



2020-2023 Blended Learning Grant Program-Planning Grants
Letter of Interest (LOI) Application Due 11: 59 p.m. CT, September 18, 2020

TEA NOGA ID

Authorizing legislation

GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

This LOI application may be submitted via email to loiapplications@tea.texas.gov

The LOI application may be signed with a digital ID, or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, September 18, 2020**.

Application stamp-in date and time

Grant period from

October 23, 2020 to May 31, 2023

Pre-award costs permitted from

the date of award announcement

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All attachments as listed on page 4-5 of the Program Guidelines

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Taylor ISD CDN 246911 Campus ESC 13 DUNS 049383045

Address 3101 North Main Street City Taylor ZIP 76574 Vendor ID 1746002357

Primary Contact George Willey Email gwilley@taylorisd.org Phone 512-365-1391

Secondary Contact Chelsey Ellison Email cellison@taylorisd.org Phone 512-352-2815

Signature and Acceptance

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions

☒ Debarment and Suspension Certification

☒ General and application-specific Provisions and Assurances

☒ Lobbying Certification

Authorized Official Name Keith Brown

Title Superintendent

Email gwilley@taylorisd.org

Phone 512-365-1391

Signature

Date 9/15/2020

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- ☒ 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 LOI 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 assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.
- ☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.
- ☒ The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.
- ☒ The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.
- ☒ The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.
- ☒ The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.
- ☒ The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

- ☒ The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:
- Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program
 - Weekly Teacher Software Usage: One teacher log-in per week is required
 - Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA
 - Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA
 - Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

Statutory/Program Requirements

1. **District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. (*Recommended Length: 1.5-2 pages*)

- Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.
- Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.
- At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

1a) The vision of Taylor ISD is that we will be the district of choice as we pursue educational excellence. TISD will continue to improve academic performance to meet or exceed indexes 1-4 of STARR state accountability. Taylor ISD will provide each student with real-time, differentiated, and strategic instruction where students will utilize a self-paced online curriculum to target the specific skills and concepts they have not mastered. The online curriculum will provide teachers with valuable weekly software student progress data for face-to-face instruction, remediation, and acceleration. This will enable our students to receive quality instruction in a blended learning environment. Teachers would be able to effectively address gaps in small group settings, increase student engagement, and take on the role as a facilitator. The district is eager to overcome the difficulties with multiple campus to campus transitions by instilling a consistency of routines in ELA classes. Implementation of blended learning in these classrooms is a strategic plan that will ensure teachers are meeting their weekly required software usage at a minimum of three times per week. We will ensure both vertical and horizontal alignments occur as students progress through our Taylor ISD campuses.

1b) The non-math BLGP planning and execution process will benefit the students, teachers, and campuses of our district by allowing us to address issues of a LEP population of 21%, Economically Disadvantaged of 72%, and overall At-Risk at 58%. Weekly data driven instruction will be a catalyst to address the individual needs of these student populations through a station rotation model.

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

In reviewing state assessment data from the last three consecutive years, students are performing below state average on STAAR and TELPAS State Assessments at an increasing rate. One specific example of a student performance concern is an apparent trend where the gap between TMS 6th grade students, and the State avg. widens, specifically in STAAR Reading and TELPAS composite scores with an emphasis on the TELPAS Reading. With deeper data analysis our EL students have shown regression in their TELPAS Reading in the 6th Grade as well as their STAAR Reading performance. By teachers facilitating a station rotation model with the implementation of blended learning, the capacity of the education software will be able to adjust instruction based on individual student needs. During our weekly professional learning community, planning will become more intentional and provide teachers with the understanding of what concepts need further intervention through face to face instruction.

Campuses will implement NWEA MAP and continue to administer state interim assessments along with campus benchmarks to monitor student progress. Through the implementation of the station rotation model with blended learning concepts we feel that students, especially in our sub-populations, will demonstrate at least one years growth in their student learning progress measure.

1c) The district has shown their willingness and support of broader operational changes based on innovative ideas at the campus level in a number of ways. District personnel is willing to adjust and prioritize student needs such as providing wifi on rural bus routes, checking out technological devices to eliminate the digital divide, and increasing the number of available devices on all campuses. Campuses are given the flexibility to make scheduling and staffing changes to accommodate student needs and the implementation of blended learning. In order to execute a fully blended learning model to the maximum capacity, Taylor ISD will need additional resources for strategic planning and a formalized process for educator training to accomplish implementation.

Taylor ISD used the Texas Home Learning Network materials to provide quality remote instruction to EL students during the summer of 2020. Our district is currently participating in orientation sessions offered by the Texas Education Agency related to Texas Home Learning 3.0. Our intent is to implement content and/or grade specific elements of this program to ensure that our students receive a viable curriculum in all aspects of remote learning.

Furthermore, our district anticipates a reduction in state funding based on early state projections going into the 2021 legislative session. Blended learning execution can serve as a catalyst for more efficient staffing through a reduction in intervention teacher and instructional support staffing. Also, our district anticipates the state allowing some form of hybrid instruction to remain a local option after the COVID-19 pandemic concludes. Blended learning could serve as a model to provide high quality instruction for some students while reducing overall cost. Our district is fully receptive to using blended learning as a means to provide quality educational services through flexible scheduling to reduce cost and improve the student learning experience.

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

2. **Project Manager:** Who will lead this work at your district by serving as the **BLGP Project Manager** and why is this person the right person for this role? (*Recommended Length: 0.5 page*)

- a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.
- b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?
- c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

2a) Lynn Botts has been selected to serve as the BLGP Project Manager. Prior to entering public education, Ms. Botts served as a Program Manager for Scott and White Medical Center in Temple, Texas. In this role, she trained adults in various technology applications and managed budgets. She taught courses under the Project Lead the Way umbrella which were heavily focused on the development of various technology skills. Lynn is an accomplished educator and has taken a leadership role in training teachers on how technology can be used as an integrated tool to enhance student learning. In the Spring of 2020, Lynn again took a preeminent role assisting her campus in the transition to high-quality remote instruction during the COVID-19 pandemic. As a result of her efforts, she was recognized by her fellow educators and awarded the Teacher of the Year at Taylor Middle School.

Statutory/Program Requirements

2. Continued: Please use the additional space provided to respond to Program Requirement Question #2.

Lynn is currently serving as the Testing Coordinator for the Taylor Middle School campus. In this capacity, she is responsible for analyzing interim data across multiple sub populations relative to state proficiency levels. She helps teachers disaggregate data in order to form intervention groups and inform instructional decisions. She currently utilizes online student achievement software systems, such as TAMS, Eduphoria, Edgenuity, and MAP. She specifically tracks EL proficiency levels through TELPAS, Zinc and Summit K12.

2b) Lynn fully understands that to be 'a district of choice' that we must be innovative in our delivery of instruction. She has been instrumental in providing expertise for all campuses in how Google Classroom can be used as a learning management system to deliver remote instruction during various periods of school closure. She has assisted the middle school campus in devising a customized intervention period where students can seamlessly receive individualized remediation and acceleration. Her knowledge in this area provides a strong foundation in her being able to work with multiple campuses on how blended learning can result in our English Language Arts core instruction in K-8 can be more individualized as well as how teacher effectiveness within such a model can be increased. She has the capacity to lead teachers to integrate technology through sound adult learning techniques and human relations. In short, she is skilled at cultivating teacher capacity and buy-in.

2c) Lynn already has an ongoing working relationship with the CAO and the Technology Director, Jamie Sellers. She has assisted both district leaders in making timely decisions about the distribution of devices, providing internet access, identifying needs for teacher training, etc during the pandemic. This working relationship will be formalized upon the award of this grant to include bi-monthly meetings to discuss project implementation.

3. How does the district **use data to drive decision making** about student achievement? (*Recommended Length: 0.5 page*)

- a. Describe the **quantitative goals, metrics, and measures** that the district or charter school network tracks. Describe the progress towards these goals and the evidence the district collects to assess this progress. These indicators can include multi-annual, annual, and during-the-school-year goals. If available, include examples of data from the past few years to demonstrate how the district or open-enrollment charter school is tracking results.

Taylor ISD has adopted a goal to improve student outcomes in Reading with a focus on targeted sub-populations.

Two progress measures that Taylor ISD is consistently working toward are: 1. 100% of students will increase their gain score on their STAAR Reading progress measures, and 2. Increase academic achievement numbers and student growth status within 5 out of 10 students groups in Reading and Writing, specifically targeting EL, ECO DIS, and SpEd populations. Taylor ISD utilizes various formative and summative assessments to drive decision making processes impacting student achievement by continuously referencing the STAAR Growth Prediction Tool with students. Our initial data comes from our universal screener administered to all students in Math and Reading. Teachers utilize pre-assessments in all courses to drive instruction. Formative assessments are used by teachers to adjust instruction, target individual student needs, and address student misconceptions. Unit tests are designed to measure student performance in relation to STAAR progress measures and make instructional adjustments. District benchmarks are used to track student proficiency levels and plan for remediation of TEKS.

Taylor ISD students are performing below state average on STAAR reading and TELPAS State Assessments at an increasing rate. For example, there is an apparent trend where the gap between TMS 6th grade students, and the State average widens, specifically in STAAR Reading(State 68% Approaches, TISD 54% Approaches), TELPAS composite scores, and TELPAS Reading. Deeper data analysis revealed that our EL students have shown stagnant growth (83% Fourth Year ELs showing no Progress) in their TELPAS Reading in the 6th Grade as well as their STAAR Reading performance. The low performance among our EL population is systemic as evidenced by a large number of students in our secondary school who have been in US schools since PreK but are unable to exit due to insufficient TELPAS performance (27% Five or More Years still at Intermediate Level).

၂၀၂၀-၂၀၂၁ ခုနှစ် ပညာရေး ဖွံ့ဖြိုးရေး အခွင့်အလမ်း

3. Continued: Please use the additional space provided to respond to Program Requirement Question #3.

The district is aware and concerned about student performance in the area of reading at the 'Meets Standard' level in Grades 3-8 (State 48%, TISD 39%). This concern is reflected by Taylor Middle School being identified for comprehensive support, as well as, one of our feeder schools, Naomi Pasemann Elementary, for targeted support under federal accountability requirements. The data indicates that the disparity in student performance at this level is more significant when compared to state averages. Without addressing student performance in reading at the 'Meets Standard' level in Grades 3-8 for multiple student sub-populations, these groups of students will not have the prerequisite skills to demonstrate college readiness in high school on measures such as ACT, SAT, and TSIA2.

4. **NON-MATH BLENDED LEARNING PILOT APPLICANTS ONLY:** What on-line curriculum program is intended to be used in the district and schools? (*Recommended Length: 0.5 page*)

- a. Describe why this program best meets the needs of students and teachers in the proposed BLGP site(s) and how a high-fidelity use of this program will lead to gains in student achievement.

Edgenuity (My Path and Pathblazer) provides a platform for teachers to have the ability to analyze data gaps for each individual student in real-time. The students are able to track their individual growth relative to specific learning targets and take ownership of their learning. Based on the intelligence of the software, students learning growth plans are individualized to fit each students' academic needs through targeted prescribed lessons. The online curriculum program will provide an additional platform for teachers to have the ability to analyze data gaps for each individual student down to the TEKS level and provide the students with an integrated learning experience. The teachers will be able to personalize students' individual learning profiles to target needs for remediation or acceleration.

With the BLGP grant, we will provide weekly opportunities for teacher professional development. We will be able to focus on implementing a blended learning program with high fidelity, which will include weekly data monitoring of the students' academic progress and engagement, leading to gains in student achievement.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
<div></div>	
<div></div>	
<div></div>	
<div></div>	
<div></div>	

Application Part 2:**2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020****IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.**

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.

[Maximum Indirect Cost Workbook](#) link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Direct Administrative Cost Calculation - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

[For further guidance, refer to the Budgeting Costs Guidance Handbook.](#)

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:		246911	Amendment # (for amendments only):		
Payroll Costs (6100)					
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions					
21	BLGP Project Manager		1	\$ 35,000	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 35,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ 2,500	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ 3,750	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 6,250	\$ -
30	Grand Total:			\$ 41,250	\$ -
31	Total Program Costs*:			\$ 41,250	
32	Total Direct Admin Costs*:			\$ -	
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.					

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID: 246911		Amendment #: 0	
Professional and Contracted Services (6200)			
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Specify purpose:	\$ 40,000	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 40,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 40,000	\$ -
12	Total Program Costs*:	\$ 40,000	
13	Total Direct Admin Costs*:	\$ -	
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:**2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

County District Number or Vendor ID: 246911		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 27,500	\$ -
2	Grand Total:	\$ 27,500	\$ -
3	Total Program Costs*:	\$ 27,500	
4	Total Direct Admin Costs*:	\$ -	
*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

FOR TEA USE ONLY

Application Part 2:**2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID: 246911		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.		\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.		\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 10,000	\$ -
11	Grand Total:	\$ 10,000	\$ -
12	Total Program Costs*:	\$ 10,000	
13	Total Direct Admin Costs*:	\$ -	
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

In-state travel for employees does not require specific approval.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

Via telephone/fax/email (circle as appropriate)	By TEA staff person:
---	----------------------

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID: 246911			Amendment # 0			
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23			Fund Code:		429
Budget Summary						
Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 41,250	\$ -	\$ 41,250	\$ -
2	Professional and Contracted Services	6200	\$ 40,000	\$ -	\$ 40,000	\$ -
3	Supplies and Materials	6300	\$ 27,500	\$ -	\$ 27,500	\$ -
4	Other Operating Costs	6400	\$ 10,000	\$ -	\$ 10,000	\$ -
6	Total Direct Costs:		\$ 118,750	\$ -	\$ 118,750	\$ -
7	* Indirect Costs:				\$ 6,250	\$ -
8	Total of All Budgeted Costs :		\$ 118,750	\$ -	\$ 125,000	\$ -
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:				\$ 125,000	
11	Direct Administration Cap per Program Guidelines (X%)				0.05	
12	Maximum amount allowable for direct administrative costs:				\$ 6,250	

*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

To calculate the maximum indirect cost, please use the [Maximum Indirect Costs Worksheet](#) on the Grants Administration Division's Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:**2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

County District Number or vendor ID:				Amendment #		
SUBMITTING AN AMENDMENT						
This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.						
AMENDED BUDGET REQUEST						
Description		Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1	Payroll Costs	6100				\$ -
2	Professional and Contracted Services	6200				\$ -
3	Supplies and Materials	6300				\$ -
4	Other Operating Costs	6400				\$ -
6	Total Direct Costs:		\$ -	\$ -	\$ -	\$ -
7	Indirect Costs:					\$ -
8	Total Costs:		\$ -	\$ -	\$ -	\$ -

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Instructions: Request for Amendment

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant page of the TEA website. The guidance titled “When to Amend the Application” provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the “When to Amend the Application” guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

Pages to Include with an Amendment

Required for all amendment requests

1. Page one of the application with an updated signature and date
2. Appendix I of the application: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1
 - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
 - b. Ensure all applicant information is current and correct.
 - c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.
2. Complete Appendix 1: Negotiation and Amendments
 - a. Choose the section you wish to amend from the drop down menu
 - b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments
3. If you are requesting a budget change, complete the Request for Amendment budget page
 - a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
 - b. In column B, enter the amount being deleted from each class/object code.
 - c. In column C, enter the amount being added to each class/object code.
 - d. Column D and the total direct cost line will automatically calculate your changes
4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter
5. Do not resubmit any attachments required in the original application.

5. Do not resubmit any attachments required in the original application.

District or Charter School Network Information Form
District Overview
Attachment 1B

Instructions:

- 1) Input the school name for the proposed schools
- 2) Indicate the proposed launch grade for year one with an "x" in appropriate grade level
- 3) If needed, provide a rationale for the intended grades for year one of BLGP
- 4) An example is provide immediately below for context

Please reach out to MIZ@tea.texas.gov with any questions about this document.

[illegible][illegible][illegible][illegible]

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions <ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Taylor ISD
District or Charter School Network ID Number	246911
Personnel	
Superintendent Name	Keith Brown
LOI Author Name	George Willey
LOI Author Title	Chief Academic Officer
LOI Author Phone	512-365-1391
LOI Author E-mail Address	gwilley@taylorisd.org
District BLGP Project Manager Name	Lynn Botts
District BLGP Project Manager Title	Technology Lead-Taylor Middle School
District BLGP Project Manager Email Address	lbotts@taylorisd.org
District BLGP Project Manager Phone Number	512-352-2815
District Details	
District Overall Performance - Numeric Grade Only	B
Total Students in District	2918
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	660
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	13
Name of school in district with most previous experience in blended learning	Legacy Early College High School
Number of years the school (in previous answer) has used blended learning	3
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA MAP
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	TEAMS
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School	Technology Lending Grant
Are you proposing to implement calendars in the winter TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas?	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	01/01/21
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	ELA
Which online curriculum program is the district and schools applying to use?	Edgenuity
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	My Path Tracker
Is the proposed online curriculum a supplement or core curriculum?	Core
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	learning/
Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Taylor High School
School 1A Campus Total Students	626
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	6
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	8
Personnel	
School 1A Campus Principal Name	Chelsey Ellison

School 1A Campus Principal Email Address	cellison@taylorisd.org
School 1A Campus Principal Phone Number	512-352-2815
School 1A Campus BLGP Project Manager	Lynn Botts
School 1A Campus BLGP Project Manager Title	CTE Teacher
School 1A Campus BLGP Project Manager Email Address	lbotts@taylorisd.org
School 1A Campus BLGP Project Manager Phone Number	512-352-2815
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	D
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	70%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	67%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	63%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	69%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	39%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	34%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	Main Street Intermediate
School 1B Total Students	382
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	4
Highest Grade at School 1B (i.e. "5" for 5th grade)	5
Personnel	
School 1B Principal Name	Marcelina Cobb
School 1B Principal Email Address	mcobb@taylorisd.org
School 1B Principal Phone Number	512-365-1999
School 1B BLGP Project Manager	Lynn Botts
School 1B BLGP Project Manager Title	CTE Teacher
School 1B BLGP Project Manager Email Address	lbotts@taylorisd.org
School 1B BLGP Project Manager Phone Number	512-352-2815
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	C
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	68%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	76%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	74%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	71%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	74%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	39%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	42%
School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Naomi Pasemann Elementary
School 1C Total Students	584
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	1
Highest Grade at School 1C (i.e. "5" for 5th grade)	3
Personnel	
School 1C Principal Name	Rene Duckworth
School 1C Principal Email Address	rduckworth@taylorisd.org
School 1C Principal Phone Number	512-352-1016
School 1C BLGP Project Manager	Lynn Botts
School 1C BLGP Project Manager Title	CTE Teacher

School 1C BLGP Project Manager Email Address	lbotts@taylorisd.org
School 1C BLGP Project Manager Phone Number	512-352-2815
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	D
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	67%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	66%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	65%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	33%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	37%
School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	TH Johnson Elementary
School 1D Total Students	325
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1D (i.e. "5" for 5th grade)	K
Personnel	
School 1D Principal Name	Jenni Cork
School 1D Principal Email Address	jcork@taylorisd.org
School 1D Principal Phone Number	512-352-6326
School 1D BLGP Project Manager	Lynn Botts
School 1D BLGP Project Manager Title	CTE Teacher
School 1D BLGP Project Manager Email Address	lbotts@taylorisd.org
School 1D BLGP Project Manager Phone Number	512-352-2815
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	D
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	75%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	66%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	65%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	33%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	37%
School 1E Details (if applicable)	Applicant Response
School 1E Campus Name	Enter Text Response
School 1E Total Students	Enter Numeric Response
Lowest Grade at School 1E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1E Principal Name	Enter Text Response
School 1E Principal Email Address	Enter Email Address
School 1E Principal Phone Number	Enter Phone Number
School 1E BLGP Project Manager	Enter Text Response
School 1E BLGP Project Manager Title	Enter Text Response
School 1E BLGP Project Manager Email Address	Enter Email Address
School 1E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent

Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 1F Details (if applicable)	Applicant Response
School 1F Campus Name	Enter Text Response
School 1F Total Students	Enter Numeric Response
Lowest Grade at School 1F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1F Principal Name	Enter Text Response
School 1F Principal Email Address	Enter Email Address
School 1F Principal Phone Number	Enter Phone Number
School 1F BLGP Project Manager	Enter Text Response
School 1F BLGP Project Manager Title	Enter Text Response
School 1F BLGP Project Manager Email Address	Enter Email Address
School 1F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.</i>	

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions <ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District BLGP Project Manager Name	Enter Text Response
District BLGP Project Manager Title	Enter Text Response
District BLGP Project Manager Email Address	Enter Phone Number
District BLGP Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most previous experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days	Enter Text Response
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and	Enter Text Response (Grade level: content areas)
If awarded this grant in fall 2020, when does the district expect to be able to contract with technical assistance providers, given district	Enter Date (mm/dd/yy)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12 th 2020?	Choose "Yes" or "No"
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Enter Text Response
Which online curriculum program is the district and schools applying to use?	Enter Text Response
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate	Enter Text Response
Is the proposed online curriculum a supplemental or core curriculum?	Choose Response
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	Insert Link
Feeder Pattern 1	No Response needed in this cell.
School 2A Details	Applicant Response
School 2A Campus Name	Enter Text Response
School 2A Campus Total Students	Enter Numeric Response

Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Personnel	
School 2A Campus Principal Name	Enter Text Response
School 2A Campus Principal Email Address	Enter Email Address
School 2A Campus Principal Phone Number	Enter Phone Number
School 2A Campus BLGP Project Manager	Enter Text Response
School 2A Campus BLGP Project Manager Title	Enter Text Response
School 2A Campus BLGP Project Manager Email Address	Enter Email Address
School 2A Campus BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2A Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at School 2A Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 2B Details (if applicable)	Applicant Response
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2B Principal Name	Enter Text Response
School 2B Principal Email Address	Enter Email Address
School 2B Principal Phone Number	Enter Phone Number
School 2B BLGP Project Manager	Enter Text Response
School 2B BLGP Project Manager Title	Enter Text Response
School 2B BLGP Project Manager Email Address	Enter Email Address
School 2B BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2C Details (if applicable)	Applicant Response
School 2C Campus Name	Enter Text Response

School 2C Campus ID Number	Enter Numeric Response
School 2C Campus Address	Enter Address
School 2C Total Students	Enter Numeric Response
Lowest Grade at School 2C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2C (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2C Principal Name	Enter Text Response
School 2C Principal Email Address	Enter Email Address
School 2C Principal Phone Number	Enter Phone Number
School 2C BLGP Project Manager	Enter Text Response
School 2C BLGP Project Manager Title	Enter Text Response
School 2C BLGP Project Manager Email Address	Enter Email Address
School 2C BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2D Details (if applicable)	Applicant Response
School 2D Campus Name	Enter Text Response
School 2D Total Students	Enter Numeric Response
Lowest Grade at School 2D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2D Principal Name	Enter Text Response
School 2D Principal Email Address	Enter Email Address
School 2D Principal Phone Number	Enter Phone Number
School 2D BLGP Project Manager	Enter Text Response
School 2D BLGP Project Manager Title	Enter Text Response
School 2D BLGP Project Manager Email Address	Enter Email Address
School 2D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2E Details (if applicable)	Applicant Response
School 2E Campus Name	Enter Text Response
School 2E Total Students	Enter Numeric Response
Lowest Grade at School 2E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2E (i.e. "5" for 5th grade)	Choose Numeric Response

Personnel	
School 2E Principal Name	Enter Text Response
School 2E Principal Email Address	Enter Email Address
School 2E Principal Phone Number	Enter Phone Number
School 2E BLGP Project Manager	Enter Text Response
School 2E BLGP Project Manager Title	Enter Text Response
School 2E BLGP Project Manager Email Address	Enter Email Address
School 2E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2F Details (if applicable)	Applicant Response
School 2F Campus Name	Enter Text Response
School 2F Total Students	Enter Numeric Response
Lowest Grade at School 2F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2F Principal Name	Enter Text Response
School 2F Principal Email Address	Enter Email Address
School 2F Principal Phone Number	Enter Phone Number
School 2F BLGP Project Manager	Enter Text Response
School 2F BLGP Project Manager Title	Enter Text Response
School 2F BLGP Project Manager Email Address	Enter Email Address
School 2F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.	



"Relentless in the pursuit of educational excellence"

KEITH BROWN, SUPERINTENDENT

GEORGE WILLEY, CHIEF ACADEMIC OFFICER

RODNEY FAUSETT, DEPUTY SUPERINTENDENT

3101 N. Main Street Ste. #104
Taylor, TX 76574 (512) 365-1391 / (512) 352-6361 (ext. 1120)
Fax: 512-365-3800

September 10, 2020

Blended Learning Grant Reviewer,

Please accept this correspondence as my full support of the development of a blended learning model within Taylor ISD. If awarded this grant, I further commit the dedication of a half-time project manager to ensure that all components of the Texas Education Agency's Blended Learning Grant are implemented with fidelity. Our proposed project manager, Lynn Botts, has excellent knowledge of technology, a strong work ethic, and the ability to lead teachers. Furthermore, our Chief Academic Officer, Dr. George Willey, has extensive experience in leading technology-based learning initiatives.

As our grant application demonstrates, the demographics of our district represent that a majority of our students are economically disadvantaged and our academic performance is lagging behind other schools in our comparison group. We believe that this grant, implemented under our current leadership, will allow our students to achieve at a higher level in a learning environment that better represents the world outside of the walls of our schools. Blended learning will provide our students with an individualized learning model that will enhance the academic development of our students. Furthermore, in a time in which many of our students have been academically impacted by the disruption of COVID-19, this grant will assist our teachers in mitigating this impact moving forward.

Our community is in a transition period from an agriculture-based workforce to one that better represents the greater Austin economy. Technology-based learning opportunities will not only provide our students with individualized learning but also provide them with exposure to skills that will better prepare them for a variety of employment opportunities that are present in the Austin area.

We appreciate your faithful consideration of our grant application and are excited about the potential benefits that securing this grant will provide for our students.

Sincerely,

A handwritten signature in blue ink, appearing to read "KB", is written over the word "Sincerely,".

Keith Brown, Taylor ISD Superintendent



"Relentless in the pursuit of educational excellence"

September 17, 2020

To Texas Education Agency Representative,

This letter demonstrates the desire for our campus to participate in the Blending Learning Grant. I acknowledge that our campus would begin implementing the model in 2023-24 to ensure that our students are familiar with this instructional framework prior to their transitioning to Naomi Pasemann Elementary.

Our campus continues to strive to implement instructional methods that allow for the improved reading development of our students. The blended learning approach using a station rotation model would be an effective strategy for our teachers to implement.

If our district is awarded this planning grant, I am committed to participating, or having my assistant principal participate, in the Virtual Kick-off Summit on November 12-13, 2020. We are excited about our potential participation in this endeavor.

Sincerely,

A handwritten signature in black ink that reads "Jenni Cork". The signature is fluid and cursive, with the first name "Jenni" and last name "Cork" clearly distinguishable.

Jenni Cork, Principal
T.H. Johnson Elementary

T.H. Johnson Elementary
3100 Duck Lane • Taylor, TX 76574
512.352.2275 / Fax 512.365.7114
Principal – Jenni Cork
Assistant Principal – Andy Basche
www.taylorisd.org



Naomi Pasemann Elementary

2809 North Dr. Taylor, TX 7657

512.352.1016

Renee Duckworth, Principal

Kate Knapek, Assistant Principal

Michelle Vasquez, Assistant Principal

September 14, 2020

To Texas Education Agency Representative,

Please accept this letter as my support for the Blended Learning Grant at our campus beginning with 3rd grade in 2021-22 and subsequently adding grades in future years. Our campus currently uses iPads in learning stations. This grant will provide greater differentiated learning for our students which will better prepare them for higher performance on student assessments. Our campus is currently identified for Targeted Assistance, and one of our major challenges is providing differentiation to increase our level of "Meets Standard" performance. This grant will be a great asset in providing more resources for staff and students for our improvement in this area.

If Taylor ISD is awarded this grant, I am committed to sending one or more staff members to the Blended Learning Virtual Kickoff Summit on November 12-13, 2020 to begin the process of developing an implementation plan that will meet the needs of our district's students through the three-year implementation of this model. I realize the impact that research-based technology learning can have on student performance and am committed to the success of this initiative through my role as an instructional leader on the Naomi Pasemann Elementary School campus.

Sincerely,

A handwritten signature in cursive script that reads "Renee Duckworth".

Renee Duckworth

Principal

Pasemann Elementary School

www.taylorisd.org

TAYLOR INDEPENDENT SCHOOL DISTRICT
3101 N. Main Street, Suite 104 • TAYLOR, TX 76574



Main Street Intermediate

Marcelina Cobb, Principal
Amanda Gripp, Assistant Principal



September 16, 2020

To Texas Education Agency Representative,

Please accept this letter as my support for the Blended Learning Grant at our campus beginning with the 5th grade in 2021-2022 and the 4th grade implementation in 2022-2023. Our campus will benefit from this initiative by being able to provide a more differentiated learning environment for students which will better prepare them for higher performance on student assessments as well as by developing technology skills that are aligned with workforce application.

If Taylor ISD secures the planning grant, I am committed to sending one or more staff members to the Blended Learning Virtual Kickoff Summit on November 12-13, 2020 to begin the process of developing an implementation plan that will meet the needs of our district's students through the three year implementation of this model. I am familiar with blended learning and the positive impact that this form of differentiation has on students and feel confident that I can provide support during implementation from an instructional leader standpoint.

Sincerely,

A handwritten signature in cursive script that reads "M Cobb".

Marcelina Cobb
Principal, Main Street Intermediate School



Taylor Middle School

Taylor I.S.D.

Principal – Chelsey Ellison

Assistant Principals: Sean Schobinger and Yesenia Rodriguez * Counselors: Courtney Nuckols and Candice Martin



Blended Learning Grant Review Committee,

It is with great honor that I introduce myself as the Principal of Taylor Middle School where I will be Lead Advocate on implementing the Blended Learning Grant, if awarded, at TMS as well as adjunct advisor of partnering campuses. This is my second year as Principal at Taylor Middle School and 6th year in the district. I come with extensive experience as Assistant Principal at Taylor High School where I was testing coordinator and responsible for the following special population programs: Section 504, Special Education, English Learners, Response to Intervention tiered students. I have identified the academic gaps and challenges that impact our students as they transition into their Freshman year through years of data analysis.

Our Taylor Middle School administrative team brings a depth of knowledge and experience from larger school districts in the greater Austin area that we plan on implementing for our scholars. This knowledge enables our leaders to analyze learning experiences, academic gaps and the missed opportunities our students face here at TMS due to our limited amount of technology resources.

Having been born and raised in the area, I have experienced the drastic changes our community has seen over the last few years with being located in the greater Austin area. Our community mostly comprises families that fall within the low socioeconomic status, as is reflected within our schools. We are seeing growth within our community with new subdivisions being built; however the majority of parents work in neighboring communities. As a campus and district, we are tasked with preparing our students to become productive citizens of society, and to be able to competitively compete for jobs in the workforce. In order of our students to be adequately prepared for such a technology rich workforce, we must provide them with the adequate tools, resources and experiences now. Taylor Middle School did a tremendous job last spring during the COVID-19 pandemic with transitioning from our traditional brick and mortar school to a virtual learning environment, however, our deficits as an educational entity were highlighted. Our teachers are ready to immerse themselves and their classrooms into a quality technology learning experience, but we are in need of financial support for resources and training. Being awarded the Blended Learning grant would not only give students in Taylor Middle School and partnering campuses the learning experiences to make stronger students, and provide them with the skills needed to obtain quality jobs and careers in the future.

I am excited to witness the positive effects and life changing experiences that the Blended Learning Grant would bring to our campus, district and community. The traditional school system has forever changed with the COVID-19 pandemic and I want to utilize this as an opportunity to grow our scholars and community, and not allow it to set limitations.

Thank you for your time and consideration.

Sincerely,

Lynn Botts

Objective

Intelligent, hard-working, team player seeking a position that will allow me to use computer, analytical, communication, and management skills to further the development and educational needs of others so that they may progress in academia with innovation and fidelity.

Professional Experience

August 1, 2018-present

Taylor, Texas

Taylor ISD

Career and Technology Teacher

- Facilitate and assist in training teachers different virtual resource platforms for student academic success.
- Create and monitor curriculum for the new CTE courses.
- Google I Certified
- Master Teacher in Learning.com
- Computer Science Discoveries Cohort for Code.org
- Manager of Chromebooks and Chromecarts
- Received Teacher of the Year 2020
- In process of receiving Technology Instructional Specialist Certification
- Received Blended Learning Certification through University of Texas
- Analyze student data to create conducive curriculum
- TMS Testing Coordinator
- CTE Representative

August 1, 2015- June 1, 2018

Temple, Texas

Temple ISD

Gateway to Technology Teacher

- Maintain Computer Lab equipment and regularly perform quality and functionality assessments; requisition of new software and hardware annually.
- Maintain Robotics equipment; annual inventory of all Robotics parts.
- Research new technology and virtual resource platforms to innovate with existing curriculum.
- Develop Robotic lesson plans encompassing PLTW curriculum and software.
- Develop Adobe Suite lesson plans encompassing appropriate TEKS.
- Manage technology integration with core classes.
- Create videos/slideshows to present curriculum integration.

- Review and maintain medical staff and residents' files and certifications by setting up automatic notifications in New Innovations.
- Maintain resident information in institutional based access database accessed by Financial Analysts and Directors.
- Compile and organize evaluations, policies, goals, logs, and other data for site visits every 10 years to accredited program until next site visit.
- Research information for Program Information Form (100 pages) for site visit by the RRC.
- Assist in grant writing for purchasing educational devices for Surgical Residents

August 1998-May 2008
ISD

Bartlett, Texas

Bartlett

Coach/TAKS Instructor

- Substitute for Bartlett Elementary through High School from August 1998-2006.
- Instruct Junior High English courses and High School Social Studies courses.
- Work in Special Education Class with autistic children along with other children with special needs.
- Prepare and organize reports with student data from State Examinations and Benchmark testing using AES IT.
- Assist Technology Director with training of new programs.
- Make lesson plans, tests, and prepared students for State Examinations.
- Organize and prepare Benchmark testing for Elementary through High School.
- Aide Elementary and High School Principals with Secretarial duties.
- Head Volleyball Coach and co-Cheerleader Sponsor.
- Assist with 21st Century Grant Program during the summer.

June 2004-September 2005

Temple, Texas

Spheris Corporation

Regional Account Associate

- Same as listed below; Transcription Services were outsourced from Scott and White to Spheris.
- Additional job duties:
 - ❖ Assist in supervising onsite staff.
 - ❖ Assist the training of transcriptionists, doctors and other providers on new software.
 - ❖ Resolve interface issues among servers.
 - ❖ Prepare standards (repetitive text used for multiple patients).
 - ❖ Troubleshoot issues with hand-held dictation equipment (wireless technology).

September 15, 2020

To Whom It May Concern:

I am honored that Taylor ISD has proposed that I serve as the Project Manager for the Blended Learning Grant program. I have a Bachelor of Applied Arts and Science in Technology from Lamar University. Currently, I am pursuing my Masters in Digital Leading and Learning from Lamar University. I am certified in Technology Applications, as well as Technology Education. I am, also, a certified Google Level I Instructor. My passion to utilize cutting-edge technology to discover creative ways to assist schools and organizations in meeting their learning and productivity goals.

I have always had a passion for educating children and an inherent desire to help young people expand their horizons. I developed strong management, logistical, budgeting, and leadership skills while serving as the Baylor Scott & White Medical Center General Surgery Residency Program Manager for Graduate Medical Education. I incorporated technology with resident learning and assisted in creating numerous lessons for the residents' morning conferences. I was consistently recognized for providing exceptional leadership and learner mentorship during my seven years in this position.

Currently, I am the Career and Technology Education Facilitator and Teacher at Taylor Middle School. I strive to achieve best practice technology infusion into teaching and learning with high energy. My expertise in the field of technology is showcased every day in my classes and through facilitating professional development.

I am deeply committed to helping learners understand the transformational power of technology. I believe I have an intimate knowledge of teaching and learning that will be beneficial to our success in implementing a blended learning model for our students. Some recent examples of my ongoing professional growth are, earning Master Teacher for Learning.com, participating in multiple workshops hosted by Code.org, attending the Blended Learning Program hosted by the University of Texas from May through June 2020, and in the process of receiving my Technology Instructional Specialist Certification through TCEA.

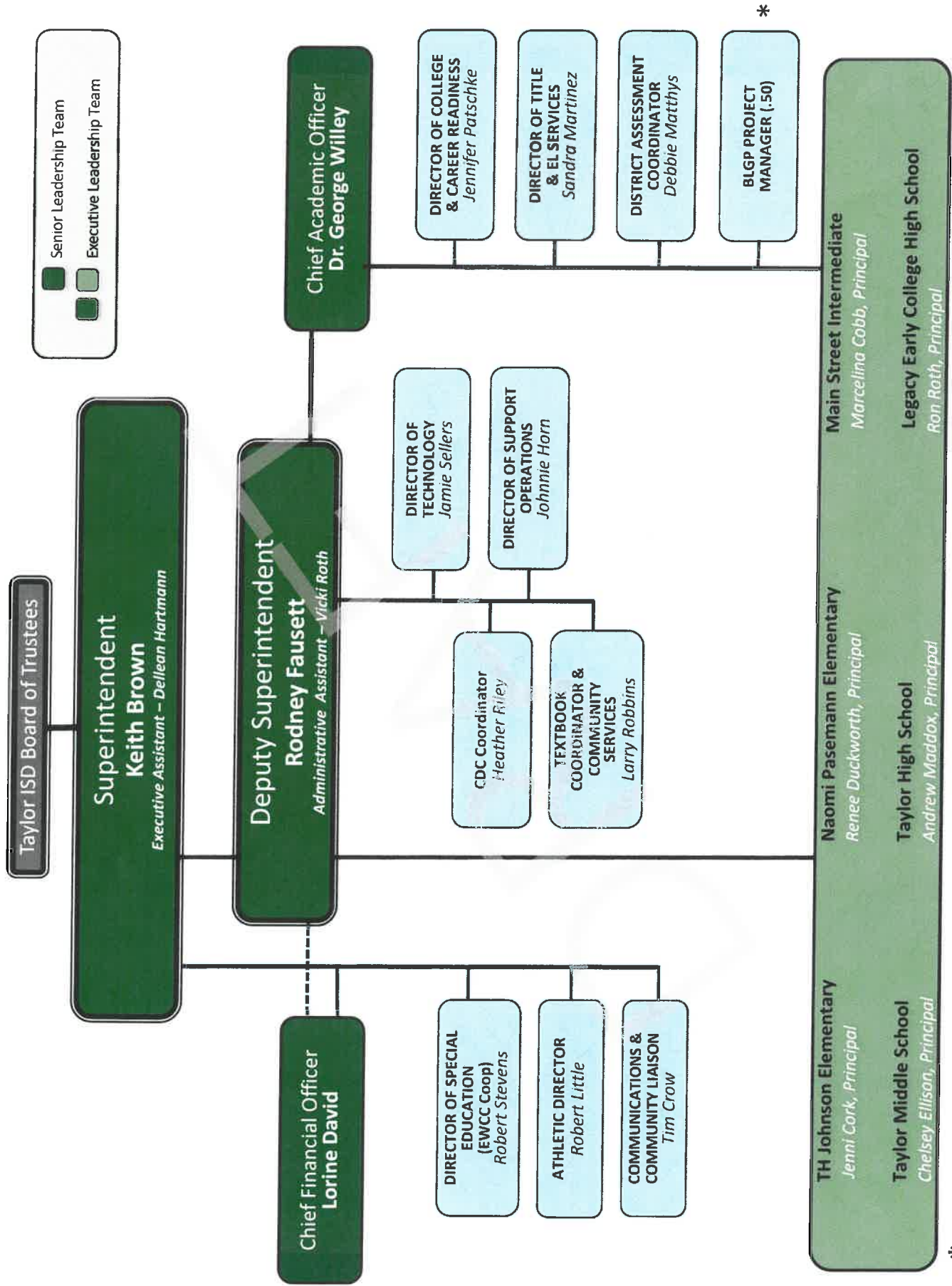
I continuously search for and implement new curriculum that enhance our students' learning environment while ensuring the teachers and staff are receiving the best training and understanding of the new platforms that we may use during Blended Learning. My ability to build relationships with students in and out of the classroom is beneficial to my students' learning and helps accelerate their academic growth.

Sincerely,

A large, stylized handwritten signature in black ink that reads "Lynne Botts". The signature is fluid and cursive, with the first name "Lynne" being more prominent than the last name "Botts".

Lynne Botts

Proposed Blended Learning Manager



* Based on award TEA Blended Learning Grant [REDACTED]

MyPath students outperform their peers by 55 percent on the Renaissance Star 360 Reading[®] Assessment

During the 2018–2019 school year, Birdville Independent School District (ISD) implemented Edgenuity MyPath with struggling 6th grade students in three middle schools. As Figure 1 shows, MyPath students demonstrated significantly greater gains on the Renaissance Star 360 Reading Assessment than a comparison group of equivalent nonparticipating peers ($p = .015$). Further, a regression analysis that controlled for fall scores and gender revealed that MyPath reading students were predicted to have **spring 2019 Renaissance Star 360 Reading scores that were 43.5 points higher than peers who did not use the program** ($p = .042$).

BIRDVILLE ISD MYPATH PARTICIPANTS:

Enrollment: 80 students

Hispanic:	44%	Male	65%
White	33%	Free/Reduced-Price Lunch	59%
Black	19%	Special Education	15%
Asian	3%	English Learner	20%
Pacific Islander	<1%		
Multiracial	<1%		

Data also show that from fall 2018 to spring 2019, MyPath students demonstrated nearly two years' reading growth. The 6th grade MyPath students (performing at the 20th percentile) were expected to gain 50 scale score points on the Renaissance Star Reading Assessment (as determined by the 2014 normative sample) and the 6th grade comparison group (performing at the 25th percentile) were expected to gain 53 scale score points. While the actual scale score gain demonstrated by MyPath students surpassed the typical fall-to-spring gain by 45 points, the comparison group fell short of their growth goal by 10 points (see Figure 2).

Figure 1. Birdville ISD MyPath Students and Comparison Group, 6th Grade

Performance on the Renaissance Star Reading Assessment, Fall 2018 to Spring 2019

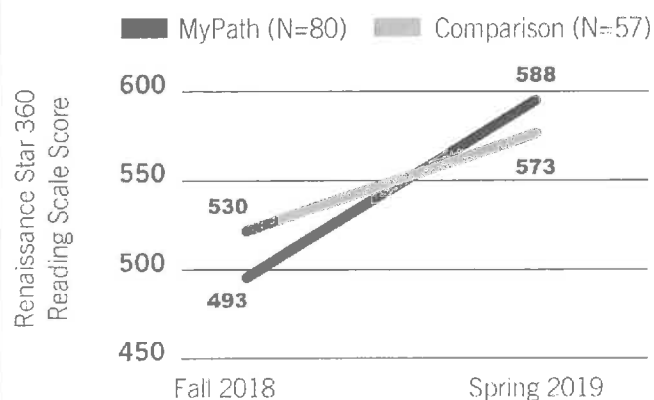
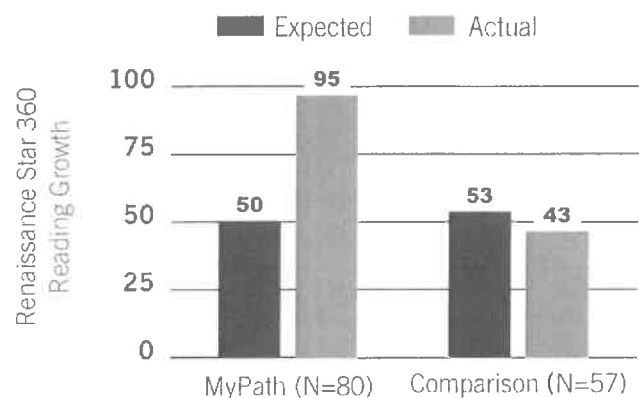


Figure 2. Birdville ISD MyPath Students and Comparison Group, 6th Grade

Growth on the Renaissance Star Reading Assessment, Fall 2018 to Spring 2019



As Figure 3 notes, data also showed that regardless of demographic profile, all subgroups demonstrated statistically significant scale score gains on the Renaissance Star 360 Reading Assessment from fall 2018 to spring 2019. Notably, MyPath helped close the reading gap between students with disabilities and general education students. In fall 2018, students with disabilities were performing 60 points below general education students on the fall 2018 Renaissance Star 360 Reading Assessment. However, by spring 2019, they were performing 18 scale score points above the general education students. While both groups made significant gains, students with disabilities exhibited gains that were almost double those of the general education students (162 points versus 83 points, respectively, $p = .002$).

Figure 3. Birdville ISD MyPath Students, 6th Grade

Performance on the Renaissance Star Reading Assessment by Demographic Group, Fall 2018 to Spring 2019

Demographic		Number of Students	Renaissance Star Reading Fall 2018 Score	Renaissance Star Reading Spring 2019 Score	Growth	p Value	Effect Size
6th Grade		80	493	588	95		
Gender	Male	52	494	607	113	.000	0.83
	Female	28	491	552	62	.002	0.64
Free/Reduced-Price Lunch	Yes	47	477	570	93	.000	0.68
	No	33	515	613	98	.000	0.88
Special Education	Yes	12	442	603	162	.000	1.74
	No	68	502	585	83	.000	0.65
LEP Status	Yes	16	417	479	62	.042	0.56
	No	62	507	615	108	.000	0.93
Ethnicity	White	26	535	644	109	.000	0.79
	Hispanic	35	485	570	85	.000	0.65

Challenge

Located outside Fort Worth, Texas, Birdville ISD is a K–12 public school district with more than 23,000 students. The district wanted to find an engaging way to help struggling middle school students close learning gaps in reading. Birdville ISD selected Edgenuity MyPath because it offered differentiated instruction.

Solution

Students used MyPath an average of 30 minutes per day, three days per week, during 50-minute class periods.

Lessons Learned

Teachers reported that MyPath was helpful as a resource because it:

- **Supported struggling students:** Teachers reported that the program helped students who were struggling master skills and standards at their own speed. Tammy Daniel, Coordinator of Online Learning, adds, “Our teachers used MyPath to reteach topics. The videos were a phenomenal resource because they allowed students to relearn the material at their own pace. Students could rewind and pause as needed to take notes or hear a concept again, which was very useful.”
- **Supported teachers:** Teachers took advantage of professional development training, Edgenuity's help center, and online customer support to assist with implementation. Daniel notes, “Our teachers were blown away by the support they received. The company had thought through everything. From helping us get students set up in the system, to advising on implementation models, and helping us use data to drive instruction, Edgenuity ensured we had all the resources we needed to help our students succeed.”

Appendix

This study used a matched-comparison group design that consisted of (1) MyPath students and (2) a comparison group whose baseline characteristics were similar at the beginning of the school year. The more similar the two groups are at baseline, the more likely that the observed difference between the two groups after the intervention can be attributed to the intervention itself, and not to other preexisting differences. In Figure 4, a p -value of less than 0.05 indicates that two groups are statistically different from each other. Results show that the comparison groups' fall Renaissance Star 360 scores were not statistically different at the start of the school year. In addition, the two groups were similar on all demographic characteristics except for gender: 35% of students in MyPath and 54% of students in the comparison group were female ($p < .05$).

Figure 4. Birdville ISD, 6th Grade Students

Baseline Equivalence Between Treatment and Comparison Group Students

Demographic		Treatment		Comparison		p
		N	Renaissance Star Reading Fall 2018 Score	N	Renaissance Star Reading Fall 2018 Score	
All Students		80	492.75	57	530.14	.209
Gender	Female	28	490.54	31	563.06	.940
	Male	52	493.94	26	490.88	.053
Free/Reduced-Price Lunch	Eligible	47	477.11	36	535.61	.172
	Not Eligible	33	515.03	21	520.76	.873
Special Education	SPED	12	441.58	8	339.50	.169
	Not SPED	68	501.78	49	561.27	.038
LEP	Current LEP	16	417.31	14	393.07	.694
	Not LEP	62	506.61	43	574.77	.029
ESL	Yes	16	417.31	14	393.07	.694
	No	64	511.61	43	574.77	.044
At-Risk	Yes	41	468.00	35	483.66	.687
	No	39	518.77	22	604.09	.022
Ethnicity	Black	15	493.09	8	526.20	.268
	Hispanic	35	485.03	26	441.12	.245
	White	26	534.46	21	631.33	.063