



Organization: TAHOKA ISD  
 Campus/Site: N/A  
 Vendor ID: 1756002558

County District: 153904  
 ESC Region: 17  
 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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/17/2026 04:15 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	02/17/2026 04:15 PM
PS3014 - Program Narrative	*	Complete	02/17/2026 11:49 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	02/17/2026 04:38 PM
BS6101 - Payroll Costs		Complete	02/17/2026 04:39 PM
BS6201 - Professional and Contracted Services		Complete	02/17/2026 04:39 PM
BS6401 - Other Operating Costs		Complete	02/17/2026 04:39 PM
BS6501 - Debt Services		Complete	02/17/2026 04:40 PM
BS6601 - Capital Outlay		Complete	02/17/2026 04:40 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/17/2026 04:40 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: Torrey	Initial:	Last Name: Price	Title: Superintendent
Phone: 806-561-4105	Ext:	E-Mail: tprice@tahokaisd.org	

Submitter Information

First Name: Torrey	Last Name: price
Approval ID: torrey.price	Submit Date and Time: 02/17/2026 11:51:56 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: TAHOKA ISD
Mailing Address Line 1: 2129 MAIN ST
Mailing Address Line 2:
City: TAHOKA      State: TX      Zip Code: 79373

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

#### Part 2: Applicant Contacts

A. Primary Contact	Select Contact: <span style="border: 1px solid black; padding: 2px;">Select One</span> ▼ or <span style="border: 1px solid gray; padding: 2px 5px; font-weight: normal;">Add New Contact</span>
First Name: Klyssa      Initial:      Last Name: Woodley	
Title: Director of Instruction & Accountability	
Telephone: 806-561-4105      Ext.:      E-Mail: kwoodley@tahokaisd.org	

B. Secondary Contact	Select Contact: <span style="border: 1px solid black; padding: 2px;">Select One</span> ▼ or <span style="border: 1px solid gray; padding: 2px 5px; font-weight: normal;">Add New Contact</span>
First Name: Torrey      Initial:      Last Name: Price	
Title: Superintendent	
Telephone: 806-561-4105      Ext.:      E-Mail: tprice@tahokaisd.org	



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

#### 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: <span>Select One ▼</span></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments: <span style="float: right;"><input type="checkbox"/> LEA Completed Change</span></p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></div> </div>

Add Row

Delete Row



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

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

### 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.

Overview: Tahoka ISD is committed to implementing a comprehensive cross-curricular interactive online learning program designed to strengthen literacy and student engagement in 7th Grade Texas History, 8th Grade U.S. History and High School U.S. History. This initiative responds to student performance data and classroom observations indicating a need for more intentional, literacy-rich social studies instruction. The cohesive instructional model will utilize the combination of 3 online learning platforms. Amira Reading Suite to strengthen reading fluency, comprehension, and academic vocabulary through adaptive, AI-supported, literacy practice. Lowman Education to deliver TEKS-aligned, interactive social studies instruction with multimedia resources and inquiry based learning. IXL to reinforce historical concepts, academic vocabulary and reading comprehension skills through targeted practice and real time progress monitoring. Together, these tools create an interactive learning environment where students actively engage with historical content while simultaneously strengthening English language arts TEKS. Implementation will be supported through structured Professional Learning Communities (PLCs) and ongoing coaching from district instructional coaches. PLCs will analyze student performance data collected through built-in progress monitoring and assessment protocols. The team will evaluate instructional effectiveness and adjust strategies to ensure continuous improvement.

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

Instructional coaches will provide job-embedded support, model lessons, and assist teachers in integrating literacy strategies and technology tools to maximize student engagement and achievement.  
Mission & Needs: Tahoka ISD's Mission is to empower excellence in our students and staff by fostering continuous improvement and innovation in our programs. District TAPR Reports indicate the need for improved literacy integration and stronger social studies outcomes. Social Studies achievement gaps exist with only 29% of students meeting grade level expectations in 2025. Particularly in 8th grade social studies where only 11% met expectations and only 2% mastered the content. Additionally, only 50% of students met grade level expectations in ELA/Reading and only 20% of English language learners met these expectations - indicating a need for literacy-rich instruction with language supports. While there are spikes in the data, such as 7th grade ELA, there is a lack of consistency throughout grade levels. The data supports teachers feedback which indicates that students struggle to comprehend complex informational texts, analyze primary sources and demonstrate historical understanding. These are all skills that Tahoka ISD believes can be boosted by an emphasis on literacy proficiency.



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### Program Description PS3014 - Program Narrative

#### B. Goals, Objectives and Strategies

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

The goal of the cross-curricular interactive program is to strengthen literacy proficiency and improve social studies achievement through TEKS-aligned, learner-centered, individualized instruction.

Goal 1: Improve Literacy Skills Through Content-Area Instruction

Objectives:

- Increase reading comprehension and academic vocabulary proficiency through integration of literacy strategies within social studies instruction.
- Increase the percentage of students meeting grade level expectations in ELA/Reading by strengthening comprehension of informational texts.

Goal 2: Increase Social Studies Achievement and Analytical Thinking

Objectives:

- Increase student mastery of TEKS-aligned historical content and analytical skills.
- Improve the current below average Grade 8 Social Studies STAAR performance.

Goal 3: Support Diverse Learners and Close Achievement Gaps

Objectives

- Provide targeted literacy and language supports for English learners, struggling readers and economically disadvantaged students.
- Increase growth and achievement for student groups performing below state averages.

Tahoka ISD will implement the following strategies to achieve the program goals and objectives:

Strategy 1: Implement Interactive Cross-Curricular Learning Tools

- Use Lowman Education to deliver TEKS-aligned lessons with multimedia content, primary sources, audio narration and video components.
- Integrate inquiry-based activities that require reading, analysis, discussion and writing.

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

- Provide bilingual supports to ensure accessibility for English and Spanish-speaking students.

Strategy 2: Strengthen Literacy Through Embedded Reading Support

- Implement Amira Reading Suite to improve fluency, comprehension, and academic vocabulary using content-aligned texts.
- Incorporate structured vocabulary instruction tied to historical content.

Strategy 3: Reinforce Learning and Monitor Progress with Data Tools

- Use IXL to monitor student progress in historical concepts, vocabulary and reading comprehension skills
- Implement quarterly benchmarks and formative assessments to guide instruction.

Strategy 4: Support Teachers Through PLCs and Instructional Coaching

- Use PLCs to analyze student data, identify needs and refine current instructional strategies.
- Provide job-embedded coaching to model and support literacy integration.
- Conduct regular implementation walk-throughs to ensure fidelity and effectiveness.

Strategy 5: Provide Targeted Intervention and Enrichment

- Use progress monitoring data to identify struggling learners and provide targeted support.
- Provide differentiated instruction and scaffolded reading supports.
- Offer enrichment opportunities for advanced learners through deeper inquiry and questioning.

Through these goals and strategies, Tahoka ISD will implement a sustainable, data-driven, cross-curricular program that strengthens literacy while simultaneously improving social studies achievement for all learners.



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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.

Tahoka ISD will implement a comprehensive system to evaluate effectiveness. Performance measures are designed to monitor literacy growth, social studies achievement, and equitable outcomes for all learners ensuring alignment with the program's purpose of improving historical understanding through literacy integration and interactive instruction. Student outcomes will be measured through improvements in reading comprehension and academic vocabulary, increased mastery of informational texts, and growth in percentage of students meeting grade level standards in ELA/Reading. This focus is supported by the district performance data indicating that only 50% of students currently meet grade level in reading which demonstrates a need for strengthened literacy integration across content areas. Additionally, the program will measure increases in social studies achievement, including improved benchmark performance, enhanced analytical and historical thinking skills, and increased percentages of students meeting expectations on STAAR & EOC assessments. Current data shows that only 29% of students meet expectations in social studies, reinforcing the need for targeted instructional improvement and program changes.

The program will also monitor growth through quarterly benchmarks and progress monitoring in IXL to increase the percentage of students demonstrating measurable growth and accelerated learning. Special attention will be given to closing achievement gaps by improving outcomes for

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

English learners, struggling readers, and economically disadvantaged students that currently meet grade level expectations at significantly lower rates. Student engagement and course success will be measured through completion of online modules, participation in inquiry-based learning activities and improved passing rates.

Multiple tools will be used to measure student performance and program effectiveness. Amira Reading Suite will provide diagnostic data on fluency, comprehension, and vocabulary growth while identifying students requiring targeted literacy intervention. IXL will monitor mastery of vocabulary, reading comprehension, and social studies concepts through real-time analytics and skill tracking. Lowman Education will provide TEKS -aligned formative assessments and benchmarks to evaluate historical understanding and critical thinking. Quarterly benchmarks and formative assessments will provide automatically scored data to monitor progress and guide instruction. STAAR data from Grade 8 Social Studies and ELA and EOC data from US History, English I and English II will be used to evaluate long-term trends and growth.

Tahoka ISD will implement PLCs to review assessment data, identify learning gaps and make adjustments. Instructional coaches will monitor instructional practices and program fidelity. District leadership teams will conduct quarterly reviews to evaluate effectiveness. Teacher and student feedback will be collected annually for continuous improvement.

#### 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) Primary Project Personnel and Qualifications/Experience Required  
Director of Instruction and Accountability (Project Lead) - Existing Position - The Project Lead will oversee grant implementation, ensure alignment to TEKS and district goals, monitor program effectiveness and coordinate reporting requirements. This individual has extensive experience in curriculum alignment, instructional improvement, assessment analysis, and program evaluation.  
Campus Principals - Existing Positions - Campus Principals will support program implementation by monitoring instructional practices, ensuring scheduling and resource allocation, and supporting teacher participation in required PLCs. Principals will conduct implementation walkthroughs in addition to T-TESS walkthroughs, review data trends and support instructional adjustments to improve student outcomes.  
Instructional Coach - Existing Position - Instructional Coach will provide job-embedded professional learning and support teachers in integrating literacy strategies with social studies instruction. Coaches have expertise in instructional best practices, data-driven decision-making, and literacy integration. As a former reading and social studies teacher, the instructional coach has extensive knowledge in integrating content and skills.  
Social Studies Teachers - Existing Positions - Participating social studies teachers will deliver cross-curricular instruction using the selected interactive online learning tools.

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

Teachers are certified in their content areas and experienced in TEKS Aligned instruction. They will implement lessons with fidelity, integrate literacy strategies and use data to inform instruction.

ELA Teachers - Existing Positions - ELA Teachers will collaborate with social studies teachers in PLCs to support cross-curricular literacy integration. Their expertise in reading comprehension strategies, vocabulary development, and informational text analysis will strengthen the program.

Interventionists - Existing Positions - Intervention staff will provide targeted support for struggling students, particularly those struggling with reading and English learners. They will use data to design interventions to improve fluency, comprehension and vocabulary.

Technology Staff - Existing Positions - The district IT team will ensure proper setup, integration, and troubleshooting of Amira Reading Suite, Lowman Education resources, and IXL. The IT team has extensive knowledge and experience with online programs.

(b) Tahoka ISD consults with experts at our local ESC regularly. While support for this particular initiative is not yet underway, we do intend to utilize their support for our interactive online learning model.

(c) See personnel listed under part a



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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.

(a)Tahoka ISD will utilize funds of \$195,000 to implement a sustainable cross-curricular instructional model that strengthens literacy, improves social studies achievement while increasing student engagement. The proposed budget prioritizes high-impact instructional tools, teacher support, technology access, and staffing necessary to ensure effective implementation and measurable student outcomes.

Supplies & Materials Total: \$97,500

Program Software and Digital Learning Tools: \$60,000 Total - To support literacy development and social studies mastery, grant funds will support the purchase and implementation of interactive learning platforms:

1) IXL - (ELA & Social Studies, 2 -year license): \$10,000

Provides skill-based practice, diagnostics, and progress monitoring aligned to reading comprehension, vocabulary development and social studies content.

2) Amira Reading Suite - (2-year license): \$43,400

Provides adaptive literacy support including fluency assessment, comprehension monitoring, and targeted reading intervention to strengthen students' ability to access complex historical texts.

3) Lowman Education Package (2-year license): \$6,600

Provides TEKS-aligned multimedia content, primary source analysis, and inquiry-based instructional materials with audio and video components.

Technology and Equipment: To ensure equitable access to the digital learning platforms and interactive content required for the program.

1) Student/Teacher Computers: \$35,000

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

Instructional Materials & Supplies: Support supplemental materials such as classroom resources and materials needed to support inquiry-based learning and literacy integration.

1) Instructional Materials and Classroom Supplies: \$2,500

Staffing and Implementation Support: \$94,000 Total - To ensure fidelity of implementation and sustainability, grant funds will support personnel directly responsible for program delivery and instructional improvement.

1) Teacher Stipends: \$10000

Stipends to support planning and cross-curricular collaboration, professional learning, implementation training, and data analysis outside of contract hours.

2) Instructional Coach Partial Salary: \$42,000

Instructional Coaching to provide job-embedded professional learning, literacy integration support, modeling of inquiry-based instruction, implementation monitoring and feedback.

3) Project Lead/Director of Instruction and Accountability Partial Salary: \$42,000

Partial salary will support oversight of implementation compliance, data analysis, program evaluation, coordination of professional development, coordination of PLC processes, reporting and sustainability planning.

Professional and Contracted Services: \$2000

Support effective implementation with professional development/support for teachers or coaches.

Other Operating: \$1500

Travel for professional development and professional development costs.



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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."

Staffing and Implementation Support: \$94,000 Total  
1) Teacher Stipends: \$10,000  
Stipends to support planning and cross-curricular collaboration, professional learning, implementation training, and data analysis outside of contract hours.  
2) Instructional Coach Partial Salary: \$42,000  
Instructional Coaching to provide job-embedded professional learning, literacy integration support, modeling of inquiry-based instruction, implementation monitoring and feedback.  
3) Project Lead/Director of Instruction and Accountability Partial Salary: \$42,000  
Partial salary will support oversight of implementation compliance, data analysis, program evaluation, coordination of professional development, coordination of PLC processes, reporting and sustainability planning.

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."

Professional and Contracted Services: \$2000  
Support effective implementation with professional development/support for teachers or coaches

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."

Total Supplies & Materials: \$97,500  
1) IXL - (ELA & Social Studies, 2 -year license): \$10,000  
Provides skill-based practice, diagnostics, and progress monitoring aligned to reading comprehension, vocabulary development and social studies content.  
2) Amira Reading Suite - (2-year license): \$43,400  
Provides adaptive literacy support including fluency assessment, comprehension monitoring, and targeted reading intervention to strengthen students' ability to access complex historical texts.  
3) Lowman Education Package (2-year license): \$6,600  
Provides TEKS-aligned multimedia content, primary source analysis, and inquiry-based instructional materials with audio and video components.  
4) Student/Teacher Computers: \$35,000  
Ensure equitable access to the digital learning platforms and interactive content required for the program.  
5) Instructional Materials and Classroom Supplies: \$2,500  
Support supplemental materials such as classroom resources and materials needed to support inquiry-based learning and literacy integration.

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."

Other Operating: \$1500  
Professional development for teachers and leaders.

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

\$0

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

\$195,000



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#### 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) Tahoka ISD will ensure successful implementation of the Interactive Online Learning Grant by intentionally selecting qualified teachers and providing structured support systems that promote fidelity, collaboration, and sustained commitment. Teachers will be selected based on demonstrated instructional effectiveness, willingness to implement innovative instructional practices, and commitment to improving student literacy and engagement. Campus principals and instructional coaches will collaborate to identify teachers who demonstrate strong instructional practices and a growth mindset toward innovation. Participation will prioritize educators who are committed to improving reading comprehension and historical thinking skills across student populations. Support staff, including instructional coaches, reading specialists, and technology personnel, will be selected based on their expertise in literacy integration, instructional support, and technology implementation.

(b) Tahoka ISD recognizes that sustained commitment requires strong teacher ownership. Teachers will participate in planning and decision making processes, ensuring they have ownership in the design and implementation. Teacher stipends will compensate for additional planning, training and collaboration time required. Continuous coaching and professional support will build teacher confidence and competency. campus leadership and coaches will communicate clear expectations and monitor implementation fidelity.

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.

Teacher success and student growth will be celebrated through PLC meetings, campus communications, and district recognition to reinforce commitment and motivation.



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### Program Description PS3014 - Program Narrative

#### H. Statutory Requirements

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

Lowman Education Social Studies Package will serve as the core instructional platform for history content. This TEKS-aligned program provides multimedia lessons, interactive activities, audio narration, and video components that promote inquiry-based learning and historical thinking. Students engage with authentic historical documents, analyze multiple perspectives, and participate in collaborative discussions and writing tasks that strengthen both content understanding and literacy skills. The platform also has embedding reading, writing, and critical thinking tasks aligned to ELA standards.

Amira Reading Suite will support literacy development by strengthening fluency, comprehension, and academic vocabulary using adaptive, AI-supported reading practice. Amira provides real-time diagnostic feedback and individualized instruction that helps students access informational texts and primary sources used in history. It also supports multilingual learners and struggling readers.

IXL will reinforce mastery of historical concepts, academic vocabulary, and reading comprehension skills through targeted practice and real-time analytics. Teachers can assign standards-aligned practice to support both social studies content and literacy skills, while diagnostic insights allow for differentiation and targeted intervention. IXL progress monitoring tools enable teachers to track student growth and ensure mastery of key TEKS-aligned skills.

- 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)?

7 Texas History, 8 U.S. History and high school U.S. History

- 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.

Tahoka ISD will monitor individual student progress using the built-in analytics and reporting tools within Amira Reading Suite, IXL, and the Lowman Education Social studies platform. Amira provides real-time diagnostics on fluency, comprehension, and vocabulary growth, while IXL offers skill diagnostics, mastery tracking, and growth analytics. Lowman Education assessments and automatically scored benchmarks provide data on historical understanding and primary source analysis. Teachers will review progress data regularly through Professional Learning Communities (PLCs) to identify trends, ensure students are progressing toward mastery, and adjust instruction as needed.

To support struggling learners or students who may be off track, teachers will use these monitoring tools to identify skill gaps early and provide targeted support. Amira's adaptive reading support and IXL's individualized skill recommendations allow teachers to assign personalized practice to address comprehension and vocabulary deficits. PLC teams and instructional coaches will assist teachers in analyzing data and planning instruction.

Interventions for struggling learners will include guided reading supports, vocabulary development strategies, scaffolded primary source analysis, small-group instruction, and targeted IXL skill assignments. Reading specialists and intervention staff will provide additional literacy support for students requiring intensive assistance, while progress will be monitored.

- 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.

Tahoka ISD's interactive online learning model includes automatically scored quarterly benchmarks embedded within the Lowman Education social studies platform and IXL, along with progress monitoring assessments from Amira Reading Suite. These benchmarks measure TEKS-aligned historical understanding, primary source analysis, reading comprehension, and academic vocabulary growth.

Benchmark data will be reviewed each quarter through PLC meetings and instructional leadership reviews to identify student learning gaps, guide targeted interventions, and adjust instructional strategies. Teachers will use results to assign differentiated practice, provide small-group support, and reinforce key skills. District and campus leaders will also analyze trends to evaluate the effectiveness of the interactive online learning model and make adjustments to improve student outcomes.



**Organization:** TAHOKA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756002558

**County District:** 153904  
**ESC Region:** 17  
**School Year:** 2026-2027

SAS#: IOLGAA26

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

### 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).

Tahoka ISD's interactive online learning model incorporates multimedia features within the Lowman Education social studies platform and supported digital tools. Lowman Education includes audio narration of historical content, video clips that provide historical context and multiple perspectives, and multimedia primary source presentations. These features support comprehension, reinforce key concepts, and improve accessibility for diverse learners. Amira Reading Suite also provides audio-supported reading to model fluency and support comprehension.

Teachers will use these audio and video components to increase engagement, support varied learning styles, and improve understanding of complex historical content. Multimedia content will be used to introduce topics, provide background context, support primary source analysis, and reinforce key concepts. Audio supports will aid struggling readers and English learners, while video components will promote discussion, critical thinking, and deeper connections to historical events.

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.

Tahoka ISD's interactive online learning model provides bilingual accessibility through Lowman Education social studies resources, Amira Reading Suite, and IXL, all of which include Spanish language supports. Lowman Education offers Spanish-language content, captions, and instructional supports that allow students to access historical concepts in their primary language. Amira Reading Suite includes Spanish literacy support and audio features to strengthen fluency and comprehension, while IXL provides Spanish skill support and directions to reinforce understanding.

The district will use these bilingual features to ensure English learners and Spanish-speaking students can access grade-level content while developing academic language proficiency. Teachers will use Spanish supports to build background knowledge, clarify complex concepts, and scaffold learning, gradually increasing English academic language use. This approach ensures equitable access to instruction while strengthening literacy, content comprehension, and language development for all students.



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**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	
<b>Total Funds Available</b>	

**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	
<b>Total Direct Costs</b>		
9. Indirect Costs		
<b>Total Budgeted Costs</b>		
<b>Total Funds Available Minus Total Costs</b>		
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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 Campus/Site: N/A  
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County District: 153904  
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**2026-2028 Interactive Online Learning Grant, Cycle 3**

**Program Budget  
 BS6101 - Payroll Costs**

**Part 1: Total Payroll Costs**

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

**Part 2: Number and Type of Positions**

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

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

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

**Part 3: Substitute, Extra-Duty, Benefits**

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

**Part 4: Confirmation of Payroll Requirements**

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



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

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

**Part 1: Professional and Contracted Services**

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

**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"/>	
<b>Total Professional and Consulting Services Costs</b>	



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

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

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

**Part 2: Direct Administrative Costs**

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



Organization: TAHOKA ISD  
 Campus/Site: N/A  
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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	
<b>Total Debt Service Costs</b>		

#### 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:



Organization: TAHOKA ISD  
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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	
<b>Total Capital Outlay Costs</b>	

**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:



Organization: TAHOKA ISD  
Campus/Site: N/A  
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## 2026-2028 Interactive Online Learning Grant, Cycle 3

### Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the <a href="#">Disclosure of Lobbying Activities</a> form.	
<ul style="list-style-type: none"><li>• Print and sign the form.</li><li>• Scan the signed form and save it to your desktop.</li><li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li></ul>	

# SSA Funding Report

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Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
<b>Total:</b>				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0