



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

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	North Lamar ISD	CDN	139911	Campus	042, 104, 102	ESC	8	DUNS	100672229
Address	3130 N. Main	City	Paris	ZIP	75460	Vendor ID	751213053		
Primary Contact	Angela Chadwick	Email	achadwick@northlamar.net			Phone	903-737-2000		
Secondary Contact	Jodie Ingram	Email	j Ingram@northlamar.net			Phone	903-737-2000		

Certification and Incorporation

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):

- | | |
|--|--|
| <input checked="" type="checkbox"/> LOI application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |

Authorized Official Name	Angela Chadwick	Title	Assistant Superintendent
Email	achadwick@northlamar.net	Phone	903-737-2000
Signature		Date	9-17-20

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.

Statutory/Program Assurances (Cont.)

- ☒ 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.

a.

North Lamar ISD seeks to become a Math Innovation Zone district in order to provide the best possible learning opportunities for students in grades K-8. When implemented effectively, blended learning will provide differentiation, extra time for one on one or small group instruction, and student choice, which will ultimately lead to better motivation. Once these effective practices are put into place, learning and test scores will increase. Due to the positive impact of blended learning, a long term vision of the North Lamar ISD is to move classrooms in the district to a blended learning model.

Due to COVID 19, our teachers and students have been forced to learn to use technology with which they were not previously familiar. Because of this, they are no longer scared and overwhelmed by technology they don't know. This fear was a huge roadblock which we were able to move past due to COVID 19. We are now positioned perfectly to move forward with training teachers on blended learning models and benefits, and implementing the initiative.

Members of the Curriculum and Instruction Department at NLISD who are prepared to spend the time and energy needed to implement the blended learning grant as an MIZ pilot are the Assistant Superintendent of Curriculum and Instruction, the Instructional Technology Specialist, and the District Mathematics Coach. The department believes that the strategic planning year of the grant will be instrumental in giving us a roadmap for steps needed to achieve our goal of becoming a blended learning district. A near-term priority of the department is to provide the training and support our teachers need to implement blended learning in their classrooms. Implementation of the MIZ grant will enable us to provide that support.

Statutory/Program Requirements

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

Given the unique design of the campus grade levels at North Lamar ISD (PK-1, 2-3, 4-5, PK-4, 6-8), we believe the initial launch should begin with grades 4, 5 and 6. This will allow us to support the suggested implementation at the middle school by beginning with grade 6, while capturing a two grade-level campus each year along with matching grade levels at the PK-4 campus as we grow our grant into the early elementary grades. Additionally, we have chosen our 4-5 campus for year one because of the strong innovative leadership and staff. (Currently our second and third grade campus is participating in a blended learning initiative supported by Region 8 ESC specialists.) Our year two plan will include grades 2, 3 and 7. In year three, we will implement the grant in the remaining grade levels.

b.

Over the last three years, NLISD has scored above the state average on the math STAAR in the approaches category. Average district scores for NLISD for approaches compared to the state average were: 2017, +9; 2018, +6; and 2019, +6. However, in the meets and masters category, we have not done as well. Compared to the state in the meets category, NLISD average scores were: 2017, +0; 2018, -2, 2019, +1. In the masters category the district average was about 4% points below the state average for all three years. As a district, we are always concerned about student growth. From 2018-2019 the overall percentage of students who showed growth in math was only 71.5%.

We have significant problems in 4th grade and 6th grade math. Fourth graders in the district scored below the state average in both meets (-5%) and masters(-6%) in 2019. Additionally, their average growth from 2018-2019 was only 67%. Sixth graders in 2019 also scored below the state average in both meets (-9%) and masters (-13%) with only 41% of sixth graders showing growth from 2018-2019.

Student surveys of 4th and 5th grade students administered in the spring of 2020 show that students feel disengaged in the traditional classroom. At least 61% of students surveyed felt their teacher’s pace was too fast or too slow for them. Seventy-eight percent said they would like to have some choice in assignments. And 70% wanted more one-on-one time with their teachers to discuss lessons, grades, and goals. Teachers reported feeling like there is not enough time to give the students the one on one time they need in the traditional classroom. We believe both test scores and student engagement can be improved by moving to a blended learning model in the elementary and middle school campuses.

c.

North Lamar ISD has a history of consistency within the teachers of the district. That stability is a result of teachers living in the area of rural northeast Texas from childhood to retirement. Many of our teachers are NLISD graduates. Some of those teachers will then retire from the district. With a relatively new administrative team in place, a deep understanding of the need for change has emerged. But with the need for change comes a need to educate those who have to make those changes for the benefit of our students.

We have done our research on blended learning and, in an effort to offer the best education possible for our students, we know that blended learning is the direction we must go. The opportunity to spend a year planning with professionals in the field of innovation makes the grant more attractive to a district that begs for change, but understands how difficult change can be. Even more exciting is the opportunity for assistance in financial sustainability and support in master scheduling. Innovation is a critical component to growth, and without growth we will only limit the very lives we have committed to educate as the future of our community. All of these reasons describe the willingness of North Lamar ISD to explore and embrace the broad operational innovations that could support a sustainable growth model if funded by the MIZ grant.

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.

a.

Jodie Ingram is a 25 year veteran of education. She has spent the last 13 years supporting teachers as they create engaging lessons. After completing the Uteach courses on Blended Learning 2 years ago, Jodie has taken the lead in our district's push to implement the Blended Learning Initiative. She was the program manager for the grant application process for the Raising Blended Learners Grant. Even before Covid-19 turned summer school into a virtual summer school, Jodie had led the initiative to make it a Blended Learning Pilot.

Statutory/Program Requirements

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

b.

Jodie's drive to move the district to a student-centered teaching environment has been the catalyst for the district's interest in blended learning. Jodie believes there is tremendous power in a teaching environment where individual student data drives the student's path and pace. Small group and one on one teaching allows students and teachers to build relationships and focus on individualized student growth.

c.

Jodie will lead MIZ grant training and update meetings that will include all curriculum and instruction staff and well as the district director of technology. Her supervisor, Dr. Angela Chadwick, is the Assistant Superintendent of Curriculum and Instruction. Dr. Chadwick initiated the decision to apply for the MIZ grant and made the decision to place Jodie in the position of MIZ Project Manager based on her extensive experience and qualifications. Mrs. Ingram and Dr. Chadwick already work side by side to initiate and implement change in innovative instructional practices across the district. Dr. Chadwick is a 34 year veteran educator who spent 15 years as a mathematics teacher in the public school system, 11 years as a campus principal, and 8 years as a central office administrator. Her background and leadership experience in moving people forward assisted in the decision to make Jodie the PM because of Jodie's passion and commitment to learning and knowing what it will take to make the MIZ grant successful.

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.

At North Lamar ISD we understand the importance of student growth. Our goal each year is for every student at every grade level to show at least one year of growth for one year of instruction. We use data collected from common unit assessments (CUA's), benchmarks, and previous STAAR tests to inform math instruction in pursuit of this goal. The data is tracked and analyzed using Eduphoria, which allows disaggregation of the data in a variety of formats.

CUA's are created by teacher teams from item banks which provide STAAR type questions that align with the TEKS in each TEKS Resource System unit. These tests are administered at the end of each TRS unit. Teachers use the results of the assessments to determine which material to reteach or review with a class, small group, or individual.

Each spring teachers in NLISD administer benchmark assessments. These tests are created by the curriculum department using the previous year's STAAR test. After assessments are given, the data is analyzed by teachers, coaches and principals to determine which students need additional support on TEKS not yet mastered as well as which students are failing to exhibit growth from the previous year's STAAR.

For grades K-5, the district uses the Istation ISIP test to measure student progress in math. At the beginning of each month when students sign in to Istation, they are automatically taken to the test. Reports generated in Istation show student growth from month to month. They also identify the mathematical domains in which students are struggling. Care teams at each campus use the data as one of the components in making whole child decisions for RTI placement.

Statutory/Program Requirements (Cont.)

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

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.

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
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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:		139911	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	1	1	\$ 32,000	
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	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 32,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ -	\$ -
30	Grand Total:			\$ 32,000	\$ -
31	Total Program Costs*:			\$ 32,000	
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: 139911		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	D&I vendor Specify purpose: Design & Planning support	\$ 60,000	\$ -
3	Professional Development Vendor Specify purpose: Professional Development support	\$ 28,000	\$ -
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:	\$ 88,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 88,000	\$ -
12	Total Program Costs*:	\$ 88,000	
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.			

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County District Number or Vendor ID: 139911		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:	\$ 5,000	\$ -
2	Grand Total:	\$ 5,000	\$ -
3	Total Program Costs*:	\$ 5,000	
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.			

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County District Number or Vendor ID: 139911		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.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
13	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or vendor ID:			139911		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	\$ 32,000	\$ -	\$ 32,000	\$ -	
2	Professional and Contracted Services	6200	\$ 88,000	\$ -	\$ 88,000	\$ -	
3	Supplies and Materials	6300	\$ 5,000	\$ -	\$ 5,000	\$ -	
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -	
6	Total Direct Costs:		\$ 125,000	\$ -	\$ 125,000	\$ -	
7	* Indirect Costs:				\$ -	\$ -	
8	Total of All Budgeted Costs :		\$ 125,000	\$ -	\$ 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.

Attachment 1A

Instructions:

- 1) Input the **school name** for the proposed middle (or upper) school and associated elementary schools
- 2) Indicate the proposed launch grade for **year one** with an "x" in appropriate grade level
- 3) If necessary, provide a **rationale** for the intended grades for year one of MIZ
- 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]

Math Innovation Zones
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY District or Charter School Network Information Form Feeder Pattern 1 Form Attachment 1.A	
Letter of Interest for 2021-2022 MIZ 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 Math Innovation Zones • 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 Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	North Lamar ISD
District or Charter School Network ID Number	139911
Personnel	
Superintendent Name	Kelli Stewart
LOI Author Name	Angela Chadwick
LOI Author Title	Assistant Superintendent CIA
LOI Author Phone	903.669.0124
LOI Author E-mail Address	achadwick@northlamar.net
District MIZ Project Manager Name	Jodie Ingram
District MIZ Project Manager Title	District Instructional Technology Specialist
District MIZ Project Manager Email Address	jingram@northlamar.net
District MIZ Project Manager Phone Number	903.737.2003 ext 5030
District Details	
District Overall Performance - Numeric Grade Only	89
Total Students in District	2448
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	505
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	8
Name of school in district with most prior experience in blended learning	Bailey
Number of years the school (in previous answer) has used blended learning	1
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR Interims
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	TxEIS
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 Action Fund, etc...)	Mentor Allotment Program, THL 3.0, Instructional Continuity Grant
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	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? Please list all. If not, leave blank.	Math-6-7, Social Studies K-5, Science K-3
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 ?	11/20/2020
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	no
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Frank Stone Middle School
MS Campus Total Students	561
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	6
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	8
Core Math Curriculum used in this Middle School Campus	Go Math
Personnel	
MS Campus Principal Name	Dee Hudson
MS Campus Principal Email Address	dhudson@northlamar.net
MS Campus Principal Phone Number	903.669.0140
MS Campus MIZ Project Manager	Sharon Routon
MS Campus MIZ Project Manager Title	Math Lab/RTI Teacher
MS Campus MIZ Project Manager Email Address	srouton@northlamar.net
MS Campus MIZ Project Manager Phone Number	903.737.2000
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	77
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	50%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	90%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	87%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	80%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	80%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	51%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	48%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	83%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	17%
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

Math Innovation Zones
Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Bailey
Feeder A Total Students	288
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	4
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	Go Math
Personnel	
Feeder A Principal Name	Angela Compton
Feeder A Principal Email Address	acompton@northlamar.net
Feeder A Principal Phone Number	903.669.0170
Feeder A MIZ Project Manager	Ella McLaughlin
Feeder A MIZ Project Manager Title	Math Specialist/Coach
Feeder A MIZ Project Manager Email Address	emclaughlin@northlamar.net
Feeder A MIZ Project Manager Phone Number	903.737.2000
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	80
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	52%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	90%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	90%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	81%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	79%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	58%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	52%

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Parker
Feeder B Total Students	244
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder B (i.e. "5" for 5th grade)	4
Core Math Curriculum Used at Feeder School B	Go Math
Personnel	
Feeder B Principal Name	Kristin Hughes
khu	khughes@northlamar.net
Feeder B Principal Phone Number	903.669.0130
Feeder B MIZ Project Manager	Britany Creamer
Feeder B MIZ Project Manager Title	Campus GT/RTI Math Specialist
Feeder B MIZ Project Manager Email Address	bcreamer@northlamar.net
Feeder B MIZ Project Manager Phone Number	903.737.2000
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	77
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	65%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	83%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	79%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	78%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	78%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	52%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	40%

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Everett Elementary
Feeder C Total Students	274
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	2
Highest Grade at Feeder C (i.e. "5" for 5th grade)	3
Core Math Curriculum Used at Feeder School C	Envision
Personnel	
Feeder C Principal Name	Lora Sanders
Feeder C Principal Email Address	lsander@northlamar.net
Feeder C Principal Phone Number	903.669.0160
Feeder C MIZ Project Manager	Cheryl Thrasher
Feeder C MIZ Project Manager Title	RTI Math Specialist
Feeder C MIZ Project Manager Email Address	cthramer@northlamar.net
Feeder C MIZ Project Manager Phone Number	903.737.2000
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	79
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	49%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	81%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	91%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	81%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	88%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	56%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	47%

Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Higgins Elementary
Feeder D Total Students	308
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder D (i.e. "5" for 5th grade)	1
Core Math Curriculum Used at Feeder School D	Go Math
Personnel	
Feeder D Principal Name	Lori Malone
Feeder D Principal Email Address	lmalone@northlamar.net
Feeder D Principal Phone Number	903.669.0180
Feeder D MIZ Project Manager	Jenny Davis
Feeder D MIZ Project Manager Title	1st Grade Math
Feeder D MIZ Project Manager Email Address	jdavis@northlamar.net
Feeder D MIZ Project Manager Phone Number	903.737.2000
School Details	Paired with Everett
Performance Results and Economic Indicators	Not rated
Feeder D Overall Performance - Numeric Grade Only	79
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	64%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

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

MATH INNOVATION ZONES APPLICANTS ONLY

District or Charter School Network Information Form

Feeder Pattern 2 Form

Attachment 1.A

Letter of Interest for 2021-2022 MIZ Planning and Execution Grants

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones
- 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 Math Innovation Zones (not a non-math blended learning pilot)	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 MIZ Project Manager Name	Enter Text Response
District MIZ Project Manager Title	Enter Text Response
District MIZ Project Manager Email Address	Enter Phone Number
District MIZ 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 MIZ 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 prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones
Planning and Execution Grants

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, etc...)	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 anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	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 curricular content areas? Please list all. If not, leave blank.	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 ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Choose "Yes" or "No"
Feeder Pattern 2	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Enter Text Response
MS Campus Total Students	Enter Numeric Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Enter Text Response
Personnel	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS 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, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent

Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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
Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Enter Text Response
Feeder A Total Students	Enter Numeric Response
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder A (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School A	Enter Text Response
Personnel	
Feeder A Principal Name	Enter Text Response
Feeder A Principal Email Address	Enter Email Address
Feeder A Principal Phone Number	Enter Phone Number
Feeder A MIZ Project Manager	Enter Text Response
Feeder A MIZ Project Manager Title	Enter Text Response
Feeder A MIZ Project Manager Email Address	Enter Email Address
Feeder A MIZ Project Manager Phone Number	Enter Phone Number
School Details	

Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Total Students	Enter Numeric Response
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
Personnel	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address

Feeder B MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response

Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address

Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder E (if applicable)	
Feeder E Campus Name	Enter Text Response
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
Personnel	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable	

9/17/2020

To Whom It May Concern:

As the superintendent of North Lamar ISD, I will support the Math Innovation Zone grant. I have been an advocate of improving the academic outcomes of our students through the use of online instruction as part of a blended learning process. As a campus principal, I initiated the only 1:1 campus with Chromebooks in the district because I believed that online learning provided the best option to allow students to learn any time and in the best possible place for them to understand how they learn best.

I am convinced that through the opportunities provided by the MIZ grant, the focus on teacher buy-in for technology as a classroom tool will support a positive perception of technology by students, their parents and the community. This grant is an excellent opportunity for all of our students to have access to the latest research and the very best instructional methods that we can provide, especially in math, where it is critical that they comprehend in order to advance through the curriculum.

Our near-term priorities are to improve academic outcomes in math for all students in Prekindergarten through 8th grade. In the long-term, we want to create a fundamental shift in instruction that optimizes learning for all students in ways that traditional instruction will not. I understand that blended learning will bring that shift to our students through the use of individualized, data-driven instruction.

I realize that creating blended learning classrooms can be challenging for teachers, but the MIZ grant provides the critical capacity to dedicate time and energy to support teachers with high quality professional development so that they feel secure and supported.

The timing of our application for this grant has never been better as COVID-19 has increased our district prioritization of blended learning as well as the understanding of the need for innovation in instructional delivery. The planning and execution process provided by the grant will greatly benefit the district and our schools. If North Lamar ISD receives the MIZ grant, I believe that, with the team we have in place, our goal to shift to blended learning will be properly planned and implemented with fidelity.

Sincerely,



Kelli Stewart
Superintendent
North Lamar ISD
kwstewart@northlamar.net

September, 17th, 2020

To Whom it May Concern,

This is my first year as principal of Stone Middle School in North Lamar ISD. For the past two year, I was a SPED inclusion teacher at Stone. During my tenure, I have noticed a deep need for data driven instruction and blended learning in our school.

Prior to coming to Stone, I was an elementary school teacher for 15 years and a principal for four years. During that time, I saw the power of using data as a tool for individualizing instruction. At the grade school level, we used adaptive programs such as Istation and Education Galaxy. This adaptive technology not only provided our students with individualized instruction, but it gave us invaluable data as educators. We used the data to develop appropriate groups for intervention. We then worked with small groups of students daily in a blended learning model driven by the data.

At Stone Middle School, we currently use Read180, however, we do not have a widely available adaptive program for math. Our math lab uses IXL, but that is only available to a small number of struggling students. My vision is to see an individualized adaptive program available to all math students. Eventually, I would like for all of our teachers to use a blended learning model in their classrooms to not only individualize learning, but to provide student choice thereby increasing student motivation.

The MIZ grant will provide us with the resources we need for our math teachers to effectively integrate individualized instruction and blended learning into their classrooms. If our district receives the MIZ grant, I pledge to give my full support in all endeavors to implement its components at Stone Middle School.

Sincerely,

A handwritten signature in black ink that reads "Dee Hudson". The signature is written in a cursive, flowing style.

Dee Hudson

Stone Middle School Principal

September 16th, 2020

To Whom it May Concern,

I am writing in support of the Blended Learning MIZ Grant being submitted by NLISD. I have been the principal at Bailey Intermediate School, a 4th and 5th grade campus, for seven years. Prior to that I was a 5th grade math teacher at Bailey for 14 years. I am passionate about math education, and I understand the power of a blended learning model for providing individualized instructions.

As principal, I have worked with teachers to strengthen the use of data to drive instruction. We analyze common unit assessment data and Istation data throughout the year in order to meet individual student needs. Another goal of mine has been to obtain more devices for our campus. Each year I have used part of my principal's fund to purchase Chrombooks. Eventually, my goal is to be a one to one campus.

I believe the blended learning instructional style is the best model for differentiation and student growth. It also can provide students choice and the opportunity to learn at their own pace, which leads to better student motivation and engagement.

The MIZ grant will provide us with the resources we need to move into a full blended learning model. I am fortunate to have forward thinking math teachers who are always trying to improve their instruction. With quality professional development and the technology they need, I have no doubt our teachers will embrace a blended learning model and data driven instruction.

If we receive the MIZ grant, I will fully back its implementation at Bailey Intermediate School.

Sincerely,



Angela Compton
Bailey Intermediate School Principal

September 17th, 2020

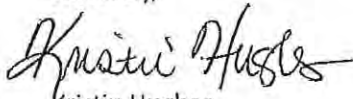
To Whom it May Concern,

I have been the principal at Parker Elementary for three years. During my tenure, one of my goals has been to move teachers toward a blended learning model. I believe a blended learning model provides the opportunity for differentiation and data driven instruction our students need.

At Parker Elementary we have one math interventionist covering grades Pre-K through 4th. We have difficulty providing the one on one time our struggling students need. The blended learning model enables teachers to better use class time for intervention and extension. It also allows advanced students to move more quickly. Being able to work at a comfortable pace helps students stay more engaged. The MIZ grant would provide us with resources we need to more effectively serve all of our students.

One of our school improvement goals is to provide adequate professional development opportunities for teachers to develop effective teaching strategies. The MIZ grant will provide the professional development my teachers need to implement blended learning. If our district receives the MIZ grant, I pledge to give my full support to its implementation at Parker Elementary School.

Sincerely,

A handwritten signature in black ink, appearing to read "Kristin Hughes". The signature is fluid and cursive, with the first name "Kristin" and last name "Hughes" clearly distinguishable.

Kristin Hughes

Parker Elementary School Principal

9/16/2020

To Whom It May Concern,

As the Principal of Everett Elementary, a 2nd and 3rd grade campus, I have begun to implement Blended Learning instructional strategies. Everett received the Instructional Continuity Grant last year as a result of our accountability rating. In a uniquely designed school district, our campus of only 2nd and 3rd grade gives us no opportunity to utilize a growth measure as an option for accountability, so we must perform very well. Having the ability to diagnose student learning needs and identify gaps in understanding is critical to our success. We need online programs to differentiate for those individual student academic needs.

Although instructional continuity might be defined as a need for more instructional devices and hotspots, that technology will not benefit students if their teachers are not well versed in blended learning. I did not want the Everett Elementary teachers or students to get caught without the ability to utilize technology for effective and individualized instruction if we have to send our students home again. I decided to put the majority of the Instructional Continuity Grant money into a year-long blended learning instructional shift with embedded professional development from the instructional technology specialist, elementary mathematics specialist, and elementary ELAR specialist from our education service center. Region 8 ESC designed a blended learning focused training and coaching plan for us.

We are taking the money from the Instructional Continuity Grant to make a permanent change in the way we teach so that we can do a better job of both in-person and remote learning. One day all of our students will be back in the classroom, and when they are, we will be more prepared to offer the very best in blended learning. The MIZ grant will give us an opportunity to take everything we are learning this year and make it even better once our campus becomes part of the program.

I give my full support to the implementation of the MIZ grant if North Lamar ISD is approved as a recipient.

Sincerely,

A handwritten signature in black ink, reading "Lora Sanders". The signature is written in a cursive, flowing style.

Lora Sanders

Everett Elementary School Principal

9/16/2020

To Whom It May Concern,

I am beginning my fourth year as principal of Higgins Elementary, a pre-kindergarten, kindergarten, and first grade campus. In my beginning years in education, I was a fourth grade math teacher. I am passionate about math education and about making sure all students reach their maximum potential.

An area of concern for our campus is our high retention rate for kindergarten and first grade students as compared to the state. Last year we retained 10.9% of our kindergarten students compared to 1.7% for the state. For the SPED population, 15.4% of our students repeated kindergarten compared to 6.2% for the state. In first grade, we retained 4.3% compared to 3.1% for the state and 24.1% compared to 5.5% for SPED students. This data tells me we need to make a shift in how we serve our struggling students.

Currently we use Istation math with the ISIP assessment. ISIP data allows us to make informed decisions about which students need intervention. However, this knowledge is not always put into action in an effective manner in the classroom. I believe implementing quality blended learning models in our classrooms will allow our teachers to use the data more effectively to individualize instruction so that we don't leave our struggling students behind. It will also give our advanced students the opportunity to move on at a quicker pace. This will help keep our students engaged and excited about learning.

Our teachers already utilize station rotations and small groups. The MIZ grant would give us the resources we need to provide professional development for our teachers so that they can become more effective in using a blended learning model. It will also, if continued, provide us with more devices for our students which will allow more flexibility for individualizing instruction. Because of these advantages, I am in full support of the MIZ grant and the implementation of its components on my campus.

Sincerely,

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

Lori Malone

Higgins Elementary School Principal

JI

Jodie Ingram

Professional Summary

Innovative Instructional Technology Specialist with 13 years of experience offering outstanding support to users of various levels. Exceptional skills and knowledge in creating engaging lessons. Subject matter expert on blended learning. Established reputation as sharp curriculum expert when working with teachers to identify and deploy solutions.

Work History

North Lamar ISD - Instructional Technology Specialist

Paris, TX

07/2007 - Current

- Supported district technology integration by designing workshops and planning large-scale professional development events for teachers
- Designed, implemented and managed training programs to meet department and school needs in blended learning.
- Partnered with the curriculum team to analyze district readiness, design teacher preparation workshops, plan parent night information sessions, and garner community support
- Modeled the integration of technology in all curriculum areas using a variety of tools and software
- Assisted teachers to develop curriculum materials and specific lesson plans to utilize technology

North Lamar ISD - CTE Technology Teacher

Paris, TX

08/2000 - 07/2007

- Taught Office Education Classes including BCIS I & II
- Taught Technology Education Classes including Computer Applications, Technology Systems, and Drafting

Cooper ISD - CTE Computer Teacher

Cooper, TX

08/1995 - 07/2000

- Taught Office Education Classes including Computer Science, Business Computer Information Systems I & II

jingram@northlamar.net

H: (903) 249-2992

Paris, TX 75462

Skills

- Project organization
- Team management
- Problem resolution
- Blended Learning
- Course management
- Process improvement

Education

04/2019

Uteach Professional Development

University of Texas Online

Blended Learning Series

08/1999

TAMU - Commerce

Commerce, TX

Master of Science: Training And Development

08/1995

East Texas State University

Commerce, TX

Bachelor of Science: Education

To Whom it May Concern,

September 16, 2020

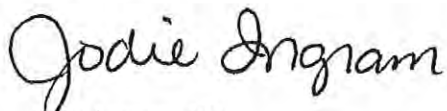
I am writing on behalf of North Lamar ISD submitting the Blended Learning MIZ Grant. Our school is ready for the challenge of implementing 21st century learning skills, and we believe the blended learning instructional style is the best avenue to grow our students. This grant is written in alignment with our school improvement plan and the philosophy of our school where we focus not only on student learning but also the ability of all teachers to become more effective in their teaching methods. This grant will provide necessary resources and professional development so that teachers can effectively integrate blended learning into their lesson design and create a student-directed classroom.

Over the past two years, my professional interest has been piqued by the instructional method of blended learning. I have attended the Uteach Blended Learning Program courses to learn how blended learning could impact our district. I am excited about the possibilities of reaching every student where they are on their learning path. The time has come to leave behind the instructional method of "teaching to the middle". Our students deserve an education that is designed to propel them forward in their academic growth and success and not be satisfied with students "just passing the class." Reaching each student individually is impossible in the traditional 'teach from the stage' method, but blended learning provides opportunities for small group and individual instruction that can target the student's exact needs. This is the path to student growth and success.

Since attending the Uteach Blended Learning course, I have studied many books over blended learning including *Blended Using Disruptive Innovation to Improve School* by Michael Horn and Heather Staker of the Christensen Institute and the *Blended Learning* series by Catlin Tucker. I have hosted several book studies for the district using *Balance with Blended Learning* by Catlin Tucker, and I have seen our educators embrace the idea of blended learning. It is inspiring to see teachers so excited about the possibilities that blended learning can offer their students. I can't help but imagine how far we can go with the assistance of the MIZ planning grant. The opportunities for professional development will help ensure the success of the blended learning initiative.

Last year I was proud to lead our team as we applied for the Raising Blended Learners grant. We made it through the first round and received much intensive training. Although we were not chosen, the experience cemented for our whole team that blended learning is the direction we need to be going. We are excited about the opportunity to partner with experts in the field to assist in designing an educational plan that will enhance our students' success.

Sincerely,

A handwritten signature in black ink that reads "Jodie Ingram". The script is cursive and fluid, with the first name "Jodie" and last name "Ingram" clearly legible.

Jodie Ingram, MS
Instructional Technology Specialist
North Lamar ISD



NORTH LAMAR

INDEPENDENT SCHOOL DISTRICT

