 2026–2027 baseline results.

Strategies for Goal 1: Implement Navigate Texas (Grades 7–8) and Investigate U.S. History (Grade 11) to deliver structured, learner-centered lessons integrating Social Studies and English Language Arts TEKS through annotation, text analysis, discourse, and writing. Use DBQ Project Online to strengthen sourcing, contextualization, claim development, and evidence-based writing aligned to STAAR and EOC expectations. Provide daily access to high-quality digital resources to ensure equitable engagement with rigorous texts and multimedia for economically disadvantaged, emergent bilingual, and Special Education students. Use dashboards, AI-generated reports, and automatically scored quarterly benchmarks to monitor growth and provide targeted Tier II intervention through Skill Builders and small-group support. Provide audio, video, visual supports, and bilingual (English/Spanish) access to increase engagement, comprehension, and inclusive participation.

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

Goal 2: Strengthen Teacher Capacity and Instructional Fidelity

By the end of the 2027–2028 school year, we will increase teacher implementation fidelity of the interactive online learning model, as measured by walkthrough observations and PLC evidence, through sustained professional learning focused on TEKS alignment, disciplinary literacy, and data-driven instruction.

Strategies for Goal 2: Embed Navigate Texas, Investigate U.S. History, DBQ Project Online, and Skill Builders into the district lesson internalization process to strengthen TEKS alignment, anticipate misconceptions, and plan rigorous literacy-focused instruction. Provide ongoing professional learning on platform implementation, cross-curricular integration, progress monitoring tools, benchmark analysis, and calibration of student writing using TEKS-aligned rubrics. Integrate platform assessment data and benchmark results into structured PLC data cycles to strengthen teacher data literacy and refine instructional decision-making. Conduct quarterly implementation reviews and classroom walkthroughs to monitor fidelity, support continuous improvement, and ensure long term sustainability beyond the grant period.



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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.

Sheldon ISD will evaluate the effectiveness of the interactive online learning program using performance measures aligned to student achievement, disciplinary literacy development, and implementation fidelity. Student outcomes will include growth in TEKS mastery, improvement in quarterly benchmark performance, and increased percentages of students meeting or exceeding expectations on the Grade 8 Social Studies STAAR and U.S. History EOC. Additional indicators include growth in historical reasoning, evidence-based writing, subgroup performance trends, and overall academic growth among participating students, supporting district goals for improved accountability and literacy development. Student progress will be measured from beginning-of-year baseline diagnostics to quarterly benchmark growth and annual STAAR and EOC outcomes to evaluate program impact over time. Performance measures will be monitored by grade and course, including TEKS mastery and benchmark growth in Grade 7 Texas History, TEKS mastery, benchmark performance, and STAAR outcomes in Grade 8 U.S. History, and TEKS mastery, benchmark growth, historical reasoning performance, and U.S. History EOC results in Grade 11.

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

Navigate Texas, Investigate U.S. History, DBQ Project Online, and Skill Builders provide beginning-of-year diagnostics, automatically scored lesson checks, TEKS-aligned quarterly benchmarks, and real-time mastery dashboards that track standard-level performance and growth. AI-generated reports and subgroup data support monitoring of emergent bilingual students, students receiving special education services, and other priority populations. STAAR and EOC results measure long-term impact, while walkthroughs, PLC documentation, and instructional planning artifacts monitor implementation fidelity and teacher capacity. Teachers will analyze student performance through weekly PLC data cycles to identify trends, plan reteach, and adjust instruction. Campus and district leaders will conduct quarterly implementation reviews to examine growth, subgroup performance, and fidelity. Findings will guide professional learning, coaching, and resource allocation to ensure continuous improvement. Students not demonstrating growth will receive targeted literacy skill practice and intervention aligned to identified gaps. Data from these monitoring systems will inform instructional decision-making and serve as part of the district MTSS framework to ensure sustained improvement in student outcomes and program effectiveness.

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.

District Administration K–12 Social Studies Curriculum Coordinator (existing position) - Program Manager :The K–12 Social Studies Curriculum Coordinator will serve as the primary instructional lead for program implementation. This position is held by an experienced educator with 18 years of service across social studies, special education, and English as a second language. The coordinator provides districtwide leadership in curriculum alignment, disciplinary literacy development, and instructional planning. This role will oversee implementation of the interactive online learning model, guide lesson internalization processes, support cross curricular integration of social studies and literacy, and monitor student performance trends to ensure instructional effectiveness. The coordinator will also design and facilitate professional learning and support teachers in data driven instructional decision making to ensure consistent and high quality implementation across campuses.

The Middle School and High School RLA Curriculum Coordinators (existing positions) will support cross-curricular integration by aligning literacy strategies, structured writing routines, and annotation practices with social studies instruction. Middle School (2) and High School (1) RLA Instructional Specialists (existing positions) will provide campus-based coaching to strengthen academic reading and writing supports embedded in the interactive online learning models.

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

Instructional Specialists, (1)Grades 6–9 (existing position) / (1)Grades 9–12 (existing positions) – Campus Support - Will support middle and high school teachers through coaching, modeling instructional practices, and facilitating PLC collaboration focused on TEKS alignment, disciplinary literacy, and use of platform data to guide instruction

District Administration – Director of Federal Programs and Grants (existing position) – Grant Manager - will oversee program compliance, fiscal management, and long-term sustainability. With 21 years of experience as a campus principal and district instructional leader, she brings expertise in system-level implementation and high-quality instructional materials adoption, including leading the districtwide rollout of Amplify and Eureka Math (Bluebonnet) through professional learning, coaching, and instructional monitoring across in-person and blended settings, ensuring alignment with district priorities, TEA requirements, effective grant use, and strategic sustainability.

External consultants from DBQ Project and Social Studies School Service will provide contracted professional development focused on lesson internalization, formative assessment, differentiation, and high-stakes assessment alignment. These services are embedded in vendor agreements and support effective implementation but do not create new positions.



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E. Budget Narrative

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

The total request of \$162,131 will support implementation of interactive online learning for Grades 7 and 8 students at two middle schools and Grade 11 students at the high school. The budget is aligned to program goals of strengthening disciplinary literacy, improving Tier I instruction, and increasing STAAR and EOC performance. The program will provide equitable access for more than 2,500 secondary students, including emergent bilingual students and students receiving special education services, through bilingual access, multimedia supports, and embedded progress monitoring tools.

Funds will provide two-year digital licenses for Navigate Texas (Grades 7–8), Investigate U.S. History (Grade 11), and Skill Builders, including student consumables and teacher licenses (\$144,631). These resources deliver TEKS-aligned instruction, embedded progress monitoring, and structured literacy supports necessary to meet program objectives. Additional funds support instructional materials and implementation supports required for effective program delivery.

The budget includes six full-day professional development sessions (\$17,500) to ensure approximately 30 teachers can implement the platforms with fidelity through lesson internalization, differentiation strategies, formative assessment practices, and instructional coaching. These supports build teacher capacity, strengthen instructional consistency, and ensure effective use of grant-funded resources.

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

Sheldon ISD has established instructional systems that support effective program implementation, including instructional coaching structures, PLC data cycles, campus leadership monitoring, and the necessary technology infrastructure to ensure consistent digital access. As teachers gain experience implementing the program with fidelity, the district will gradually transition from reliance on external professional learning to a train-the-trainer model. Experienced teachers will serve as internal trainers, providing coaching, onboarding, and ongoing support to colleagues. This shift will reduce dependence on external providers while strengthening internal expertise and ensuring consistent, high-quality implementation over time. Future adjustments will be guided by program performance and cost-effectiveness. The district will also actively pursue additional grant opportunities and external funding sources to support continued implementation and potential expansion.



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F. Request for Grant Funds

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

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

Funds will provide supplemental pay for extra duties performed outside of contracted hours for program implementation and professional development support. Social Studies teachers (25), RLA teachers (30), Social Studies instructional specialists (2), and RLA instructional specialists (3) will each receive \$250 annually for two years for participation in three professional development sessions per year (six total sessions) focused on cross-curricular implementation of the interactive online learning models. Total teacher and specialist supplemental pay: \$30,000.

The Social Studies Curriculum Coordinator will receive \$500 annually for two years (\$1,000 total) for oversight of program implementation, monitoring fidelity, coordinating cross-curricular integration, and supporting data analysis.

The Social Studies Coordinator, Middle School RLA Coordinator, and High School RLA Coordinator will each receive \$300 annually for two years (\$1,800 total) for professional development planning, curriculum integration, and ongoing teacher support outside of contracted hours.

Total Payroll Costs Requested: \$32,800

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 contracted professional development and instructional coaching services to ensure effective implementation, strengthen lesson internalization practices, and build teacher capacity in disciplinary literacy and TEKS-aligned instruction. These services directly support fidelity of implementation and measurable student growth outcomes. Professional and contracted services will support teacher capacity and effective program implementation through targeted professional learning. Funding will provide DBQ Project Online professional development, including six full-day training sessions over two years, to strengthen disciplinary literacy instruction and evidence-based writing. Additional training will include formative assessment practices to improve instructional responsiveness, specialized instructional coaching for social studies teachers, and Rare-ing to Go! high-stakes assessment review training to strengthen alignment with STAAR and EOC expectations. The total cost for professional and contracted services is \$24,000.

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

Funds will support two-year digital licenses, student consumables, and site access to DBQ Project Online, Navigate Texas, and Investigate U.S. History to ensure equitable student access to TEKS-aligned interactive instruction. These resources provide embedded progress monitoring and quarterly benchmark assessments to support instructional decision making and student growth. Costs include DBQ Project Online site licenses for two middle schools and one high school, Navigate Texas student consumables and digital licenses for Grades 7 and 8, and Investigate U.S. History digital licenses for Grade 11, along with estimated shipping and handling. The total cost for supplies and materials is \$138,131.

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.

\$194,931



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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.

Approximately 30 teachers across Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History will participate, including all teachers assigned to the targeted courses. District instructional specialists and curriculum leadership will provide structured implementation support across campuses.

Teachers will participate in required onboarding prior to implementation and sustained professional learning focused on TEKS alignment, disciplinary literacy integration, platform functionality, and data-driven instruction. Ongoing support will include coaching cycles, lesson internalization, and structured PLC data reviews using platform performance data. Implementation fidelity will be monitored through scheduled walkthroughs, data reviews, and instructional monitoring protocols.

Teacher commitment will be ensured through clearly defined implementation expectations, required participation in PLC and data review processes, and continuous monitoring by campus and district leadership. Observation and performance data will inform targeted coaching and professional learning to ensure sustained engagement, instructional consistency, and high-fidelity implementation throughout the grant period.

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.

Sheldon ISD will ensure successful cross-curricular implementation of the interactive online learning program through structured instructional planning, ongoing professional learning, and consistent monitoring of implementation fidelity during the 2026–2027 and 2027–2028 school years. Teachers will integrate the interactive platforms into daily instruction to connect social studies content with English language arts skills, including academic vocabulary development, source analysis, evidence-based writing, and structured discourse aligned to TEKS expectations.

Prior to each school year, teachers will participate in onboarding and collaborative planning to align digital lessons with district curriculum pacing and literacy objectives. During implementation, teachers will engage in lesson internalization and PLC data cycles to analyze student performance, refine instructional strategies, and strengthen cross-curricular alignment. Instructional specialists and curriculum leadership will provide coaching and model effective instructional practices. Implementation fidelity will be monitored through platform usage reports, lesson plan reviews, classroom walkthroughs, and ongoing PLC data meetings. Campus and district leaders will use these structures to ensure consistent Tier I instruction and provide timely support for teachers and students across both years of the grant.



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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).

Sheldon ISD will implement pre-developed interactive online learning applications including Navigate Texas (Grades 7–8), Investigate U.S. History (Grade 11), Skill Builders for U.S. History, and DBQ Project Online. These research-based digital models are fully aligned to Texas standards and designed for cross-curricular instruction integrating English language arts with Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History.

Navigate Texas and Investigate U.S. History provide structured, learner-centered lesson cycles that integrate historical content with disciplinary literacy practices such as annotation, close reading, structured writing, academic discourse, and performance-based assessments. Skill Builders delivers targeted practice in literacy and analytical skills, including evidence-based claims, data and map interpretation, and analysis of diverse texts. DBQ Project Online strengthens document-based inquiry and evidence-based writing through scaffolded analysis of primary and secondary sources aligned to STAAR and EOC expectations.

All programs include embedded progress monitoring, automatically scored benchmarks, bilingual English and Spanish access, and multimedia supports. Together, these models strengthen academic literacy and historical reasoning across required grade levels.

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)?

Sheldon ISD will implement the interactive online learning models in Grade 7 Texas History, Grade 8 U.S. History, and Grade 11 U.S. History at both middle school campuses and the high school.

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.

Sheldon ISD will implement interactive online learning models with comprehensive tools to monitor individual student progress throughout instruction. DBQ Online and selected digital platforms provide real-time access to student work, including annotations, responses, and writing drafts. Teachers use built-in markup, dashboards, auto-scored assessments, Skill Builder rubric reports, and AI-generated summaries to monitor mastery of skills and standards at the individual level and provide timely, targeted feedback.

Teachers will use progress data to identify students who are off track and respond quickly to emerging learning gaps. Data will be reviewed regularly during instructional planning and PLC data cycles to ensure students make satisfactory progress. Designated DBQ activities will serve as ongoing monitoring checks aligned to grading periods, allowing teachers to track growth and adjust instruction.

Students needing support will receive targeted interventions, including small-group instruction, scaffolded reteaching, Skill Builder practice, and adjusted pacing. Students demonstrating proficiency will receive extension and enrichment opportunities. Through continuous monitoring, timely feedback, and targeted support, Sheldon ISD will ensure students remain on track for mastery and academic success.

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.

The selected interactive online learning models—Navigate Texas, Investigate U.S. History, Skill Builders, and DBQ Project Online—include TEKS-aligned quarterly benchmark assessments that are automatically scored within the digital platforms. These benchmarks measure student mastery of grade-level standards and disciplinary literacy skills, including text analysis, evidence-based writing, and interpretation of maps, charts, and graphs. Immediate scoring, performance-level indicators, and skill-specific reports are available through real-time dashboards and AI-generated mastery summaries, ensuring compliance with grant requirements for automatically scored quarterly benchmarks and built-in progress monitoring.

Sheldon ISD will use benchmark data to monitor individual growth, identify students at the Approaches level, and determine targeted interventions. Teachers will analyze results in PLCs to plan reteach cycles, assign Skill Builder supports, and adjust instruction based on TEKS mastery trends. Campus and district leaders will review benchmark performance and academic growth between assessments to evaluate program effectiveness and compare pre- and post-implementation STAAR and U.S. History EOC outcomes.



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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).

The selected interactive online learning models—Navigate Texas, Investigate U.S. History, Skill Builders, and DBQ Project Online—include embedded audio narration and video components to enhance accessibility and engagement. Audio supports lesson texts, directions, and content explanations, allowing students to listen while following visually. Video components provide historical context, skill demonstrations, and guided modeling of analytical strategies such as annotation, sourcing, and evidence-based writing. These multimedia features are integrated into lesson cycles and formative assessments to reinforce TEKS-aligned content and disciplinary literacy.

Sheldon ISD will use audio and video features daily to support differentiated instruction and engagement. Audio narration provides access to complex texts for emergent bilingual students, struggling readers, and students receiving special education services. Video modeling supports analytical thinking, clarifies historical context, and strengthens reteach during small-group instruction. Teachers will align multimedia supports to lesson objectives to increase comprehension, participation, and mastery of social studies content and literacy skills.

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.

The selected interactive online learning models—Navigate Texas, Investigate U.S. History, Skill Builders, and DBQ Project Online—provide bilingual access in English and Spanish to support equitable participation for emergent bilingual students. Spanish-language features include translated lesson content, assessments, and Skill Builder modules, along with audio narration, multimedia supports, and scaffolded activities. Students can access core readings and directions in Spanish while maintaining full alignment to the Texas Essential Knowledge and Skills (TEKS).

Sheldon ISD will implement these models with both English- and Spanish-speaking students to ensure inclusive access to rigorous instruction. Emergent bilingual students may engage with content in Spanish to build conceptual understanding while developing academic vocabulary and literacy in English. Teachers will use embedded progress monitoring to track performance and provide targeted intervention through Skill Builders and small-group instruction. This bilingual access supports equitable learning, strengthens cross-curricular literacy, and promotes academic growth for all students.



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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:

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