



Organization: WEST ORANGE-COVE CISD
Campus/Site: N/A
Vendor ID: 1746001837

County District: 181906
ESC Region: 05
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	02/12/2026 11:38 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/12/2026 11:46 AM
PS3014 - Program Narrative	*	Complete	02/12/2026 12:08 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/12/2026 12:08 PM
BS6101 - Payroll Costs		Complete	02/12/2026 12:09 PM
BS6201 - Professional and Contracted Services		Complete	02/12/2026 12:09 PM
BS6401 - Other Operating Costs		Complete	02/12/2026 12:09 PM
BS6501 - Debt Services		Complete	02/12/2026 12:09 PM
BS6601 - Capital Outlay		Complete	02/12/2026 12:09 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/12/2026 12:11 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: Larry Initial: Last Name: Haynes Title: Chief of Operations and Student Services
 Phone: 409-882-5556 Ext: E-Mail: lhay@woccisd.net

Submitter Information

First Name: Larry Last Name: Haynes
 Approval ID: larry.haynes Submit Date and Time: 02/16/2026 11:27:11 AM



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant
Organization Name: WEST ORANGE-COVE CISD
Mailing Address Line 1: P O BOX 1107
Mailing Address Line 2:
City: ORANGE State: TX Zip Code: 77631

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Tiffany Initial: Last Name: Brown	
Title: Deputy Superintendent	
Telephone: 409-882-5500 Ext.: E-Mail: tiri@woccisd.net	

B. Secondary Contact	Select Contact: Select One ▼ or Add New Contact
First Name: Vanessa Initial: Last Name: Bennett	
Title: CTE Director	
Telephone: 409-882-5500 Ext.: E-Mail: vbennett@woccisd.net	



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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;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 40px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change </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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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.

A) West Orange-Cove Consolidated ISD (WOCISD) seeks funding to implement an interactive online blended learning platform, Savvas (delivered through Nearpod). This platform will strengthen instruction in 7th-grade Texas History, 8th-grade U.S. History, and 11th-grade U.S. History while embedding English Language Arts (ELA) skill development for students who are struggling academically. Teachers will use real-time student data from Savvas and Nearpod to guide instruction, identify learning gaps, and provide targeted support to accelerate student progress. (OVERVIEW)

B) The district's MISSION is to provide an "exceptional educational experience in partnership with parents and the community"; however, fulfilling this commitment has become increasingly challenging due to the significant economic and financial hardships faced by our families. Nearly 90% of students are classified as economically disadvantaged, and the community's median household income is \$60,183, almost \$15,000 below the state average of \$75,800. These persistent financial barriers limit access to educational resources, stability at home, and enrichment opportunities, placing many of our students at a disadvantage before they ever enter the classroom. These ongoing financial hardships have widened academic disparities and left many students vulnerable to long-term educational failure. This reality is reflected in the district's most recent TAPR data, which indicates:

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

? The district received an overall accountability rating of "D," signaling widespread academic struggles.
? Only 8% of students reach Master proficiency in ELA, compared to 20% statewide, meaning students are achieving at less than half the state level in reading and writing.
? Social Studies outcomes are even more alarming, with just 9% of students meeting Master proficiency versus the average of 27% statewide, placing district performance at only one-third of the state average.
? Attendance remains a major barrier to success, with chronic absenteeism affecting 37.7% of students, nearly double the state average of 19% and further accelerating learning loss.
C) This project directly addresses WOCCISD's documented academic and engagement NEEDS by providing students with access to high-quality, TEKS-aligned instructional materials and personalized learning supports that are currently unavailable due to limited rural resources. This initiative also directly supports WOCCISD's MISSION to provide an "exceptional educational experience" by supplementing current instruction with engaging, data-driven blended learning curriculum. Ultimately, this program advances the district's commitment to meeting the needs of all learners, closing achievement gaps, and creating pathways for long-term academic growth and postsecondary readiness.



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Program Description PS3014 - Program Narrative

B. Goals, Objectives and Strategies

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

A/B) WOCCISD's GOALS/OBJECTIVES and STRATEGIES/ACTIVITIES that will be offered to ensure they are met can be seen below:

? Goal/Objective 1: Improve student achievement in Social Studies through TEKS-aligned interactive online instruction.

o Activities/Strategies for Goal/Objective 1: Activity 1: Teachers will deliver TEKS-aligned Social Studies instruction using Savvas through Nearpod, incorporating interactive timelines, primary source analysis, and structured note-taking to deepen understanding of historical events and civic concepts. Activity 2: Students will complete Savvas digital modules focused on key Social Studies domains such as geography, economics, government, and U.S. history. These activities will reinforce content mastery through short quizzes, constructed responses, and application-based tasks. Activity 3: Teachers will use Nearpod checks for understanding—including polls, open-ended responses, and quizzes—to monitor student learning during instruction. Activity 4: Interactive panels will be installed in classrooms to support small-group instruction and individualized tutoring. Teachers will use the panels to model document analysis, review student responses, scaffold complex concepts, and conduct focused intervention sessions for students who demonstrate learning gaps.

o Goal/Objective 2: Strengthen reading skills by integrating ELAR strategies within the online Social Studies curriculum.

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

o Activities/Strategies for Goal/Objective 2: Activity 1: Students will engage in close-reading activities, vocabulary-in-context exercises, short written responses, and evidence-based discussions tied to historical texts and informational passages. Activity 2: Open-ended questions, short quizzes, and written reflections—will be used to monitor reading progress in real time. Activity 3: During intervention periods, interactive panels will be used to facilitate guided reading groups, vocabulary mini-lessons, and scaffolded writing instruction.

? Goal/Objective 3: Increase student engagement, particularly among at-risk, English learners, and economically disadvantaged students

o Activities/Strategies for Goal/Objective 3: Activity 1: Multimedia support such as visuals, audio narration, interactive questions, and guided activities will be offered in English and Spanish to promote engagement and comprehension of Social Studies content. Activity 2: Devices will be purchased and provided to economically disadvantaged students to eliminate access barriers and ensure consistent participation in blended learning both in school and at home.



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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.

A) Using a multi-pronged PERFORMANCE monitoring strategy, West Orange-Cove Consolidated ISD (WOCCISD) will MEASURE student progress using STAAR Social Studies results, final course grades, and ongoing formative data from Savvas and Nearpod. Additionally, teachers will review student quiz scores, constructed writing responses, lesson completion rates, and engagement reports on a weekly basis to guide instruction and provide targeted academic interventions. Lastly, campus administrators at WOCCISD will conduct quarterly data reviews using Savvas and Nearpod reporting tools, including TEKS-aligned mastery reports from Savvas, Nearpod participation and response accuracy, lesson completion data, and formative assessment results. Administrators will analyze trends in student performance by standard to identify instructional gaps and guide targeted coaching. In addition, administrators will conduct regular classroom walkthroughs to observe Savvas lesson delivery, student engagement during interactive activities, and implementation of small-group interventions. Together, these metrics will drive instructional adjustments, support continuous improvement, and measure student progress toward TEKS proficiency.

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

B) The TOOLS that will be used as part of this performance measuring process include, but are not limited to:
? Savvas and Nearpod to view student performance dashboards, lesson completion reports, embedded assessments, and writing response analytics.
? Skyward and Eduphoria, to review attendance and academic progress.
? Strive, to conduct teacher observations and provide coaching feedback.
? District OKR (Objectives and Key Results) Tracker, to monitor program goals and implementation progress.
C) To ENSURE program EFFECTIVENESS, the district will: 1) Review student performance data on an ongoing basis to identify learning gaps and areas needing additional support; 2) Adjust instruction using real-time platform data allowing teachers to implement targeted interventions and appropriate scaffolding as needed; and 3) Ensure teachers participate in ongoing professional development focused on analyzing student data,



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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.

A/B/C): Given our budget limitations and grant guidelines, we are focusing our efforts on a small, dedicated team to ensure thoughtful IMPLEMENTATION and meaningful DELIVERY of this program. While participation from personnel and external consultants is limited, we have identified key individuals who will work closely together to support our students and bring this initiative to life.
The Program Director, a PROPOSED internal position, will oversee the implementation and delivery of the program. QUALIFICATIONS: The Program Director must have a minimum of a bachelor's degree in education or a related field. EXPERIENCE: This individual must have at least three years of experience in the education sector, including knowledge of Program management, leadership in education, and managing strategic plans. Familiarity with coordinating educational programs and supervising multidisciplinary teams is essential to the role.

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

The Teachers, serving as EXISTING internal positions, will be tasked with implementing the interactive online learning model. QUALIFICATIONS: Teachers must hold a bachelor's degree in education or a related field and a valid teaching certification. EXPERIENCE: While one year of teaching experience is not required but preferred, teachers must be able to demonstrate knowledge of effective instructional practices and mentorship.
ELA/Social Studies Vendors (Savvas and Nearpod Savvas), who will be PROPOSED external consultants used to address the ELA and Social Studies academic deficiencies. QUALIFICATIONS: Must be TEKS aligned, include tools to monitor the progress of each individual student, include quarterly benchmark assessments that are automatically scored, include both audio narration and video components, and be offered in English and Spanish. EXPERIENCE: These partners must have prior experience collaborating with Local Education Agency (LEA) personnel.



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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.

A) To implement the Interactive Online Learning Grant, Cycle 3, effectively, West Orange-Cove Consolidated ISD (WOCCISD) has developed the following budget to best support teachers in the implementation and ensure student success:

? Payroll - Grant funds will be used to provide a Project Director stipend of \$5,000 per year, compensating a designated WOCCISD staff member to oversee program implementation, coordinate professional development, monitor student progress data, and ensure compliance with grant requirements. In addition, a stipend of \$500 will be provided to participating teachers who implement the blended learning model. Grant funds will also cover substitute teacher pay of \$2,000 per year to ensure classroom coverage when teachers attend required professional development trainings.

? Contracted – \$80,265 in grant funds will support professional development and implementation of Savvas and Nearpod, including onboarding, platform access, instructional integration, and training on data-driven use of interactive instructional tools to support Social Studies and embedded ELA instruction

? Supplies – \$43,400 in grant funds will be used to purchase computers/panels to support implementation of the blended learning curriculum and ensure student access to the interactive online platforms.

? Capital Outlay- \$45,000 in grant funds will be used to purchase interactive panels to support Social Studies instruction. Panels will be used to display Savvas lessons and Nearpod

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

interactive activities, allowing teachers to annotate primary and secondary sources, model close reading and document analysis, display student responses, and facilitate live polls and discussions to strengthen student engagement and historical thinking.

? Indirect - \$3,135 in grant funds will support grant administration, including required reporting, payroll processing, vendor quotes, purchasing documentation, and fiscal compliance. These funds help offset district administrative costs, enabling WOCCISD to implement the program with fidelity while maintaining strong accountability and compliance.

B) Currently, the district allocates funds to similar programs that support online learning and professional development. For example, funds are allocated for existing PD sessions focused on technology in the classroom and technology infrastructure. (i.e. IMA, Title I Part A, Title I Part C-Migrant, IDEA-B, and Title IV Part A).

In the future, adjustments will be made based on the on-going evaluation of the program's effectiveness. This will include reallocating funds to areas that require additional support, such as increasing the budget for PD if more training is needed, online subscriptions or purchasing additional devices if student enrollment grows.



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

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

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

Grant funds will support a Project Director stipend and stipends for teachers who are implementing the blended learning curriculum. Along with substitute teacher pay to allow staff participation in professional development, and associated employee benefits.
Total Cost: \$23,200

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

Funds will support professional development and digital instructional services necessary to implement the blended Social Studies learning model using Savvas and via Nearpod.
Total Cost: \$80,265

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

Funds will be used to purchase student computers to ensure equitable access to Savvas and Nearpod digital lessons. These tools will support daily instruction, targeted interventions, and student engagement—particularly for economically disadvantaged and at-risk learners.
Total Cost: \$43,400

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

NA

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."

Grant funds will be used to purchase interactive panels to support Social Studies instruction. Panels will be used to display Savvas lessons and Nearpod interactive activities, allowing teachers to annotate primary and secondary sources, model close reading and document analysis, display student responses, and facilitate live polls and discussions to strengthen student engagement and historical thinking.
Total Cost: \$45,000

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

\$195,000



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Program Description PS3014 - Program Narrative

G. Additional TEA Program Requirements

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

All teachers instructing students in the following courses will be SELECTED to participate in implementing the interactive online learning model: Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History.
To ensure these educators are fully SUPPORTED throughout this process, West Orange-Cove Consolidated ISD will provide ongoing professional development aligned to Savvas and Nearpod, have campus principals conduct regular classroom walkthroughs, hold collaborative data meetings via our PLC to review student progress and plan interventions, and have our Deputy Superintendent of Teaching, Learning, and Innovation (Tiffany Brown) offer coaching/technical support, as needed, to strengthen lesson delivery, student engagement, and effective use of platform analytics.
While our teacher interview process has already helped identify teachers who are COMMITTED to improving student outcomes, we recognize that this transition to an interactive online learning model may introduce additional stress and demands on teachers' time. Therefore, to further ensure strong teacher commitment to this important initiative, we will allocate a stipend of \$500 per year to incentivize participation and foster greater buy-in. Through teacher buy-in and a layered support system that includes professional development, PLC collaboration, coaching, and administrative oversight, WOCCISD will ensure implementation of the interactive online learning model with fidelity.

2. Describe how the LEA will ensure successful cross-curricular implementation of the program in each of the 2026-2027 and 2027-2028 school years.

To support CROSS-CURRICULAR IMPLEMENTATION during the 2026–2027 and 2027–2028 school years, WOCCISD will:

1. Integrate English Language Arts and Social Studies through coordinated use of Savvas delivered via Nearpod, embedding reading, vocabulary, and writing strategies into TEKS-aligned Social Studies lessons.
2. Facilitate regular Professional Learning Community (PLC) meetings where ELAR and Social Studies teachers analyze Savvas and Nearpod data, align pacing, identify skill gaps, and co-plan lessons that strengthen literacy and historical understanding.
3. Establish shared instructional priorities across Social Studies and ELAR to ensure consistent use of close reading, evidence-based responses, and academic vocabulary strategies.
4. Implement cross-content intervention blocks where teachers provide small-group instruction in reading and Social Studies using Savvas lessons and Nearpod formative data.
5. Provide ongoing professional development focused on blended learning, content-area literacy, and data-driven instruction to support effective cross-curricular teaching.
6. Conduct administrative walkthroughs to observe integration of ELAR strategies within Social Studies instruction and provide targeted coaching feedback.
7. Conduct quarterly data reviews using Savvas mastery reports and Nearpod participation data to monitor student progress and adjust instructional supports as needed.

This coordinated approach will promote instructional coherence and academic growth.



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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).

A) The interactive ONLINE LEARNING applications to be IMPLEMENTED are Savvas Learning Company Social Studies, which will be delivered through Nearpod.
B) Savvas Social Studies provides TEKS-aligned digital instruction delivered through Nearpod that integrates direct teaching, interactive presentations, primary source analysis, academic vocabulary development, and embedded formative assessments to strengthen student understanding of historical events, geographic concepts, economics, and civic literacy. Lessons include multimedia supports such as audio narration, visuals, and interactive response tools, along with Spanish-language content and translated directions to increase accessibility for English learners. Savvas also offers scaffolded instruction, guided practice, leveled activities, and standards-based skill reinforcement, allowing teachers to differentiate learning and meet students at their individual academic levels.
Delivered through Nearpod, Savvas lessons enable real-time monitoring of student participation, response accuracy, and comprehension through polls, quizzes, open-ended questions, and collaborative activities across multiple device platforms (Chromebooks, laptops, and interactive panels). Teachers will be able to use this live performance data to immediately address misconceptions, provide targeted feedback, and adjust instruction during lessons, promoting the improvement of current academic outcomes. (PROGRAM DESCRIPTION)

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)?

If funded, West Orange-Cove Consolidated ISD will implement Savvas Social Studies via Nearpod in Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History to support blended instruction and strengthen both content knowledge and literacy skills.

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.

A) As part of their PROGRESS MONITORING TOOL, the district will use Savvas mastery reports and Nearpod participation data, response accuracy, and formative assessment results to track student engagement and performance on TEKS-aligned Social Studies standards in real time. Automatically scored checks for understanding, quizzes, and open-ended responses within Nearpod will allow teachers and administrators to identify students who are ("ON TRACK") or need targeted intervention, enabling timely instructional adjustments and individualized support.
B) Based on feedback generated through these PROGRESS MONITORING TOOLS, prescriptive, individualized learning paths will be developed to SUPPORT STRUGGLING LEARNERS and students who are OFF TRACK.
C) Examples of how INTERVENTIONS for struggling learners include:
? Social Studies: Teachers will implement TEKS-aligned small-group interventions using Savvas lessons and Nearpod formative activities to reteach priority standards. Instruction will include guided notes, vocabulary support, and interactive visuals, with immediate feedback and reteaching as needed. Interactive panels will be used to model historical thinking, review student responses, and support targeted tutoring.
? ELA: Interventions will include close reading, sentence-frame writing, vocabulary development, and guided responses in small-group sessions, supported by Nearpod checks for understanding and targeted digital practice aligned to skill gaps.



Organization: WEST ORANGE-COVE CISD
Campus/Site: N/A
Vendor ID: 1746001837

County District: 181906
ESC Region: 05
School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

Program Description PS3014 - Program Narrative

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

A) TEKS-aligned assessments from Savvas delivered through Nearpod will serve as the district's QUARTERLY BENCHMARKS for Grade 7 Texas History, Grade 8 U.S. History, and High School U.S. History. Benchmarks will include Savvas unit assessments, embedded checks for understanding, and Nearpod formative responses (quizzes, polls, and open-ended questions) to measure student progress in Social Studies content and embedded literacy skills. Students will complete these digital assessments at the end of instructional units and during designated 6–9 week grading cycles. Results will be captured through Savvas mastery reports and Nearpod dashboards, allowing teachers and administrators to review trends, identify learning gaps, and adjust instruction and interventions accordingly.

B) The results from these dashboards will provide the district's teachers and administrators with real-time performance data, allow them to monitor student growth by standard, and identify students who are off track. This data will be used to EVALUATE THE EFFECTIVENESS of the interactive online learning and tailor instruction as needed.

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).

A) Audio and video components within the platforms include but aren't limited to:
 ? AUDIO - Savvas lessons delivered through Nearpod include instructional read-alouds, guided audio directions, and audio explanations of key vocabulary and concepts to support Social Studies comprehension. Spanish-language audio supports increase access for English learners. Teachers use these audio-supported lessons in whole- and small-group instruction to reinforce historical content, academic language, and TEKS-aligned concepts.
 ? VIDEO - Savvas lessons delivered through Nearpod include short concept videos, historical clips, and visual explanations of topics such as government, economics, geography, and major events. Teachers use Nearpod presentations with embedded videos, maps, and timelines to model content, build background knowledge, and clarify complex concepts, supporting TEKS alignment, student engagement, and overall comprehension.

B) WOCCISD will use the platforms' audio and video tools to actively ENGAGE students through:

- TEKS-aligned lessons with embedded instructional videos and interactive digital activities that require students to actively respond, demonstrate understanding, and engage with Social Studies content.
- Audio read-aloud features and Spanish-language supports to ensure equitable access to grade-level instruction for English learners.
- Targeted digital assignments and small-group instruction informed by student data to reinforce mastery.

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.

A) Spanish Components: Spanish-language supports provided through Savvas Learning Company and delivered through Nearpod include:

- Translated on-screen directions and instructional prompts to support access to lesson content
- Spanish-language lesson materials and academic vocabulary supports to strengthen comprehension of Social Studies concepts
- Audio narration and Spanish-language audio supports for directions and content to assist English learners and struggling readers
- Multimedia Spanish resources including instructional videos, graphics, timelines, and maps, to reinforce understanding of historical events and TEKS-aligned standards

B) WOCCISD will leverage these bilingual capabilities by assigning Spanish-language lessons and readings through Savvas for English learners, allowing students to build Social Studies content knowledge in their home language while developing academic skills. SPANISH-SPEAKING STUDENTS will begin with Spanish-language Savvas content and audio supports, then transition to English-language lessons as proficiency increases. English-speaking students will, from the beginning, engage in TEKS-aligned instruction in English that includes interactive activities, embedded assessments, and written responses. Teachers will use Savvas performance data to differentiate assignments based on language needs and student progress, ensuring all learners have access to grade-level content.



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School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

Program Description PS3014 - Program Narrative



Organization: WEST ORANGE-COVE CISD
 Campus/Site: N/A
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 School Year: 2026-2027

SAS#: IOLGAA26

2026-2028 Interactive Online Learning Grant, Cycle 3

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

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

Part 1: Available Funding

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

Part 2: Budget Summary

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

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

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



Organization: WEST ORANGE-COVE CISD
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County District: 181906
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School Year: 2026-2027

SAS#: IOLGAA26

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.



Organization: WEST ORANGE-COVE CISD
Campus/Site: N/A
Vendor ID: 1746001837

County District: 181906
ESC Region: 05
School Year: 2026-2027

SAS#: IOLGAA26

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	
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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Vendor ID: 1746001837

County District: 181906
ESC Region: 05
School Year: 2026-2027

SAS#: IOLGAA26

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. 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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Organization: WEST ORANGE-COVE CISD
 Campus/Site: N/A
 Vendor ID: 1746001837

County District: 181906
 ESC Region: 05
 School Year: 2026-2027

SAS#: IOLGAA26

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	
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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Campus/Site: N/A
Vendor ID: 1746001837

County District: 181906
ESC Region: 05
School Year: 2026-2027

SAS#: IOLGAA26

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	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description:

Number of Units:

Fund Source:

Total Costs:

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

Add Item

Delete Item



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ESC Region: 05
School Year: 2026-2027

SAS#: IOLGAA26

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 Disclosure of Lobbying Activities form.	
<ul style="list-style-type: none">• Print and sign the form.• Scan the signed form and save it to your desktop.• Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

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