



SAS#: IOLGAA26

**Organization:** TRIUMPH PUBLIC HIGH SCHOOLS-RIO GRANDE VALLEY  
**County District:** 108804  
**Campus/Site:** N/A  
**ESC Region:** 01  
**Vendor ID:** 1742894094  
**School Year:** 2026-2027

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

### General Information GS2000 - Certify and Submit

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

**Amendment #:** 00  
**Version #:** 01

Description	Required	Status	Last Update
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/06/2026 01:03 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	02/06/2026 01:03 PM
PS3014 - Program Narrative	*	Complete	02/12/2026 11:17 PM
<b>Program Budget</b>			
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	
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/06/2026 01:04 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 11:06:56 AM



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

### General Information GS2100 - Applicant Information

#### Part 1: Organization Information

A. Applicant			
Organization Name: TRIUMPH PUBLIC HIGH SCHOOLS-RIO GRANDE VALLEY			
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
<input type="button" value="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
<input type="button" value="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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### 2026-2028 Interactive Online Learning Grant, Cycle 3

#### General Information GS2300 - Negotiation Comments and Confirmation

#### Part 1: General Comments

##### General Comments (TEA Use Only)

#### Part 2: Negotiation Items

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

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

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

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

Add Row

Delete Row



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

### Program Description PS3013 - Program Plan

#### A. Statutory/Program Assurances

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

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



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

### Program Description PS3013 - Program Plan



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

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

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

TPHS–Mercedes campus will implement a TEA-aligned, interactive online learning model to support cross-curricular instruction in social studies and English language arts during the 2026–2027 and 2027–2028 school years. Funds will be used to implement the model in High School U.S. History. The selected interactive online learning model will be aligned to the TEKS, include scored quarterly benchmark assessments, provide audio narration and video components, offer bilingual instructional content, and incorporate embedded tools to monitor individual student progress. The model will be used to deliver learner-centered instruction while leveraging real-time data to differentiate instruction and provide timely interventions.

TPHS is an open-enrollment charter with a mission centered on providing accelerated, supportive, and flexible instructional pathways for students who have experienced academic disruption or who require additional support to meet graduation requirements. The Mercedes campus serves a high-poverty community and enrolls a student population with diverse academic backgrounds, including students who are credit deficient, highly mobile, or in need of targeted instructional acceleration. These factors create a clear need for instructional models that are flexible, engaging, data-driven, and capable of supporting both remediation and grade-level mastery.

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

Data indicates that only 30% of TPHS–Mercedes students meet state standards in US History which is significantly lower than statewide average of 68%. ELL students at only 8%. This performance gap highlights the need for an instructional model that goes beyond traditional text-based delivery and provides structured, interactive, and data-driven learning experiences. Students require increased access to engaging instructional content, frequent feedback through formative and benchmark assessments, and targeted interventions to address gaps in content mastery and literacy skills within social studies.

The proposed program supports the mission of TPHS by providing a structured yet flexible instructional model that accelerates learning while maintaining rigor. Implementation of High School U.S. History will ensure consistent access to engaging, multimedia-rich instruction for all students, strengthening content mastery and literacy skills through cross-curricular integration with English language arts. By combining high-quality digital curriculum, embedded assessment tools, and intentional teacher use of data, the program will increase student engagement, support struggling learners, and improve academic outcomes.

#### B. Goals, Objectives and Strategies

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

The primary goal of the proposed program is to improve student achievement and engagement in social studies while strengthening literacy skills through cross-curricular instruction aligned to the TEKS. The program is designed to address documented gaps in social studies performance by providing an interactive, data-driven instructional model that supports both credit recovery and grade-level mastery. Specific objectives of the program include:

1. Increase the percentage of participating students demonstrating academic growth in High School U.S. History as measured by quarterly benchmark assessments.
2. Improve student performance in social studies content knowledge and reading comprehension through consistent cross-curricular integration of English language arts skills.
3. Strengthen instructional decision-making by equipping staff with real-time progress monitoring data to identify learning gaps and implement timely interventions.
4. Increase student engagement and persistence in social studies courses through the use of multimedia-rich, learner-centered instructional tools offered in both English and Spanish.

To achieve these goals and objectives, TPHS–Mercedes will implement a TEA-compliant interactive online learning model with fidelity across identified courses. The model will be used to deliver standards-aligned instruction that integrates social studies content with embedded literacy supports, including academic

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

vocabulary development, reading comprehension activities, and structured written responses.

The staff will utilize automatically scored quarterly benchmark assessments embedded within the learning model to monitor student progress and identify students who are not meeting expected performance targets. Assessment data will be reviewed on a regular basis to inform instructional adjustments, provide targeted interventions, and assign additional supports for students enrolled in credit recovery courses.

The program will emphasize differentiated instruction by allowing the staff to use progress monitoring tools to tailor pacing, assign targeted lessons, and provide small-group or individualized support for struggling learners. Multimedia components, including audio narration and video-based instruction, will be used to increase accessibility and engagement, particularly for students with learning gaps or language needs.

Professional development will be provided to ensure the staff is prepared to implement the interactive online learning model effectively, interpret student data accurately, and integrate cross-curricular strategies consistently. Ongoing monitoring of implementation and student outcomes will ensure that instructional strategies remain aligned to program goals and support continuous improvement throughout the grant period.



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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.

TPHS–Mercedes will use multiple, aligned performance measures to evaluate the effectiveness of the interactive online learning program and its impact on student outcomes in High School U.S. History. Primary performance measures will focus on student academic growth, course completion, and mastery of TEKS-aligned content. These measures include student performance on quarterly benchmark assessments, growth from initial benchmark to subsequent assessments, final course grades, and performance on applicable state assessments.

Key student outcome indicators will include increases in benchmark assessment scores over time, the percentage of students demonstrating academic growth within each course, successful credit recovery completion for students, and improved content mastery and literacy skills as reflected in course performance and assessment data.

Performance data will be collected using the embedded assessment and progress monitoring tools included within the selected interactive online learning model. The model will provide automatically scored quarterly benchmark assessments aligned to course-level TEKS, allowing for timely and consistent measurement of student progress. Additional data sources will include course grades, completion data, and state assessment results where applicable.

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

Student-level data will be monitored and maintained through existing campus systems, including the student information system, to support accurate tracking of participation, progress, and outcomes across all identified courses. These tools will allow staff and administrators to disaggregate data by course, grade level, and student group to better understand program impact.

TPHS–Mercedes will implement a structured data review process to ensure the effectiveness of project objectives and instructional strategies. The teacher will review benchmark and progress monitoring data on a regular basis to identify students who are not meeting expected performance targets and to adjust instruction accordingly. This process will include targeted interventions for struggling learners, pacing adjustments, and differentiated instructional supports within both credit recovery and core course settings.

Campus leadership will monitor implementation fidelity by reviewing assessment data trends, course completion rates, and student growth indicators throughout the grant period. Findings from data reviews will be used to refine instructional practices, guide professional development, and ensure continued alignment with program goals. Ongoing evaluation will support continuous improvement and ensure that the interactive online learning model is implemented effectively to improve student outcomes and close identified achievement gaps.



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

### 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.

**PRIMARY PROJECT PERSONNEL**

The implementation of the Interactive Online Learning Grant at TPHS–Mercedes will be supported by qualified, experienced instructional staff with demonstrated expertise in curriculum delivery, data-driven instruction, and student support.

The primary project personnel will include an existing certified social studies teacher who meets Texas certification requirements for high school social studies instruction. This teacher possess experience delivering TEKS-aligned instruction, supporting diverse student populations, and working with students requiring academic intervention or credit recovery. The teacher will be responsible for implementing the interactive online learning model with fidelity, integrating cross-curricular English language arts strategies, monitoring student progress using embedded assessment tools, and providing targeted instructional support as needed.

An existing instructional leader or campus administrator will provide oversight and instructional support for the program. This individual will have experience in curriculum implementation, instructional coaching, and the use of student performance data to guide decision-making. Responsibilities will include monitoring program implementation, supporting the teacher with data analysis, and ensuring alignment with grant requirements and campus instructional goals.

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

**EXTERNAL CONSULTANTS**

If needed, external consultants may be utilized to provide professional development or technical support related to the selected interactive online learning model. Any external consultants will be selected based on demonstrated experience with the specific learning platform being implemented, expertise in cross-curricular instructional practices, and a proven track record of supporting effective online or blended learning environments. External consultants will support teacher training, onboarding, and effective use of progress monitoring and assessment tools. All contracted services will comply with TEA grant guidelines and allowable use of funds.

**EXISTING OR PROPOSED POSITIONS**

Primary project personnel include the existing certified teacher and one proposed instructional aide position that will be hired specifically to support the implementation of the interactive online learning model, including student progress monitoring, facilitation of credit recovery instruction, and instructional support during online coursework. No new administrative positions will be created using grant funds. Any external consultant support will be temporary and limited to professional development or implementation support directly related to the interactive online learning model.



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

### 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 supports the effective implementation of a TEA-aligned interactive online learning model that addresses documented academic needs in social studies while strengthening cross-curricular English language arts instruction. Budgeted costs are aligned to program goals and support staffing, professional development, instructional resources, and implementation fidelity.

Staffing costs support instructional delivery and student success. Funds will support a stipend for 1 existing certified teacher who delivers multiple sections of social studies courses and one proposed instructional aide position hired specifically to support implementation of the interactive online learning model. The instructional aide will provide program-specific support, including facilitation of online coursework and monitoring student progress. These costs directly support student engagement and intervention and do not replace existing state- or locally funded positions.

Professional development and contracted services include vendor-provided training and implementation support to ensure instructional staff are prepared to use the interactive online learning model with fidelity. Training will focus on effective platform use, progress monitoring, data interpretation, and cross-curricular instructional strategies. Contracted services are limited to allowable professional development and technical support directly tied to the selected learning model.

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

Supplies and materials include student licenses, software subscriptions, and instructional technology required to implement the interactive online learning model. Individual student licenses ensure access for participating students. A shared classroom set of laptops will be used across multiple classes to ensure efficient use of grant funds while supporting student participation. Additional instructional materials support delivery of multimedia-rich instruction aligned to program requirements.

Administrative costs represent indirect support associated with grant oversight, fiscal management, reporting, and compliance activities. No grant funds will be used to support administrator salaries or stipends, and all administrative costs remain within the allowable TEA cap.

Currently, TPHS–Mercedes allocates limited local resources to support traditional instructional materials for social studies; however, these funds are insufficient to implement a comprehensive interactive online learning model with embedded assessments and progress monitoring. Grant funds will supplement, not supplant, existing resources. As program effectiveness is evaluated, the campus will make data-informed adjustments to staffing, instructional strategies, and resource allocation to sustain successful components beyond the grant period.



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

### 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."**

Funds are requested to support payroll costs directly related to the implementation of the Interactive Online Learning Grant. All costs are program-specific, instructional in nature, and necessary to support student participation, progress monitoring, and successful implementation of the interactive online learning model.

- Teacher Stipend - Will support one existing certified teacher who delivers High School U.S. History. This reflects additional responsibilities associated with implementation of the interactive online learning model, including facilitation of online coursework, integration of cross-curricular English language arts strategies, and use of embedded progress monitoring tools. BUDGET: \$8,000 for 2 years.
- Instructional Aide - Will support one aide hired specifically to assist with the implementation of the interactive online learning model. The aide will provide direct, program support to students enrolled in courses, including supporting student engagement during online learning and monitoring student progress under teacher supervision. BUDGET: \$90,000 for 2 years.
- Substitute Pay - Will support substitutes to allow for the assigned teacher to attend trainings for the instructional program. BUDGET: \$800 for 2 years.
- Employee Benefits - Funds for employee benefits associated with grant-funded instructional personnel, calculated at the established benefit rate. BUDGET: \$14,860.

Total Payroll: \$113,660

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

Funds will support allowable services essential to implementing the selected interactive online learning model and ensuring staff are prepared to use the platform with fidelity.

- Interactive Online Learning Model (Student Editions) - Purchase student editions for the interactive online learning model to provide individual access for participating students. BUDGET: \$4,875 (one year)
- Interactive Online Learning Model (Teacher Edition) - Purchase of one teacher edition to enable instructional planning, assignment management, progress monitoring, data review, and instructional customization across course sections. BUDGET: \$75 (one year)
- Interactive Online Learning Model (Savvas Licensing) - Purchase software-as-a-Service licensing over a two-year period to ensure continued access to instructional materials, assessment tools, data reporting features, and system updates throughout the grant period. BUDGET: \$18,750 (two years)
- Professional Development and Training - Grant funds will support professional development related to effective use of the interactive online learning model, including platform use, progress monitoring, data interpretation, and cross-curricular instructional strategies to ensure implementation with fidelity. BUDGET: \$8,000 (over two years)

Total Professional and Contracted Services Costs: \$31,700

**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."**

Grant funds are requested to support allowable supplies and materials necessary for student access to and effective implementation of the interactive online learning model.

- Laptops - Purchase a shared classroom set of laptops to support student access to the interactive online learning model. The laptops will be used across multiple classes throughout the instructional day to support students enrolled in interactive online courses, including credit recovery and core social studies instruction. This shared-use approach ensures efficient use of grant funds while providing equitable access for all participating students. BUDGET: \$15,000
- Technology supplies - Purchase of additional instructional equipment and materials required to deliver multimedia-rich, interactive instruction aligned to program requirements. These materials include document cameras, scanners, and instructional tools that support digital content delivery, student engagement, and teacher facilitation of interactive lessons. BUDGET: \$3,000
- General Supplies - Grant funds will support the purchase of instructional supplies and materials that directly support implementation of the interactive online learning model and associated coursework. These supplies will be used exclusively for grant-supported instructional activities and student learning. BUDGET: \$12,000

Total Supplies and Materials Costs: \$30,000

**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."**

Indirect/Admin Cost - \$11,200



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Program Description
PS3014 - Program Narrative

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

\$0

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

\$186,560

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.

TPHS-Mercedes selected a teacher and instructional support staff to implement the Interactive Online Learning Grant based on certification, content knowledge, experience working with diverse learners, and demonstrated ability to use data to inform instruction. Priority was given to the teacher currently responsible for delivering High School U.S. History to ensure alignment between instructional assignments and program implementation.

The selected teacher and instructional aide will receive training focused on effective use of the interactive online learning model, including platform navigation, instructional integration, progress monitoring, and interpretation of embedded assessment data. Ongoing support will be provided through vendor-led training, instructional resources, and campus-based guidance to ensure consistent implementation and effective use of student performance data to differentiate instruction.

TPHS-Mercedes will ensure teacher commitment through clear expectations, ongoing support, and active involvement in the implementation process. The teacher will be informed of program goals, instructional expectations, and data responsibilities prior to implementation. Regular communication and feedback opportunities will support continuous improvement, while campus leadership will monitor implementation progress and reinforce effective instructional practices to sustain teacher engagement throughout the grant period.

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 charter will ensure successful cross-curricular implementation of the program through intentional planning, consistent instructional practices, and ongoing monitoring of implementation fidelity.

During the 2026-2027 school year, the teacher will integrate ELA skills into social studies instruction by emphasizing reading comprehension, academic vocabulary, analysis of informational texts, and structured written responses embedded within the online curriculum. Progress monitoring and quarterly benchmark assessment data will be used to identify instructional gaps and adjust cross-curricular strategies as needed. Campus leadership will review implementation data to ensure instructional alignment and consistent use of the model.

During the 2027-2028 school year, cross-curricular implementation will be refined and strengthened based on data and lessons learned during the first year. Literacy strategies will continue to be integrated into social studies instruction with increased emphasis on academic growth and mastery of content. Data reviews will inform instructional adjustments, targeted interventions, and professional development to ensure continued effectiveness and sustainability.

Across both years, instructional planning, assessment practices, and progress monitoring tools will remain aligned to ensure the interactive online learning model is implemented with fidelity and supports improved student outcomes.



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

### 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).

TPHS–Mercedes will implement Savvas Learning interactive online learning program to support instruction in High School U.S. History. Savvas provides a TEKS-aligned, vendor-developed interactive online learning model designed to support learner-centered instruction in social studies with embedded cross-curricular ELA components. The program aligns with the TEKS for social studies and English language arts and is designed to strengthen content mastery, literacy skills, and student engagement.

The Savvas interactive learning model includes digital instructional lessons that integrate academic vocabulary development, reading comprehension of informational texts, multimedia-rich content, and structured student responses. The platform provides automatically scored quarterly benchmark assessments, embedded formative assessments, and progress monitoring tools that allow for tracking individual student performance and academic growth.

Instructional content includes audio narration and video-based components to support diverse learning needs and increase accessibility. The teacher will use real-time data generated by the platform to differentiate instruction, provide targeted interventions, and support both credit recovery and grade-level instruction. Savvas interactive online learning model will be implemented with fidelity across identified courses to support cross-curricular instruction in social studies and English language arts.

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)?

TPHS–Mercedes will implement the interactive online learning model in the following social studies courses:

1. High School U.S. History (Grades 9–12) – implemented for all enrolled students as part of the instructional program.
2. World Geography (Grades 9–12) – implemented for enrolled students as part of the instructional program but not covered through grant funds.
3. World History (Grades 9–12) – implemented for all enrolled students as part of the instructional program but not covered through grant funds.

The interactive online learning model will be used to deliver TEKS-aligned instruction and cross-curricular English language arts integration across all identified courses. Credit recovery implementation will support students in closing instructional gaps and ensure consistent access to engaging, interactive instruction for all students. This combination of courses allows TPHS–Mercedes to address diverse student needs through both targeted remediation and grade-level instruction using a single, cohesive interactive learning model.

3. LEAs must select and implement an interactive online learning model(s) that includes tools to effectively monitor the progress of each individual student. (a) Describe the progress monitoring tool(s) included with the interactive online learning model(s) and how the LEA will use the monitoring tool(s) to ensure satisfactory student progress. (b) Include how the LEA will use the progress monitoring tool(s) to support struggling learners and students who may be off track. (c) Describe the interventions that will be implemented to help struggling learners.

The selected Savvas interactive online learning model includes embedded progress monitoring tools that allow the teacher to track individual student performance in real time. These tools include lesson-level completion data, formative assessment results, automatically scored quarterly benchmark assessments, and performance reports aligned to TEKS. The teacher will regularly review student data to monitor academic progress, identify trends, and ensure students are meeting expected performance benchmarks.

Progress monitoring data will be used to identify students who are not demonstrating adequate progress or who are at risk of falling behind. The teacher will use data reports to adjust pacing, assign targeted lessons, and provide additional instructional support. The instructional aide will assist in monitoring student progress and supporting students during online coursework, particularly those enrolled in credit recovery courses. Teacher retains full instructional responsibility.

Interventions will include targeted reteaching using platform-based instructional resources, additional guided practice, small-group or individualized support, and adjusted instructional pacing. Multimedia features such as audio narration and video instruction will be leveraged to increase accessibility and comprehension. Progress will be continuously monitored to ensure interventions are effective and adjusted as needed to support student success.

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 Savvas interactive online learning model includes embedded quarterly benchmark assessments aligned to the Texas Essential Knowledge and Skills (TEKS) for High School U.S. History. These benchmark assessments are automatically scored and designed to measure student mastery of key content standards and cross-curricular literacy skills at designated points throughout the school year. Benchmark assessments provide timely, objective data on student performance and academic growth without requiring additional testing outside the platform.

TPHS–Mercedes will use quarterly benchmark data to monitor student progress, inform instructional decisions, and evaluate the effectiveness of the interactive online learning model. The teacher will review benchmark results to identify areas of strength and instructional gaps, adjust pacing, and implement targeted reteaching or interventions as needed. Data will also be used to evaluate trends across courses and grade levels to determine the impact of the learning model on student outcomes. Ongoing analysis of benchmark results will support continuous improvement and ensure the interactive online learning model is implemented with fidelity and aligned to program goals.



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

### Program Description PS3014 - Program Narrative

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

The Savvas interactive online learning model includes integrated audio narration and video-based instructional components embedded within digital lessons. Audio narration supports student access to instructional content by providing read-aloud features for text-based materials, directions, and lesson explanations. Video components include short, standards-aligned instructional videos, primary source clips, and visual explanations designed to reinforce key social studies concepts and cross-curricular literacy skills.

TPHS—Mercedes will use audio and video components to increase student engagement, comprehension, and accessibility across all participating courses. Audio narration will support students with diverse learning needs by reinforcing comprehension and allowing students to engage with content at an appropriate pace. Video instruction will be used to introduce concepts, provide historical context, and support analysis of informational text and primary sources. The staff will integrate these tools into daily instruction to promote active learning, support struggling learners, and enhance student interaction with course content within the interactive online learning model.

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 interactive online learning model provides Spanish-language instructional components aligned to the Texas Essential Knowledge and Skills (TEKS) for social studies and English language arts. Spanish-language components include translated digital lessons, instructional text, audio narration, video-based content, assessments, and student support resources. These components allow Spanish-speaking students to access instructional content, embedded assessments, and progress monitoring tools in Spanish while maintaining alignment to course standards.

TPHS—Mercedes will use the interactive online learning model to support both English- and Spanish-speaking students by providing flexible access to instructional content in the language that best supports student comprehension and learning. Spanish-speaking students will use the Spanish-language components to engage with course content, build content knowledge, and demonstrate understanding through embedded assessments. English-speaking students will use the English-language version of the model, ensuring consistent instructional expectations across courses. The staff will monitor student progress using platform-based data and provide targeted instructional support as needed, allowing equitable access to high-quality instruction for all participating students.



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

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

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

**Part 1: Available Funding**

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

**Part 2: Budget Summary**

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

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

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



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

**Program Budget  
 BS6101 - Payroll Costs**

**Part 1: Total Payroll Costs**

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

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

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

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

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

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

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

**Part 4: Confirmation of Payroll Requirements**

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



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

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

**Part 1: Professional and Contracted Services**

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

**Part 2: Direct Administrative Costs**

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

**Part 3 : Itemized Professional and Consulting Services**

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



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

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

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

**Part 2: Direct Administrative Costs**

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

**Program Budget  
 BS6501 - Debt Services**

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

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

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:  Contract Start Date:  Contract End Date:

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:  Contract Start Date:  Contract End Date:



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

**Program Budget  
 BS6601 - Capital Outlay**

**Part 1: Capital Expenditures**

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

**Part 2: Furniture, Equipment, Vehicles or Software**

**Items**

1. Generic Description:  Number of Units:

Fund Source:  Total Costs:

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

Add Item

Delete Item



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

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

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

# SSA Funding Report

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