



Organization: TRIUMPH PUBLIC HIGH SCHOOLS-LUBBOCK
Campus/Site: N/A
Vendor ID: 1742894095

County District: 152803
ESC Region: 17
School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

General Information GS2000 - Certify and Submit

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

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/06/2026 01:01 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/06/2026 01:02 PM
PS3014 - Program Narrative	*	Complete	02/12/2026 11:18 PM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/06/2026 01:02 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: Frances Initial: Last Name: Berrones-Johnson Title: Superintendent/CEO

Phone: 210-227-0295 Ext: E-Mail: frances.johnson@triumphpublicschools.org

Submitter Information

First Name: Frances Last Name: Johnson

Approval ID: frances.johnson3 Submit Date and Time: 02/13/2026 11:06:05 AM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: TRIUMPH PUBLIC HIGH SCHOOLS-LUBBOCK
Mailing Address Line 1: P O BOX 15644
Mailing Address Line 2:
City: SAN ANTONIO State: TX Zip Code: 78212

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One ▼ or
Add New Contact	
First Name: Myriam Initial: Last Name: Rios	
Title: Finance Officer	
Telephone: 956-944-3861 Ext.: E-Mail: myriam.rios@triumphpublicschools.org	

B. Secondary Contact	Select Contact: Select One ▼ or
Add New Contact	
First Name: Gautier Initial: Last Name: Tirado	
Title: Instructional Officer	
Telephone: 210-227-0295 Ext.: E-Mail: gautier.tirado@triumphpublicschools.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; 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.

At Triumph Public High School-Lubbock, we are excited to introduce an innovative program to transform student engagement in U.S. History through an interactive online learning model, funded by this grant. Our mission is to enhance academic performance in social studies, where our students currently face significant challenges. The data show that only 18% of our students meet STAAR standards in social studies, compared with the state average of 51%, and ELA/reading results reflect a similar pattern, with just 7% proficient versus 54% statewide.

To tackle these challenges, our program emphasizes creating an inclusive educational environment that fosters curiosity and critical thinking through a multifaceted approach.

We will use Savvas Realize digital textbooks, which feature interactive elements such as videos and primary sources, making U.S. history relatable and engaging. This will foster a deeper connection to the content and enhance the overall learning experience. We will implement formative and summative assessments through interactive platforms that provide real-time feedback. This immediate response to student performance will empower learners to take ownership of their education and identify strengths and areas for improvement. We will promote cross-curricular collaboration by integrating history and English Language Arts (ELA). This will involve analyzing historical texts within collaborative projects, encouraging deeper analysis and meaningful discussions that

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

relate historical events to contemporary issues. Additionally, recognizing the diverse learning styles of our student body, we will employ differentiated instruction using Savvas tools to create customized assignments. These will include approaches such as project-based learning and visual presentations to ensure every student's needs are met.

Data monitoring will be a critical element of our program. Using the Savvas analytics dashboard, we will continuously track student performance metrics to identify trends and promptly address areas requiring intervention. This will allow teachers to provide timely support, ensuring that each student is on a clear path to success. To connect students with their community, we will incorporate local historical themes that are relevant to Lubbock and Texas. This focus will foster a sense of pride and belonging, making the learning experience even more meaningful. We will provide ongoing training to effectively use the Savvas curriculum and integrate technology into instructional practices, fostering an engaging learning atmosphere.

In conclusion, this comprehensive program aims to elevate academic achievement in U.S. history and foster a passion for the subject through a dynamic learning environment. By addressing the specific needs of our students, we strive to make a lasting positive impact on their educational journey and our community. Together, we can transform challenges into opportunities for growth and success.



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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.

MAJOR GOALS/OBJECTIVES OF THE PROPOSED PROGRAM

The proposed interactive online learning model for U.S. History at Triumph Public High School-Lubbock aims to:

- **Enhance Student Engagement:** Create an active learning environment that deepens students' understanding of U.S. history.
- **Improve Academic Achievement:** Address the significant gap in performance indicated by STAAR rates, 51% at the state level for social studies, with only 18% at the campus level; ELA/reading shows 54% state versus 7% campus. We aim to align instructional strategies with Texas Essential Knowledge and Skills (TEKS) while providing tailored support.
- **Develop Critical Thinking Skills:** Foster analysis of historical events and connections to contemporary issues through meaningful discussions and writing.
- **Promote Lifelong Learning:** Instill a passion for history that transcends the classroom.
- **Utilize Data-Driven Instruction:** Implement systematic monitoring of student progress to ensure timely interventions.

ACTIVITIES/STRATEGIES TO ACHIEVE GOALS/OBJECTIVES

To achieve these objectives, we will implement the following strategies:

- **Digital Textbook Utilization:** Use Savvas Realize digital textbooks with interactive elements such as videos and primary sources to make history relatable and engaging.
- **Implementation of Interactive Assessments:** Conduct formative and summative assessments on interactive platforms for immediate feedback, helping students track their understanding in real time.

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

- **Cross-Curricular Collaboration:** Integrate history and ELA by analyzing historical texts, focusing on collaborative projects that enhance critical thinking, especially given current performance gaps.
- **Differentiated Instruction Models:** Leverage Savvas tools to create customized assignments that cater to diverse learning styles, including project-based learning and visual presentations.
- **Data Monitoring and Reporting:** Use Savvas dashboard features to continuously monitor student performance, identify trends, and identify opportunities for intervention.
- **Engagement with Local History:** Incorporate local historical themes relevant to Lubbock and Texas to foster connections among students and strengthen community ties.
- **Professional Development for Educators:** Offer ongoing training for teachers on utilizing the Savvas curriculum and effectively integrating technology into their instructional practices to enhance delivery and student engagement.

By focusing on these goals and strategies, Triumph Public High School-Lubbock strives to elevate academic achievement in U.S. history and to create a more engaging learning environment for students, thereby addressing the critical performance gaps evident in their STAAR results.



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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 RELATED TO STUDENT OUTCOMES

The primary performance measures for the interactive online learning program at Triumph Public High School-Lubbock focus on student engagement, understanding of U.S. history content, and overall academic achievement. Key measures include:

- **Assessment Scores:** Analysis of formative and summative assessments will indicate how well students are grasping key concepts aligned with the Texas Essential Knowledge and Skills (TEKS).
- **Progress Monitoring Reports:** Tracking individual student performance through real-time analytics will help assess overall student engagement and identify those who are falling behind.
- **Project-Based Assessments:** Evaluations of student projects that apply historical analysis will measure critical thinking and knowledge application.
- **Benchmark Performance:** Quarterly benchmark assessments will provide a standardized measure of student understanding, enabling comparative analysis across student groups.

TOOLS USED TO MEASURE PERFORMANCE

The Savvas Realize platform provides various tools for performance measurement, including:

- Real-time mastery tracking
- Standard-level breakdown reports
- Growth tracking from pre-assessment to quarterly benchmark assessments
- Spanish-language progress reports
- Exportable reports for campus data analysis

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

PROCESSES TO ENSURE EFFECTIVENESS OF PROJECT OBJECTIVES AND STRATEGIES

To ensure that project objectives and strategies remain effective, the following processes will be implemented:

- **Regular Review of Assessment Data:** Teachers will hold regular meetings to analyze assessment data and progress reports. This will help identify patterns, strengths, and areas for improvement.
- **Adjustments to Instructional Strategies:** Based on performance data, instructional strategies will be adjusted to better meet the needs of students, particularly those who are struggling.
- **Feedback Loops:** Continuous feedback will be collected from students on their learning experiences, enabling on-the-fly adjustments.
- **Implementation of Interventions:** For students identified as at risk, targeted interventions such as small-group instruction and one-on-one support will be implemented promptly and monitored for effectiveness.
- **Evaluation of Program Effectiveness:** At the end of each academic year, a comprehensive evaluation of the program's performance measures will be conducted to assess overall effectiveness and inform future enhancements to the interactive learning model.

By utilizing these performance measures and processes, Triumph Public High School-Lubbock aims to create a responsive educational environment that fosters success for students in U.S. History.



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Program Description PS3014 - Program Narrative

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.

Required Qualifications and Experience for Primary Project Personnel:

HISTORY TEACHER (POSITION: EXISTING)

Qualifications:

- Holds a valid Texas teaching certificate with specialization in History or Social Studies for grades 9-12.
- Bachelor's degree in History, Education, or a closely related field that inspires a passion for the past.
- Coursework in curriculum design and instructional strategies is highly desirable, showcasing a commitment to impactful teaching practices.

Experience:

- A minimum of 3 years dedicated to teaching U.S. history at the high school level, expertly navigating the intricate landscape of TEKS standards.
- A solid grasp of interactive teaching methodologies and digital learning tools, such as Savvas Realize, brings lessons to life in the modern classroom.
- Demonstrated ability to craft engaging lesson plans that weave together cross-curricular connections, particularly integrating English Language Arts to enrich student comprehension.

TEACHER'S AID (POSITION: PROPOSED)

Qualifications:

- Possesses an Associate's degree or has completed a Texas-approved paraprofessional certification, signaling foundational knowledge in educational support.
- Exceptional communication skills coupled with a deep understanding of educational best practices that foster a positive learning environment.

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

Experience:

- Previous experience in supporting high school students in an educational setting, effectively facilitating their journey to success.
- Familiarity with digital learning platforms is a distinct advantage, enabling smooth transitions between traditional and digital teaching methodologies.
- Demonstrates the capability to assist with classroom operations and meticulously prepare instructional materials, ensuring an organized and effective learning atmosphere.

POSITION STATUS

- History Teacher: A vital role filled by a seasoned educator currently on staff, recognized for their profound expertise in U.S. history and innovative approaches to interactive learning. This professional is instrumental in shaping engaging educational experiences for students.
- Teacher's Aid: A proposed position aimed at elevating classroom dynamics, focused on providing personalized support to meet diverse learning needs and enhance each student's educational journey.

This structured plan ensures that Triumph Public High School-Lubbock is equipped with not only the essential internal expertise but also the innovative strategies necessary to seamlessly implement an interactive online learning model in U.S. history, fostering greater student engagement and achievement.



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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.

The proposed budget is designed to effectively meet our program's needs and goals by allocating resources across four critical areas: staffing, professional development, supplies and materials, and contracts.

BUDGET ALLOCATION AND ALIGNMENT WITH PROGRAM GOALS:

- **Staffing Costs:** The budget allocates \$122,815.00 for staffing, which includes administrative costs, a salary increase for one teacher, an instructional aide, extra-duty pay, and associated benefits. This allocation ensures that we have qualified staff to deliver high-quality education and support for our students, directly addressing our goal of enhancing instructional capacity.
- **Professional Development:** With \$31,700.00 earmarked for professional and contracted services, our budget includes funding for the purchase of 75 Savvas Student Editions, a Teacher Edition, SaaS licenses, and two Professional Development Training sessions. These resources will equip our educators with the tools and training needed to implement interactive online learning effectively, aligning with our mission to improve educational outcomes.
- **Supplies and Materials:** We are allocating \$33,000.00 for supplies and materials, including 30 laptops for student use, essential classroom supplies, document cameras, and 3D scanners. This investment addresses the technological and material needs of our program, ensuring that both students and teachers have the resources to engage in a modern educational environment.

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

- **Indirect Costs:** The budget includes \$7,485.00 in indirect costs at a 3.992% rate, covering the administrative support and operational expenses required to run the program.

By distributing funds in this manner, we ensure that all aspects of the program are covered and directly support our mission to enhance student learning through innovative educational strategies.

CURRENT FUNDS SNAPSHOT AND FUTURE ADJUSTMENTS:

Currently, we have allocated funds for similar programs that cover basic operational needs, technological upgrades, and professional development. This historical perspective has informed our current budget planning, enabling us to build on previous successes and address identified gaps.

Looking ahead, we plan to continually assess our program's efficacy and make necessary adjustments to our budget allocation as required. For example, if we observe a greater need for resources in specific areas such as additional professional development or technology upgrades, we will adjust our budgeting priorities accordingly. Regular staff feedback and performance metrics will guide these decisions, ensuring we remain responsive to the evolving needs of our program and students.



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F. Request for Grant Funds

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

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

\$122,815.00

The budget includes \$4,215.00 in administrative costs and a \$8,000.00 salary increase for one teacher. An instructional aide is allocated \$90,000.00, while \$800.00 is set aside for extra duty pay. Additionally, benefits totaling \$19,800.00 all over the course of the grant timeline.

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."

\$31,700.00

The budget consists of 75 Savvas Student Editions at \$4,875, 1 Teacher Edition at \$75, and 75 SaaS licenses totaling \$18,750. Additionally, it includes two Professional Development Training sessions at a cost of \$8,000, providing a well-rounded resource for both educators and students.

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."

\$33,000.00

In our budget, we allocated \$15,000 for 30 laptops and \$13,400 for essential supplies. Additionally, we included \$1,600 for two document cameras and \$3,000 for two 3D scanners.

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."

\$7,485.00

The amount of \$7,485.00 represents indirect costs at an indirect cost rate of 3.992%.

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

N/A

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

\$195,000.00



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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.

To implement the interactive online learning model at Triumph Public High School-Lubbock, we will select teachers who excel in U.S. history and demonstrate a passion for tech integration. Support will include:

- Initial Training: Comprehensive sessions on the Savvas High School U.S. History curriculum to effectively use its digital tools.
- Ongoing Support: Regular workshops to share best practices and address challenges.
- Teacher's Aid: Hiring an aid to assist with classroom management and tech integration, allowing teachers to focus on instruction.

ENSURING TEACHER COMMITMENT:

To secure teacher commitment, Triumph Public High School-Lubbock will:

- Incentives: Offer a \$4,000 annual pay increase to recognize and retain dedicated teachers.
- Collaborative Environment: Foster teamwork through collaborative lesson planning to increase investment in the program.
- Performance Recognition: Celebrate successes in using the Savvas curriculum to inspire continued dedication.
- Feedback Mechanisms: Establish regular sessions for teachers to share feedback and suggestions, creating a sense of ownership.

These strategies will effectively support teachers and reinforce their commitment to delivering an engaging online learning experience.

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 ensure successful cross-curricular implementation of the Savvas Realize program during the 2026-2027 and 2027-2028 school years, Triumph Public High School-Lubbock will focus on the following strategies:

- Collaborative Planning: U.S. history and English language arts teachers will work together to create integrated lesson plans that connect content across subjects, promoting critical thinking and writing skills.
- Professional Development: Ongoing training will be provided for teachers on effective cross-curricular strategies and the Savvas curriculum to support integration.
- Thematic Units: The school will implement thematic units that cover broad topics, allowing students to explore connections between U.S. history and language arts.
- Cross-Curricular Projects: Students will participate in projects that incorporate skills from both disciplines, such as presentations analyzing historical events in relation to current issues.
- Integrated Assessments: Cross-curricular assessments will measure students' understanding and synthesis of information from both subjects, aligned with TEKS standards.
- Feedback and Reflection: Regular feedback sessions will allow for continuous improvement based on student performance and engagement.

By utilizing these strategies, Triumph Public High School-Lubbock aims to create a cohesive learning experience that reinforces the connections between U.S. history and English language arts.



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H. Statutory Requirements

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

To create an interactive online U.S. History learning model that adheres to our credit recovery program at Triumph Public High School-Lubbock, we will utilize the Savvas Realize platform and its comprehensive Savvas High School U.S. History curriculum, is designed to engage students while aligning with Texas Essential Knowledge and Skills (TEKS).

Key Features Include:

- **Digital Textbooks:** Enhanced resources, including videos, interactive maps, and primary sources, help students connect historical events to contemporary issues.
- **Interactive Assessments:** Formative and summative assessments provide immediate feedback, allowing students to track their comprehension of historical concepts.
- **Cross-Curricular Connections:** Integration with English language arts emphasizes analysis of historical texts, fostering critical thinking and writing skills through discussions and assignments.
- **Differentiated Learning:** Customizable tools enable educators to tailor assignments to students' diverse learning needs, promoting an inclusive classroom environment.
- **Data-Driven Instruction:** The platform's analytics report allows educators to monitor student progress, identify learning patterns, and implement timely interventions.

By embedding the Savvas curriculum, Triumph Public High School-Lubbock aims to boost student engagement, nurture critical thinking, and improve academic outcomes in history, while ensuring alignment with TEKS standards.

- 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)?

At Triumph Public High School-Lubbock, we are thrilled to implement the interactive online learning models through the Savvas curriculum in three key history classes: high school U.S. History, World Geography, and World History. World Geography and World History will not be funded through grant funds. These courses are essential for providing students with a deep understanding of US History and for engaging them in a dynamic learning environment.

Our innovative credit recovery program stands out by allowing high school students to enroll in history classes even after officially entering high school. This flexibility enables them to build a strong historical record and accumulate credits they may have missed, ensuring they stay on track for graduation.

The interactive features of the Savvas curriculum, such as multimedia resources, quizzes, and collaborative projects, foster greater student engagement and participation. Learners will not only grasp significant historical concepts, events, and figures but also analyze their relevance in today's society. With this robust learning model, we aim to inspire students to appreciate history and develop critical thinking skills that serve them well throughout their education and beyond.

By prioritizing historical literacy, we are preparing our students to be informed citizens and active participants in their communities.

- 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.

To meet requirements for progress monitoring at Triumph Public High School-Lubbock, we will utilize the Savvas Realize platform, which includes robust analytics and real-time assessment tools.

PROGRESS MONITORING TOOLS:

The platform features comprehensive analytics that allow educators to track individual's performance through formative and summative assessments. This immediate feedback will enable Triumph Public High School-Lubbock to monitor progress effectively and ensure students meet learning expectations.

SUPPORTING STRUGGLING LEARNERS:

Through data-driven insights, educators can identify students who may be struggling. The platform's assessments identify specific areas of difficulty, enabling targeted support strategies. Customized learning plans will be created to provide the necessary interventions for those who are off track.

INTERVENTIONS FOR STRUGGLING LEARNERS:

Interventions will include:

- **Tailored Assignments:** Customizable tools used to adjust assignments to meet diverse needs.
- **Small Group Instruction:** Targeted small-group sessions focus on students who are struggling, based on performance data.
- **One-on-One Support:** Personalized attention provides informed by specific monitoring insights.
- **Regular Progress Check-Ins:** Frequent assessments gauge the effectiveness of interventions, allowing for timely adjustments.

By leveraging these tools, Triumph Public High School-Lubbock aims to create an environment where students can succeed in U.S. History.



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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.

QUARTERLY BENCHMARKS IN THE INTERACTIVE ONLINE LEARNING MODEL

At Triumph Public High School-Lubbock, the Savvas Realize platform includes quarterly benchmarks that automatically score student performance in U.S. history. Key elements include:

- **Formative Assessments:** Quizzes throughout the quarter that gauge student understanding.
- **Summative Assessments:** Comprehensive tests at the quarter's end that evaluate broader curriculum knowledge aligned with TEKS.
- **Project-Based Assessments:** Projects requiring historical analysis are evaluated on critical thinking and application of knowledge.
- **Immediate Feedback:** Instant scoring provides students with insights into their performance.

USING DATA TO SUPPORT STUDENT LEARNING AND EVALUATE EFFECTIVENESS

Data from quarterly benchmarks support student learning in several ways:

- **Monitoring Progress:** Teachers use dashboard reports to track performance and identify students who need additional support.
- **Tailoring Instruction:** Assessment data informs modifications to teaching strategies to improve differentiation.
- **Evaluating Curriculum Effectiveness:** Aggregated data allows evaluation of the interactive model's overall impact, informing curriculum adjustments.
- **Continuous Improvement:** Regular data analysis supports teacher development and refines instructional practices based on performance trends.

This approach aims to enhance student engagement and ensure continuous improvement in learning 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 interactive online learning model implemented at Triumph Public High School-Lubbock includes several audio narrations and video components within the Savvas High School U.S. History curriculum. Enhanced digital textbooks feature videos that bring historical events to life, offering visual context and engagement. In addition, audio narration accompanies these videos and interactive maps, allowing students to listen while following along visually, accommodating different learning styles and improving information retention.

The school will use these audio and video tools to actively engage students. First, integrating multimedia enhances the learning experience, making historical events more relatable and engaging through dynamic storytelling. By incorporating audio narration, students can listen to explanations and analyses of historical events, reinforcing comprehension and facilitating discussions. Additionally, the interactive assessments, which include video content, will provide students with immediate feedback, encouraging them to reflect on their understanding and improve continuously. Overall, leveraging these tools will help foster a more interactive and engaging learning environment, encouraging students to actively participate in their exploration of U.S. history.

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 Savvas Realize platform offers an interactive online learning model that is available in Spanish:

- **Bilingual Textbooks:** Enhanced Spanish-language textbooks feature videos, interactive maps, and primary sources that connect historical events to current issues.
- **Interactive Assessments in Spanish:** Formative and summative assessments are translated, providing immediate feedback to help Spanish-speaking students track their understanding of U.S. history.
- **Differentiated Learning Options:** Customizable assignments can be tailored to language proficiency levels, supporting diverse learning needs.
- **Data-Driven Instruction:** Reports and dashboards are available in Spanish, enabling teachers to monitor progress and make informed decisions.

To implement this model with both English/Spanish-speaking students, Triumph Public High School-Lubbock will:

- **Offer Bilingual Classrooms:** Mix students to promote collaborative learning and language practice.
- **Inclusive Lesson Planning:** Design lessons incorporating both languages, with opportunities for students to engage in their preferred language.
- **Tailor Assessments:** Provide assessments in both languages, allowing students to demonstrate understanding in their comfortable language.
- **Use Culturally Relevant Materials:** Include materials that resonate with Spanish-speaking students to foster an inclusive environment.
- **Professional Development:** Train teachers in strategies for bilingual instruction to ensure support for all learners.



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2026-2028 Interactive Online Learning Grant, Cycle 3

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

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

Part 1: Available Funding

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

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	26-28 Interactive Online
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
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

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



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Program Budget
BS6501 - Debt Services

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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

Add Item

Delete Item



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

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