



Organization: TEXARKANA ISD
 Campus/Site: N/A
 Vendor ID: 1756002579

County District: 019907
 ESC Region: 08
 School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/12/2026 07:55 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/12/2026 07:55 AM
PS3014 - Program Narrative	*	Complete	02/13/2026 07:52 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/13/2026 01:35 PM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/13/2026 07:57 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: Anita Initial: Last Name: Clay Title: Chief Financial Officer
 Phone: 903-794-3651 Ext: E-Mail: Anita.Clay@txkisd.net

Submitter Information

First Name: Anita Last Name: Clay
 Approval ID: anita.clay Submit Date and Time: 02/13/2026 01:56:37 PM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: TEXARKANA ISD
Mailing Address Line 1: 4241 SUMMERHILL RD
Mailing Address Line 2:
City: TEXARKANA State: TX Zip Code: 75503

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Christy Initial: Last Name: Tidwell	
Title: Chief of Elementary Schools	
Telephone: 903-794-3651 Ext.: 1310 E-Mail: christy.tidwell@txkisd.net	

B. Secondary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Anita Initial: Last Name: Clay	
Title: Chief Financial Officer	
Telephone: 903-794-3651 Ext.: 1023 E-Mail: Anita.Clay@txkisd.net	



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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;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 40px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change </div> </div>

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurances to adhere to all the Statutory and TEA Program requirements as noted in the 2026-2028 Interactive Online Learning Grant, Cycle 3 Program Guidelines.
- The applicant provides assurances to adhere to all the Performance Measures, as noted in the 2026-2028 Interactive Online Learning Grant, Cycle 3 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.1 level AA.
- The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- The applicant provides assurances to select an effective interactive online learning model(s) that meets the statutory requirements listed in General Appropriations Act, House Bill 1, Article III, Rider 72, 89th Legislative Session Regular Session, 2025.
- The applicant provides assurances that program funds will be used to implement with fidelity an effective interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history for cross-curricular instruction in English language arts and Texas history and/or U.S. History. The effective interactive online learning model(s) must: a) align with Texas Essential Knowledge and Skills (TEKS) for middle school and/or high school U.S. history, Texas history, and English language arts, as applicable; b) include tools to monitor the progress of each individual student; c) include quarterly benchmark assessments that are automatically scored; d) include both audio narration and video components; and e) be offered for use in both English and Spanish.
- The applicant provides assurances that the implemented interactive online learning model(s) must include cross-curricular instruction in social studies and English language arts aligned to the TEKS.
- The applicant provides assurances that the interactive online learning model(s) has been reviewed and determined to comply with the requirements of TEC §28.002(h) and §28.0022.
- The applicant provides assurances that the teachers implementing the interactive online learning model(s) will receive adequate professional development to ensure successful implementation of the program.
- The applicant provides assurances to support student learning in the interactive online learning model(s) to ensure student success.
- The applicant provides assurances to provide the necessary support to help students accelerate in the learning model(s) if they fall behind or are failing in the cross-curricular learning model(s).
- The applicant provides assurances to make a sustainability plan to ensure that the interactive online learning model(s) can continue to be offered after the grant ends.
- The applicant provides assurances to provide a status report by August 1, 2027, and a final report by February 1, 2028.
- The applicant provides assurances that a process will be in place to ensure the interactive online learning model(s) aligns to the TEKS.



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Program Description PS3013 - Program Plan



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. (a) Provide an overview of the program to be implemented with grant funds. (b) Include the overall mission and specific needs of the organization. (c) Describe how the program will address the mission and needs.

Our Middle School campus will implement a cross-curricular Station Rotation model of Blended Learning to provide integrated instruction in 6th-8th grade social studies courses in support of content in 7th-grade Texas History and 8th-grade U.S. History. This model will utilize Newsela ELA, Newsela Social Studies, and Newsela Writing in tandem with the Formative platform to deliver TEKS-aligned curriculum that embeds Reading Language Arts (RLA) literacy skills within historical content. The program will leverage multimedia resources, audio narration, and bilingual materials in both English and Spanish to ensure active, learner-centered engagement during classroom rotations. Our organization's mission is to provide high-quality, personalized instructional experiences that prepare every student for academic success. Our Middle School campus is currently in its second year of implementing Blended Learning and High-Quality Instructional Materials (HQIM) in RLA and Math. While we have established a strong digital culture, we have identified a critical academic need in Social Studies and writing. Specifically, our Social Studies results from the last school year for Approaches Grade Level and higher were 26% below the state average. This gap highlights an urgent need for a robust, data-driven layer of support in Social Studies to ensure our literacy efforts are supported across all academic levels and core contents.

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

In addition, our middle school campus RLA scores showed a deficiency in Extended Constructed Response (ECR) and Short Constructed Response (SCR) writing scores, with 45% of middle school students earning a 0 on their ECR in Spring 2025 STAAR administrations.

The program will address these needs by utilizing Newsela ELA, Social Studies and Formative to provide the differentiated literacy support necessary to bridge the 26% proficiency gap. By using the station rotation model, teachers can facilitate small-group interventions using Newsela's adjustable Lexile levels, allowing students to access complex historical texts at their appropriate reading level. Simultaneously, Formative's real-time analytics will provide educators with the progress monitoring data needed to identify learning gaps instantly and adjust instruction. This approach reinforces the literacy skills prioritized in our RLA RBIS framework through historical inquiry, creating a unified instructional environment that supports academic achievement for all students.

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 primary goal of this program is to improve student academic achievement in 7th-grade Texas History and 8th-grade U.S. History as evidenced by local benchmarks and state assessments. We also aim to improve overall literacy and writing skills across all curricula. Specifically, we aim to close the 26% proficiency gap between our campus Social studies results and the state average by the end of the 2027-2028 school year as well as reduce the percentage of students earning no points on their ECR on RLA STAAR assessments by 30%.
We can improve ELA comprehension and achieve measurable improvement in student literacy skills by integrating Newsela's leveled texts into the social studies curriculum, reinforcing the text-evidence-based analysis skills learned in our RLA HQIM framework.
We can foster increased student engagement and participation by transitioning from passive reading to a learner-centered Station Rotation model where students interact with multimedia resources, including audio narration and video.
We can provide 100% of our Emergent Bilinguals and Special Education students with access to TEKS-aligned content in their native language and at their appropriate reading level via Newsela's differentiation tools.
To meet these goals, our campus will implement the following strategies: 1. Station Rotation Implementation: We will leverage our continued implementation of Blended Learning by utilizing a Station Rotation model.

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

One station will feature teacher-led small group instruction informed by data, while another will feature independent online learning where students use Newsela to explore primary sources and historical texts at their personalized Lexile levels.
2. Cross-Curricular Co-Planning: Social Studies and RLA teachers will collaborate to align pacing guides. RLA teachers will support the analysis of historical documents, while social studies teachers will utilize Newsela Writing prompts to reinforce argumentative writing skills.
3. Real-Time Progress Monitoring: Educators will use the product's real-time analytics to track student engagement and performance daily. This data will be reviewed weekly in PLCs to adjust instructional strategies and identify candidates for possible intervention time.
4. Professional Development: Teachers will receive specialized training on integrating Newsela and Formative within the Social Studies context. This will include an onboarding session and coaching focused on progress monitoring and language acquisition strategies for EB students.
5. Accessibility: To increase accessibility, teachers will utilize text-to-speech narration and video components within Newsela to support diverse modalities of learning, ensuring that no student is left behind due to a reading barrier.



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C. Performance and Evaluation Measures

- (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.

The success of this program will be measured by its ability to close the 26% proficiency gap in Social Studies while strengthening the literacy skills essential for (RLA) mastery. 1 8th Grade STAAR Social Studies Performance: We aim for a measurable increase in the percentage of students scoring at the Approaches, Meets, and Masters grade levels. 2 ECR & SCR Proficiency: Because STAAR emphasizes text-evidence-based writing, we will track student growth in drafting SCR that articulate claims supported by historical evidence. We also aim to reduce the percentage of students earning no points on the RLA assessments on their ECR by 30%. 3. Unit Assessment Mastery: Evaluate the percentage of students achieving mastery on TEKS-aligned unit assessments to ensure ongoing content acquisition. 4. Academic Growth Rates: We will track individual student growth from the (BOY) baseline to the (EOY) assessments to ensure all learners, including EBs, are making significant progress.

Tools for Measuring Performance To ensure accurate and real-time evaluation, the district will utilize the following tools:

- Newsela & Formative Analytics: These platforms provide real-time analytics on student engagement, reading comprehension levels, and performance on embedded quizzes.
- STAAR Interims: We will administer STAAR Interim assessments to predict student performance on the state exam and identify specific TEKS that require reteaching.

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

3. Unit Assessment Data: Local unit exams will be housed in our district data management system (Eduphoria) to allow for the granular disaggregation of data by student population.

4. Writing Rubrics: Teachers will utilize STAAR-aligned writing rubrics within Newsela Writing and Formative to provide instant feedback on student SCR responses.

Processes to Ensure Project Effectiveness To maintain instructional fidelity and ensure the project meets its objectives, we will implement these structured processes:

- Weekly PLC Data Dialogues: Social Studies teachers will meet weekly to analyze Newsela and Formative reports, focusing on the 4 Critical PLC Questions to identify students needing intervention.
- Progress Monitoring: Data will be monitored at the District level through Instructional Services, at the campus level through the Social Studies PLC administrator, and Teachers will engage in monitoring of the digital dashboards during independent rotations to identify learning gaps the moment they occur and provide immediate feedback.
- Targeted Interventions: Data from STAAR Interims and unit assessments will be used to place students in small-group interventions blocks for focused remediation on historical concepts or writing skills.
- Progress Reviews: Campus and District instructional leadership will conduct quarterly reviews of usage and performance data to adjust professional development strategies for the following quarter.

D. Qualifications and Experience for Key Personnel

- 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.

The implementation of the Interactive Online Learning program at our Middle School campus will be led by a highly qualified team of existing district and campus professionals with extensive experience in Blended Learning, HQIM, and data-driven instruction.

(a) Required Qualifications and Experience for Primary Project Personnel

- Director of Curriculum and Instruction (Primary Project Oversight): Holds an advanced degree in Educational Leadership or Curriculum and Instruction; Proven track record of overseeing district-wide curriculum development and successfully implementing High-Quality Instructional Materials (HQIM). This role will ensure that the interactive social studies model aligns with the district's broader academic mission and literacy framework.
- Coordinator of Instructional Technology (Digital Support & Training): Proficiency in educational technology integration and management of platforms.
- District Curriculum Coach (Middle School Social Studies Support): degree in Curriculum & Instruction and a deep understanding of the Texas Essential Knowledge and Skills (TEKS).
- Blended Learning Coach (Campus-Level Implementation): knowledge of the Station Rotation model and personalized learning frameworks. This position currently supports the campus in implementation and training on Blended Learning;
- Campus Instructional Leadership (Assistant Principals): Certified campus administrators with strong backgrounds in instructional supervision.

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

(b) External Consultants The district will leverage Newsela and Formative professional learning partners to provide specialized technical training sessions and support progress monitoring of the products.

(c) Position Status Existing Positions: The Director of Curriculum and Instruction, Coordinator of Instructional Technology, District Curriculum Coach, Blended Learning Coach, and Assistant Principals are all existing, currently funded positions within the district.

Proposed Positions: The external technical consultants from the software vendors are proposed for the duration of the grant to provide targeted onboarding and technical expertise. This cost is included in the proposed budget as quoted by the vendor.



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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 proposed budget of \$195,000 is allocated to provide the instructional resources, professional development, and teacher support necessary to close our campus's 26% Social Studies proficiency gap through a Station Rotation model of Blended Learning.

Instructional Resources (Supplies & Materials/Contracts): We have allocated \$107,800 for a two-year comprehensive license suite for 1,400 students. This includes Newsela Reading Language Arts (RLA) and Writing (\$22,400/yr), Newsela Social Studies with Texas-specific collections (\$14,000/yr), and Formative Gold (\$17,500/yr). These tools provide the TEKS-aligned, leveled texts and real-time analytics essential for differentiated instruction and aggressive monitoring during classroom rotations.

Professional Development (Contracted Services): A total of \$3000 (2 training sessions per year at \$750/training) is dedicated to contracted training with Newsela and Formative consultants. This ensures that all history and ELA teachers are proficient in using the platforms' diagnostic features to track student progress and implement cross-curricular writing prompts with fidelity.

Staffing (Stipend Costs): To recognize the additional effort required for cross-curricular integration and to ensure high-quality implementation, we have included \$75,465 for teacher stipends for 15 SS teachers.

Indirect Costs: \$8735

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

Currently, the district does not allocate specific funds to this cross-curricular Social Studies initiative.

Existing allocations for instructional technology and literacy include:
Instructional Materials Allotment (IMA): Used for core digital and print resources in RLA and Math HQIM.
Title I/Title III Funds: Support general professional development and digital resources for Emergent Bilingual and economically disadvantaged learners.
Local Funds: Provide for basic 1:1 device maintenance and standard infrastructure.

The Program Director and campus leadership will conduct quarterly data reviews to evaluate the impact of these resources on student achievement and teacher effectiveness. If student growth trajectories meet our goals, the district will utilize this performance data to advocate for the integration of these subscription costs into the local budget or IMA cycles for long-term sustainability. Adjustments to the budget will be made based on evolving needs, such as reallocating funds to address unexpected shifts in student enrollment or providing targeted support to specific student subpopulations.



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

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

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

Staffing (Stipend Costs): To recognize the additional effort required for cross-curricular integration and to ensure high-quality implementation, we have included \$75,465 in stipends for 15 Social Studies teachers.

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."

Subscriptions (6268) Instructional Resources (Supplies & Materials/Contracts): We have allocated \$107,800 for a two-year comprehensive license suite for 1,400 students. This includes Newsela Reading Language Arts (RLA) and Writing (\$22,400/yr), Newsela Social Studies with Texas-specific collections (\$14,000/yr), and Formative Gold (\$17,500/yr). These tools provide the TEKS-aligned, leveled texts and real-time analytics essential for differentiated instruction and aggressive monitoring during classroom rotations.

Professional Development (Contracted Services): A total of \$3000 (2 training sessions per year at \$750/training) is dedicated to contracted training with Newsela and Formative consultants. This ensures that all history and ELA teachers are proficient in using the platforms' diagnostic features to track student progress and implement cross-curricular writing prompts with fidelity.

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."

N/A

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.

\$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.

Because our campus is implementing Blended Learning & (HQIM), we will select all SS and RLA teachers in 6-8 grade to participate. Ensures a unified, campus-wide effort to bridge gaps through cross-curricular alignment. Support will be provided through a multi-tiered instructional leadership team:
Instructional Support: The Blended Learning Coach will model the Station Rotation in classrooms, while the District Curriculum Coach will assist teachers in aligning Newsela historical texts with RLA literacy standards.
Technical Training: The Coordinator of Instructional Technology will provide on-demand support and lead specialized training sessions focused on utilizing Newsela & Formative for real-time aggressive monitoring.
Collaborative Planning: APs will facilitate weekly PLCs dedicated to analyzing Newsela and Formative data dashboards to identify student learning gaps and adjust instructional pacing.
Initial Onboarding: Teachers will participate in a summer PD led by vendor consultants to master the platforms' features, such as adjustable Lexile levels and accessibility options, before the 2026-2027 school year begins.
(b) Ensuring Teacher Commitment
The district will ensure high levels of teacher commitment through a combination of financial incentives in stipends and extra duty pay for outside work time, clear expectations through preliminary meetings sharing program goals and garnering feedback, and professional recognition by involving teachers in decision-making.

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.

We will leverage our RLA HQIM implementation and the Station Rotation model of Blended Learning to ensure a seamless cross-curricular experience between RLA and SS. Our strategy focuses on uniform literacy practices that reinforce content mastery in 7th-grade Texas History and 8th-grade U.S. History. During the summer of 2026, staff will collaborate to align resources from the products to our current curricula. This ensures that the literacy skills being taught in ELA (such as primary source analysis or identifying author's bias) are applied simultaneously in History classrooms and reinforced.
In the Station Rotation model, the Independent Online station will feature Newsela texts curated to match the complexity and themes of the RLA HQIM modules.
We will establish a cross-curricular PLC where RLA and Social Studies teachers co-analyze data. These sessions will focus on identifying high-priority standards common to both disciplines, ensuring that instructional adjustments are consistent across the campus.
2027-2028 School Year: Advanced Integration and Sustainability
Building on the foundations of Year 1, and using Newsela writing, we will continue to reinforce writing focusing on SCR rubrics.
Experienced teachers from year 1 will serve as mentors to new staff modeling best practices.
We will utilize Formative to evaluate the impact of the cross curricular model on 8th SS STAAR readiness.
Maintain coordination between RLA/SS to foster a holistic learning experience.



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Program Description PS3014 - Program Narrative

H. Statutory Requirements

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

The district will implement Newsela RLA, Social Studies, Newsela Writing, and Formative as a cohesive, interactive online learning model designed to support cross-curricular instruction in Texas History, U.S. History, and English Language Arts (RLA).
 -Newsela RLA-provides teachers with a massive library of high-interest, real-world nonfiction and fiction texts that can be instantly differentiated.
 -Newsela Social Studies: Delivers TEKS-aligned content, including the Texas State History Collection, featuring primary sources, interactive videos, and leveled articles designed to ensure accessibility for all students.
 -Newsela Writing: Embeds analytical and argumentative writing tasks directly within historical texts, providing students with structured opportunities to demonstrate literacy skills in a social studies context.
 -Formative: Provides a real-time assessment platform that supports data-driven instruction through diverse question types, immediate feedback, and standards-based reporting to monitor student growth.

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)?

The district has identified Grade 7 Texas History, Grade 8 United States History, and High School United States History as the three courses for implementation to ensure vertical alignment of literacy skills and TEKS mastery.

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.

The selected model includes multiple tools to effectively monitor individual student progress, such as Newsela, which provides real-time dashboards on reading performance, quiz results, and time on task. Newsela Writing analytics allow educators to monitor trends in analytical thinking and the use of evidence, while Formative offers live response data to track progress by standard and individual students.
 Teachers will use these tools for progress monitoring to identify students needing support and to facilitate data-driven planning during weekly PLC meetings.
 Interventions for struggling or off-track learners include assigning scaffolded texts at adjusted Lexile levels, providing small-group targeted instruction, and using text-to-speech options to overcome reading barriers.

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 model incorporates data through Formative and Newsela Skills, assessing reading comprehension, critical thinking, and content mastery. These assessments include various question types.
 Educators will use this data to identify specific knowledge gaps, adjust instructional pacing, and evaluate the overall effectiveness of the learning model across campuses. Data trends will be reviewed periodically with instructional leads to refine teacher professional development and intervention strategies.

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 model features integrated audio narration with variable speeds for all articles in both English and Spanish, supporting auditory learners and students with learning differences. It also includes instructional and interactive videos that provide visual context for historical events and are often paired with writing tasks to reinforce comprehension. These multisensory tools engage students by catering to diverse learning styles and breaking up text-heavy lessons to maintain interest.

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.

Each Newsela product offers many TEKS-aligned articles, quizzes, and writing prompts with authentic translations. Formative provides Spanish-language instructions and assessments.
 The district will use these components to provide native-language scaffolds for Emergent Bilingual students, allowing them to master complex historical content while simultaneously developing English proficiency. Teachers can assign the same texts in both English and Spanish to facilitate dual-language strategies and increase parental engagement through accessible Spanish-language learning resources.



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2026-2028 Interactive Online Learning Grant, Cycle 3

Program Description PS3014 - Program Narrative



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County District: 019907
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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	
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	\$0
3. Professional and Contracted Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
Total Direct Costs		\$0
9. Indirect Costs		\$0
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	

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

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



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2026-2028 Interactive Online Learning Grant, Cycle 3

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	26-28 Interactive Online
	\$0

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	
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		\$0
Total Other Operating Costs		\$0

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.



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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		\$0

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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2026-2028 Interactive Online Learning Grant, Cycle 3

**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	26-28 Interactive Online
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$0
Total Capital Outlay Costs	\$0

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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

Add Item

Delete Item



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0