



**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](mailto: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  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**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:
  - 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.

If awarded the Blended Learning Grant Program (BLGP), Terrell ISD will utilize funds to implement blended learning Math Innovation Zones (MIZ) at our three elementary campuses and one middle school. Our blended learning initiative will focus on three components: intentional use of data, utilizing personal learning paths with all students, and flexible learning time (including extended learning opportunities). In order to effectively implement these three components, Terrell ISD will embark on a three year plan that includes a year of planning and development, a year of implementation with participating classrooms, and a year of expansion and refinement. The funds from the BLGP will provide teacher training in data-driven instruction and effective blended learning practices, supplement costs associated with personalized adaptive learning programs, and provide opportunities for teachers to visit campuses with existing blended learning programs in order to enhance their understanding of effective implementation.

Terrell ISD uses many instructional strategies that are aligned with blended learning; however, our efforts have lacked the consistency and focus necessary to provide students with a truly personalized learning experience. Becoming a MIZ site will allow the district to continue pursuits to transform the educational experience for each student and prepare them for the future. In response to COVID-19, the district has made a substantial investment to provide devices to each student (K/1 iPads; 2-12 Chromebooks). Teachers also utilize NWEA MAP to track student growth in reading and math. Adaptive learning software is utilized to personalize the learning experience.

Teachers have received professional development (PD) experiences during collaborative groups (Professional Learning Communities-PLCs) in best practices for math instruction, and use of data to drive instruction, and they

**Statutory/Program Requirements**

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

use the knowledge and skills acquired from these PD experiences during collaborative groups (PLCs) to collaborate and further develop learning experiences to meet the needs of every student.

And while these efforts have led to incremental gains in student achievement (according to district unit assessments and 3-8 STAAR Math results), the gains are not consistent in all classrooms nor for all students. While TISD has made great strides in moving towards a data-driven personalized learning environment, our efforts still lack the systematic implementation needed in order to close the achievement gaps for all students.

The BLGP planning and execution process will assist guiding Terrell ISD in designing an implementing a quality blended learning program to personalize learning so each student will be prepared for their future. TISD would use the funds provided from the BLGP to implement a three year plan that includes the following:

- Year 0: Planning and Development (Spring 2021)
- Year 1: Implementation in Kindergarten and third grade at our three elementary campuses, and 6th grade at our middle school (2021-2022)
- Year 2: Expansion: Add 1st, 4th, and 7th grades (at same three elementary and one middle school campuses)
- Year 3: Expansion and Refinement: Scale to each K-8 grade at the three elementary and middle school campuses

During Year 0, our focus would be on defining and refining what blended learning should look like in Terrell ISD’s math classrooms. Through multiple stakeholder meetings that will include teachers, curriculum team, campus/district leaders, and parents, we will develop a blended learning protocol that defines the various components of our blended learning model. This protocol will include instructional strategies for differentiating instruction in a blended classroom (i.e. playlists, choice sheets, agency, personalization, etc.), data-analysis and tracking processes for teachers and students, and procedures for how personalized learning software are to be used on a daily/weekly basis, including the use of data reports and monitoring usage both in school and out. In Year 0, 100% of our piloting teachers will receive training in data-driven instruction (DDI), focusing specifically on how to use the data made from NWEA MAP Growth and adaptive learning software to provide true differentiated and personalized instruction to all students. During the planning and development year, all participating teachers will visit two model blended learning campuses to see an established BL program. After each site visit, teachers will spend a day with the BLGP Project Manager (PM) to debrief and refine implementation.

During Year 1, we will implement the blended learning model developed by the Year 0 team in Kindergarten, Third, and Sixth grade classrooms at each of our three elementary campuses (Gilbert Willie E.S., J.W. Long E.S., and Bruce Wood E.S.) and Furlough Middle School. Throughout the implementation year, we will monitor student engagement and progress via teacher and parent surveys, NWEA MAP data, and district unit assessment data. We will also monitor usage data for the adaptive learning software, identify gaps in usage and analyze correlations between usage and growth in achievement. Pilot teachers will visit two additional model campuses, once in the fall and once in the spring, to further develop their understanding of blended learning in practice. Administrators, curriculum coordinators, instructional coaches, and the Project Manager (PM) will continue to monitor student progress, visit classrooms, and compile teacher feedback through Year 1. At the conclusion of Year 1, the PM will meet with teachers, coordinators, coaches, and principals to discuss any possible adjustments that need to be made to the blended learning protocol prior to expansion in Year 2.

During Year 2, use of the blended learning protocol will expand to K, 1st, 3rd, 4th, 6th, and 7th grades at each of the four campuses (three elementary campuses and one middle school). We will continue to monitor student engagement and progress via the same methods used during Year 1. The PM, in coordination with administrators and coordinators/coaches, will continue to support implementation at all four campuses, assessing potential opportunities for professional development. The PM will lead a Blended Learning Committee (BLC) with various stakeholders, such as parents and teachers, that will meet monthly to discuss the overall effectiveness of the BLGP-MIZ initiative. The BLC will serve as an opportunity for the PM to receive feedback from stakeholders, as well as allow the committee to take part in refining and adjusting the blended learning protocol as data suggest.

**Statutory/Program Requirements**

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

During Year 3, use of blended learning protocol will expand to K-8 district-wide. The PM will continue to work with teachers, administrators, and the BLC to monitor and adjust as needed to personalize learning for all students.

Throughout the implementation, Terrell ISD would contract with an approved design and implementation vendor for guidance and support. The district has aligned resources, such as investment in devices for 1-to-1, as well as support, PM dedicated to BLGP and blended learning coach, to ensure successful implementation on ongoing upkeep.

We are committed to blended learning in Terrell ISD to transform teaching and learning. Our Executive Director of Innovation & Digital Learning is dedicated to our blended learning initiative as PM. We have also transitioned one of our curriculum coordinators to be a blended learning coach. We have invested in devices as a learning tool for students to collaborate, create, communicate, solve problems, as well as to provide access to adaptive learning software to personalize their individual experience. We believe these moves will help provide a foundation of support. That being said, we also realize issues may bubble up during implementation and we will need to pivot and allocate financial resources and personnel to ensure ongoing effectiveness.

We believe a more systematic approach to implementing blended learning will help us to personalize learning for all students, allowing us to close the achievement gaps while increasing performance for every student. We know the TEA Blended Learning Grant Program (BLGP)/ Math Innovation Zones (MIZ) will provide us with the resources necessary to implement a more streamlined and focuses blended learning initiative that includes the dedicated guidance of a Blended Learning Project Manager, increased teacher site visits to campuses with existing quality blended learning programs, professional support services from a consulting firm with experience implementing blended learning, and increased teacher and administrator training in data-driven instruction. Our goal will be to use the feedback from multiple stakeholders (i.e. administrators, teachers, coordinators/coaches, parents, and students) to design a blended learning framework that can be used district-wide to implement a more consistent and systematic blended learning program for all TISD campuses.

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. Shannon Trimble, Executive Director of Innovation & Digital Learning, will serve as the BLGP Project Manager for Terrell ISD. Dr. Trimble has served in a variety of roles throughout his educational career, all of which have prepared him for leading a blended learning initiative in Terrell ISD. Prior to joining Terrell ISD, Dr. Trimble served the University of Central Arkansas (UCA) as an assistant professor and Program Coordinator of the Masters of Instructional Technology. While at UCA, Dr. Trimble was a co-principal investigator for a \$500,000 I-TEST Grant in which innovative programs and activities were designed for participating Arkansas districts. Dr. Trimble also served as principal of Beaver Tech, a K-5 Math, Science, and Technology Magnet campus in Garland ISD, in which he coached teachers on blended learning strategies, such as personalization, agency, playlists, flexible seating, as well as 1-to-1 technology integration and Project Based Learning (PBL). As an assistant principal in Burleson ISD, Dr. Trimble was part of the team that was awarded the Technology Lending Grant and worked with district and campus leadership to implement a 1-to-1 initiative for all 3rd-5th grade students at Taylor Elementary (approximately 264 students), as well as training and supporting teachers in flipped classroom strategies.

**Statutory/Program Requirements**

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

During his tenure in Terrell ISD, Dr. Trimble has served in two roles: Executive Director of Student Achievement and Executive Director of Innovation & Digital Learning. As Executive Director of Student Achievement, Shannon implemented NWEA MAP at all K-5 campuses, worked closely with coordinators on refining district curriculum, and coached principals on creating a data driven culture through intentional use of data during PLC's by moving beyond simply looking at overall scores to systematically disaggregating data in order to address instructional gaps. In his current role as Executive Director of Innovation & Digital Learning Dr. Trimble serves as Project Manager (PM) for the Technology Lending Grant that was used to provide all Terrell ISD second grade students with Chromebooks. Dr. Trimble also serves as the PM for the TEA BLGP (non-math) Execution Grant in which blended learning is being implemented in two to three K-2 classrooms at each of our three elementary campuses. As a result, Dr. Trimble is familiar with BLGP requirements and the supports necessary to ensure a successful implementation.

Dr. Trimble is committed to implementing a high-quality blended learning model to transform the student learning experience. Our superintendent, Dr. Georgeanne Warnock, and Dr. Melanie Magee, deputy superintendent, have embraced blended learning and support the PM and the blended learning foundational tenets/expectations. Frequent opportunities for communication and collaboration are planned with all stakeholders. District leadership will foster open communication with the PM and other stakeholders (C&I, IT, parents, school board, campus/district leaders) to keep abreast of goals, data, and milestones. Should the project manager identify specific areas of concern, the deputy superintendent and superintendent will provide needed flexibility, support, ideas, and autonomy that will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

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.

Data-driven decision-making in Terrell ISD (TISD) occurs throughout every point of the instructional pipeline, from the district administration offices to individual classrooms and students. District administrators monitor and respond to a variety of metrics. Beginning with state accountability, TISD monitors specific metrics related to STAAR and College, Career, and Military Readiness. For STAAR, TISD monitors approaches, meets, and masters performance levels at the student, classroom, grade, campus, and district levels via unit, benchmark, TEA interim assessments, and end-of-year STAAR. This data helps the district respond to achievement gaps quickly and effectively, making adjustments that allow all students to achieve at their highest possible levels. Teachers, with support from campus leadership, district curriculum coordinators, and instructional coaches, continually review assessment data during weekly collaborative groups/ Professional Learning Communities (PLCs). This assessment data includes formative assessments, unit assessments, benchmarks, STAAR data, NWEA MAP data, and data made available via various adaptive personalized learning software including Wowzers (math) and Achieve3000 (reading; KidBiz 3-5 and SmartyAnts PK-2).

For example, over the last several years, 4th grade Math STAAR results have remained relatively stagnant. In 2016 and 2017, 60% of students were at the Approach level, and in 2018 and 2019 at 62%. These results for all students has stagnated. Further analysis by student group, reveals larger gaps between white and African-American student groups. In 2016, 65% of White students were at Approach level versus 44% of our African-American students; a 21% gap. In 2017, Approach level for White students increased to 72% vs 46% of African-American students. Similarly in 2018, 74% of White students were at Approach vs 46% of African-American students. And in 2019, while White scores decreased to 63% Approach, there was still a gap of 14% vs African-American student group (48% Approach). Achievement gaps are similar in these student groups 3rd through 8th grade.

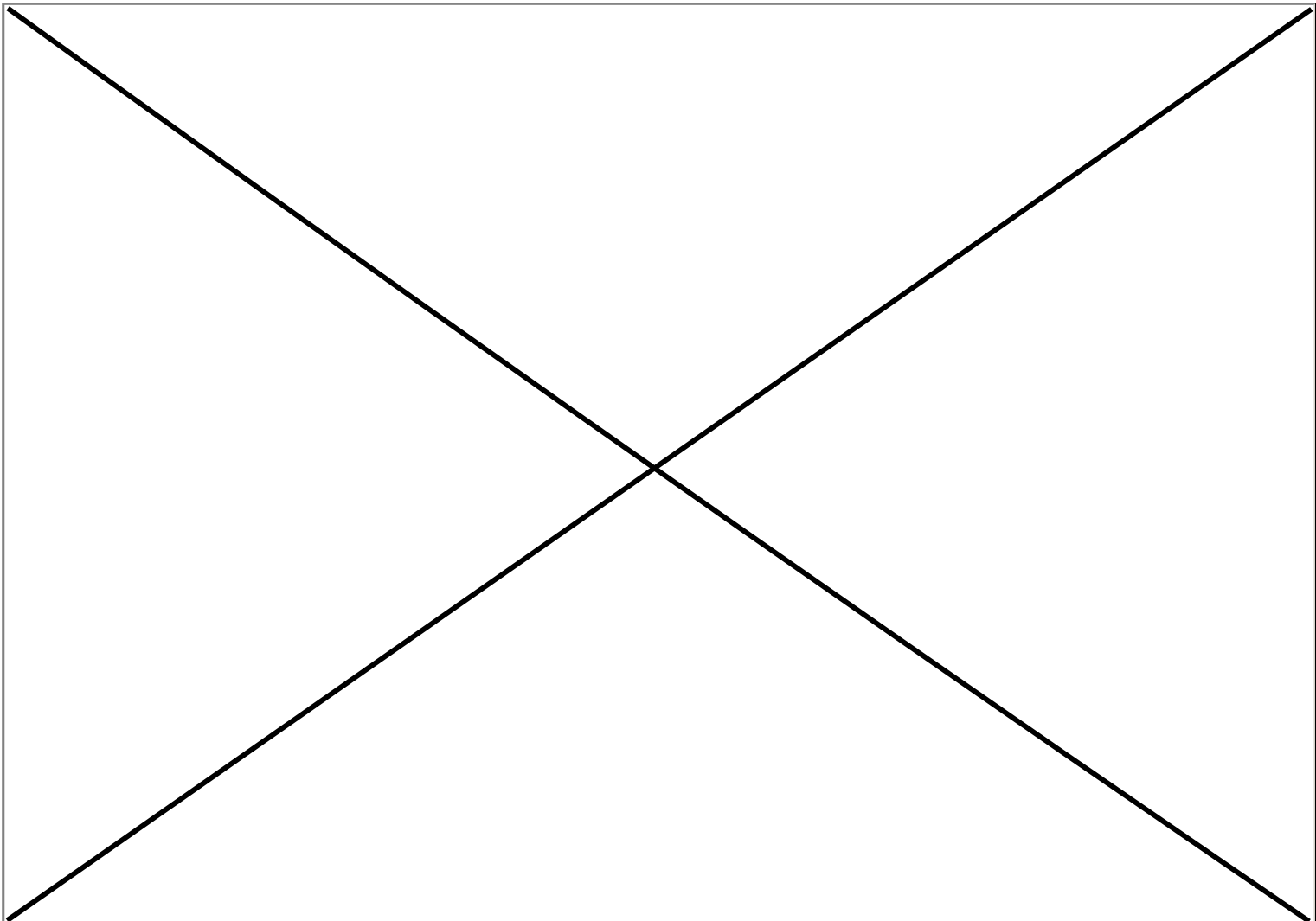
**Statutory/Program Requirements (Cont.)**

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

Beginning in the 2018-2019 school year, TISD started using NWEA MAP to monitor student growth for all K-2 students. The district expanded MAP Growth to K-5 in 2019-2020, and then added middle school for the current 2020-2021 school year. All K-8 students complete the fall (BOY), winter (MOY), and spring (EOY) MAP Growth assessments in Math and Reading. These assessments provide a RIT (Rasch Unit Score) for every student, allowing teachers, students, parents, and administrators to see how students are performing in relation to other in-district scores as well as NWEA MAP national norms. These RIT scores allow teachers to utilize data from reports, such as the Learning Continuum to modify their instructional practices in response to the specific needs of the students they serve. The adaptive personalized learning software utilized (Wowzers and Achieve3000) allow for the NWEA MAP data to be uploaded, which the program then uses to create a personalized learning path to differentiate the learning experience for every student.

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**



**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).

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**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.

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**Professional and Contracted Services 6200**

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

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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

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**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.

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**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:		129906	Amendment # (for amendments only):		
<b>Payroll Costs (6100)</b>					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
<b>Academic/Instructional</b>					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
<b>Program Management and Administration</b>					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
<b>Auxiliary</b>					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
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)			\$ -	\$ -
<b>Other Employee Positions</b>					
21	BLGP Project Manager		1	\$ 80,000	
22	(Enter position title here)			\$ -	\$ -
23	<b>Subtotal Employee Costs:</b>			\$ 80,000	\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ 2,250	
25	6119 - Professional Staff Extra-Duty Pay			\$ 1,800	
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 4,050	\$ -
30	<b>Grand Total:</b>			\$ 84,050	\$ -
31	<b>Total Program Costs*:</b>			\$ 84,050	
32	<b>Total Direct Admin Costs*:</b>			\$ -	
<p><b>*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.</b></p>					

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

<b>FOR TEA USE ONLY</b>	
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: 129906		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> 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: Blended Learning Consulting with CA Group Specify purpose: Design, implementation, and scaling consulting	\$ 24,000	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 24,000</b>	<b>\$ -</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 24,000</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	<b>\$ 24,000</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	
<p><b>*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.</b></p>			

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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: 129906		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 3,300	\$ -
2	<b>Grand Total:</b>	<b>\$ 3,300</b>	<b>\$ -</b>
3	<b>Total Program Costs*:</b>	<b>\$ 3,300</b>	
4	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	

**\*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

**FOR TEA USE ONLY**

**Application Part 2:**

**2020-2023 Blended Learning Grant Program-Planning Grants**

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

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID: 129906		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
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	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	<del>\$ -</del>	<del>\$ -</del>
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.	\$ 2,000	\$ -
7	<del>6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:</del>	<del>\$ -</del>	<del>\$ -</del>
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$ 2,000</b>	<b>\$ -</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 2,000</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	\$ 2,000	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
<p><b>*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.</b></p>			

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

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**2020-2023 Blended Learning Grant Program-Planning Grants**

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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: 129906		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	Class/ Object Code	Source of Funds			
		Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 84,050	\$ -	\$ 84,050	\$ -
2 Professional and Contracted Services	6200	\$ 24,000	\$ -	\$ 24,000	\$ -
3 Supplies and Materials	6300	\$ 3,300	\$ -	\$ 3,300	\$ -
4 Other Operating Costs	6400	\$ 2,000	\$ -	\$ 2,000	\$ -
6 <b>Total Direct Costs:</b>		<b>\$ 113,350</b>	<b>\$ -</b>	<b>\$ 113,350</b>	<b>\$ -</b>
7 * Indirect Costs:				<b>\$ 4,952</b>	<b>\$ -</b>
8 <b>Total of All Budgeted Costs :</b>		<b>\$ 113,350</b>	<b>\$ -</b>	<b>\$ 118,302</b>	<b>\$ -</b>

**Direct Administrative Cost Calculation**

10	Total of All Budgeted Costs from line 8:	<b>\$ 118,302</b>	
11	<b>Direct Administration</b> Cap per Program Guidelines (X%)	0.05	
12	Maximum amount allowable for <b>direct administrative</b> costs:	<b>\$ 5,915</b>	

\*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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**Application Part 2:**

**2020-2023 Blended Learning Grant Program-Planning Grants**

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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	<b>Total Direct Costs:</b>	\$ -	\$ -	\$ -	\$ -
7	<b>Indirect Costs:</b>				\$ -
8	<b>Total Costs:</b>	\$ -	\$ -	\$ -	\$ -

**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](mailto: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.**



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	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</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.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
District or Charter School Name	Terrell ISD
District or Charter School Network ID Number	129906
<b>Personnel</b>	
Superintendent Name	Georgeanne Warnock
LOI Author Name	Shannon Trimble
LOI Author Title	Executive Director of Innovation & Digital Learning
LOI Author Phone	972-563-7504
LOI Author E-mail Address	<a href="mailto:shannon.trimble@terrellisd.org">shannon.trimble@terrellisd.org</a>
District MIZ Project Manager Name	Shannon Trimble
District MIZ Project Manager Title	Executive Director of Innovation & Digital Learning
District MIZ Project Manager Email Address	972-563-7504
District MIZ Project Manager Phone Number	<a href="mailto:shannon.trimble@terrellisd.org">shannon.trimble@terrellisd.org</a>
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	87
Total Students in District	4804
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	1050
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	10
Name of school in district with most prior experience in blended learning	Gilbert Willie Sr. Elementary
Number of years the school (in previous answer) has used blended learning	1
Formative or <b>interim assessment</b> district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA MAP
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iCCS, District-made system, etc...)	TxEIS
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Technology Lending Grant, and BLGP (non-math)
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.	
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	1/1/2021
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Wowzers, Achieve3000 Math, and Khan Academy
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Yes

Math Innovation Zones  
Planning and Execution Grants

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Herman Furlough Jr. Middle School
MS Campus Total Students	1093
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	TRS; HMH-GoMath
<b>Personnel</b>	
MS Campus Principal Name	Chris Turner
MS Campus Principal Email Address	<a href="mailto:chris.turner@terrellisd.org">chris.turner@terrellisd.org</a>
MS Campus Principal Phone Number	972-563-7501
MS Campus MIZ Project Manager	Chris Turner
MS Campus MIZ Project Manager Title	Principal
MS Campus MIZ Project Manager Email Address	<a href="mailto:chris.turner@terrellisd.org">chris.turner@terrellisd.org</a>
MS Campus MIZ Project Manager Phone Number	972-563-7501
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	77
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	78%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	75%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	71%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	67%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	42%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	38%
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	35%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	35%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	30%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent

Math Innovation Zones  
Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Gilbert Willie Sr. Elementary
Feeder A Total Students	728
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	TRS; HMH-GoMath
<b>Personnel</b>	
Feeder A Principal Name	Alexis Dennis
Feeder A Principal Email Address	<a href="mailto:alexis.dennis@terrellisd.org">alexis.dennis@terrellisd.org</a>
Feeder A Principal Phone Number	972-563-1443
Feeder A MIZ Project Manager	Alexis Dennis
Feeder A MIZ Project Manager Title	Principal
Feeder A MIZ Project Manager Email Address	<a href="mailto:alexis.dennis@terrellisd.org">alexis.dennis@terrellisd.org</a>
Feeder A MIZ Project Manager Phone Number	972-563-1443
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	80
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	85%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	72%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	72%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	63%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	50%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	42%

Math Innovation Zones  
Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	J. W. Long Elementary
Feeder B Total Students	711
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder B (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School B	TRS; HMH-GoMath
<b>Personnel</b>	
Feeder B Principal Name	Lily Dominguez
Feeder B Principal Email Address	<a href="mailto:lily.dominguez@terrellisd.org">lily.dominguez@terrellisd.org</a>
Feeder B Principal Phone Number	972-563-1448
Feeder B MIZ Project Manager	Lily Dominguez
Feeder B MIZ Project Manager Title	Principal
Feeder B MIZ Project Manager Email Address	<a href="mailto:lily.dominguez@terrellisd.org">lily.dominguez@terrellisd.org</a>
Feeder B MIZ Project Manager Phone Number	972-563-1448
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	73
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	76%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	68%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	68%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	64%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	59%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	35%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	34%



Math Innovation Zones  
Planning and Execution Grants

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Dr. Bruce Wood Elementary
Feeder C Total Students	621
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder C (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School C	TRS; HMH-GoMath
<b>Personnel</b>	
Feeder C Principal Name	Tracie Pritchett
Feeder C Principal Email Address	<a href="mailto:tracie.pritchett@terrellisd.org">tracie.pritchett@terrellisd.org</a>
Feeder C Principal Phone Number	972-563-3750
Feeder C MIZ Project Manager	Tracie Pritchett
Feeder C MIZ Project Manager Title	Principal
Feeder C MIZ Project Manager Email Address	<a href="mailto:tracie.pritchett@terrellisd.org">tracie.pritchett@terrellisd.org</a>
Feeder C MIZ Project Manager Phone Number	972-563-3750
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder C Overall Performance - Numeric Grade Only	64
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	78%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	67%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	73%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	65%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	65%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	36%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	38%

Math Innovation Zones  
Planning and Execution Grants

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
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

Math Innovation Zones  
 Planning and Execution Grants

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
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	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  
Planning and Execution Grants

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	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</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.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
<b>Personnel</b>	
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
<b>District Details</b>	
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 <b>interim assessment</b> 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 <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	Enter Text Response
List all <b>other TEA programs</b> 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 <b>procurement policies</b> ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (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 <b>additional software programs</b> 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 <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Choose "Yes" or "No"
<b>Feeder Pattern 2</b>	
<b>Middle (or Upper) School</b>	
Middle School Campus Name	Applicant Response
MS Campus Total Students	Enter Text Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Enter 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	Choose Numeric Response
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

Math Innovation Zones  
Planning and Execution Grants

Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent
<b>Elementary (or Lower) School Feeder A (if applicable)</b>	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
<b>Personnel</b>	
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
<b>School Details</b>	

Math Innovation Zones  
 Planning and Execution Grants

<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder B (if applicable)</b>	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
<b>Personnel</b>	
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

Math Innovation Zones  
 Planning and Execution Grants

Feeder B MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder C (if applicable)</b>	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
<b>Personnel</b>	
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



Math Innovation Zones  
 Planning and Execution Grants

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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder D (if applicable)</b>	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
<b>Personnel</b>	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address

Math Innovation Zones  
Planning and Execution Grants

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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder E (if applicable)</b>	
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
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	



# Terrell Independent School District

*Where Students Come First*

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September 11, 2020

To Whom It May Concern:

I am writing this letter to demonstrate my support for Terrell Independent School District's submission for the Math Innovation Zone Blended Learning Planning Grant. We are excited about this opportunity, and we hope to serve as a model district in Texas for blended learning. We are currently executing the blended learning grant for literacy and adding math would allow our teachers and students to experience research-based strategies for technology integration in both subjects.

We plan to use the grant to strategically enhance mathematics instruction in Kindergarten, Third and Sixth grades. In doing so, Terrell ISD will build a strong foundation of math for our students to put them on a path to take the most rigorous math courses they can in high school. We know that students who attain and successfully complete Algebra in Eighth grade have the greatest chance of attaining upper-level math in either the Advanced Placement or Dual Credit path. These students are then well equipped to succeed in any postsecondary mathematics that they pursue.

Having the blended learning grant this year has allowed us to accelerate the integration of technology so that teaching and learning are enhanced. Teachers in the participating schools and grade levels have embraced the professional learning and are attracting other teachers who want to use the same strategies. This organic spread is especially true now that we have embarked on becoming a one-to-one district. We have used much of the learning from the blended learning program to ensure that all teachers understand the best practices that come with additional technology.

The grant has allowed us to create a systematic structure for how we utilize blended learning across the district that will increase teacher capacity and student achievement. With the addition of the math grant, we want to eliminate achievement gaps and produce students fluent in numeracy and digital literacy.

From the district administration office to the classroom, Terrell ISD is dedicated to utilizing disruptive innovations that force us to rethink how we educate children. We are willing to put in the time, research, and work needed to restructure instruction so that we are meeting the needs of all students.

Thank you for your time and consideration, and we look forward to working with the Texas Education Agency to design, implement, and scale blended learning for our district.

Sincerely,

A handwritten signature in black ink that reads "Melanie Magee". The signature is fluid and cursive, with the first name being more prominent.

Dr. Melanie Magee

Deputy Superintendent of Leading and Learning



**Terrell Independent School District**  
*Where Students Come First*

Dr. Georgeanne Warnock, Superintendent  
700 N. Catherine Street  
Terrell, Texas 75160  
Phone 972-563-7504  
Fax 972-563-1406

August 31, 2020

To Whom It May Concern:

I am writing this letter as a demonstration of my support for Terrell Independent School District's submission for the Blended Learning Grant Program (BLGP) Planning Grants-Math Innovation Zones (MIZ). We are excited about this opportunity, and we hope to serve as a model district in Texas for blended learning.

Terrell ISD's experience with blended learning has been growing over the past several years. While we have been able to create a technology-rich environment for our teachers and students, the increased technology has served as more of a simple enhancement rather than a complete redesign of how we serve students. Our teachers make great use of technology on a daily basis, and they use data to make instructional adjustments so that they are better serving all students; however, these two changes-increased technology and consistent use of data-have been poorly integrated in our district. This lack of a systematic structure for how we utilize blended learning across the district has limited the amount of personalized learning our children receive, resulting in continual achievement gaps across the district.

With this grant, we hope to develop a math blended learning program that will help us eliminate achievement gaps. We believe our plan will allow us to have flexibility and support in order to have a more unified and consistent math blended learning model, which would be fully scaled in a three-year staggered implementation in grades kindergarten through eighth grade.

From the district administration office to the classroom, Terrell ISD is dedicated to utilizing disruptive innovations that force us to rethink how we educate children. We are willing to put in the time, research, and work needed to restructure instruction so that we are meeting the needs of all students.

Thank you for your time and consideration, and we look forward to working with the Texas Education Agency to design, implement, and scale math blended learning for our district.

Sincerely,

Dr. Georgeanne Warnock  
Superintendent of Schools



# Terrell Independent School District

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*Where Students Come First*

700 N. Catherine Street  
Terrell, Texas 75160  
Phone 972-563-7504  
Fax 972-563-1406

September 1, 2020

To Whom It May Concern:

I am excited about the Blended Learning Grant Program (BLGP) opportunity for the Terrell Independent School District. The current school year has been met with challenges that now, more than ever, will require extensive use of technology programs and resources. Hence, the Math Innovation Zone (MIZ) blended learning program will assist our students and staff in their educational learning and instruction.

The staff at Furlough Middle School has outlined specific goals that will allow our students to be successful. One of those goals is to show an increase in the overall student achievement in math from the previous year. Since many of our students have chosen a virtual or hybrid learning option for this school year, the MIZ program would help address some of the academic needs of our campus.

I hope that you will consider Terrell ISD for the Blended Learning Grant Program/Math Innovation Zone. It will be an added benefit to our students since they all have been provided with technology devices. Consequently, this model will allow for a more efficient means of learning for our virtual and face-to-face learners.

Sincerely,

*Chris Turner*

Chris Turner, Principal

Furlough Middle School



## Terrell Independent School District

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*Where Students Come First*

700 N. Catherine Street  
Terrell, Texas 75160  
Phone 972-563-7504  
Fax 972-563-1406

September 1, 2020

To Whom It May Concern:

I am writing to show my support for Terrell Independent School District's submission for the 2020-2021 Math Innovation Zone Planning Grant. I am excited our campus may have the opportunity to serve such a vital role in bringing a blended learning program with a focus on math to our district.

Gilbert Willie Sr. Elementary is passionate about growing our students, our staff, and our community. We understand the importance of strong math skills for our students in order for them to be a successful member of society. With the Math Innovation Planning Grant our students and teachers will be provided with the resources to achieve this goal. Our teachers have made great strides in integrating technology in their classrooms, using the data to drive their instruction. Overall academic achievement on STAAR math in 3rd grade has improved, but we know we still have room for growth. Our hope is that with the Math Innovation Zone Planning Grant, our students will continue on the upward trajectory of growth.

Again, I would like to emphasize my excitement about the possible opportunity to serve as a participating campus with the Math Innovation Zone Planning Grant.

Sincerely,

A handwritten signature in black ink that reads "Alexis Dennis". The signature is fluid and cursive, with a large loop at the end.

Alexis Dennis  
Principal  
Gilbert Willie Sr. Elementary.



# Terrell Independent School District

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*Where Students Come First*

700 N. Catherine Street  
Terrell, Texas 75160  
Phone 972-563-7504  
Fax 972-563-1406

September 10, 2020

To Whom It May Concern:

This letter serves as my support for Terrell Independent School District's submission for the Blended Learning Planning Grant for Math Innovative Zone (MIZ). The community at J.W. Long Elementary School has benefited from the Blended Learning program implementation in the area of early literacy, and I am very excited our campus may have an opportunity to expand our program to the mathematics domain.

The educators at J.W. Long Elementary School are fully committed to creating a nurturing and challenging learning environment for the success of all students. Our teachers have made great strides in integrating technology into their classrooms, and under the BL implementation, they are developing a more effective data culture. Nonetheless, we still have areas of growth. Regarding student achievement in mathematics, overall achievement at the Meets level was at 35% as measured by the 2018-2019 STAAR test. We want to see a 10% increase in the percentage of all students who perform at the Meets Level as measured by the STAAR mathematics test in the 2020-2021 accountability period.

We are confident that the Math Innovative Zone Grant will help us improve our current instructional practices in the area of mathematics. Student achievement and success will be tremendously impacted by the utilization of the resources that will be available with the grant planning and implementation. We will be able to personalize learning for all our students while closing the achievement gaps that we have with our underperforming student populations.

As the instructional leader of this campus, I am very excited and grateful to TEA for the opportunity to apply for this grant and support TISD in this innovative endeavor.

Sincerely,

A handwritten signature in black ink that reads "Lily Dominguez". The signature is written in a cursive style.

Lily Dominguez, Principal  
J.W. Long Elementary School



# Terrell Independent School District

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*Where Students Come First*

700 N. Catherine Street  
Terrell, Texas 75160  
Phone 972-563-7504  
Fax 972-563-1406

To Whom It May Concern:

This letter serves as my support for Terrell Independent School District's submission for the 2020-2022 Blending Learning Planning Grant. I am excited our campus may have an opportunity to serve such a vital role in bringing true blended learning to our district.

Dr. Bruce Wood Elementary has experienced growth and has an amazing staff truly passionate about growing as educators. Our teachers have made great strides in integrating technology into classroom structures and building their capacity in data driving instruction. We have made small improvements on STAAR math in 3rd grade; however, the majority of our most disadvantaged and minority students are not meeting grade level expectations.

Our hope is that TEA's Blended Learning Planning Grant can help develop sustainable structures and processes to serve all students. It is our belief that students have the potential to achieve greater success. We believe the resources made available with this grant will allow us to take critical steps towards personalizing learning for all students and eliminate academic achievement gaps.

Again, I would like to emphasize my excitement about this possible opportunity in implementing blended learning in Terrell ISD.

Respectfully,

A handwritten signature in black ink, appearing to read 'Tracie Pritchett', written in a cursive style.

Dr. Tracie Pritchett  
Principal  
Dr. Bruce Wood Elementary



## Dr. Shannon Owen Trimble

Improving Performance • Enhancing Programs • Inspiring Systemic Change  
1085 Shores Blvd. • Rockwall, TX 75087 • 940.268.8615 • [Shannon.Trimble@gmail.com](mailto:Shannon.Trimble@gmail.com)



### EXPERIENCED EDUCATOR

*...dedicated to guiding students to succeed while inspiring an insatiable passion for learning!*

Creative Intellectual, Pioneer-Driver, Visionary, Instructional Leader, Change Agent, Bridge Builder and Licensed Educator with a Doctorate Degree in Education coupled with experience instructing students and teachers, securing resources, and implementing effective programs.

### SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator, mentor and advisor** who believes that all children can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities.
- **Specializations include:** Leadership, Curriculum, Instructional Technology, Data Analysis, and Coaching to improve performance.
- **Instructional Leadership** - Use a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on the three R's - Rigor, Relevancy and Relationships.
- **Ability to Engage Parents** – Work closely with parents throughout career, repeated successes securing a high level of involvement.
- **Leverage Resources / Strategic Collaborations** – Work closely with district leaders and community partners to encourage parental involvement and strong community alliances while leveraging available resources.
- Utilize a **visionary approach with consistency** to help students past the threshold of *not-knowing* to *knowing*.

### CORE COMPETENCIES

- |  |  |                                       |
|--|--|---------------------------------------|
| • Curriculum Design & Development      | • Effective Interpersonal Skills         | • Data Analysis                       |
| • Instructional Design                 | • Collaborative/ Distributive Leadership | • Systems Implementation              |
| • Assessment for Learning              | • Coaching for Results                   | • PLC's/ Strategic Planning           |
| • Program Management & Coordination    | • Project Based Learning (BIE)           | • Gomez & Gomez Dual Language         |
| • Instructional Best-Practices         | • AVID                                   | • Performance Improvement             |
| • Budgeting & Fiscal Management        | • Relationship Building                  | • Community & Parent Involvement      |
| • Implementation Policies & Procedures | • Public Relations/ Communication        | • Customer Service/Servant Leadership |
| • Team Building                        | • Balanced Literacy                      | • Organizational Skills               |

### EDUCATION

**Superintendent Certification**, University of Texas Arlington – 2016

**Principal Certification**, Texas Woman's University, Denton, TX – 2012

**Ed.D. Curriculum and Instruction**, Baylor University, Waco, TX – 2006

**Cognate: Instructional Technology**

**Dissertation: Electronic Portfolio (ePortfolio) in Education**

**M.Ed., Education**, Lubbock Christian University, Lubbock, TX – 2002

**B.A., Psychology**, University of North Texas, Denton, TX – 1999

National Principal Leadership Institute – June 2016

Texas Association of School Administrators (TASA) - Aspiring Superintendent Academy Jan. 2019

### CERTIFICATIONS

Texas State Board for Educator Certifications

- Superintendent Certification EC-12
- Principal Certification EC-12
- T-PESS Certified Appraiser
- T-TESS Certified Appraiser; NEIT TAP Certified Evaluator; PDAS Certified Appraiser
- Elementary Self-Contained 1-6; Technology Applications EC-12

### PROFESSIONAL ORGANIZATIONS

Association of Texas Professional Educators (ATPE)

Texas Association of School Administrators (TASA)

Association for the Advancement of Computing in Education (AACE)

International Society for Technology in Education (ISTE)

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**HIGHLIGHTED PROFESSIONAL EXPERIENCE**

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**TERRELL INDEPENDENT SCHOOL DISTRICT**

**JUNE 2020- CURRENT**

**Executive Director of Innovation & Digital Learning**

- Oversee the creation and management of innovative schools and programs.
- Collaborate with district leadership to increase effective technology integration, professional development, and student access for the purpose of increasing student achievement.
- Identify and evaluate innovative strategies and solutions, experimental designs and practices, successful models and implementations to help drive continuous improvement.
- Question and examine existing assumptions and practices of the district for the purpose of identifying areas for improvement, particularly as they relate to equity of opportunity and access.
- Blended Learning Project Manager (TEA Blended Learning Grant Program and Raise Your Hand Texas Raising Blended Learners)

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**TERRELL INDEPENDENT SCHOOL DISTRICT**

**JULY 2018 – JUNE 2020**

**Executive Director of Student Achievement**

- Responsible for the district level oversight of curriculum, instruction, assessment, and professional development leading to improved student achievement.
- Use research-based practices to design, implement, and analyze curriculum, instruction, and assessment throughout the PK-12 learning environment.
- Advise the Superintendent and the administration on curriculum, instructional methodologies, student assessment, and professional development for staff and administration.
- Coach building principals and professional staff through the school improvement process.
- Increased cohort growth in elementary math and reading by double digits in Terrell ISD in 2018-2019.

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**GARLAND INDEPENDENT SCHOOL DISTRICT**

**AUGUST 2015 – JUNE 2018**

**Principal**

- Provide leadership and administration which influences instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and social-emotionally.
- Developing/ maintaining effective educational programs consistent with State/ Federal guidelines and the philosophy, policies and goals of the School Board; conferring with students, parents, faculty/ staff; maintaining records and files; preparing reports.
- PBL, PLC, AVID, Dual Language, STEAM, Campus Improvement, Coaching, Community Relations, Coding, Robotics, etc.
- Four distinctions received in 2017-2018 at Beaver Tech in Garland ISD;

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**BURLESON INDEPENDENT SCHOOL DISTRICT**

**AUGUST 2013 – AUGUST 2015**

**Assistant Principal**

- Assist the school principal in the leadership, coordination, supervision and management of the school program and operation.
- Implement Professional Learning Communities (PLC) to increase teacher collaboration, data analysis and student learning.
- Coordinate 1:1 Chromebook initiative for 4<sup>th</sup> and 5<sup>th</sup> grades. Assisted in Technology Lending Grant acquisition of Chromebooks.
- Instrumental in increasing student achievement on the STAAR.

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**DENTON INDEPENDENT SCHOOL DISTRICT** **Teacher**

**AUGUST 2010 – AUGUST 2013**

- Plan, organize and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.
- Identify and select different instructional resources, strategies, and technology to meet students' varying needs.

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**UNIVERSITY OF CENTRAL ARKANSAS, Conway, AR**

**AUGUST 2007 – AUGUST 2010**

**Assistant Professor/ Graduate Program Coordinator**

- Graduate Program Coordinator for the Master of Instructional Technology.
- Taught graduate level courses in the following programs: Master of Instructional Technology, Master of Library Media and Information Technology, and Master of School Leadership, Management, and Administration.
- Used innovative methods and materials to produce effective synchronous and asynchronous learning experiences including cooperative learning, thematic instruction and multiple assessment strategies.
- Co-Principal Investigator for \$500 million I-TEST Grant (Innovative Technology Experiences for Students and Teachers).

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**REFERENCES**

- Dr. Mike Moses, former Texas Education Commissioner and District Superintendent. (214) 957-6500
  - Dr. Bob Morrison, Former Mansfield ISD and Garland ISD Superintendent. (817) 271-9589
  - Dr. Gerald Hudson, Superintendent Cedar Hill ISD. (214) 837-1887
  - Dr. Jerry Hollingsworth, Superintendent Bandera ISD. (817) 846-9458
  - Dr. Angel Rivera, Assistant Superintendent, Mesquite ISD. (832) 453-2174
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**Terrell Independen. School District**

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*Where Students Come First*

700 N. Catherine Street  
Terrell, Texas 75160  
Phone 972-563-7504  
Fax 972-563-1406

August 28, 2020

To Whom It May Concern:

I submit this letter as an unwavering demonstration of support for Terrell Independent School District's submission for TEA's Blended Learning Grant Program (BLGP) Math Innovative Zones (MIZ). As a technology enthusiast, I am truly enamored by the movement of our state towards blended learning practices. I believe that utilizing the various benefits technology provides to schools---ease of communication streams, data automation, access to a world of knowledge---is a no brainer when it comes to redesigning public schools for the future, and I am excited about the possibility of serving as the PROject Manager for this grant.

Over the past 5 years, Terrell ISD has made incredible gains in all aspects of student achievement. From top ranking performance in College, Career, and Military Readiness to consistent year-to-year growth in all STAAR areas. Terrell has become a district that doesn't let labels get in their way of serving our students. Beginning in the 2017-2018 school year, Terrell started making small movements toward utilizing blended learning instructional practices. We have created a technology rich environment that is led by teachers who are becoming increasingly adept at utilizing data to modify and adjust their instruction. We contracted with NWEA to begin using MAP Growth to track and monitor progress in our K-5 classrooms, and we have become more intentional in how data is tracked during our Professional Learning Communities (PLCs).

However, with all these changes, the coordination between all of these initiatives has been lacking. Growth has not been consistent from school to school, classroom to classroom, nor from student to student. Our achievement gaps have remained unacceptably wide, and our overall gains on math benchmarks minimal. We believe that the Math Innovative Zones (MIZ) BLGP Planning Grant will provide us with the coordination and structure necessary to redefine how we instruct students and help them reach their full potential.

I am truly excited about serving as the Project Manager for this grant. My history with multiple 1-1 initiatives in several districts, managing a TEA Technology Lending Grant, serving as Project Manager for our TEA BLGP (non-math), and overall passion for helping teachers become true facilitators of blended learning has prepared me to assist Terrell ISD implement a solid blended learning program in the coming years.

Thank you for your time and consideration of our submission, and I look forward to working with TEA in the future as we continue our blended learning journey.

Sincerely,

A handwritten signature in blue ink that reads "Shannon Trimble". The signature is written in a cursive, flowing style.

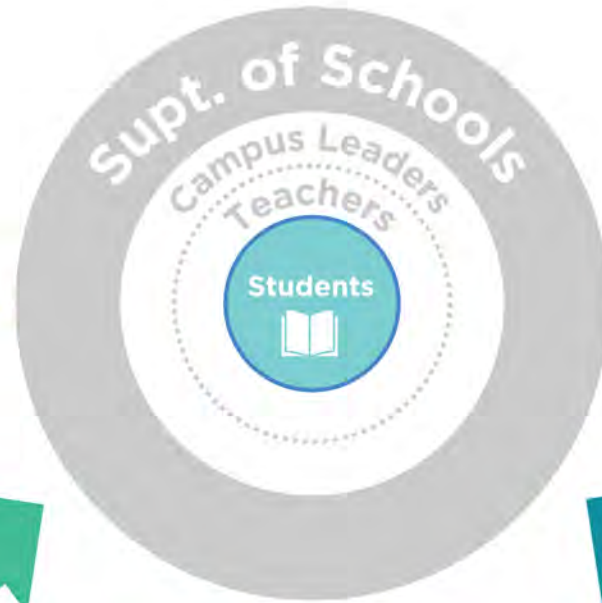
Dr. Shannon Trimble  
Executive Director of Innovation & Digital Learning



# TERRELL INDEPENDENT SCHOOL DISTRICT | 2020-2021 ORGANIZATIONAL CHART

**COMMUNITY**

**BOARD OF TRUSTEES**



**Director of Marketing & Communications**

Communications Coordinator  
Print Shop Supervisor



**Chief of Police**

Police Force



**Assistant Supt. of Student, Family, & Community Services**

Director of Student Services  
Nurse Supervisor  
Student Transportation  
Counselors & Social Workers



**Executive Director of Human Resources**

Director of Human Resources



**Deputy Superintendent of Leading & Learning**

Principals  
Director of Fine Arts  
Director of Athletics  
Director of Literacy  
Director of Career & College Readiness  
Executive Director of Leading & Learning  
Executive Director of Continuous Improvement  
**Executive Director of Innovation & Digital Learning**  
Executive Director of Special Services



**Deputy Superintendent of Business & Operations**

Executive Director of Technology  
Executive Director of Finance  
Director of Maintenance & Operations  
ExCEL Director  
Director of Student Nutrition  
Purchasing Director  
Custodial Services  
Payroll Specialist  
Accounting Specialists  
PEIMS Coordinator

