



Organization: THE LAWSON ACADEMY
Campus/Site: N/A
Vendor ID: 1760496051

County District: 101864
ESC Region: 04
School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	01/30/2026 10:31 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/02/2026 03:34 PM
PS3014 - Program Narrative	*	Complete	02/04/2026 09:10 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/04/2026 09:13 AM
BS6101 - Payroll Costs		Complete	02/04/2026 09:13 AM
BS6201 - Professional and Contracted Services		Complete	02/04/2026 09:13 AM
BS6401 - Other Operating Costs		Complete	02/04/2026 09:14 AM
BS6501 - Debt Services		Complete	02/04/2026 09:14 AM
BS6601 - Capital Outlay		Complete	02/04/2026 09:14 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/04/2026 09:14 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: Cheryl Initial: G Last Name: Lawson Title: Superintendent

Phone: 713-741-3600 Ext: E-Mail: clawson@walipp.org

Submitter Information

First Name: Cheryl Last Name: Lawson

Approval ID: cheryl.lawson Submit Date and Time: 02/09/2026 01:04:57 PM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: THE LAWSON ACADEMY
Mailing Address Line 1: 5052 SCOTT ST
Mailing Address Line 2:
City: HOUSTON State: TX Zip Code: 77004

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Cheryl Initial: G Last Name: Lawson	
Title: Superintendent	
Telephone: 713-741-3600 Ext.: 101 E-Mail: clawson@walipp.org	

B. Secondary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Mosab Initial: Last Name: Imam	
Title: Business Manager	
Telephone: 713-741-3600 Ext.: 104 E-Mail: mimam@walipp.org	



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #f0f0f0;"> <div style="border: 1px solid black; height: 40px;"></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.

Mission and Needs: As a K–8 public charter campus, Lawson Academy’s mission is grounded in four core cornerstones: “relevant curriculum, rigorous instruction, respect for self and others within the learning community, and reciprocity through the exchange of ideas and talents.” While this remains our guiding goal, we continue to face significant needs/challenges that make it difficult to fully meet the needs of our students without additional support. These challenges include: 1) nearly 98% of our student population identifies as minority, 2) 97.9% of our students are economically disadvantaged, and 3) our teacher turnover rate of 33.3%, nearly double the state average of 18.8%. Together, these factors present substantial barriers to our students’ academic achievement, as reflected in the data below.

In Reading, only 13% of our students are performing at the Master Level, nearly half the state average of 23%. The disparity is similar in Grade 8 U.S. History, where only 3% of our students achieved Master Level proficiency, compared to 17% statewide (more than 5x less). While alarming, Social Studies as a whole shows our biggest need, with just 3% of our students reaching Master Level proficiency, compared to 27% statewide, nearly one-tenth of where we should be. Together, these results reflect our ongoing struggle with content mastery and highlight the need for targeted supports to strengthen higher-order thinking skills and academic performance across grade levels

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

(Source: 2024–2025 TAPR).

Overview of Program: To address these needs, we will implement a blended interactive online learning model focused on Social Studies with embedded English Language Arts (ELA) instruction, serving all students in Grades 7–8. Teachers will combine high-quality classroom instruction with Savvas TEKS-aligned Social Studies curriculum delivered through its interactive platform to increase engagement, strengthen content mastery, and provide differentiated support.

How Program Addresses Needs and Mission: By offering this program, Lawson Academy will directly advance its mission, particularly by strengthening two of its core cornerstones: “relevant curriculum and rigorous instruction.” Through implementation of the Savvas Learning Company TEKS-aligned Social Studies curriculum (relevant curriculum), students in Grades 7–8 will receive rigorous, standards-based instruction (rigorous instruction) designed to strengthen reading comprehension, academic vocabulary, and higher-order thinking skills. In turn, this approach directly addresses our most pressing needs by increasing instructional consistency despite teacher turnover, providing equitable access to high-quality content for economically disadvantaged students, and delivering targeted supports to close achievement gaps in Reading and Social Studies. Embedded assessments, multimedia resources, and differentiated pathways will support acceleration toward grade-level expectations.



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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.

To directly address identified achievement gaps in Social Studies and English Language Arts (ELA), we will implement a charter wide interactive online learning model using Savvas Social Studies curriculum in the 2026–2027 school year and continuing through 2027–2028.

The GOAL of using this program will be to increase student achievement in Social Studies by providing engaging, TEKS-aligned instruction that strengthens content mastery, ELA literacy skills, and higher-order thinking.

The OBJECTIVES we have outlined to ensure this goal is met, include but are not limited to:

- Increase the percentage of students achieving Mastery proficiency in Social Studies by at least 10% across Grades 7–8, with targeted growth in Grade 8 U.S. History through consistent use of Savvas Social Studies.
- Improve overall Social Studies academic performance by strengthening content mastery and higher-order thinking skills using Savvas’s TEKS-aligned articles, primary sources, multimedia resources, and text-dependent questions.
- Increase student literacy within Social Studies, with at least 70% of participating students demonstrating growth from baseline to end-of-year as measured through Savvas quizzes, writing prompts, and charter benchmark assessments.
- Ensure 100% of participating students are monitored using Savvas’s real-time data and reporting tools, allowing teachers to identify learning gaps and provide targeted instructional support.

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

- Increase access and academic performance for English learners, with at least 65% demonstrating measurable growth through Savvas’s Spanish-language articles, audio supports, and leveled reading options.

ACTIVITIES/STRATEGIES: To ensure these goals/objectives can be met,

- Teachers will integrate Savvas Social Studies into daily instruction across Grades 7–8 using a blended learning model that provides TEKS-aligned, literacy-rich content through leveled articles, primary sources, and multimedia resources.
- Teachers and campus administrators will use Savvas’s built-in assessments, quizzes, writing prompts, and real-time data reports to monitor student performance, identify learning gaps, and track progress toward Master Level proficiency.
- Students performing below grade level will receive targeted small-group instruction and differentiated supports using Savvas’s leveled reading options, Spanish-language articles, and audio features to address individual learning needs.
- Teachers and administrators will receive ongoing professional development focused on effective implementation of Savvas, data-driven instruction, differentiation strategies, and instructional supports for English learners.
- Campus PLCs will regularly review Savvas engagement data, assessment results, and charter benchmarks to guide instructional planning and continuous improvement.
- Teachers will use Savvas Spanish-language and multimedia supports to improve access for English 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.

Performance Measures: We will measure the success of this program using student outcome data directly tied to Social Studies achievement across Grades 7–8. Specifically, we will track: 1) the percentage of students achieving Mastery proficiency on STAAR Social Studies assessments; 2) progress toward TEKS-aligned Social Studies standards; 3) course completion rates and final Social Studies grades across Grades 7–8; and 4) academic growth among English learners.

Tools to Measure Performance: Teachers will use:

- Tool 1 – Savvas Teacher Dashboard and Data Reports to track article completion, quiz performance, writing responses, reading levels, and standards-aligned progress across Grades 7–8.
- Tool 2 – Savvas Assignment Analytics and Student Engagement Reports to monitor real-time student participation, response accuracy, and reading progress, allowing teachers to quickly identify students who may be falling behind and provide targeted instructional support.
- Tool 3 – STAAR Social Studies results and charter benchmark data to evaluate overall program impact and guide instructional decisions.

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

Process to Ensure the Effectiveness of the Project: In addition to using these tools to ensure this project is successful, we will also take a collaborative, supportive approach across our classrooms, campuses, and charter.

Our campus principal, Jonathan Sutton, will work closely with classroom teachers through Professional Learning Community (PLC) meetings to review Savvas assignment performance, quiz results, writing responses, and charter benchmark data to guide instructional planning and targeted support. Campus leaders will also hold monthly check-ins with instructional teams to review Savvas engagement trends, student progress data, and implementation progress to strengthen outcomes and ensure successful program delivery.

At the charter level, our Superintendent, Cheryl Lawson, will provide oversight by reviewing quarterly summaries that include Savvas performance trends, charter benchmark data, and STAAR Social Studies results to evaluate overall program effectiveness and ensure alignment across campuses. The Superintendent will work with campus leadership to identify needs, allocate resources, and support instructional adjustments as needed. Through this coordinated approach, we will maintain consistency in implementation, strengthen instructional practices, and work together to improve Social Studies achievement across Grades 7–8.

D. Qualifications and Experience for Key Personnel

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

Primary Personnel/Position Status: At Lawson Academy, we will leverage our existing charter leadership and campus-based instructional staff to implement and support this program. Staff members and their corresponding qualifications/experience required are below:

- Cheryl Lawon, who is our current Superintendent, will oversee overall grant implementation, help coordinate professional development, monitor program effectiveness and progress toward project goals, and ensure the curriculum aligns with TEKS and charter priorities. This individual is currently employed with the charter (existing) and holds a TEA certification as a superintendent. She has 15 years of experience in instructional leadership, data-driven decision-making, and program management.
- Our campus principal (Jonathan Sutton) will support day-to-day implementation by facilitating Professional Learning Communities (PLCs), guiding teachers in the use of Savvas, and conducting monthly data reviews focused on student mastery, benchmark results, and instructional effectiveness. Mr. Sutton is a certified educator with over 14 years of experience in curriculum alignment, instructional coaching, and student performance monitoring.

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

- Our Social Studies teachers in Grades 7–8 (existing positions) will serve as the primary instructional staff delivering the blended learning model. All our teachers hold appropriate Texas certification and have experience implementing TEKS-aligned instruction, analyzing student data, and supporting diverse learners. They will be responsible for delivering Savvas Social Studies curriculum, monitoring students' mastery proficiency, and providing targeted academic support to students.

External Consultants: We will partner with external professional development providers, including Comprehensive Training Center (among others as needed), to support the successful implementation of this program. These consultants will provide targeted training on Savvas onboarding, instructional integration, data-driven instruction, assessment analytics, and strategies for supporting English learners within Social Studies.



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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.

Budget Meets Needs/Goals of Program: The largest portion of funds will support Savvas digital Social Studies licenses, providing students with TEKS-aligned Texas History and U.S. History content, embedded multimedia lessons, interactive activities, automatically scored assessments, progress monitoring tools, and Spanish-language supports. These instructional resources are critical to delivering consistent, high-quality instruction while allowing teachers to track individual student progress and adjust instruction to meet student needs.

Additionally, grant funds will be used to purchase charging stations and laptops to ensure students and teachers have reliable access to Savvas programming during daily instruction, assessments, and intervention periods. These devices will directly support interactive lesson delivery, completion of digital coursework, administration of unit and benchmark assessments, and real-time progress monitoring, particularly for students who currently lack consistent access to instructional technology.

Funds will also support professional development through the Comprehensive Training Center (CTC) and other vetted trainers to provide onboarding and ongoing coaching for teachers and campus administrators focused on effective implementation of Savvas Social Studies. Training will emphasize data-driven instruction, differentiation strategies, and supports for English learners, ensuring staff are prepared to use Savvas's leveled content, assessments,

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

and reporting tools to monitor student progress, adjust instruction, and improve student outcomes.

Lastly, to support program implementation and ensure compliance, indirect costs will cover procurement and vendor coordination for Savvas licenses and instructional devices, payroll processing for staff supporting the project, contract management for external professional development providers, and setup of newly purchased charging stations and laptops.

Adjustments: As the program progresses, we will regularly review student performance and implementation data through ongoing data check-ins and mid-year reviews to determine what is working and where adjustments may be needed. Based on these evaluations, funds may be reallocated to support additional professional development, Savvas instructional subscriptions, or instructional devices as needed. Teacher and administrator feedback, along with Savvas assessment results and engagement data, will guide these decisions to ensure resources remain aligned with student needs and program goals.

Snapshot of Funds: While we are unable to fully fund this project independently due to limited local resources, we will offset a portion of program costs using local funds to support ongoing technology maintenance (i.e. malware protection, firewall subscriptions, etc.) and the purchase of additional laptops and charging stations beyond those funded through the grant through charter general funds.



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

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

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

Grant funds will support a Project Director stipend and extra duty pay to oversee grant coordination, implementation support, monitoring of program effectiveness, and reporting requirements. Associated employee benefits are included.
Total Cost: \$16,800

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

Funds will support professional development and digital instructional services necessary to implement the Savvas Social Studies interactive online learning model. Costs include Savvas Social Studies curriculum licenses for Grades 7–8, onboarding and implementation training, instructional integration support, assessment and analytics tools, and ongoing platform access.
Total Cost: \$38,154

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

Funds will be used to purchase instructional supplies and materials that support implementation of the Savvas Social Studies blended learning model, including classroom materials, instructional resources, and consumable items that enhance digital lesson delivery and student engagement.
Total Cost: \$54,400

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.

\$115,000



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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.

Selecting Teachers: Since this will be implemented as a charter wide initiative (K-8 Charter), all Social Studies teachers in Grades 7–8 will participate.

Supporting Teachers: To support our teachers, we will provide structured professional development through vetted trainers focused on Savvas Social Studies onboarding, instructional integration, and strategies for supporting English learners. Teachers will also receive ongoing support through campus PLCs, where they will review Savvas assessment results and engagement data, share ideas and best practices, and collaboratively plan instruction. Campus principals will further provide job-embedded support through classroom walkthroughs, coaching conversations, and guidance on using Savvas performance data to strengthen instruction and support teachers.

Teacher Commitment: We believe teacher success begins with clear communication and meaningful support. Therefore, if funded, we will share grant expectations and instructional goals through campus meetings, training sessions, and regular administrator check-ins to ensure everyone feels informed and supported. We will also recognize teachers through appreciation events and implementation showcases that celebrate effective classroom practices and student growth.

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.

To support cross-curricular implementation in Year 1 (2026–2027), we will provide professional development focused on integrating reading comprehension, academic vocabulary, structured writing, and analytical thinking into Social Studies instruction using Savvas Social Studies. Through campus PLCs, our Social Studies and ELA teachers will come together to review Savvas assignment performance, quiz results, and student writing data, identify literacy gaps, and collaboratively plan instruction that strengthens informational text analysis and evidence-based writing. By the end of Year 1, we expect at least 70% of participating students to demonstrate measurable growth in reading and writing embedded within Social Studies coursework.

In Year 2 (2027–2028), we will refine instructional practices using Savvas performance data, charter benchmark results, and student engagement trends to expand opportunities for structured writing, primary source analysis, and academic discussion. PLCs will continue reviewing mastery and participation data to guide targeted supports. By the end of Year 2, we aim to increase the percentage of students achieving Mastery proficiency in Social Studies by at least 10%.

Through ongoing professional development, PLC collaboration, and consistent use of Savvas Social Studies, we will strengthen instruction, close learning gaps, and support measurable gains in Social Studies achievement across Grades 7–8.



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H. Statutory Requirements

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

Identify Learning Application: If funded, we will implement Savvas Social Studies as the charter's selected digital instructional platform to support instruction in Grade 7 Texas History and Grade 8 U.S. History.

Description of Program: Savvas Social Studies provides a literacy-rich, standards-aligned learning experience that supports both content mastery and English Language Arts development. Key features include:

- Leveled non-fiction articles, primary sources, and multimedia resources that allow students to access grade-level Social Studies content at their individual reading levels.
- Embedded quizzes, writing prompts, and text-dependent questions that provide formative assessment opportunities and support higher-order thinking.
- Teacher assignment and reporting tools that allow educators to assign content, monitor student participation, review quizzes and writing performance, and track progress over time to guide instruction.
- Built-in cross-curricular supports, including reading comprehension activities, academic vocabulary development, evidence-based writing tasks, and primary source analysis that strengthen literacy skills while students engage in Social Studies content.
- Standards-aligned content and performance data that help teachers identify learning gaps and target instruction based on student needs.
- Spanish-language articles and audio read-alouds support access to grade-level content while building English proficiency.

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)?

Should we be funded, we plan to implement Savvas Social Studies in Grade 7 Texas History and Grade 8 U.S. History.

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.

Progress Monitoring Tools in Model: Progress tools that will be used include Savvas's Teacher Dashboard, assignment reports, quiz results, writing response data, reading level tracking, and student engagement analytics. Teachers will use these tools to review article completion, quiz accuracy, written responses, and Lexile-level adjustments to better understand individual student performance and guide instruction.

How Tools Will Support Students Who Are Off Track: These monitoring tools help our teachers quickly identify students with low assessment scores, incomplete assignments, or limited engagement. With real-time access to student data, our teachers will be able to recognize when students are not meeting mastery expectations, look for patterns in learning, and work together to provide targeted instructional support.

Interventions for struggling learners: Students identified as falling behind will receive targeted supports, including adjusted pacing, leveled Savvas articles, small-group instruction aligned to specific skill gaps, and individualized tutoring when needed. Our teachers will use Savvas quiz results, writing responses, reading level data, and engagement reports to better understand each student's learning needs and tailor interventions accordingly. English learners will receive added support through Savvas Spanish-language and audio read-aloud features, with progress reviewed each grading period using Savvas and district data to adjust supports.

4. LEAs must select and implement an interactive online learning model(s) that includes quarterly benchmarks that are automatically scored. (a) Describe the quarterly benchmarks included in the interactive online learning model(s). (b) Include how the school(s) will use this data to support student learning and to evaluate the effectiveness of the interactive online learning model(s) that was implemented.

Quarterly Benchmarks: To track data on a quarterly basis and benchmark student progression, we will utilize Savvas article quizzes, writing prompts, standards-aligned assignments, reading level (Lexile) growth, and student engagement data, along with charter TEKS-aligned benchmark assessments for Texas History and U.S. History. These measures will allow our teachers to monitor progress through reading-based questions, written responses, and performance tasks connected directly to classroom instruction. Using Savvas's Teacher Dashboard and assignment reports, teachers will review quiz results, student writing, Lexile-level growth, and engagement trends to guide instruction and provide targeted support.

Data to Support Learning/Evaluate Effectiveness: This data will be used by our teachers to guide instructional planning, provide targeted student support, and evaluate program effectiveness. Savvas performance data will be reviewed during PLC meetings to identify students who are not meeting mastery expectations, determine skill areas needing reinforcement, and adjust instruction as needed. Students demonstrating learning gaps will receive targeted interventions, including leveled Savvas articles, small-group instruction aligned to specific skill gaps, and individualized tutoring.

Principals and the program director will review quarterly benchmarks and Savvas mastery reports to monitor growth, while the superintendent reviews aggregate trends to guide adjustments.



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Program Description PS3014 - Program Narrative

5. LEAs must select and implement an interactive online learning model(s) that includes both audio narration and video components. (a) Describe the audio and video components included in the interactive online learning model(s). (b) Explain how the school(s) will use these tools to engage students in the effective interactive online learning model(s).

Audio/Video Components: Savvas features include:

- Multimedia articles with embedded videos, images, maps, and primary source documents that introduce and reinforce key historical concepts, events, and academic vocabulary.
- Audio read-aloud functionality that supports comprehension and allows students to listen to content while reading along.
- Visual supports such as historical photographs, charts, timelines, and graphics to help students better understand complex topics.
- Student-paced reading audios that allow learners to pause, revisit content, and engage with articles at their own pace.
- Spanish-language articles and audio support that help English learners access grade-level content while continuing to develop English proficiency.

Engaging Students: We will use Savvas Social Studies during daily instruction and independent learning to engage students through literacy-rich, multimedia content. Teachers will use Savvas articles and videos to introduce new concepts and reinforce key topics, while audio read-aloud features and visual supports help students follow along, complete assigned activities, and learn at their own pace. Students can revisit challenging material as needed, allowing teachers to differentiate instruction during whole-group lessons, small-group support, and intervention periods.

6. LEAs must select and implement an interactive online learning model(s) that is offered in both English and Spanish. (a) Describe the components of the interactive online learning model(s) that are provided in Spanish. (b) Explain how your LEA will use the interactive online learning model(s) with English- and Spanish-speaking students.

Spanish Components: The Spanish components that are provided by Savvas include:

- Spanish-language articles that allow students to access the same Social Studies content as their peers in their home language
- Audio read-aloud features in Spanish to support listening comprehension and fluency
- Academic vocabulary embedded within articles to support content understanding
- Multimedia resources, including images and videos, to strengthen comprehension and engagement

In addition to these features, Savvas provides visual supports such as historical photos, graphics, timelines, and maps to help students better understand key concepts and lesson content. Together, these tools allow English learners to access grade-level instruction, strengthen comprehension, and actively engage in Social Studies coursework.

Model Usage for English and Spanish Speaking Students: We will use Savvas Social Studies to provide differentiated instruction for both English- and Spanish-speaking students within our blended learning classrooms. English-speaking students will engage with TEKS-aligned articles, reading activities, and assessments to build content knowledge and literacy skills. Teachers will use Savvas Spanish-language, vocabulary, and multimedia supports alongside teacher-led instruction to help English learners access grade-level Social Studies content, build English proficiency, and progress toward TEKS mastery.



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

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

Part 1: Available Funding

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

Part 2: Budget Summary

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

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

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



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**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	26-28 Interactive Online
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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Program Budget BS6601 - Capital Outlay

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description:

Number of Units:

Fund Source:

Total Costs:

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



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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