



Organization: THE RHODES SCHOOL FOR PERFORMING ARTS
Campus/Site: N/A
Vendor ID: 1760626934

County District: 101861
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: Received

Amendment #: 00
Version #: 01

| Description | Required | Status | Last Update |
|--|----------|----------|---------------------|
| General Information | | | |
| GS2100 - Applicant Information | * | Complete | 02/17/2026 03:10 PM |
| GS2300 - Negotiation Comments and Confirmation | | New | |
| Program Description | | | |
| PS3013 - Program Plan | * | Complete | 02/17/2026 05:08 PM |
| PS3014 - Program Narrative | * | Complete | 02/17/2026 07:47 PM |
| Program Budget | | | |
| BS6001 - Program Budget Summary and Support | | Complete | 02/17/2026 07:50 PM |
| BS6101 - Payroll Costs | | Complete | 02/17/2026 07:51 PM |
| BS6201 - Professional and Contracted Services | | New | |
| BS6401 - Other Operating Costs | | New | |
| BS6501 - Debt Services | | New | |
| BS6601 - Capital Outlay | | New | |
| Provisions Assurances and Certifications | | | |
| CS7000 - Provisions, Assurances and Certifications | * | Complete | 02/17/2026 07:41 PM |

Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official Select Contact: or

| | | | |
|---------------------|----------|----------------------------------|-----------------------|
| First Name: Ashley | Initial: | Last Name: Miller | Title: Superintendent |
| Phone: 281-458-4334 | Ext: | E-Mail: amiller@rhodesschool.org | |

Submitter Information

| | |
|------------------------------|--|
| First Name: Ashley | Last Name: Miller |
| Approval ID: ashley.miller17 | Submit Date and Time: 02/17/2026 07:52:11 PM |



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General Information GS2100 - Applicant Information

Part 1: Organization Information

| A. Applicant | | | |
|--|-----------|-----------------|--|
| Organization Name: THE RHODES SCHOOL FOR PERFORMING ARTS | | | |
| Mailing Address Line 1: 13334 WALLISVILLE-A RD | | | |
| Mailing Address Line 2: | | | |
| City: HOUSTON | State: TX | Zip Code: 77049 | |

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

Part 2: Applicant Contacts

| A. Primary Contact | | | Select Contact: | Select One | or | Add New Contact |
|-------------------------|----------|----------------------------------|-----------------|------------|----|-----------------|
| First Name: Ashley | Initial: | Last Name: Miller | | | | |
| Title: Superintendent | | | | | | |
| Telephone: 281-458-4334 | Ext.: | E-Mail: amiller@rhodesschool.org | | | | |

| B. Secondary Contact | | | Select Contact: | Select One | or | Add New Contact |
|-------------------------------|----------|-----------------------------------|-----------------|------------|----|-----------------|
| First Name: Monet | Initial: | Last Name: Calhoun | | | | |
| Title: School Support Officer | | | | | | |
| Telephone: 281-459-9797 | Ext.: | E-Mail: mcalhoun@rhodesschool.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: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 40px; margin-top: 5px;"></div> |

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

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

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

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0040020635590001



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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.

The mission of the Interactive Online Learning Grant for U.S. History at The Rhodes School for the Performing Arts is to strengthen student achievement by providing engaging, technology-driven instruction that deepens historical comprehension and improves outcomes on state assessments. Texas has historically struggled with U.S. History performance, and we recognize that our results still fall short of our expectations for student success. This grant will allow us to close that gap through innovative, interactive learning experiences that meet students where they are and accelerate their growth. Through the grant, we will implement a rigorous online U.S. History program that incorporates hands-on lessons, multimedia primary sources, real-time assessments, and differentiated learning pathways. These tools will support a flipped-classroom model, allowing students to work with content online before class and use in-person time for deeper discussion, critical thinking, and cooperative projects. Up-to-date technology and digital mediums will ensure that instruction is relevant, accessible, and coordinated with state standards. Additionally, the grant will provide opportunities to incentivize and support U.S. History teachers who are not currently participating in the Teacher Incentive Allotment, encouraging high-quality instruction and career development.

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

Teachers participating in the grant will also have access to professional development provided by content experts and the district's educational service center. By investing in both learners and educators, we aim to create a standard of excellence in social studies that prepares scholars not only to succeed on all state assessments as well as to become informed, thoughtful citizens. This initiative embodies our commitment towards continuous improvement, innovation, and equity, ensuring every student at The Rhodes School for the Performing Arts has access to high-quality U.S. History instruction, materials, and resources that inspire achievement and lifelong learning.

B. Goals, Objectives and Strategies

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

Goal 1: Increase Student Achievement in U.S. History
Objective 1.1
By the end of the 2026–2027 school year, increase the percentage of students meeting grade-level expectations on the U.S. History STAAR/EOC by at least 10 percentage points.
Objective 1.2
By the end of each grading cycle, 85% of students will demonstrate growth on online formative assessments embedded in the digital U.S. History platform.

Goal 2: Ensure Equity and Differentiated Support
Objective 2.1
By mid-year, the digital platform will provide tiered learning pathways for 100% of students, including supports for:
English learners
students receiving special education services
advanced learners
Objective 2.2
Close achievement gaps among student subgroups by at least 8 percentage points on benchmark assessments.

Goal 3: Build Teacher Capacity and Instructional Excellence
Objective 3.1
By Spring 2027, 100% of participating teachers will complete targeted professional development on:
technology integration
differentiation
STAAR-aligned instruction
data-driven planning
Objective 3.2
Instructional walkthrough data will show 90% implementation fidelity of flipped classroom instructional practices and use of district mandated online resources.

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

n/a



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Program Description PS3014 - Program Narrative

C. Performance and Evaluation Measures

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

The following tools will be used to collect and analyze performance data:
STAAR Assessment Results to measure overall student mastery and progress compared to prior years.

District Benchmark Exams and Unit Assessments aligned with TEKS standards to monitor growth throughout the year.

Interactive Online Platform Analytics to track student participation, lesson completion, and skill mastery.

Formative Assessments such as quizzes, exit tickets, DBQs, and project-based learning rubrics.

District Walkthrough Observation Tools to evaluate classroom implementation of technology integration, flipped instruction, and engagement strategies.

Teacher Data Meetings and Progress Monitoring Reports to track student performance trends.

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

n/a

D. Qualifications and Experience for Key Personnel

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

The primary personnel responsible for implementation of the Interactive Online U.S. History Program will be certified U.S. History classroom teachers. These educators will meet the following qualifications:
Experience using technology integration, online learning platforms, and formative assessment strategies.
Ability to implement a flipped-classroom instructional model and differentiate instruction to meet diverse learner needs.
Participation in ongoing professional development related to TEKS alignment, STAAR preparation, and interactive instructional practices.
These positions are existing classroom teaching positions within the district.

District Curriculum and Instruction administrators will support implementation by monitoring program fidelity, providing coaching, and assisting teachers in analyzing student performance data. These administrators are also existing district personnel.

The district will partner with its regional Educational Service Center (ESC) to provide professional development and consultation services. The ESC will assist with:
Training teachers on interactive online learning platforms and flipped-classroom strategies.

Providing guidance on TEKS-aligned curriculum design and STAAR readiness.
Supporting data analysis and instructional improvement planning.
Offering workshops on technology integration and best practices in social studies instruction.

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

n/a



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Program Description PS3014 - Program Narrative

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.

Funds will be strategically allocated across staffing, technology, professional development, instructional materials, and contracted services.

1. Technology and Equipment

Grant funds will be used to purchase classroom computers/laptops and headphones for students and teachers participating in the program. These tools are essential for implementing the interactive online platform, supporting the flipped-classroom model, and ensuring equitable access to digital learning resources. Reliable technology including promethean boards will allow students to complete online lessons, assessments, and multimedia activities aligned with U.S. History standards.

2. Staffing Support

Funds will support a classroom instructional aide to facilitate small-group instruction within U.S. History classes. This role will allow teachers to provide targeted interventions, differentiated instruction, and enrichment opportunities, ensuring that students at all performance levels receive individualized support.

3. Teacher Incentives and Stipends

Teacher stipends will be provided based on program participation, implementation fidelity, and student performance outcomes. These incentives will encourage high-quality instruction, support teachers who are not currently participating in the Teacher Incentive Allotment, and recognize educators who demonstrate measurable student growth.

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

4. Professional Development

Budgeted funds will provide ongoing professional development in areas such as technology integration, flipped-classroom strategies, TEKS-aligned instruction, and data-driven decision making. Training will be delivered through district Curriculum and Instruction staff and external consultants such as the Educational Service Center. This investment ensures teachers are fully prepared to implement the program effectively.

5. Online Instructional Licenses and Materials

The grant will cover licenses for interactive online U.S. History instructional platforms, digital curriculum resources like Studies Weekly, and formative assessment tools like Nearpod. These materials will provide engaging content, primary source analysis opportunities, progress monitoring features, and differentiated instruction options aligned with state standards.

6. Contracts and Consultation Services

A portion of the budget will support contracted services with the Educational Service Center and other approved vendors to provide training, coaching, and program evaluation support. To sustain the program after the grant period, the district will incorporate successful components into the regular instructional budget. Technology purchases will be maintained through campus technology funds, professional development will be embedded into district training cycles, and staffing adjustments will be made based on demonstrated student growth.



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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."

The district is requesting an aide for two years to facilitate small groups in the classroom- 80,000
Teacher stipends for two years. Stipends will be given based on teacher performance - 20,000

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."

Education Service Center Support for year 1 and 2- 16,844
Substitutes that will be used for teachers out for professional development for year 1 and 2- \$2000

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."

Teacher Laptops to facilitate flipped classroom and assign online assignments- 1,400
Student Chromebooks for US History classroom use only- 24,000
Student Headphones use for testing and individual work- 1,200
Nearpod interactive learning platform- 1,000
Studies Weekly interactive learning platform- 1,400
Promethean board will be used as an interactive technology tool during class.- 4500
Classroom resources and supplies- 2,000

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.

\$160,055



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Program Description PS3014 - Program Narrative

G. Additional TEA Program Requirements

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

The LEA will use highly effective U.S. History teachers and instructional support staff to implement the Interactive Online Learning Grant. Selection shall prioritize:

- Demonstrated effectiveness in student scholastic growth (STAAR U.S. History performance and progress measures)
- Strong classroom control and instructional delivery
- Proficiency with instructional technology or readiness to participate in intensive training
- Allegiance to collaborative planning and evidence-based instruction
- Interest in participating in teacher leadership pathways (including potential Teacher Incentive Allotment eligibility)

Campus administrators and the Director of Curriculum & Instruction will review teacher performance data, walkthrough feedback, and student growth metrics to ensure selected educators demonstrate readiness to implement a blended, technology-integrated instructional model.

The LEA will recognize participating teachers through:

- Stipends
- Leadership recognition
- Priority access to advanced professional learning opportunities
- Consideration in district teacher leadership pipelines

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.

The LEA will implement a structured, multi-year cross-curricular integration model to ensure that the Interactive Online U.S. History Program strengthens literacy, writing, critical thinking, and analytical reasoning across content areas. Implementation will be embedded into district systems rather than treated as a stand-alone initiative. During Summer 2026, the LEA will convene a cross-curricular planning team composed of:

- U.S. History teachers
- English Language Arts teachers
- Special Education and ESL representatives
- Instructional coaches
- Campus administrators

The team will map overlapping TEKS to identify intentional integration points such as:

- Primary source analysis (History + ELA informational text standards)
- Argumentative writing using historical evidence
- Data interpretation (History + Mathematics quantitative reasoning)
- Research and citation practices

This alignment will be embedded into pacing guides and lesson frameworks.



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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 Rhodes School for the Performing Arts will implement the following TEKS-aligned interactive online learning applications to support cross-curricular instruction in Grade 8 U.S. History and English Language Arts:
 Studies Weekly Online (Texas History and U.S. History editions)
 Nearpod (interactive lesson delivery and formative assessment platform)
 These research-based platforms will be used in combination to deliver rigorous, engaging, and standards-aligned instruction. Studies Weekly Online will serve as the core digital curriculum. The platform provides TEKS-aligned weekly units, primary source documents, informational texts, and standards-based assessments. Its built-in differentiation tools, multimodal texts, and embedded literacy supports strengthen historical comprehension while reinforcing reading and writing skills required in English Language Arts.
 Nearpod will be used to transform direct instruction into highly interactive learning experiences. Teachers will deliver lessons that include real-time formative assessments, collaborative activities, virtual field trips, and primary source analysis. Nearpod's data analytics allow teachers to monitor student understanding instantly and adjust instruction to meet diverse learning needs.

2. LEAs must implement the interactive online learning model(s) in grade 7 Texas history, grade 8 U.S. history and/or high school U.S. history. What three history classes or combination of these history classes are identified for the implementation of the interactive online learning model(s)?

7th Grade Texas History & 8th Grade US History are identified for the implementation of the grant program.

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 Rhodes School for the Performing Arts will utilize the built-in analytics and reporting features within Studies Weekly Online and Nearpod to monitor the progress of each individual student in real time. These platforms provide standards-aligned formative and summative assessment data, student engagement metrics, and mastery reports aligned to the Texas Essential Knowledge and Skills (TEKS).
 Teachers and instructional leaders will use the monitoring tools to:
 Track individual student mastery by TEKS standard
 Analyze real-time formative assessment results
 Identify trends across classes and student subgroups
 Adjust instruction based on data during weekly PLC meetings
 The LEA will use platform analytics to proactively identify students who are:
 scoring below mastery thresholds
 demonstrating low engagement
 missing assignments
 showing regression on TEKS-aligned skills
 Once flagged, students will be placed into targeted support groups. Teachers will use the platforms' differentiation features to assign:
 scaffolded readings
 leveled primary sources
 reteach modules
 targeted skill practice
 Students identified as struggling will receive a tiered system of supports aligned to MTSS best practices.
 Tier 1 (Core Classroom Supports)
 Tier 2 (Targeted Intervention)
 Tier 3 (Intensive Intervention)



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2026-2028 Interactive Online Learning Grant, Cycle 3

Program Description PS3014 - Program Narrative

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 Rhodes School for the Performing Arts will implement automatically scored quarterly benchmark assessments through Studies Weekly Online and Nearpod as part of the interactive online learning model. These benchmarks are fully aligned to the Texas Essential Knowledge and Skills (TEKS) for Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History.

Each nine-week grading period, students will complete a comprehensive online benchmark that includes:

- TEKS-aligned multiple-choice items
- technology-enhanced questions
- primary source analysis tasks
- short constructed-response items (auto-scored where applicable)
- standards mastery reporting

The school will implement a structured data cycle to ensure quarterly benchmark results directly inform instruction and program evaluation.

Supporting Student Learning

Teachers and PLC teams will:

- Identify students needing reteach, intervention, or enrichment

- Assign differentiated digital modules based on skill gaps

- Monitor student growth across benchmark windows

Evaluating Effectiveness of the Interactive Online Learning Model

Campus and district leaders will use aggregated benchmark data to evaluate implementation fidelity and program impact by:

- Monitoring subgroup performance

- Analyzing correlations between platform usage and achievement

- Conducting quarterly data reviews with instructional leadership

Success indicators will include:

- Increased percentage of students meeting benchmark mastery

- Improved STAAR/EOC performance outcomes

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 Rhodes School for the Performing Arts will implement an interactive online learning model using Studies Weekly Online and Nearpod both of which include robust audio narration and video-based instructional features aligned to the Texas Essential Knowledge and Skills (TEKS).

Audio Narration Components

The model includes embedded audio supports designed to increase accessibility and comprehension for diverse learners. Key features include:

- Read-aloud functionality for digital articles and primary sources within Studies Weekly

- Teacher-recorded and platform-provided audio directions in Nearpod lessons

- Vocabulary pronunciation and language supports for English learners

Video Components

The interactive online learning model incorporates high-quality video resources that support visual learning and historical understanding, including:

- Nearpod interactive videos with pause-and-respond questioning

- Virtual field trips and multimedia presentations in Nearpod

- Short content videos within Studies Weekly that introduce or reinforce key concepts

Teachers will use these tools to:

- Frontload content through flipped video lessons prior to class

- Differentiate instruction for varied learning needs

- Monitor student comprehension through embedded checks for understanding

During in-person instruction, teachers will leverage data from video and audio activities to guide:

- collaborative discussions

- inquiry-based projects and targeted intervention



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2026-2028 Interactive Online Learning Grant, Cycle 3

Program Description PS3014 - Program Narrative

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

The Rhodes School for the Performing Arts will implement an interactive online learning model using Studies Weekly Online and Nearpod each of which provides Spanish-language supports to ensure equitable access for English learners and Spanish-speaking students.

Spanish Components Include:

- Studies Weekly Online
- Full Spanish editions of Grade 7 Texas History and Grade 8 U.S. History materials
- Spanish-translated articles and primary source summaries
- Spanish audio read-aloud functionality
- Bilingual vocabulary supports and glossaries

Nearpod

- Teacher-created lessons available in Spanish
- Spanish audio narration and directions
- Interactive activities (polls, quizzes, collaborative boards) deployable in Spanish
- Embedded translation features for student access

The Rhodes School for the Performing Arts will implement a strategic bilingual instructional approach to support both English-dominant and Spanish-speaking students within the interactive online learning model.

For Spanish-Speaking and Emergent Bilingual Students

Teachers will:

- Assign Spanish-language texts and videos for initial content access
- Use Spanish audio supports to scaffold comprehension
- Provide bilingual vocabulary instruction within social studies units
- Gradually increase exposure to English academic language
- Use platform data to monitor language and content mastery

For English-Speaking Students

Teachers will:

- Deliver core instruction primarily in English
- Use multimedia supports to strengthen comprehension



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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 | \$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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**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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**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

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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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**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:



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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 |