



Organization: TRIUMPH PUBLIC HIGH SCHOOLS-WEST TEXAS **County District:** 071803
Campus/Site: N/A **ESC Region:** 19
Vendor ID: 1742894092 **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 01:05 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/06/2026 01:09 PM
PS3014 - Program Narrative	*	Complete	02/13/2026 10:24 AM
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 01:09 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 10:49:50 AM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: TRIUMPH PUBLIC HIGH SCHOOLS-WEST TEXAS
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: 956-994-3861 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: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #f0f0f0;"> <div style="border: 1px solid black; height: 40px;"></div> </div>

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

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

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



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Program Description PS3013 - Program Plan



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

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

Summary/Mission

Triumph Public High Schools - El Paso (West Campus) is focused on a culture of academic excellence while nurturing the development of every student. The mission is to equip students for success in a rapidly changing world. A pivotal strategy to achieve this goal is to ensure that high school students experience history through active inquiry and engaging online learning experiences that strengthen both content mastery and literacy.

Needs

The El Paso West Campus has consistently underperformed on the STAAR End-of-Course U.S. History Test. In 2025, only 23% of students met grade-level or above, compared to 68% statewide, and in 2024, 27% compared to 69% statewide. All grades struggled in Social Studies as well. In 2025, 23% met grade-level expectations or higher (50% statewide). Data for English Language Arts/Reading at or above grade level show a similar pattern - only 29% reached that level, compared with 54% statewide.

With 100% of students economically disadvantaged (compared to 60.4% statewide), nearly 50% Emerging Bilingual (EB/EL), 53.7% mobile (16.4% state), and 99% identified as at risk (compared to 53.5% statewide), additional interventions are needed to strengthen core instruction and support mastery of the History and Social Studies TEKS.

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

Addressing Needs

The use of the Savvas Realize digital textbook will build engagement and understanding. Teachers will use and assign Savvas-provided TEKS-aligned lessons and resources that align with the campus pacing guide and priority TEKS. The model combines traditional face-to-face instruction with online learning. It allows educators to implement cross-curricular frameworks and integrate engaging digital activities that enhance instruction. Triumph aims to deepen students' understanding of history, improve literacy outcomes, and cultivate essential critical thinking and problem-solving skills crucial to long-term academic and career success. Using the Savvas analytics dashboard, the campus will continuously track student performance metrics to identify trends and address areas requiring intervention. This will allow teachers to provide timely support, ensuring that each student is on track for success. To connect students with their community, local historical themes specific to El Paso (Spanish settlements and missions along the Rio Grande) will be incorporated into lessons/activities.

Grant funding will ensure that these online learning experiences align with daily coursework and classroom instruction. Students will have access to diverse multimedia resources and active-learning opportunities designed to support self-paced learning tailored to individual needs, ensuring that every student can engage with content at an appropriate level and pace.



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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.

Goals and Objectives

1. Improve academic achievement in Social Studies and literacy skills aligned to TEKS/ELAR - The proposed program will strengthen grade-level proficiency in social studies while also building cross-curricular literacy - reading comprehension, vocabulary, analysis, and evidence-based writing - aligned to TEKS expectations. By the end of Year 1, reduce the number/percentage of students scoring below proficiency on priority TEKS standards by 15% from the Q1 baseline.
2. Boost Classroom Engagement and Course Completion - Conventional routines are no longer consistently sustaining student focus, curiosity, and ownership of learning - especially for students with learning gaps, low motivation, or limited access to enriching learning experiences. By the end of Quarter 2, at least 85% of participating students will complete 80% or more of assigned interactive lessons, activities, and checks for understanding each grading period.
3. Implement the interactive online learning model with fidelity across participating campuses/classrooms - Strong results require consistent implementation. Staff must use the program tools and instructional routines with consistent use to ensure all students benefit. By the end of Quarter 1, 100% of participating teachers will complete initial training on the interactive online learning model, lesson delivery routines, and platform reporting tools.

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

Strategies/Activities

1. Implement and deliver instruction using Savvas U.S. History Interactive/Savvas Realize as the interactive online learning environment (digital lessons, multimedia, assignments, and reporting).
2. Provide cross-curricular ELAR integration within U.S. History instruction - Embed weekly reading and writing-to-sources tasks aligned to TEKS/ELAR skills (e.g., claim-evidence reasoning, summarizing, analyzing bias/perspective, and short analytical responses). Use common rubrics for constructed responses to track growth in historical writing and academic vocabulary use.
3. Administer quarterly benchmarks that are automatically scored, and use results for rapid intervention - Conduct four quarterly benchmark windows (Q1-Q4) aligned to the pacing calendar and priority TEKS. Use online benchmark delivery so results are available immediately for data review and instructional response.
4. Multimedia and interactive learning to increase engagement and comprehension - Use embedded videos/audio, interactive activities, and map/visual analysis tasks to increase comprehension and relevance. Provide structured note-catchers and guided questions to ensure multimedia is used for learning outcomes (not just for viewing).
5. Coaching and monitoring - The Classroom Interactive Implementation Paraprofessional will conduct bi-weekly implementation checks using platform reports and share findings. Administration will provide coaching follow-up as needed.

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

Triumph-El Paso West Campus will monitor effectiveness using a three-level set of performance measures tied to implementation fidelity, interim academic growth, and end-of-course outcomes for U.S. History and ELA. Fidelity measures will include (1) the percent of students meeting weekly platform expectations (greater than 60 minutes/week and greater than 80% completion of assigned activities), (2) quarterly benchmark participation rates, and (3) timely intervention follow-through (percent of flagged students receiving reteach within required timelines). Summative measures will include course pass rates, credit recovery completion in the U.S. History sections/classes, and performance on applicable state and local assessments.

Tools to Measure Performance

Teachers and campus leaders will use Savvas Realize reporting tools, including standards/skills mastery reports, assignment completion reports, and time-on-task/engagement reports. Quarterly benchmarks will be administered and reported through the platform to provide immediate performance data by student, standard, and course section. Student surveys will be used as a supplemental measure to gather feedback on engagement and identify barriers to participation.

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

Processes to Ensure Effectiveness

The program's addition of a proposed classroom history paraprofessional will help effectively integrate the Savvas educational model into the existing core curriculum among existing staff. This collaboration will enable educators to use the program's resources strategically, particularly when addressing instances in which students encounter difficulties with historical knowledge or fundamental concepts. Teachers will have access to a variety of interactive lessons that can be tailored to meet the needs of diverse learners. Teachers will review mastery and engagement data weekly and after key assessments to identify students who need additional support. Students with less than 60 minutes/week or less than 80% completion will be scheduled for a catch-up support block within five instructional days, with the paraprofessional providing support. Students scoring below 70% on standards-aligned checks will receive targeted reteach within 5 instructional days, followed by an aligned reassessment. Quarterly benchmark results will be reviewed within 7 instructional days, with reteach plans initiated within 10 instructional days and reassessments completed within 15 instructional days. The paraprofessional will support implementation by running weekly engagement/missing-work reports, coordinating support blocks, and documenting intervention participation and outcomes to enable the campus to monitor fidelity and continuous improvement.



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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.

Existing - Project Director - (not funded via grant) will oversee grant funding needs, schedule PD, support teachers/instructional coaches, communicate information about the grant and its benefits, and ensure grant compliance and documentation. Qualifications include a master's degree in education or a related field and 5 years of experience in educational leadership.

New Position - Interactive Implementation Teacher Aide (Paraprofessional) - This person will have an Associate's degree or have completed Texas-approved paraprofessional certification and will be able to elevate classroom dynamics, providing personalized support to meet diverse learning needs and enhance each student's educational journey. The paraprofessional will support implementation by running weekly time-on-task, completion, and missing work reports, scheduling and supervising catch-up support blocks for students below platform expectations, and assisting students during advisory/lab/credit recovery time to complete reteach activities and aligned reassessments. The paraprofessional, in coordination with the classroom teacher, will provide scheduled support time for students who are behind. The paraprofessional will maintain an intervention log to track supports and outcomes. Staff will complete Savvas training prior to student launch and participate in ongoing PLC/coaching support to ensure consistent implementation across U.S. History sections/classes.

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

Existing Position - Classroom history teacher (Grant stipend) - This teacher is a current staff member who will play a key role in traditional history instruction through a dynamic, interactive online learning curriculum designed for high school students. The U.S. History teacher will implement the model by assigning weekly Savvas Realize lessons, monitoring standards mastery and engagement reports, delivering reteach/small-group supports, and documenting reassessment outcomes. This current teacher has experience in TEKS-aligned social studies instruction, facilitating primary-source analysis and constructed responses/DBQs, and using formative and benchmark data to plan reteach and small-group instruction. The teacher will hold a degree in education (History), have significant teaching experience in U.S. History, and have an understanding of implementing various instructional approaches or educational leadership, ensuring a foundation in pedagogical theory and practice.

External Consultants - Specialized personnel from Savvas will offer comprehensive professional development training to all educators using their online platforms. This training will equip teachers with the skills and knowledge necessary to effectively utilize various educational resources and implement the online curriculum. By ensuring a deep understanding of these tools, the training aims to enhance the overall instructional experience and ensure educators can make the most of these online materials.



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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 budget is designed to support implementation of this model in U.S. History by ensuring student device access for weekly instruction and online benchmarks, supporting platform-based monitoring, and enabling timely interventions.

Staffing

A total of \$118,560 is dedicated to staffing. This covers administrative costs, a salary stipend for one U.S. History teacher, an instructional aid focused on Interactive Implementation, extra-duty pay, and related benefits. Investing in personnel strengthens instructional capacity and ensures students receive consistent academic support, directly supporting our goal of expanding and sustaining effective instruction.

Contracted Services

The budget includes \$31,700 for professional and contracted services. These funds will support the purchase of 75 Savvas Student Editions, one Teacher Edition, SaaS licenses, and two professional development training sessions. Together, these components provide both the instructional content and the educator training necessary to implement the interactive online learning model with fidelity.

Supplies and Materials

We are allocating \$33,000 for supplies/materials to meet technology and classroom implementation needs. This includes 30 student laptops, essential classroom supplies, document cameras, and 3D scanners. These materials are used selectively for targeted lessons/interventions in U.S. History and to support monitoring, reteaching, and reassessment routines described in the statutory plan.

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

Indirect Costs

The proposed budget includes \$8,000 in indirect costs. This amount is below Triumph-El Paso's approved indirect cost rate and supports the administrative and operating functions necessary to effectively manage the program.

By allocating funds across the identified categories, the budget ensures all required program expenses are covered while remaining tightly aligned with our mission of improving student outcomes through innovative, technology-enabled instructional strategies.

Funds Snapshot and Future Adjustments

Triumph-El Paso has previously supported comparable initiatives that addressed core operational needs, targeted technology improvements, and professional development. Lessons learned from these efforts helped shape this budget, enabling us to build on effective practices and directly address areas that need additional support.

Moving forward, we will routinely review implementation progress and student performance data to determine whether budget priorities should shift. If evidence indicates an increased need for expanded professional development or additional technology upgrades, we will reallocate resources accordingly, as allowed. Ongoing staff feedback, usage indicators, and performance metrics will inform these decisions to ensure the program remains responsive to student and campus needs.



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 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."

Classroom Teacher for U.S. History - Stipend - \$4,000 each year = \$8,000
 Classroom Interactive Implementation Paraprofessional for U.S. History - \$45,000 each year = \$90,000
 Extra Duty pay - teachers - 2 @ \$200 per year = \$800

 Employee Benefits - 20% x \$98,800 = \$19,760

 TOTAL PAYROLL - \$118,560

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."

Contracted Services - Professional Development - Savvas-specific training for appropriate use of U.S. History curriculum - 2 trainings @ \$2,000 each for 2 years = \$8,000
 Curriculum Model - Savvas Student Edition materials for U.S. History (one-time purchase) - 75 students x \$65 = \$4,875
 Curriculum Model - Savvas Teacher Edition materials for U.S. History (one-time purchase) - 1 @ \$75 = \$75
 Curriculum Model - Savvas (SaaS) Licensing for U.S. History - 75 @ \$125 x 2 years (2026-2027 and 2027-2028) = \$18,750

 TOTAL contracted services = \$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."

1. Computers - Laptops - for students \$500 each x 30 = \$15,000. Students will share computers on a weekly rotating basis, with specific access for lesson completion, formative checks, and benchmark windows.
 2. Document Cameras - Teachers will project exemplar student work and model how to cite evidence, organize claims, and respond to prompts in real time, which supports ELAR cross-curricular routines embedded in U.S. History instruction. - 1 @ \$800 x 2 = \$1,600
 3. Smart Boards - Smart boards will support daily implementation of the interactive online learning model by allowing teachers to project and interact with Savvas Realize lessons during whole-group instruction. (\$5,600) for classrooms - 2 @ \$2,800 = \$5,600
 4. Other supplies - \$6,700 x 2 years = \$13,400
 5. 3D scanners - These will be used as targeted instructional tools to strengthen primary-source inquiry and cross-curricular ELAR writing within the interactive online learning model. For selected U.S. History units in Savvas, teachers will scan campus-approved instructional artifacts or replicas and upload the resulting digital models into Savvas Realize as lesson resources. Students will analyze these digital artifacts using a structured note-catcher and complete an aligned short constructed-response/DBQ (claim/evidence/reasoning) task on the platform. - \$1,500 x 2 = \$3,000

 TOTAL supplies and materials - \$33,000

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 - 4.864 restricted rate = \$8,000 (This is not the entire indirect rate amount that can be taken)
 Administrative - for grant support from the District Administration/business office - \$2,500 (well below the cap structure for admin costs).

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



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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.

\$193,760

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.

Staff

Triumph–El Paso West Campus will implement the Interactive Online Learning Model in U.S. History, led by the campus’s single U.S. History teacher as the primary Savvas Realize implementer. The principal, in consultation with teacher leaders, will confirm this role and identify an ELAR teacher representative to support cross-curricular literacy routines (annotation, academic vocabulary, and DBQ/CER writing) within U.S. History. Selection will prioritize strong instruction, TEKS-aligned planning, adaptability to technology-supported instruction, and willingness to use data for continuous improvement.

Commitment

Before launch, campus leadership will communicate grant expectations and daily routines tied to implementation. The U.S. History teacher will complete the required training and will - 1. Assign Savvas Realize lessons each week. 2. Review engagement and standards mastery data at least weekly. 3. Administer quarterly benchmarks, and 4. Follow the reteach and reassessment timelines when data show a student needs additional support. Fidelity will be checked using platform reports and brief walkthroughs, and the teacher will participate in PLC/data meetings to document interventions and make instructional adjustments. The ELAR representative will support PLC work by aligning literacy routines and reviewing student work samples. If the reports show the model isn’t being used consistently, campus leaders will meet with the teacher for next steps and follow up.

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.

1. Implement Savvas as a supplemental cross-curricular literacy support in Social Studies (2026–27 and 2027–28). Teachers will use Savvas inquiry- and source-based activities to strengthen reading, writing, and academic vocabulary, aligned with U.S. History content and the ELAR TEKS.
2. Coordinate instruction through Professional Learning Community (PLCs) planning and shared calendars (both years). Campus administrators and teacher leaders will use grade-level PLCs to develop monthly instructional calendars that align Social Studies lessons with ELAR instructional goals.
3. Provide ongoing training and coaching to sustain implementation (both years). District leaders and instructional coaches will deliver beginning-of-year training and quarterly “content co-op” PD to support consistent cross-curricular practices.
4. Use data cycles and student goal-setting to adjust instruction (both years). Staff will review performance data, set student goals, and use Savvas resources to target learning gaps and refine instruction to improve ELAR outcomes through U.S. History sections.
5. Continuously adjust instruction using a collaborative improvement process (both years). PLC review cycles will create a consistent structure for making flexible instructional adjustments in U.S. History classes that directly reinforce ELAR outcomes, ensuring the program remains responsive to student needs across the two-year grant period.



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Program Description PS3014 - Program Narrative

H. Statutory Requirements

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

Triumph-El Paso evaluated multiple interactive online learning options and selected Savvas U.S. History Interactive, delivered through the Savvas Realize digital platform, as the campus's approved interactive online learning model. The model supports U.S. History instruction through structured inquiry that engages students with primary sources, background readings, and interactive learning tasks that build civic and historical reasoning and connect historical events to the present.

Students will access the model during the school day through scheduled classroom and/or lab time, with additional supported sessions as needed to ensure consistent access for all enrolled students. Grant-funded implementation will occur in U.S. History with cross-curricular English Language Arts (ELAR) literacy routines embedded within instruction to strengthen academic vocabulary, comprehension, and evidence-based writing. Teachers will assign lessons weekly in Savvas Realize and guide students through digital lessons, primary-source analysis, and embedded checks for understanding.

Implementation fidelity will include a minimum expectation that students complete assigned weekly activities and spend at least 60 minutes per week in the platform, providing the consistent structure and engagement necessary to support re-engagement and academic progress, with follow-up supports triggered when expectations are not met.

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)?

Triumph Public High Schools – El Paso (West Campus) will implement the approved interactive online learning model for U.S. History through this grant.

Other social studies/history courses are offered at the school include World History and World Geography, but those aren't part of this grant application. The U.S. History class will use the Savvas interactive online model to enhance core instruction and credit recovery at the high school level. Because Triumph - El Paso serves only high school grades, the campus does not offer grades 7 - 8 and therefore does not offer middle school history courses.

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.

Triumph Public High Schools – El Paso (West Campus) will monitor implementation and student progress using Savvas Realize reporting tools, including assignment completion, time-on-task, and standards mastery reports. Teachers will review mastery and performance data weekly and after each formative check to identify students requiring reteach and intervention. The paraprofessional will run weekly engagement and missing assignment reports and provide scheduled support time for students who are behind.

1. Students with less than 60 minutes per week in the platform or who complete less than 80% of assigned activities will be assigned structured catch-up support within 5 instructional days.
2. Students scoring below 70% on standards-aligned formative assessments will receive TEKS/standards-specific reteach within 5 instructional days and a reassessment using an aligned check.
3. Students who remain below 70% after reteach will be placed in teacher-led small groups at least weekly until mastery improves. Monitoring actions and intervention outcomes will be documented after each data review cycle to ensure consistent implementation across U.S. History sections/classes.
4. Students will exit the intervention when they demonstrate more than 75% on an aligned reassessment and complete assigned reteach practice tasks.

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.

Triumph Public High Schools – El Paso (West Campus) will administer quarterly benchmarks in U.S. History using Savvas Realize assessments aligned to course TEKS/priority standards taught each quarter.

Benchmarks will be delivered online during the final two weeks of each quarter, with results available immediately. Teachers will review benchmark results within 7 instructional days using standards/skills mastery reports to identify student and class gaps and, using professional judgment, finalize reteach groups and instructional next steps. If a course section average is below 70% on a priority standard, the teacher will implement whole-group reteach within 10 instructional days and verify improvement using an aligned formative check. Benchmark results and reteach/reassessment outcomes will be documented each quarter to monitor implementation fidelity and ensure continuous improvement across the U.S. History sections/classes.

Required actions based on results: Students scoring below 70% overall or below 70% on two or more priority standards will receive targeted reteach (assigned lessons/practice and small-group support) within 10 instructional days, followed by an aligned reassessment within 15 instructional days. Students scoring below 60% overall will also be scheduled for additional support time (credit recovery lab/advisory/after-school), supported by the paraprofessional until the follow-up check.



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Program Description PS3014 - Program Narrative

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

The Savvas U.S. History interactive online learning model includes multiple audio and video components to support comprehension, engagement, and access to grade-level content. Lessons incorporate short, standards-aligned videos, audio-narrated historical accounts, original photographs, and authentic audio speeches to build background knowledge and provide multiple entry points for understanding. Students will also interact with digital tools such as interactive maps and unit timelines that present key events in chronological order and connect historical developments to geographic locations and historical context through audio and visual supports.

1. Students will use these components with an assigned note-catcher or guided questions and complete a brief embedded comprehension check after each media segment to confirm understanding.
2. Teachers will use audio/video components to frontload content and vocabulary and will verify understanding through exit tickets, short constructed responses, and DBQ prompts.
3. Audio narration and embedded supports will be used to increase access for EB and SPED students by allowing replay, chunking, and read-aloud options while maintaining grade-level rigor.
4. If students score below 70% on media-embedded comprehension checks, teachers will assign targeted reteach within 5 instructional days and verify improvement using an aligned check.

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 model includes English and Spanish supports, including Spanish text and audio supports where available, to help Emergent Bilingual students (about 50% of the campus) understand directions, vocabulary, and key concepts while staying on grade-level tasks. Spanish-language supports will be used for key directions and content when needed, and teachers will check student progress at least weekly to decide whether supports should continue, be adjusted, or be gradually reduced while keeping expectations at grade level.

Spanish-language support will be provided to students identified as EB and, when appropriate, to other students based on documented language needs. Supports will focus on improving understanding of directions, academic vocabulary, and key concepts so students can complete the same core lessons, source work, and assessments as their peers. Teachers will review mastery and formative results weekly to target supports to specific gaps and fade them as students demonstrate stronger comprehension and independence. When helpful, Spanish-language support will also be used to facilitate home-school communication so families can better understand major topics, assignments, and course expectations.



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

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

Part 1: Available Funding

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

Part 2: Budget Summary

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

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

C. Breakout of Direct Admin Costs

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



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**Program Budget
BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3 : Itemized Professional and Consulting Services

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



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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



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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
<p>Instructions for completing and attaching the Disclosure of Lobbying Activities form.</p> <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