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

Texas Education Agency

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 mus 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): N/A

Applicant Information

Organization: Judson ISD | CDN: 015916 | Campus: 103 | ESC: 20 | DUNS:

Address: 8205 Palisades Dr. | City: Live Oak | ZIP: 78233 | Vendor ID: 1741556846

Primary Contact: Cynthia Shoemaker, EdD | Email: cshoemaker@judsonisd.org | Phone: 210-945-5100

Secondary Contact: Susan Hopkins | Email: shopkins@judsonisd.org | Phone: 210-945-5230

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):

- ☒ LOI application, guidelines, and instructions
- ☒ General and application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☐ Lobbying Certification

Authorized Official Name: Dr. Jeanette Ball | Title: Superintendent

Email: jball@judsonisd.org | Phone: 210-945-5402

Signature: Jeanette Ball | Date:

Shared Services Arrangements

[X] 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:

a. Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program

b. Weekly Teacher Software Usage: One teacher log-in per week is required

c. 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

d. Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA

e. 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)*

a. 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.

b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.

c. 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.

The BLGP Math Innovation Zone (MIZ) is being rolled out at a single campus, Ed Franz Elementary, within JISD. Each classroom will structure their math block using a blended learning model with small groups, station rotations, and use of technology. Each component of blended learning will allow for individualized student pathways to address students' instructional gaps. COVID-19 recommendations and guidance from TEA and local health agency's deciatated that districts begin the year with Remote Learning; a huge shift from any other school year we have experienced. JISD has adapted to meet the challenges inherent in the implementation of remote learning. As a result of COVID-19 and remote learning, the district has invested in 1:1 technology, increasing our bandwidth, adding more Hotspots, purchased laptops/chromebook for teachers, purchased software licenses and enhanced ZOOM, integrated a Learning Management System (LMS) and added a Director of Instructional Technology.

Historically, the Judson ISD instructional model has been traditional; consequently, innovations in the past have not been given the fidelity required to make them successful. The data gleaned from BOY/MOY/EOY universal screeners, Imagine math facts, curriculum embedded assessments and district benchmark tests reflect inconsistency in current instructional practices and do not build the foundational skills necessary to close the performance gaps, specifically in grades 3-5, in math. These gaps are due to limited math foundational skills specific to numeracy and automaticity in grades K-2.

Numeracy skills refer to the ability to use, interpret and communicate mathematical information to solve real-world problems. These include the ability to understand basic math like addition, subtraction, division and multiplication. More advanced numeracy skills incorporate the use of graphical, spatial, statistical and algebraic concepts and the ability to

Statutory/Program Requirements

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

interpret that data and apply it to real-world situations.

By providing Meaningful Learning Experiences (MLE) through professional development, teachers will develop the pedagogical framework necessary to implement personalized learning opportunities addressing student needs in the area of math. Implementation of BL and PL in which the students are provided the opportunity develop the math foundation necessary for success impacts more than the student ability to be successful in math, such skills are intriagril to knowledge acquisition across all academic contents.

Our intention, with the help of the BLGP, is to build and refine a successful, sustainable model that embraces the best practices of Blended Learning. It will provide a framework that can be replicated across the district and be developed into new instructional practices for our staff, to include upper administration, district, and campus staff who are committed to making this innovation a success. Teaching methods and instructional modalities are evolving,especially during this time of COVID-19, through integrating enhanced technology based instruction into the learning model to remain at the forefront of student achievement. We recognize that the time is now to embrace this model for the advantages it brings to our students and community.

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.

Dr. Cynthia Shoemaker, EdD will serve as the BLGP Project Manager. Her current role as RTI Specialist provides a unique perspective in the math performance of students who are not on grade level. Dr. Shoemaker has a strong background in math instruction having taught math for 15 years in the secondary level. She has seen and experienced the implication on students who have progressed throughout primary and intermediate grade levels with little to no acquisition of conceptual knowledge supporting numeracy and thus lacking mathematical fluency. Overseeing the RTI/MTSS program for the district for the past 5 years, Dr. Shoemaker has been able to observe the lack of cohesive instruction related to the foundational skill necessary for the development of elementary numeracy skills much less the advance numeracy skills of use of graphical, spatial, statistical and algebraic concepts and the ability to interpret that data and apply it to real-world situations. Under the supervision of the Assistant Superintendent of Curriculum and Instruction who is solution-oriented, and eager to take on these problems, Dr. Shoemaker will work closely with responsible parties throughout the planning and execution of the grant.

Statutory/Program Requirements

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

Furthermore, Dr. Shoemaker is experienced in working with administrators in overseeing district programs that are compliance based and rely on progress measuring and state reporting. Additionally, Dr. Shoemaker is very familiar with the districts Frontline System and oversees accessibility issues related to the districts web based Universal Screeners and resulting student pathways.

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.

Campuses work independently and collaboratively to disaggregate data during regularly planned campus and district level PLC (Professional Learning Community) meetings. The goal of all Judson ISD campuses and teachers is to provide instruction designed to promote grade level performance of all students. To measure the progress towards this goal, the district collects data from the administration of:

*BOY/MOY/EOY Screeners using a set norm referenced assessment specific to grade level/subject
*Common Unit Assessments
*MOCK STAAR

Assessment outcomes are provided to the campus PLCs that consist of administrative, and teaching staff. The data is tracked through the Eduphoria Aware information system. Action plans are developed with the assistance of district content area specialists. Action plans can consist of professional development, instructional resources, and formations of targeted instructional groups.

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.

N/A

CDN 015916 Vendor ID 1741556846 Amendment #

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

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:	Judson ISD	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	$ 23,692	$ -
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:**			**$ 23,692**	**$ -**
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			$ 13,578	$ -
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:**			**$ 13,578**	**$ -**
30	**Grand Total:**			**$ 37,270**	**$ -**
31	**Total Program Costs*:**			$ 37,270	
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**

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County District Number or Vendor ID:	Judson ISD	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: Support Specify purpose: Guidance through the planning phase of the grant	$ 31,593	$ -
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:**	**$ 31,593**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ 31,593**	**$ -**
12	**Total Program Costs*:**	$ 31,593	
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: Judson ISD		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:	$ 40,367	$ -
2	**Grand Total:**	**$ 40,367**	**$ -**
3	**Total Program Costs*:**	$ 40,367	
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: Judson ISD	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.	$ 15,770	$ -
~~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:**	**$ 15,770**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ 15,770**	**$ -**
12	**Total Program Costs*:**	$ 15,770	
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.

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County District Number or vendor ID:	Judson ISD	Amendment #	0
Grant Period:	**October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of annoucement to October 23**	**Fund Code:**	**429**

Budget Summary

	Description and Purpose	Class/ Object Code	Source of Funds: Program Cost	Source of Funds: Direct Administrative Cost	Source of Funds: Total Budgeted Cost	Source of Funds: Pre-Award Cost
1	Payroll Costs	6100	$ 37,270	$ -	$ 37,270	$ -
2	Professional and Contracted Services	6200	$ 31,593	$ -	$ 31,593	$ -
3	Supplies and Materials	6300	$ 40,367	$ -	$ 40,367	$ -
4	Other Operating Costs	6400	$ 15,770	$ -	$ 15,770	$ -
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.*

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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:**		$ -	$ -	$ -	$ -

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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 applciation: 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 corresponsding 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.

MATH INNOVATION ZONES APPLICANTS ONLY

District or Charter School Network Information Form

District Overview

Attachment 1A

Math Innovation Zones takes a feeder pattern approach from pilot to scale in four years. Please input your proposed feeder pattern below.

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 approriate 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

SAMPLE Feeder Pattern	SAMPLE School Name	Grade To Be Launched in Year One										SAMPLE Rationale
		PK	K	1	2	3	4	5	6	7	8	
Middle(or Upper) School 1	Lone Star Middle School								x			Middle School launch grade as suggested by TEA
Elementary School A	Red Elementary School		x			x						Elementary School launch grades as suggested by TEA; School does not have PK
Elementary School B	White Elementary School		x			x						Elementary School launch grades as suggested by TEA; School does not have PK
Elementary School C	Blue Elementary School	x				x						Elementary School launch grades as suggested by TEA; School has PK
Elementary School D												
Elementary School E												
Elementary School F												

Feeder Pattern 1	School Name	Grade To Be Launched in Year One										Rationale
		PK	K	1	2	3	4	5	6	7	8	
Middle(or Upper) School 1												
Elementary School A												
Elementary School B												
Elementary School C												
Elementary School D												
Elementary School E												
Elementary School F												

Feeder Pattern 1	School Name	Grade To Be Launched in Year One										Rationale
		PK	K	1	2	3	4	5	6	7	8	
Middle(or Upper) School 2												
Elementary School A												
Elementary School B												
Elementary School C												
Elementary School D												
Elementary School E												
Elementary School F												

Feeder Pattern 3	School Name	Grade To Be Launched in Year One										Rationale
		PK	K	1	2	3	4	5	6	7	8	
Middle(or Upper) School 3												
Elementary School A												
Elementary School B												
Elementary School C												
Elementary School D												
Elementary School E												
Elementary School F												

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

- 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	Jeanette Ball, Ph.D.
LOI Author Name	Cynthia Shoemaker, EdD
LOI Author Title	RTI Specialist
LOI Author Phone	210-945-5100, Ext 61053
LOI Author E-mail Address	Cshoemaker@judsonisd.org
District MIZ Project Manager Name	Cynthia Shoemaker, EdD
District MIZ Project Manager Title	RTI Specialist
District MIZ Project Manager Email Address	210-945-5100, Ext 61053
District MIZ Project Manager Phone Number	Cshoemaker@judsonisd.org
District Details	
District Overall Performance - Numeric Grade Only	83
Total Students in District	23754
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	325
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	20
Name of school in district with most prior experience in blended learning	Judson Learning Academy
Number of years the school (in previous answer) has used blended learning	20 years
Formative or **interim assessment** district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	BOY, MOY, and EOY Screeners, District Developed Unit Assessments and Mock STAAR Benchmarks
Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Frontline
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...)	BLGP Non-Math Piolet
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?	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.	N/A
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**?	1/8/2020
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.	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?	Yes

Feeder Pattern 1

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Ed Franz Elementary
Feeder A Total Students	358
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	District Developed Curriculum Guides and Pacing Guided and adopted McGraw Hill Text
Personnel	
Feeder A Principal Name	Kelle Lofton
Feeder A Principal Email Address	klofton@judsonisd.org
Feeder A Principal Phone Number	210-655-6241
Feeder A MIZ Project Manager	Victoria Braun
Feeder A MIZ Project Manager Title	Academic Trainer
Feeder A MIZ Project Manager Email Address	vbraun@judsonisd.org
Feeder A MIZ Project Manager Phone Number	210-655-6241
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	68
Percent of Students at Feeder A Eligible for **Free or Reduced Price Lunch**	72%
Percent of Students at **Approaches** Grade Level or Above on 2019 STAAR (all grades tested, **Mathematics Only**)	71%
Percent of Students at **Approaches** Grade Level or Above on 2018 STAAR (all grades tested, **Mathematics Only**)	77%
Percent of Students at **Approaches** Grade Level or Above on 2019 STAAR (all grades tested, **All Subjects**)	65%
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, **Mathematics Only**)	33%
Percent of Students at **Meets** Grade Level or Above on 2018 STAAR (all grades tested, **Mathematics Only**)	37%

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)	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

If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable

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

Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, 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)	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
If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable	

JUDSON INDEPENDENT SCHOOL DISTRICT
REBECCA ROBINSON, DEPUTY SUPERINTENDENT

September 3, 2020

To whom it may concern,

It is my pleasure as the Deputy Superintendent of the Judson Independent School District in San Antonio to write this letter supporting our application for the 2020-2023 Blended Learning Grant for Program & Planning for Math (BLGP). The resources provided under this grant will be essential to Ed Franz Elementary School's transformation of instructional practices offering tools that will provide teachers; with explicit diagnostic data for every child; actionable information to inform instruction immediately; universal screening for math difficulties and supports for personalized learning; targeted professional development and extended learning opportunities for all students.

Judson ISO and I are committed to continuously supporting all aspects of the transformation of instructional practices made possible by this grant at Ed Franz Elementary. I have full confidence in the School's principal, Ms. Kelly Lofton, to lead the important initiatives proposed within this grant application in a manner that provides teachers with the tools they need to diagnose and act on behalf of all students. I am confident that our teachers' ability to reliably identify and screen students for math difficulties and will be a catalyst to an increase in student achievement. More importantly, our plan will provide a framework we can take to scale across our district to ensure that all teachers and students benefit from the success at Franz. Rest assure that the program will have the oversight and support of the district leadership team to ensure the full and effective implementation of all initiatives presented within our proposal.

On behalf of the Judson ISO community, I thank you for the opportunity and look forward to the collaboration.

Sincerely,

Rebecca Robinson

Kelle Lofton
Principal

Judson Independent School District

ED FRANZ ELEMENTARY SCHOOL

12301 Welcome Dr • San Antonio, Texas 78233
Telephone: (210) 945-5640 • Fax: (210) 945-6946

Kari Savage-Egg
Assistant Principal

September 4, 2020

To Whom it May Concern:

I am writing in support of our district's submission of the "2020-2023 Blended Learning Grant Program". The grant team, led by my colleague Dr. Cynthia Shoemaker, identified my school as a key component of the grant's success.

For our part, we are excited and ready for the opportunities that will be afforded, as they will allow us to continue our mission to provide our students with the best in class teaching and instruction in a rich, 21st century learning skills driven instructional setting. The data and relevant supports that will be provided to our team is welcomed and appreciated. Our teachers are eager to use the diagnostic information and instructional supports that will be provided by our partner, Imagine Learning. Moreover, the grant proposal is in alignment with our school improvement plan and our core philosophy to focus on student learning and developing teacher capacity.

This grant will provide teachers the necessary resources to effectively use blended learning to identify, diagnose and focus attention on math foundational skills specific to numeracy and automaticity, that will intervene and plan instruction that targets areas of need and ultimately helps them better serve their students.

Sincerely,

Kelle Lofton

Kelle Lofton, Principal
Franz Elementary

Cynthia Lynn Shoemaker, EdD

1053 Rainbow Drive
Spring Branch, Texas. 78070
(210) 254-5593 cell
(210) 945-5302, Ext 61053 office

RTI Instructional Specialist
Office of Curriculum and Instruction
cshoemaker@judsonisd.org

FORMAL EDUCATION & CERTIFICATIONS:

- University of Phoenix, EdD Educational Leadership (C/I) (May 2014)
- University of Phoenix, Masters of Education: Adult Education and Distance Learning (July 2005)
- University of Phoenix, BS Business Administration (November 2003)
- Generalist 4 through 8 Certified
- General Special Education Certified
- ILD & PDAS Certified
- Principal Certification

EMPLOYMENT HISTORY:

Judson Independent School District
October 2015- Present
Office of Curriculum and Instruction
RTI Specialist (Kindergarten through 8th Grade)
Curriculum and Instruction Professional Development

August 2009- October 2015
Woodlake Hills Middle School
Math Instructional Coach
8th Grade Math Teacher

San Antonio Independent School District
August 2006 – July 2009
Cameron Academy
8th/4th Grade Teacher

Comal Independent School District
August 2005 – July 2006
Smithson Valley High School
Life Skills Teacher

San Antonio Independent School District
August 2004 – July 2005
Cameron Academy

7th Grade Teacher

Comal Independent School District

November 1998 – July 2004

Bulverde Elementary

Smithson Valley Middle School

Paraprofessional

Alamo Height Independent School District

August 1997 – July 1998

Bus Driver

Medina Valley Independent School District

August 1996 – July 1997

Bus Driver

PROFESSIONAL DEVELOPMENT ACTIVITIES ATTENDED:

- Lead4ward & K-2 Lead4ward Learning Conference- Ready for the STAART
- Tips & Tools Workshop
- Analytics Data Workshop- Kilgo
- 2016 National title 1 Conference
- Academic Leaders Training (2013-2016)
- Building Relationships and Cultural Awareness
- "Sit and Get" Won't Grow Dendrites
- Crucial Conversations
- Don't Gamble on Title 1 Compliance
- Common Formative Assessment
- Data Driven Decision-Making

PROFESSIONAL DEVELOPMENT ACTIVITIES LEAD:

- Formative Assessment Development
- TEKS Deconstruction
- RTI 101, 102, 103
- RTI Behavior
- RTI Procedural Guide Overview
- Planning in the RTI Setting
- Stride Academy
- Revised EBIES Training
- New Teacher Academy, RTI
- 2015-2016 RTI TIER III Teacher Cohort
- 2016-2017 Elementary and Secondary RTI TIER III Teacher Cohort(s)

PROFESSIONAL LEADERSHIP ROLES AND RESPONSIBILITIES:

- RTI Instructional Specialist
- RTI Instructional Coach
- At-Risk Facilitator
- STAAR Testing Prep/ Facilitator
- Plan & Implement Staff Development
- Plan & Implement Parent Involvement
- Lead Mentor for New Teachers
- Lead Teacher
- Instructional Coach

Professional References

Cecilia Davis
Assistant Superintendent of Curriculum and Instruction
(210) 945-5216
Cdavis139@judsonisd.org

Donald Stewart
Assistant Superintendent, Natalia Independent School District
(830) 663-4416, ext 6007
donald.stewart@nataliaisd.net

Marcus Anthony
Director, Pupil Services
(210)619-0341
manthony@judsonisd.org

JUDSON INDEPENDENT SCHOOL DISTRICT
Office of Curriculum and Instruction
Cynthia Shoemaker, RTI Specialist

August 31, 2020

To Whom it May Concern,

As the RTI Specialist for the Judson Independent School District in San Antonio, it is my pleasure to write this letter supporting our application for the 2020-2023 Blended Learning Grant for Program and Planning (Math Innovation Zone, MIZ).

Because I am the primary writer in this grant and have a stake in the short and long-term results of this plan, I will be happy to serve in the role of BLGP Project Manager. I am confident that the implementation of BL throughout the math instruction provided at the selected campus will have a direct and positive impact of both the students and teachers.

I have known Ms. Lofton as someone who is prepared to innovate and with her backing, I believe we can implement out proposal in the area of math in grades 1-5 with fidelity and produce positive results for our students.

Respectfully,

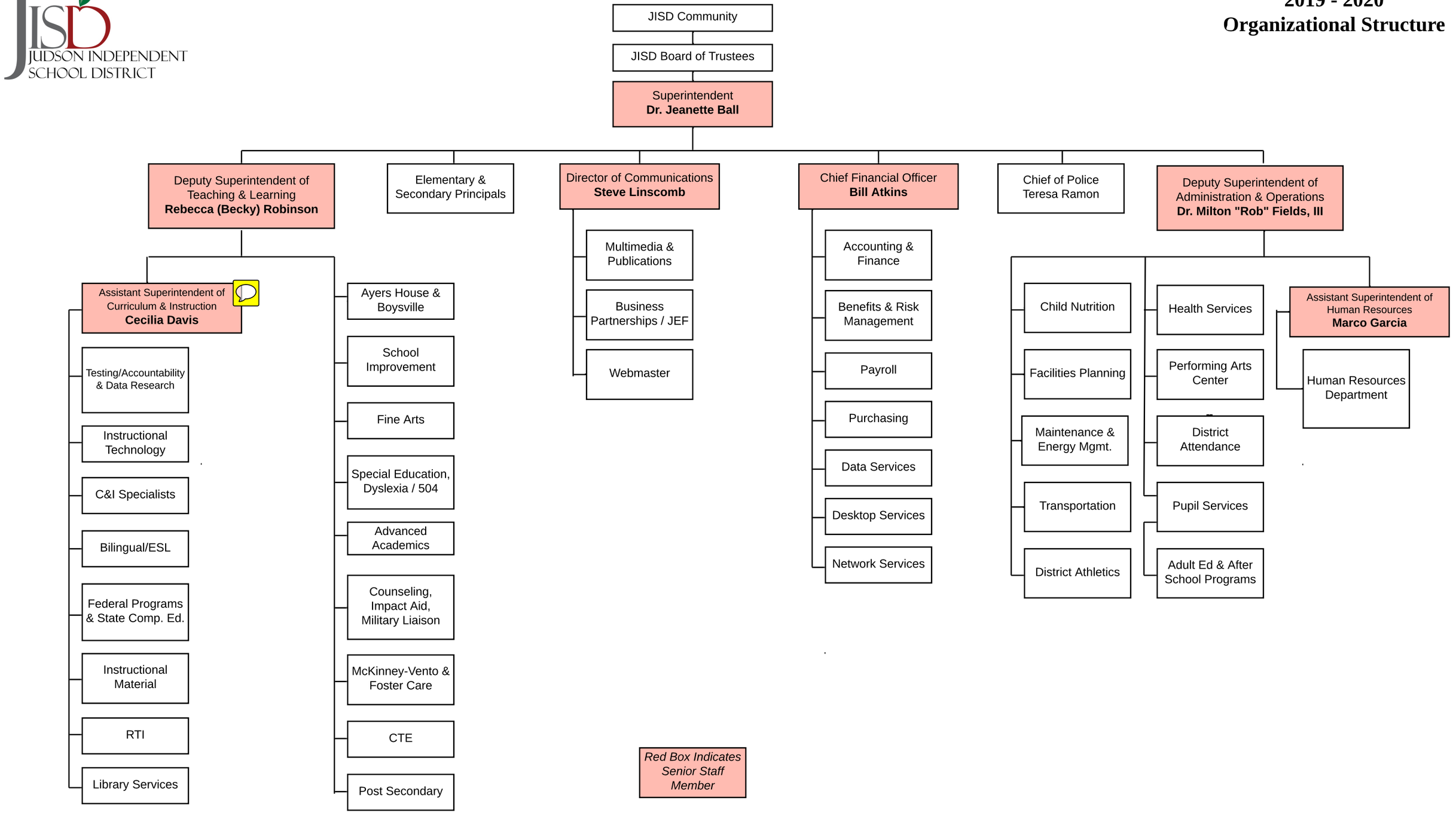
Cynthia Shoemaker

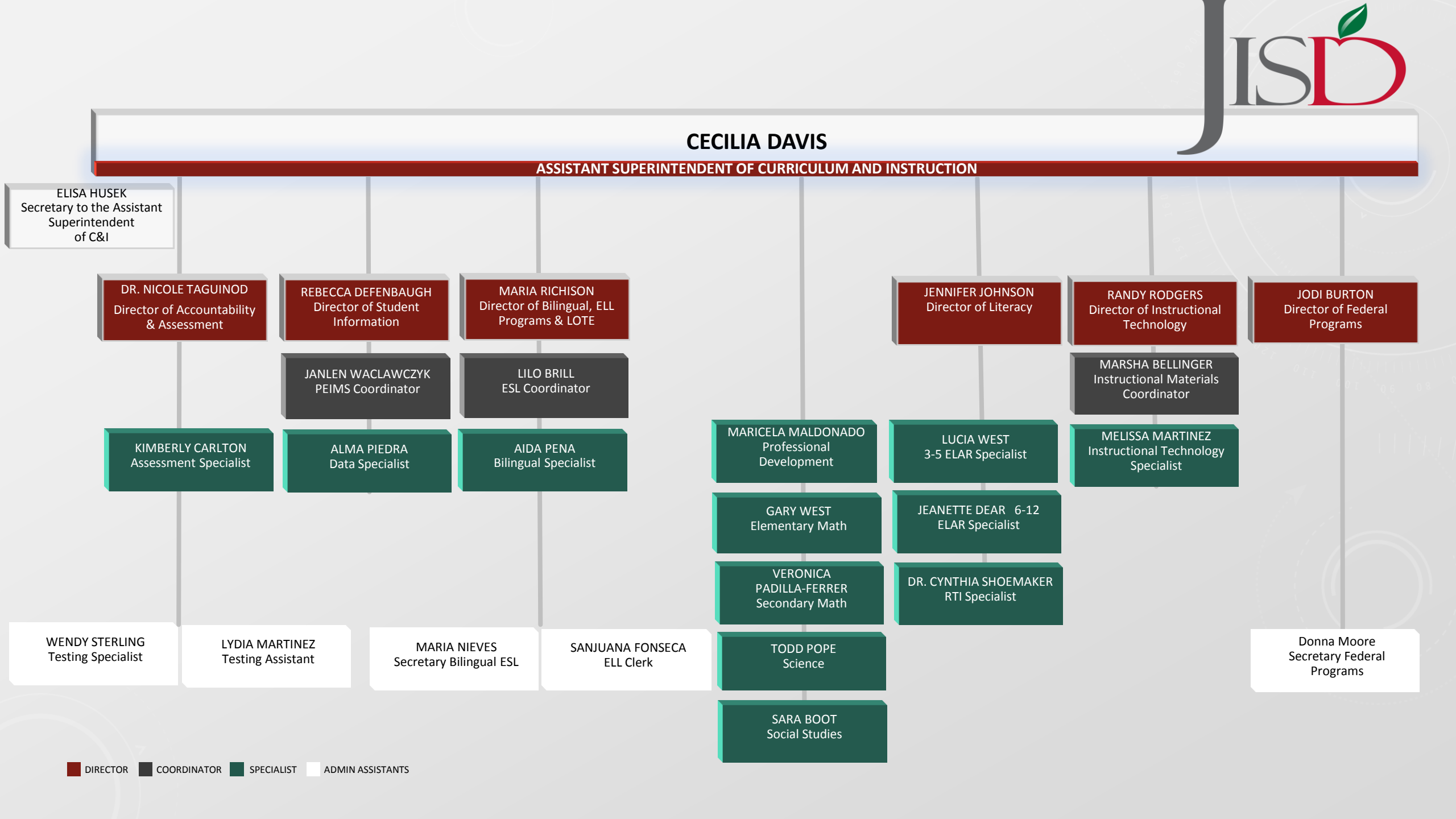
Dr. Cynthia Shoemaker, EdD
RTI Specialist

It is the policy of Judson Independent School District not to discriminate on the basis of age, race, religion, color, national origin, sex, marital or veteran status, disability or other legally protected status in its programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director of Human Resources 8012 Shin Oak Live Oak, TX. 78233 (210) 945-5608

JUDSON INDEPENDENT SCHOOL DISTRICT

2019 - 2020
Organizational Structure




CECILIA DAVIS
ASSISTANT SUPERINTENDENT OF CURRICULUM AND INSTRUCTION
ELISA HUSEK
Secretary to the Assistant Superintendent of C&I
DR. NICOLE TAGUINOD
Director of Accountability & Assessment
REBECCA DEFENBAUGH
Director of Student Information
MARIA RICHISON
Director of Bilingual, ELL Programs & LOTE
JENNIFER JOHNSON
Director of Literacy
RANDY RODGERS
Director of Instructional Technology
JODI BURTON
Director of Federal Programs
JANLEN WACLAWCZYK
PEIMS Coordinator
LILO BRILL
ESL Coordinator
MARSHA BELLINGER
Instructional Materials Coordinator
KIMBERLY CARLTON
Assessment Specialist
ALMA PIEDRA
Data Specialist
AIDA PENA
Bilingual Specialist
MARICELA MALDONADO
Professional Development
LUCIA WEST
3-5 ELAR Specialist
MELISSA MARTINEZ
Instructional Technology Specialist
GARY WEST
Elementary Math
JEANETTE DEAR 6-12
ELAR Specialist
VERONICA PADILLA-FERRER
Secondary Math
DR. CYNTHIA SHOEMAKER
RTI Specialist
TODD POPE
Science
SARA BOOT
Social Studies
WENDY STERLING
Testing Specialist
LYDIA MARTINEZ
Testing Assistant
MARIA NIEVES
Secretary Bilingual ESL
SANJUANA FONSECA
ELL Clerk
Donna Moore
Secretary Federal Programs
DIRECTOR
COORDINATOR
SPECIALIST
ADMIN ASSISTANTS