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

Texas Education Agency®

NOGA ID

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

Application stamp-in date and time

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

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

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

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: DeSoto Independent School District | CDN: 057906 | Campus: East MS | ESC: 10 | DUNS:

Address: 200 E Belt Line Road | City: DeSoto | ZIP: 75115 | Vendor ID: 75-6001316

Primary Contact: Ben Mackey | Email: benjamin.mackey@desotoisd.org | Phone: 214-802-7716

Secondary Contact: Joshua Newton | Email: joshua.newton@desotoisd.org | Phone: 972-223-6666

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

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

☒ LOI application, guidelines, and instructions

☒ General and application-specific Provisions and Assurances

☒ Debarment and Suspension Certification

☒ Lobbying Certification

Authorized Official Name: Dr. D'Andre Weaver | Title: Superintendent of Schools

Email: Dandre.Weaver@desotoisd.org | Phone: 972-223-6666

Signature: | Date: September 15, 2020

Shared Services Arrangements

[X] Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.

☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.

☒ The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.

☒ The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.

☒ The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.

☒ The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.

☒ The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

☒ The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:

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

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

c. Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA

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

e. Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

Statutory/Program Requirements

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

a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.

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

c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

DeSoto ISD is utilizing the drastic disruption to normal school operations that COVID-19 has provided to radically rethink what education can and should look like for students. Two years ago, DeSoto ISD sat on the brink of financial insolvency and our students were among the lowest performing students in North Texas. Our district had just earned a score of 67 'D' on the state accountability rating for the 2017-18 school year. The "normal" way of education was failing our students. Upon this administration's arrival to the district in the Fall of 2018, we came in with a mission to ensure every student of DeSoto ISD had a rigorous, relevant, and meaningful educational experience. In the 2018-19 school year, DeSoto ISD made enormous strides, focusing on implementing a more robust curriculum and building stronger progress measurements. It worked and we saw student achievement rise drastically. Our state rating moved from a 67 'D' to a 79 'C'. We were on track for even higher achievement in the 19-20 school year before COVID-19 drastically changed the year for everyone. Even though we are proud of the growth we have made over the past two years, it still doesn't change the fact that less than 30% of our 3rd graders were achieving at the 'Meets' level in Reading and Math. Education as its always been simply is not getting the results for our students. Therefore, we have turned our attention to rethinking what education can and should look like for our students.

Our school district has a vision to create a personalized system of learning for every student. We are pioneering that this year through our Anytime, Anywhere Learning blended platform. Our long-term vision includes a full, competency-based system where students know exactly where they are at along the continuum of learning for each subject and what they need to master in order to make a year or more worth of progress.

Statutory/Program Requirements

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

Students would then take part in specific, relevant, and rigorous activities, housed in our centralized Anytime, Anywhere Learning system to further their knowledge and developskills. Students would have a personalized "Mastery Coach" who acts as a learning guide for the student, checking in with the student regularly, clarifying issues, and ensuring the student is making progress towards their goals. Our vision for this reality is to be able to create a system that students can access anytime, anywhere to be able to further their learning. There is no reason that learning should be confined to the 7:30am – 3:30pm of a regular school day. While this vision has always been part of the plan, the COVID-19 crisis has accelerated our movement to achieving a reality where every student has a one-sized-fits-one, personalized education that is not confined to the walls of a classroom. Through this blended approach, DeSoto ISD is aiming to solve two key challenges through implementing a blended learning model across our district:

Challenge #1: Individualization of Support: One-size-fits-all education does not work. Our data from the past ten years proves it does not work. By building a competency-based system and tightly tracking student progress and mastery, we can better understand where each individual student is and then meet them where they are.

Challenge #2: Effective, Well-Supported Teachers: Teachers are currently asked to do everything. They are lesson planners, lesson executors, psychologists, social workers, logistics managers, and so much more. A blended learning model allows us to disaggregate the teacher role and better support teachers. Instead of having six different Algebra 1 teachers executing a different lesson about linear equations, we can have our best teacher plan and execute the lesson for everyone. Then, we have can have the teacher who is strongest at remediating skill gaps work with those students who are furthest behind. By disaggregating the teacher role, we can better support our teachers, decrease burnout and turnover, and increase student achievement.

We already see the incredible value and operational benefits about thinking differently about what education can look like. However, the set-up of "school as normal" is neither effective nor efficient. By implementing a system-wide blended learning model, we can fully lean into the operational benefits that come along with this from staffing to financing to scheduling all in pursuit of improving student outcomes. We have already begun the process to rethink what Human Capital Management looks like in a district that is redefining the role of educators in our system. We will continue to rethink what role our physical facilities play in the educational process and how we can better utilize those facilities to increase student achievement while improving efficiencies. There is no reason that school buildings can only "be open" during regular school hours. What would it look like if schools were open 24 hours a day and 7 days a week, with on campus expert support for students to access, on their own time? DeSoto is ready to partner with our community to find a better, more effective, and more efficient path forward.

In addition to our organizational commitment to rethinking what education looks like within DeSoto ISD, we also recognize that we, as a school district cannot do this alone. If we are to truly change the outcomes that students receive, we must address the root causes. To do this, DeSoto ISD is engaged in a joint strategic planning process with the City of DeSoto, the City of Glenn Heights, University of North Texas at Dallas, and the Methodist-Charlton Medical Center. This project's goal, which is funded through the TEA SSI Community Partnership Initiative, is to build a "Cradle through Career" pipeline in the DeSoto/Glenn Heights. We envision working with these partners and our broader community to redefine learning and support for families while finding more efficient ways to use our resources & facilities. This blended learning model and one-size-fits-one system are critical to being able to do this successfully.

Statutory/Program Requirements

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

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

   a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.

   b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?

   c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

The primary staff member who will manage the implementation as the BLGP Project Manager is Ben Mackey, the current Chief of Research, Evaluation, and Design in DeSoto ISD. Ben currently oversees many educational aspects of the DeSoto ISD system including innovation, technology, and student support. Additionally, he works directly and closely with school leadership, special populations, curriculum, and instruction. Prior to joining DeSoto ISD, Ben Mackey was a principal in Dallas ISD at the School for the Talented & Gifted (TAG), which was named the #1 High School in America by US News & World Report four of the six years that he was there. During his time at TAG, the school revamped its enrollment and support processes in pursuit of equity and access for students that resulted in the school becoming a federal Title 1 school for the first time while simultaneously reaching all-time student achievement highs on Advanced Placement, STAAR, ACT, and SAT assessments as well as post-secondary scholarships. Ben was named one of 23 total 'Master Principal' (out of over 230) in Dallas ISD before joining DeSoto ISD in 2019.

Statutory/Program Requirements

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

At every point in his career, Ben Mackey has demonstrated the ability to achieve meaningful results. At the core of these results, is the ability to meet students where they are and help them progress. This is exactly the heart of blended learning – to be able to meet every student where they are and allow them the ability and support to progress along their own trajectory. As part of the Superintendent's Cabinet, Ben will be able to ensure smooth collaboration between departments as the rollout of the district blended learning model progresses. Since school closed in March of 2020 for COVID, DeSoto ISD has already built a robust blended learning system – Anytime, Anywhere Learning. We are looking to continue down this path towards student individualization, even when COVID begins to recede.

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.

DeSoto ISD believe that data should drive our decisions. Two years ago, DeSoto ISD created a Research, Evaluation, and Design department for the first time. This department has built out and supported the rollout of our data tracking and program evaluation systems. All our data collection efforts and student achievement efforts currently center around our DeSoto ISD Student Achievement Board Goals and Goal Progress Measures. The board goals are listed below:

Board Goal 1: Percentage of HS students who graduate college, career, and/or military ready will increase from 36% to 54% by May 2024.

Board Goal 2: Percentage of students at the Meets level on the 3rd grade STAAR reading exam increases from 25% to 51% by May 2024.

Board Goal 3: Percentage of students at the Meets level on the 3rd grade STAAR math exam increases from 31% to 53% by May 2024.

Board Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals will increase from our baseline measure to 80% by May 2024.

For each of these larger board goals, we track progress on an ongoing basis to goal progress measures, which allow us to understand where we are in the process of attaining our board goals. This year, we will be presenting on progress towards our board goals and progress measures monthly.

Statutory/Program Requirements (Cont.)

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

For the first time last year, every school received a complete, longitudinal data packet at the beginning of the year that highlighted trends and results for each school in terms of academic achievement, attendance, engagement, discipline, and congruency in teacher evaluations. Campus principals received an updated packet every week with up-to-date data. This data was used to refine focuses and spur action in alignment with achieving improved student outcomes.

Additionally, we are currently working with TNTP through the TEA SSI Community Partnerships Grant to build a robust data dashboard for our system that will be available to parents, students, teachers, community members, and administration.

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.

This Spring, DeSoto ISD built an 'Anytime, Anywhere Learning' (AAL) platform, which houses all resources for students to be able to access content and academic work. This Fall, we have taken this platform and deepened the content and accessibility of it. We have integrated the high-quality curricular programs that our district currently uses into this overall 'Anytime, Anywhere Learning' platform. Those platforms are:

- Texas Resource System
- Istation
- IXL
- Imagine Learning

This Summer, DeSoto put together a district summer design team, comprised of 80 teachers, aides, counselors, principals, and curriculum staff to build deep, rigorous, and aligned units that utilized our district curricular resources. Once the units were developed, TNTP worked with our design team to quality check the units to ensure alignment and rigor. TNTP worked with our summer design team to facilitate feedback circles and suggest revisions to the units. These units would become the foundation of our content that teacher PLCs would plan from and utilize with their students this Fall.

Our vision is to utilize the 'Anytime, Anywhere Learning' system as a framework to allow students to access high-quality content and rigor 24/7/365. We will continue to work with our data department, as well as TNTP, to evaluate the effectiveness of our curricular resources and programs to curate the offerings to maximize impact on student achievement.

CDN 057906 Vendor ID 75-6001316 Amendment #

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

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

You may duplicate this page

Amended Section	Reason for Amendment

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

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

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

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

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

For further guidance, refer to the Budgeting Costs Guidance Handbook.

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County District Number or Vendor ID:	057906	Amendment # (for amendments only):		
Payroll Costs (6100)				
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Grant Amount Budgeted**	**Pre-Award**
Academic/Instructional				
1 Teacher			$ -	$ -
2 Educational Aide			$ -	$ -
3 Tutor			$ -	$ -
Program Management and Administration				
4 Project Director			$ -	$ -
5 Project Coordinator	0	1	$ 40,000	$ -
6 Teacher Facilitator			$ -	$ -
7 Teacher Supervisor			$ -	$ -
8 Secretary/Admin Assistant			$ -	$ -
9 Data Entry Clerk			$ -	$ -
10 Grant Accountant/Bookkeeper			$ -	$ -
11 Evaluator/Evaluation Specialist			$ -	$ -
Auxiliary				
12 Counselor			$ -	$ -
13 Social Worker			$ -	$ -
14 Community Liaison/Parent Coordinator			$ -	$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15 ESC Specialist/Consultant			$ -	$ -
16 ESC Coordinator/Manager/Supervisor			$ -	$ -
17 ESC Support Staff			$ -	$ -
18 ESC Other: (Enter position title here)			$ -	$ -
19 ESC Other: (Enter position title here)			$ -	$ -
20 ESC Other: (Enter position title here)			$ -	$ -
Other Employee Positions				
21 (Enter position title here)			$ -	$ -
22 (Enter position title here)			$ -	$ -
23 **Subtotal Employee Costs:**			**$ 40,000**	**$ -**
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			$ -	$ -
25 6119 - Professional Staff Extra-Duty Pay			$ -	$ -
26 6121 - Support Staff Extra-Duty Pay			$ -	$ -
27 6140 - Employee Benefits			$ -	$ -
28 61XX - Tuition Remission (IHEs only)			$ -	$ -
29 **Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**			**$ -**	**$ -**
30 **Grand Total:**			**$ 40,000**	**$ -**
31 **Total Program Costs*:**			$ 40,000	
32 **Total Direct Admin Costs*:**			$ -	

***Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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

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

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

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County District Number or Vendor ID:	057906	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
	6269 - Rental or lease of buildings, space in buildings, or land		
1	Specify purpose:	$ -	$ -
	Service: Technical Assistance Provider - BLGP		
2	Specify purpose: Technical Assistance Provider Services (40% of grant)	$ 50,000	$ -
	Service: Curricular		
3	Specify purpose:	$ -	$ -
	Service:		
4	Specify purpose:	$ -	$ -
	Service:		
5	Specify purpose:	$ -	$ -
	Service:		
6	Specify purpose:	$ -	$ -
	Service:		
7	Specify purpose:	$ -	$ -
	Service:		
8	Specify purpose:	$ -	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ 50,000**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ 50,000**	**$ -**
12	**Total Program Costs*:**	$ 50,000	
13	**Total Direct Admin Costs*:**	$ -	

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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County District Number or Vendor ID: 057906		Amendment #: 0	
Supplies and Materials (6300)			
	Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 35,000	$ -
2	**Grand Total:**	**$ 35,000**	**$ -**
3	**Total Program Costs*:**	$ 35,000	
4	**Total Direct Admin Costs*:**	$ -	

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

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County District Number or Vendor ID: 057906	Amendment #: 0

Other Operating Costs (6400)

	Expense Item Description	Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	$ -	$ -
~~3~~	~~6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	~~$ -~~	~~$ -~~
4	6413 - Stipends for non-employees other than those included in 6419.	$ -	$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$ -	$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$ -	$ -
~~7~~	~~6495 - Cost of membership in civic or community organizations.~~ ~~Specify name and purpose of organization:~~	~~$ -~~	~~$ -~~
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$ -	$ -
9	**Subtotal of other operating costs (6400) requiring specific approval:**	**$ -**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ -**	**$ -**
12	**Total Program Costs*:**	$ -	
13	**Total Direct Admin Costs*:**	$ -	

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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

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County District Number or vendor ID:	057906	Amendment #	0
Grant Period:	**October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of annoucement to October 23**	**Fund Code:**	**429**

Budget Summary

	Description and Purpose	Class/ Object Code	Source of Funds: Program Cost	Source of Funds: Direct Administrative Cost	Source of Funds: Total Budgeted Cost	Source of Funds: Pre-Award Cost
1	Payroll Costs	6100	$ 40,000	$ -	$ 40,000	$ -
2	Professional and Contracted Services	6200	$ 50,000	$ -	$ 50,000	$ -
3	Supplies and Materials	6300	$ 35,000	$ -	$ 35,000	$ -
4	Other Operating Costs	6400	$ -	$ -	$ -	$ -
6	**Total Direct Costs:**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**
7	* Indirect Costs:				**$ -**	**$ -**
8	**Total of All Budgeted Costs :**		**$ 125,000**	**$ -**	**$ 125,000**	**$ -**

Direct Administrative Cost Calculation

10	Total of All Budgeted Costs from line 8:	**$ 125,000**
11	**Direct Administration** Cap per Program Guidelines (X%)	0.05
12	Maximum amount allowable for **direct administrative** costs:	**$ 6,250**

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

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

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

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

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**

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

County District Number or vendor ID:	Amendment #	

SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

	Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1	Payroll Costs	6100				$ -
2	Professional and Contracted Services	6200				$ -
3	Supplies and Materials	6300				$ -
4	Other Operating Costs	6400				$ -
6	**Total Direct Costs:**		$ -	$ -	$ -	$ -
7	**Indirect Costs:**					$ -
8	**Total Costs:**		$ -	$ -	$ -	$ -

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date

2. Appendix I of the applciation: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page

4. Program Budget Summary

5. Supporting budget pages

Assembling the Amendment

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

1. Complete page 1

    a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes

    b. Ensure all applicant information is current and correct.

    c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

    a. Choose the section you wish to amend from the drop down menu

    b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments

3. If you are requesting a budget change, complete the Request for Amendment budget page

    a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.

    b. In column B, enter the amount being deleted from each class/object code.

    c. In column C, enter the amount being added to each class/object code.

    d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponsding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter

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

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

NON-MATH BLENDED PILOT APPLICANTS ONLY

District or Charter School Network Information Form

District Overview

Attachment 1B

The Blended Learning Grant Program takes a feeder pattern approach from pilot to scale. Please input your proposed feeder pattern below.

Instructions:

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

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

SAMPLE Feeder Pattern			Grade To Be Launched in Year One														
Ref.	School Type	SAMPLE School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SAMPLE Notes
NA	Middle School	Lone Star Middle School								x							Plan to start w/ earliest grade at MS and build up
NA	Elementary School	Red Elementary School		x			x										
NA	Elementary School	Blue Elementary School	x				x										Piloting program in Pre K at Blue ES

Feeder Pattern 1			Grade To Be Launched in Year One														
Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
1A																	
1B																	
1C																	
1D																	
1E																	
1F																	

Feeder Pattern 2 (if applicable)			Grade To Be Launched in Year One														
Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
2A																	
2B																	
2C																	
2D																	
2E																	
2F																	

Feeder Pattern 3 (if applicable)			Grade To Be Launched in Year One														
Ref.	School Type	School Name	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Rationale (if needed)
3A																	
3B																	
3C																	
3D																	
3E																	
3F																	

NON-MATH BLENDED PILOT APPLICANTS ONLY
District or Charter School Network Information Form
Feeder Pattern 1 Form
Attachment 1B

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

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	DeSoto Independent School District
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Dr. D'Andre Weaver
LOI Author Name	Ben Mackey
LOI Author Title	Chief of Research, Evaluation, and Design
LOI Author Phone	214-802-7716
LOI Author E-mail Address	Benjamin.Mackey@desotoisd.org
District BLGP Project Manager Name	Mallory Morris
District BLGP Project Manager Title	Coordinator, Data, Design & Innovation
District BLGP Project Manager Email Address	Mallory.Morris@desotoisd.org
District BLGP Project Manager Phone Number	815-557-3758
District Details	
District Overall Performance - Numeric Grade Only	79
Total Students in District	8,022
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	2,785
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	10
Name of school in district with most previous experience in blended learning	Cockrell Hill Elementary
Number of years the school (in previous answer) has used blended learning	2
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc…)	NWEA MAP
Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	Frontline TEAMS
List all **other TEA programs** in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc…)	LSG, School Action Fund, Resilient Schools Support Program, and SSI Community Partnerships, ACE
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".	Not this year but aiming for 2021-22
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 **procurement policies**?	11/1/2020
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	ELAR and Math
Which online curriculum program is the district and schools applying to use?	Istation
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Student Progress on Weekly Programs
Is the proposed online curriculum a supplemental or core curriculum? **Core curriculum:** a full course design for a given content area that covers all of the grade level standards and skills and is the primary curriculum used for teaching and learning. **Supplemental curriculum:** designed to enhance and align with the core curriculum used for instruction by targeting a specific set of content, skills, and/or goals, but does not replace the core curriculum.	Core
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	http://educ116eff11.pbworks.com/w/file/fetch/44935610/Article.StudentLearning.pdf

Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Cockrell Hill Elementary School
School 1A Campus Total Students	352
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	K
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	5
Personnel	
School 1A Campus Principal Name	Angela Robinson
School 1A Campus Principal Email Address	Angela.Robinson@desotoisd.org
School 1A Campus Principal Phone Number	972-230-1692
School 1A Campus BLGP Project Manager	Mallory Morris
School 1A Campus BLGP Project Manager Title	Coordinator, Data, Design & Innovation
School 1A Campus BLGP Project Manager Email Address	Mallory.Morris@desotoisd.org
School 1A Campus BLGP Project Manager Phone Number	815-557-3758
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	67
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	82%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	73%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	78%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	69%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	76%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	31%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	40%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School B**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School C**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School D**	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School E**	0%

School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	Frank Moates Elementary School
School 1B Total Students	623
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	K
Highest Grade at School 1B (i.e. "5" for 5th grade)	5
Personnel	
School 1B Principal Name	Roberto Torres
School 1B Principal Email Address	Roberto.Torres@desotoisd.org
School 1B Principal Phone Number	972-230-2881
School 1B BLGP Project Manager	Mallory Morris
School 1B BLGP Project Manager Title	Coordinator, Data, Design & Innovation
School 1B BLGP Project Manager Email Address	Mallory.Morris@desotoisd.org
School 1B BLGP Project Manager Phone Number	815-557-3758
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	81
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	87%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	79%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	73%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	79%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	67%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	39%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	33%

School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Ruby Young Elementary School
School 1C Total Students	368
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	K
Highest Grade at School 1C (i.e. "5" for 5th grade)	5
Personnel	
School 1C Principal Name	Shanta Duren
School 1C Principal Email Address	Shanta.Duren@desotoisd.org
School 1C Principal Phone Number	972-223-6505
School 1C BLGP Project Manager	Mallory Morris
School 1C BLGP Project Manager Title	Coordinator, Data, Design & Innovation
School 1C BLGP Project Manager Email Address	Mallory.Morris@desotoisd.org
School 1C BLGP Project Manager Phone Number	815-557-3758
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	79
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	83%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	66%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	62%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	63%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	60%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	29%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	28%

School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	The Meadows Elementary School
School 1D Total Students	623
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	K
Highest Grade at School 1D (i.e. "5" for 5th grade)	5
Personnel	
School 1D Principal Name	Leon Darden
School 1D Principal Email Address	Leon.Darden@desotoisd.org
School 1D Principal Phone Number	972-224-0960
School 1D BLGP Project Manager	Mallory Morris
School 1D BLGP Project Manager Title	Coordinator, Data, Design & Innovation
School 1D BLGP Project Manager Email Address	Mallory.Morris@desotoisd.org
School 1D BLGP Project Manager Phone Number	815-557-3758
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	86
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	89%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	69%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	69%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	67%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	74%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	36%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	42%

School 1E Details (if applicable)	Applicant Response
School 1E Campus Name	Woodridge Elementary School
School 1E Total Students	553
Lowest Grade at School 1E (i.e. "PK" for Pre-K)	K
Highest Grade at School 1E (i.e. "5" for 5th grade)	5
Personnel	
School 1E Principal Name	Tarsha Lunkin
School 1E Principal Email Address	Tarsha.Lunkin@desotoisd.org
School 1E Principal Phone Number	972-223-3800
School 1E BLGP Project Manager	Mallory Morris
School 1E BLGP Project Manager Title	Coordinator, Data, Design & Innovation
School 1E BLGP Project Manager Email Address	Mallory.Morris@desotoisd.org
School 1E BLGP Project Manager Phone Number	815-557-3758
School Details	
Performance Results and Economic Indicators	
School 1E Overall Performance - Numeric Grade Only	65
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch	82%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	71%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	73%
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	67%
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	69%
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	31%
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	33%

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

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

NON-MATH BLENDED PILOT APPLICANTS ONLY
District or Charter School Network Information Form
Feeder Pattern 2 Form
Attachment 1B

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

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District BLGP Project Manager Name	Enter Text Response
District BLGP Project Manager Title	Enter Text Response
District BLGP Project Manager Email Address	Enter Phone Number
District BLGP Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most previous experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc…)	Enter Text Response
List all **other TEA programs** in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc…)	Enter Text Response
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district **procurement policies**?	Enter Date (mm/dd/yy)
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Choose "Yes" or "No"
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Enter Text Response
Which online curriculum program is the district and schools applying to use?	Enter Text Response
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Enter Text Response
Is the proposed online curriculum a supplemental or core curriculum?	Choose Response
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	Insert Link
Feeder Pattern 1	**No Response needed in this cell.**
School 2A Details	Applicant Response
School 2A Campus Name	Enter Text Response
School 2A Campus Total Students	Enter Numeric Response
Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Personnel	
School 2A Campus Principal Name	Enter Text Response
School 2A Campus Principal Email Address	Enter Email Address
School 2A Campus Principal Phone Number	Enter Phone Number
School 2A Campus BLGP Project Manager	Enter Text Response
School 2A Campus BLGP Project Manager Title	Enter Text Response
School 2A Campus BLGP Project Manager Email Address	Enter Email Address
School 2A Campus BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2A Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at School 2A Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects**)	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Percent of Students at **Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)**	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School B**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School C**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from **Elementary School D**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School E**	Enter Percent
School 2B Details (if applicable)	Applicant Response
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	

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

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

DeSoto Independent School District

September 18, 2020

Letter of Support – District Champion
RE: TEA Blended Learning Grant Program – Planning Grant

To whom it may concern,

COVID-19 has reshaped the educational landscape across our country. Now, more than ever, districts are having to rethink what educational delivery can and should look like to best meet the needs of our students. In the 2017 – 18 school year, DeSoto ISD was one of the lowest performing districts in North Texas, earning the state accountability rating of a 67 – 'D.' The traditional model of education was failing our students.

Our students in DeSoto ISD do not have time to waste. It is our responsibility as educators in DeSoto ISD to ensure that every single one of our students is receiving high-quality, rigorous, relevant, and meaningful content and instruction every instructional day. In 2018-19, we set out to change this dynamic. We made strong progress by instituting district-wide PLCs, building stronger curriculum, and supporting our educators. Our accountability rating rose from a 67 'D' to a 79 'C'. While we certainly are excited about the progress, we know we have a long way to go. This year, 2019-20, we set out on the path to re-envision what education can look like for our students. We built a coalition of community organizations to join us in a joint strategic plan and began to re-envision learning as something that can happen for students anytime, anywhere and not be constrained by the walls of a school building. We sought to build a one-size-fits-one system in DeSoto ISD even before COVID-19 accelerated us at warp speed to implementation.

While districts around the nation rush back to get back to "school as normal," DeSoto ISD recognizes that "normal" was not helping our students attain the mastery they are capable of. We aim to take this COVID-19 tragedy and turn it into a true, innovation catalyst. DeSoto ISD views blended learning as the path forward for our students and our district, hence why we are applying for this grant, which has my full support. Our students' futures depend on it.

Best,

Dr. D'Andre Weaver
Superintendent of School, DeSoto ISD
DAndre.Weaver@DeSotoISD.org

DeSoto Independent School District

September 18, 2020

Letter of Support – School Principals
RE: TEA Blended Learning Grant Program – Planning Grant

To whom it may concern,

Starting school this year was very different from any year in the past that we've ever been a part of. We are used to welcoming students with bright smiles on our faces on the first day of school as they walk into the building. Not this year. This year was different, but we greeted students all the same virtually. The COVID-19 pandemic has given us all the opportunity to think differently about what education can be for our students.

While we believe in the irreplaceable value of an educator in the classroom, this pandemic has provided permission to experiment with offering a one-sized-fits-one approach to reach our students. There is no reason that learning should only be available to students on certain "school days" between certain hours of operations. Therefore, we are excited about the opportunity to refine DeSoto ISD's Anytime, Anywhere Learning platform from the Spring and provide an experience for students that allows them to all access rigorous content anytime, anywhere.

Knowing full-well all of the statistics about how 3rd grade reading and 3rd grade math scores impact a student's life trajectory, we are aiming to focus on our progress towards attaining rigorous 3rd grade goals. We have minimal time with our students and know many of them may have experienced a "COVID slide" last Spring. We aim to utilize the Blended Learning Planning Grant to ensure that "slide" is reversed and our students excel this year. We are thrilled to join this collective and problem solve together in order to ensure all of our students have access to a one-size-fits-one education.

Best,

Angela Robinson, Principal Cockrell Hill Elementary	Roberto Torres, Interim Principal Frank D. Moates Elementary	Shanta Duren, Principal Ruby Young Elementary
Leon Darden, Principal The Meadows Elementary	Tarsha Lunkin, Principal Woodridge Elementary	Angela Batiste, Principal Katherine Johnson Magnet

MALLORY A. MORRIS

CONTACT

PHONE:
815-557-3758

EMAIL:
malloryarnell@gmail.com

CERTIFICATIONS

Texas

- Principal – Grades (EC-12)
- Social Studies – Grades (4-8)
- English Language Arts and Reading – Grades (4-8)
- Core Subjects - Grades (EC-6)
- Core Subjects – Grades (4-8)

Illinois
Professional Educator License

- General Administrative – Grade K-12
- Elementary Education – Grade K-9
- Language Arts – Grade 5-8
- Social Science – Grade 5-8

PROFESSIONAL EXPERIENCE

Coordinator – Data, Design & Innovation
DeSoto Independent School District – DeSoto, TX
2020-present

- Carry out and achieve the goals and purposes of the Office of Data, Design, & Innovation
- Take on varied projects, deeply learn and understand the context of the district, stakeholders, and partner with others in designing innovative and effective improvements and solutions to issues
- Support the growth and improvement of the district through innovative pursuits

Lead Content Coach – Next Generation GEAR UP Grant
DeSoto Independent School District – DeSoto, TX
2019-2020

- Assist the Project Director to deliver college readiness and professional development activities
- Collaborate with Teaching and Learning staff and principals to support high-quality instruction
- Coordinate activities with other team members to meet Next Generation GEAR UP grant objectives

Associate Principal, Edison Middle School
2018-2019
Assistant Principal, Edison Middle School
Champaign Unit 4 Schools – Champaign, IL
2016-2018

- Assist in clinically supervising and evaluating certified staff members
- Lead the Response to Intervention Team
- Facilitate data driven reflections with staff and students
- Provide in building professional development around CRE and Equity
- Develop key partnerships with community to ultimately support student growth
- AVID Administrator
- Honors and Awards:
    - Avid National Demonstration Site, Edison Middle School, 2018

Assistant Principal, Stratton Elementary School
Champaign Unit 4 Schools – Champaign, IL
2014–2016

- Assist in clinically supervising and evaluating certified and non-certified staff members
- Support the continued growth of the Arts theme and Microsociety implementation
- Implemented a Building Leadership Team
- Worked with Dr. Eddie Fergus to build the school's collective capacity by initiating direct conversations about culture and diversity and how they impact student learning
- Lead the Response to Intervention Team
- Professional Trainings:
    - Framework for Teaching Proficiency
    - Youth Mental Health First Aid
    - Therapeutic Crisis Intervention
    - Restorative Practices Training
    - Cognitive Coaching
    - Adaptive Schools
    - Positive Behavior Facilitation

EDUCATION

Drexel University
2019-present
EdD Education Leadership and Management - Creativity & Innovation Concentration
Expected completion - 2022

University of Illinois At Urbana Champaign
2012-2014
M.Ed Educational Administration and Leadership
Type-75 Building Level Administration Certification

University of Illinois At Urbana Champaign
2008-2010
M.Ed Curriculum and Instruction

University of Illinois At Urbana Champaign
2002-2006
B.S. Elementary Education
Type-03 Elementary Education Certification, Middle School Endorsement

REFERENCES

Dr. Susan Zola
Superintendent
Champaign Unit 4 Schools
Champaign, IL
zolasu@u4sd.org

Angela Schoonover
Principal
Edison Middle School
Champaign, IL
schoonan@u4sd.org

Stephanie Eckels
Principal
Stratton Elementary School
Champaign, IL
eckelsst@u4sd.org

Jeron Blood
Principal
Ballard Elementary School
Niles, MI
jeron.blood@nilesschools.org

English/Language Arts Teacher, Jefferson Middle School
Champaign Unit 4 Schools – Champaign, IL
2006–2014

- Co-taught, planned and implemented common core standards-based lessons
- Used differentiation, literacy centers, conferencing and the reading and writing workshop model to foster student learning
- Worked with district personnel to write and continually develop the middle school reading and writing units of study through the use of Understanding by Design
- AVID Site Coordinator & Elective Teacher
- Developed a professional development plan for the building to address inequities among racial groups in regard to discipline
- Honors and Awards:
    - Avid National Demonstration Site, Jefferson Middle School, 2009
    - Illinois State Board of Education, Those Who Excel Team Award - AVID, 2009
    - University of Illinois at Urbana-Champaign, College of Education Alumni Association Outstanding Beginning Educator, 2008

COMMUNITY ENGAGEMENT

Girls Go For It, Board Member, Volunteer Relations
Champaign, IL
2018-Present

- Girls Go For It is a program dedicated to developing the leadership potential, entrepreneurial spirit and professional abilities of young girls.

One People, Board Member, Director of Education, Creative Coach
Champaign, IL
2014-2019

- One People aims to serve the local and global community through the arts and provides a free annual community-centered arts education summer camp
- Design and facilitate training for volunteers
- Lead coach for Creative Writing Community

Salt & Light, Board Member
Champaign, IL
2018-2019

- Fighting poverty with dignity through opportunities that engage, empower, and equip for lasting change.

Pens to Lens, Gala Host
Champaign, IL
2017, 2018

- An annual, Champaign based K-12 student screenwriting competition for East Central Illinois run by the Champaign Urbana Film Society

Illinois Global Scholar Student Summit, Workshop Presenter
2018

- Workshop title: “Becoming a Better Global Citizen

BENJAMIN J. MACKEY

321.946.0543 | BenJMackey@gmail.com

EXPERIENCE:

Chief of Research, Evaluation, & Design, DeSoto ISD **May 2019 – Present**

- Managing areas of Assessment & Accountability, Technology, Advanced Academics, Data & Evaluation, and Research & Design in DeSoto ISD (Organization size of ~2,000 employees & $86 million annual budget)
- Secured over $1.2 million in state and private grants for DeSoto ISD since 2019
- Managing all data systems and processes to drive iteration and improvement of programs within the district
- Spearheading DeSoto ISD's collective impact work towards designing a strategic plan alongside the City of DeSoto, the City of Glenn Heights, Methodist Charlton Medical Center, and University of North Texas at Dallas
- Transitioned DeSoto ISD to fully virtual learning model when COVID-19 pandemic hit, managing distribution of technology to over 1,500 students and families, while simultaneously building systems to ensure authentic student engagement
- Coordinating and launching DeSoto ISD's Asynchronous Learning Plan for Fall 2020, which was selected as one of four exemplar plans by the Texas Education Agency

School Board Trustee, District 7, Dallas Independent School District **May 2019 – Present**

- Serving as one of nine trustees who oversee the Dallas Independent School District (Organization size of ~20,000 employees and $1.7 billion annual budget)
- Chair of Procurement and Policy committees; serve on Superintendent Evaluation committee

Principal, School for the Talented and Gifted (TAG), Dallas ISD **June 2013 – April 2019**

- Ranked as the #1 high school in the United States by U.S. News and World Report for three of the past four years
- Enhanced equity and access for all students: The percentage of students from low SES backgrounds grew from 26.1% in 2013 to over 40% in 2019, making TAG a federally recognized Title I campus for the first time in its history
- Increased Advanced Placement (AP) qualifying scores from 72.9% to 85% (national average annually ~55%)
- Improved ACT scores from 28 to 31 (out of 36) and SAT Verbal/Math scores from 1287 to 1420 (out of 1600)
- Built leadership capacity through empowering and coaching staff members to create a high-functioning, results-oriented team that has ownership and investment in the direction of the organization

Math Department Chair and Math Teacher - West Bolivar High, Rosedale MS **June 2009 – July 2012**

- Aligned 9-12 math curriculum to ACT and invested other teachers/students in the ACT aligned curriculum, resulting in senior ACT math scores rising by 3.8 points in two years
- Founded district's first successful AP Calculus class – first qualifying AP Calculus AB exam score in district history

EDUCATION AND AWARDS:

Awards:

- Recognized as one of Dallas's "40 Under 40" young leaders by Dallas Business Journal in 2016
- One of eight principals out of 193 to earn 'Exemplary' effectiveness level in the Dallas ISD principal evaluation system in 2013-14 and have maintained this rating every year as a Principal
- Teacher of the Year – West Bolivar High School & City Chamber of Commerce in 2010 – 2011

Community Involvement:

- Rosedale Freedom Project, President of the Board of Directors **July 2013 – May 2019**
- Dallas Wetlands Foundation, Board of Directors **August 2016 – Present**

Harvard University: Cambridge, MA: Master of Education: School Leadership **May 2013**

University of Florida: Gainesville, FL: Bachelor of Science: Finance & Bachelor of Arts: History **May 2009**

DeSoto Independent School District

September 18, 2020

Letter of Support – Blended Learning Grant - Project Manager

To Whom It May Concern,

This summer I had the privilege of assembling and working with a Design Team of more than 80 DeSoto ISD staff members who were all eager to explore and bring to life the next iteration of our Anytime, Anywhere Learning plan. A learning plan aimed at providing all students with the level of flexibility, differentiation, and responsiveness they deserve. While AAL began as a response to COVID-related schooling restrictions, it quickly became clear that blending virtual and face-to-face access to learning is a step in the right direction. Teachers, teaching assistants, office staff, and campus administrators willingly sacrificed portions of their hard-earned summer break because they saw value in further developing this blended approach. Together we worked to reimagine how to better meet the needs of all students by redesigning our curriculum so that it is rigorous, relevant, and promotes student agency while being flexible enough to be executed both online and in-person.

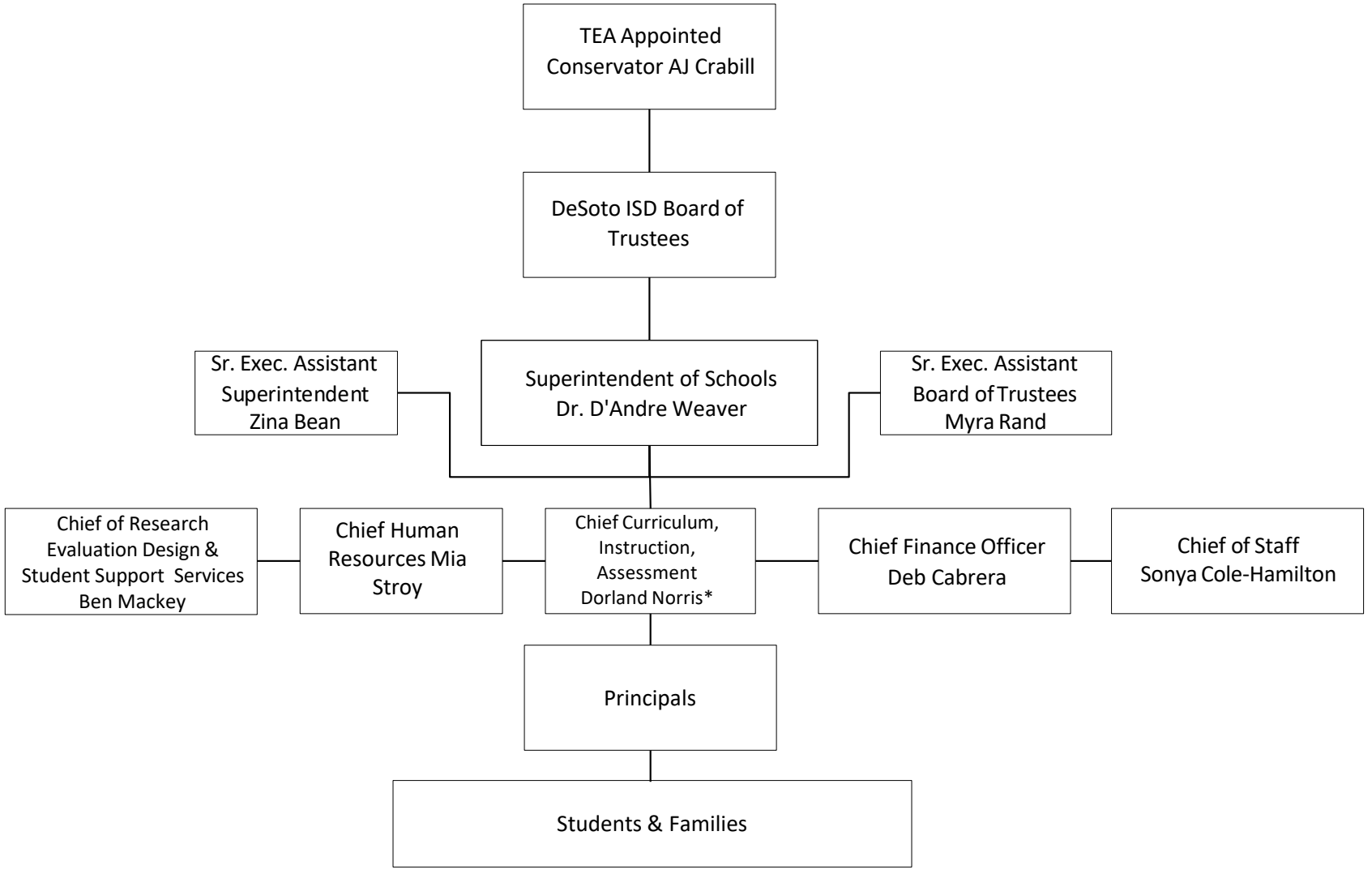
Here in DeSoto ISD, our goal is to use this unprecedented time to reimagine what a truly responsive schooling experience looks like. Providing high quality personalized, data-driven, and student focused learning in the middle of a global pandemic - not to mention under the stress of ongoing national distress and the ever-growing disparity in academic achievement - is possible with the foundation of a blended learning model. With this in mind, we've considered the fact that elementary and, specifically, third grade, is a critical time in childhood and see this as an important area of focus for our blended learning program development. We often mark this time as the last opportunity to provide students with the technical behaviors and skills necessary engage in the type of deep learning necessary to become critical thinkers and participants in a global society. Strengthening and supporting our staff and curriculum at this level will allow DeSoto to set our students on the path of success for years to come.

Blended learning is a critical step forward as educators who are committed to providing each and every student with an equitable and meaningful learning experience. 2020 has taught us many things, namely that we can't take for granted that school is a face-to-face interaction. We no longer take for granted that school should look like what we experienced in our own childhoods. We've started this process here in DeSoto and, with the help of this grant, we can make it a full reality.

Sincerely,

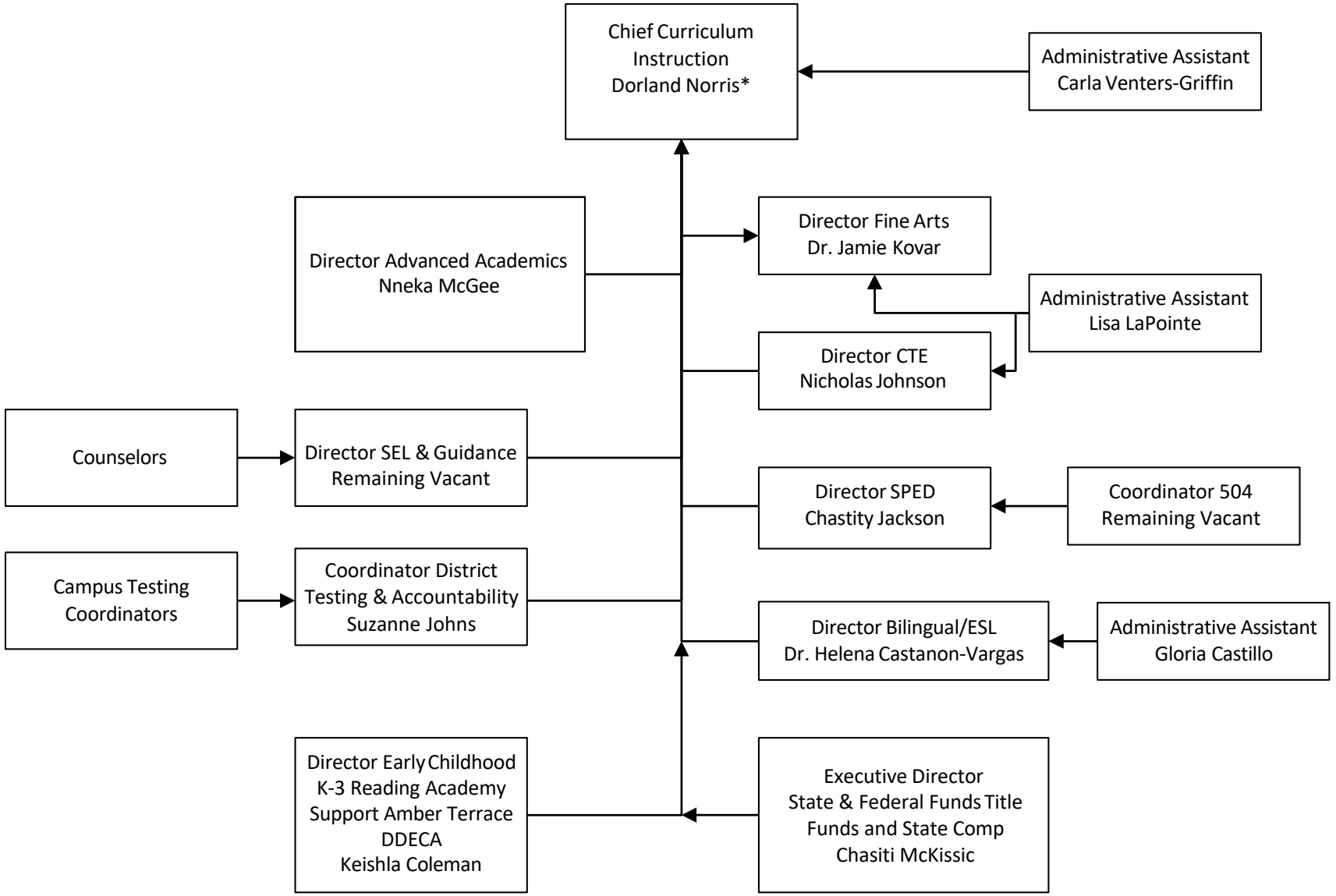
Mallory Morris, Coordinator – Data, Design, & Innovation

DeSoto ISD Organizational Chart*



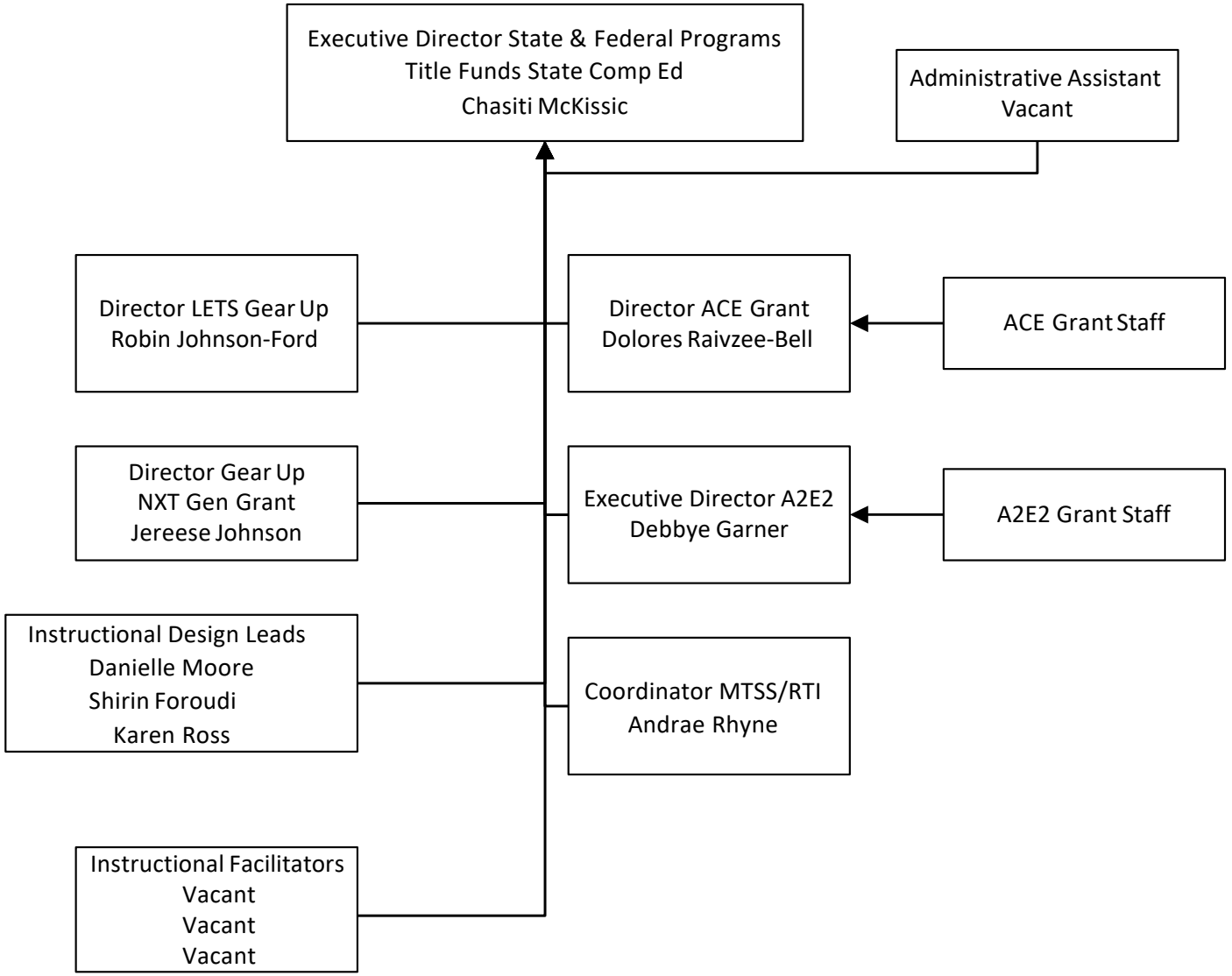
**Updated September 2020*

Cabinet Position Reports to Superintendent

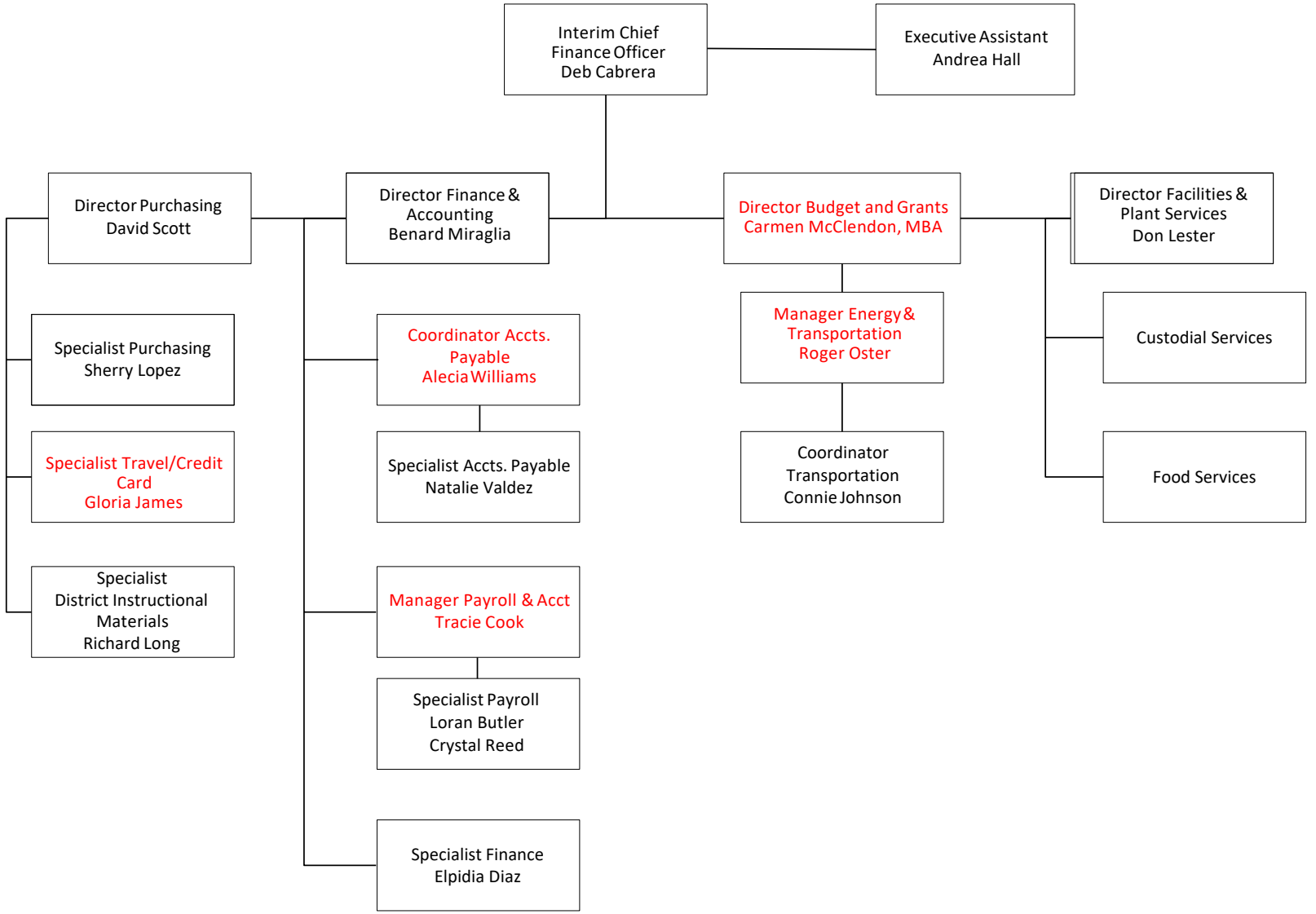


**Contracted Services*

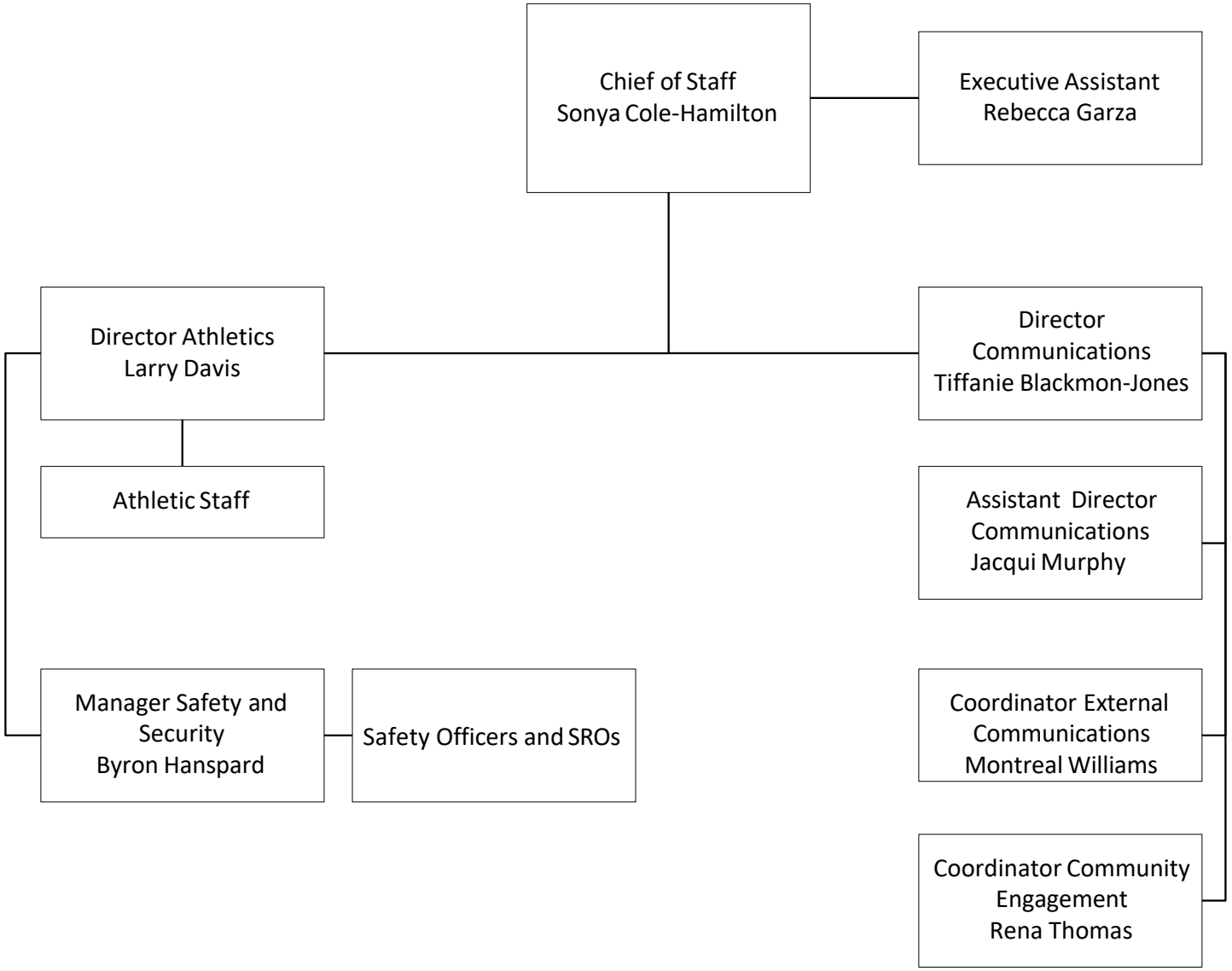
Reports to Chief Curriculum, Instruction, & Assessment



Cabinet Position Reports to Superintendent



Cabinet Position Reports to Superintendent



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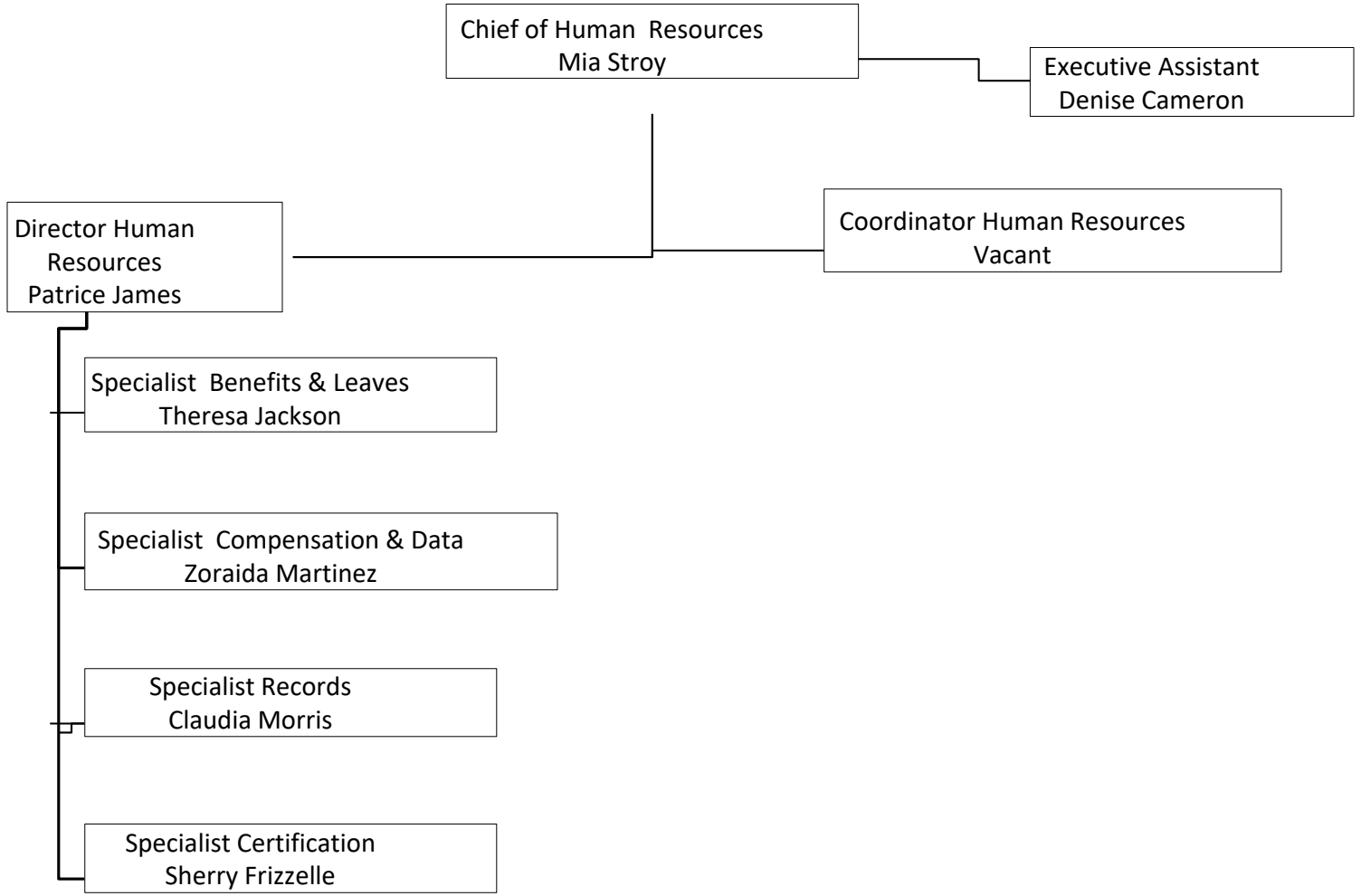

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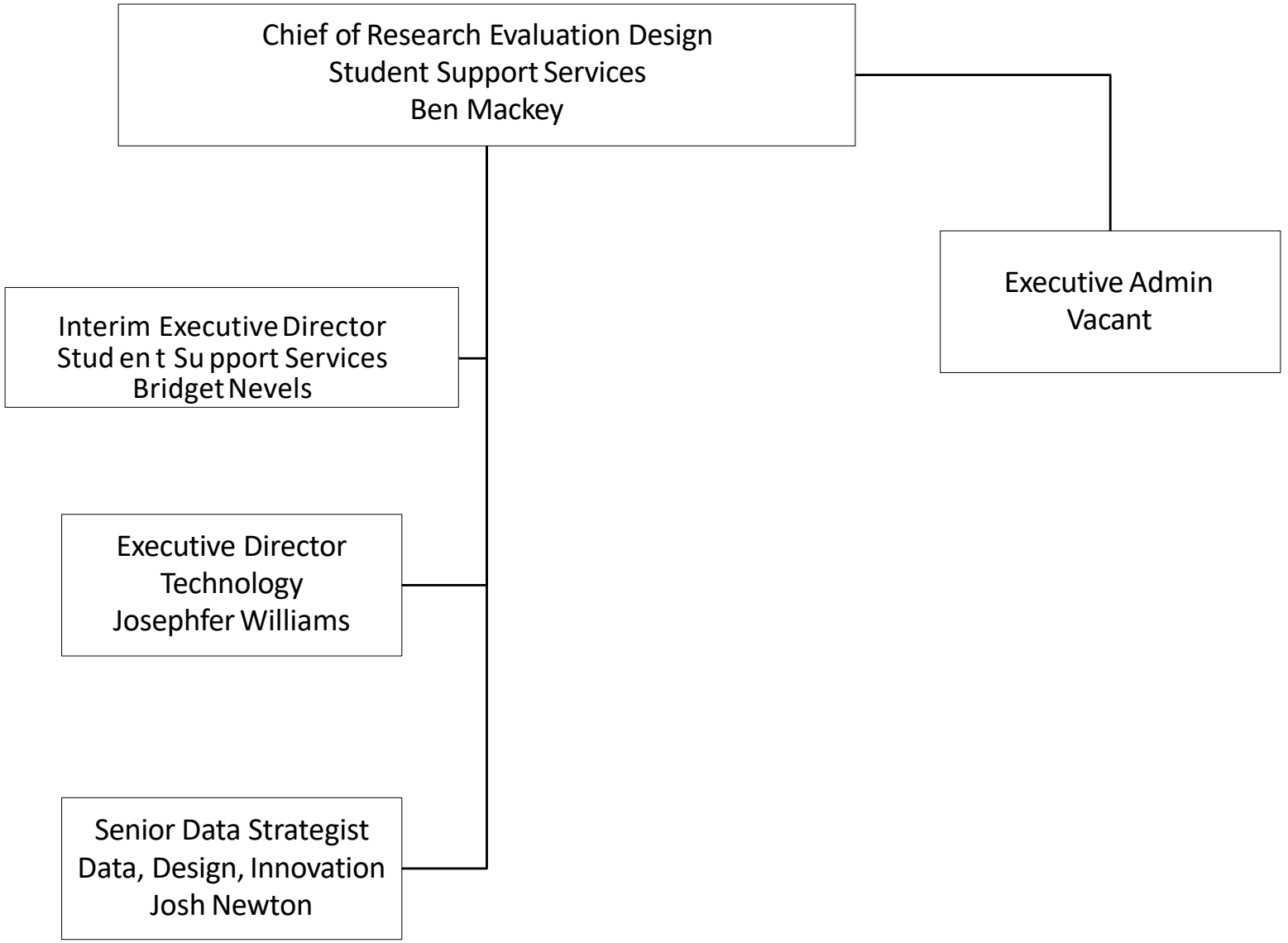
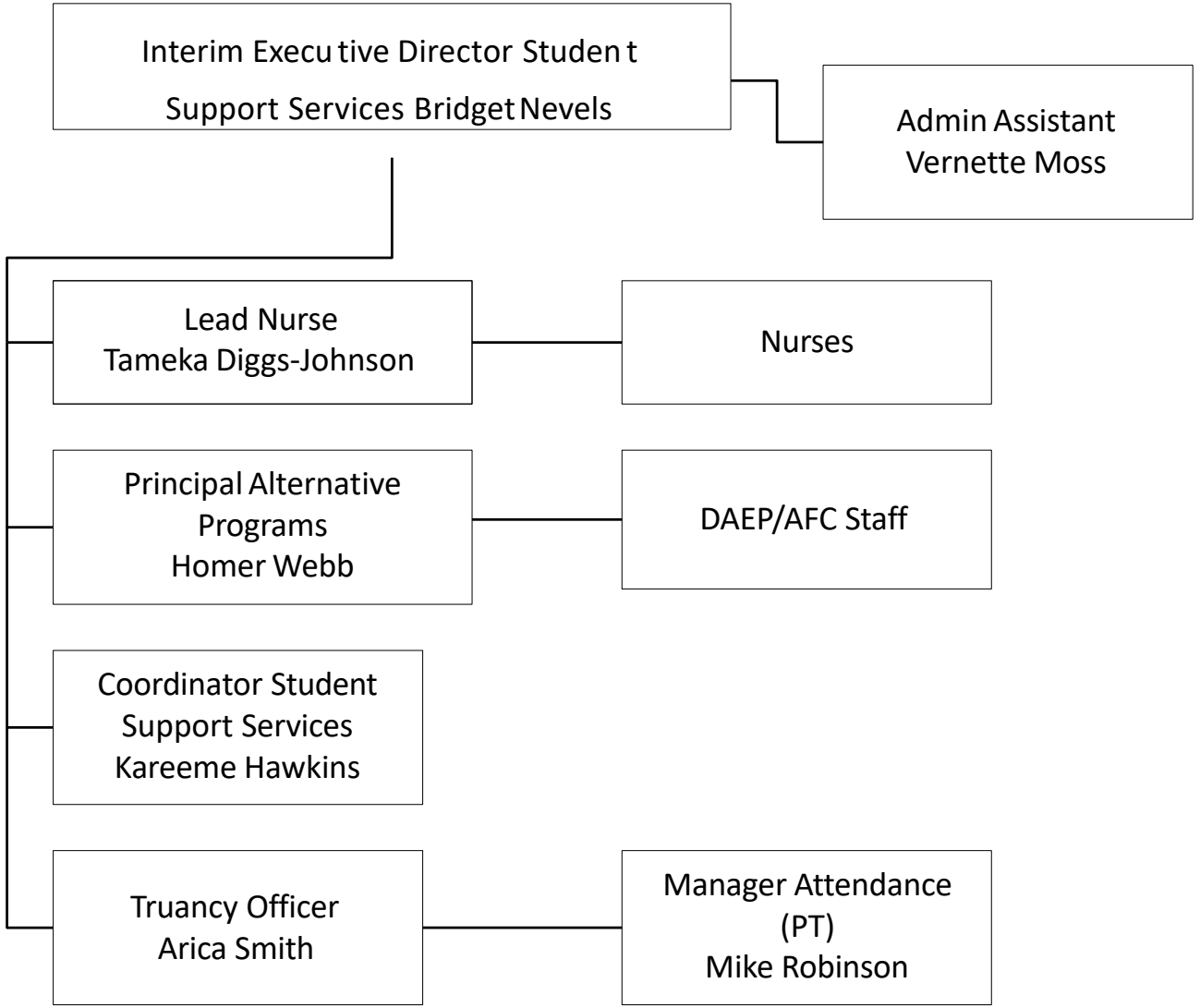


Reports to Chief Research Evaluation Design & Student Support Services



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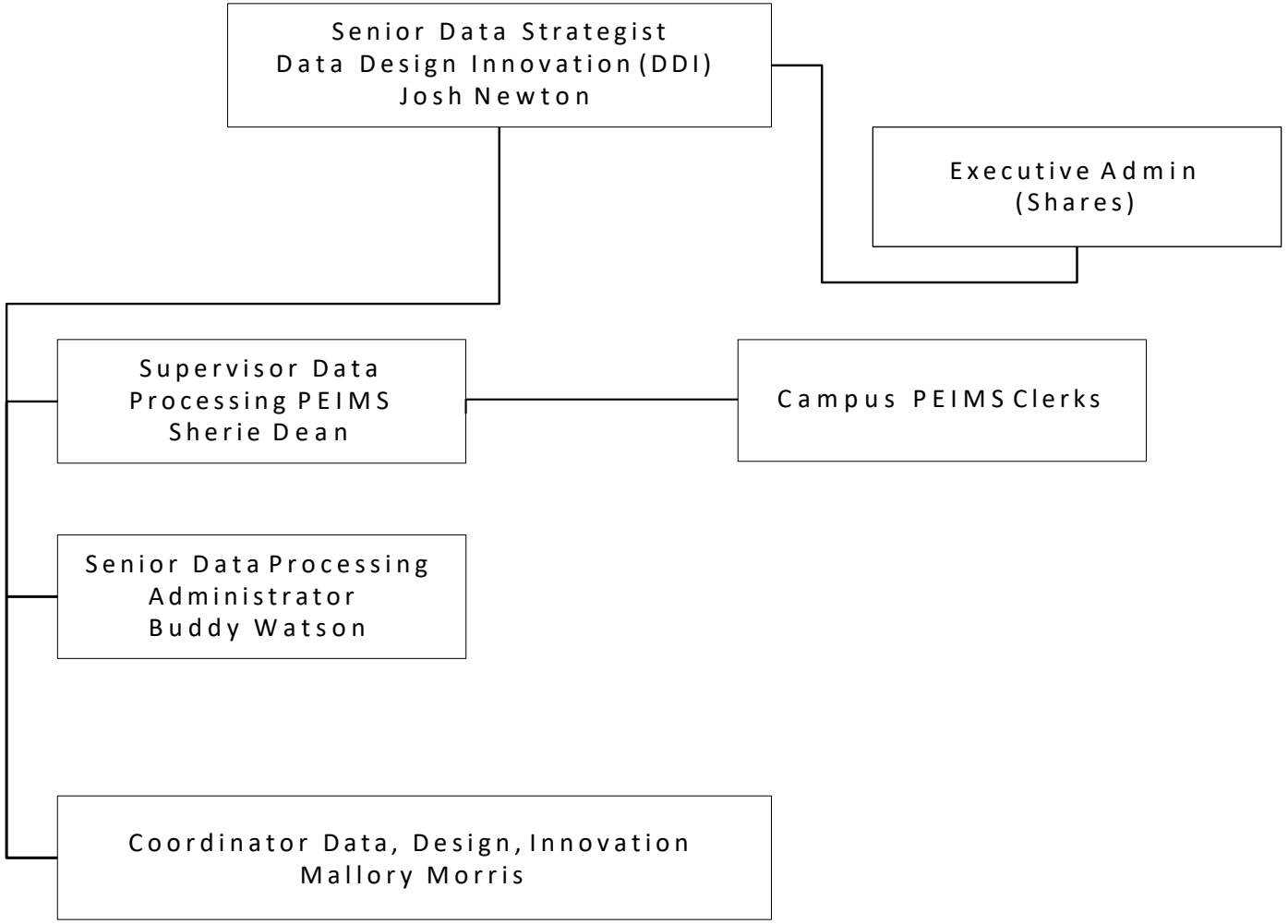

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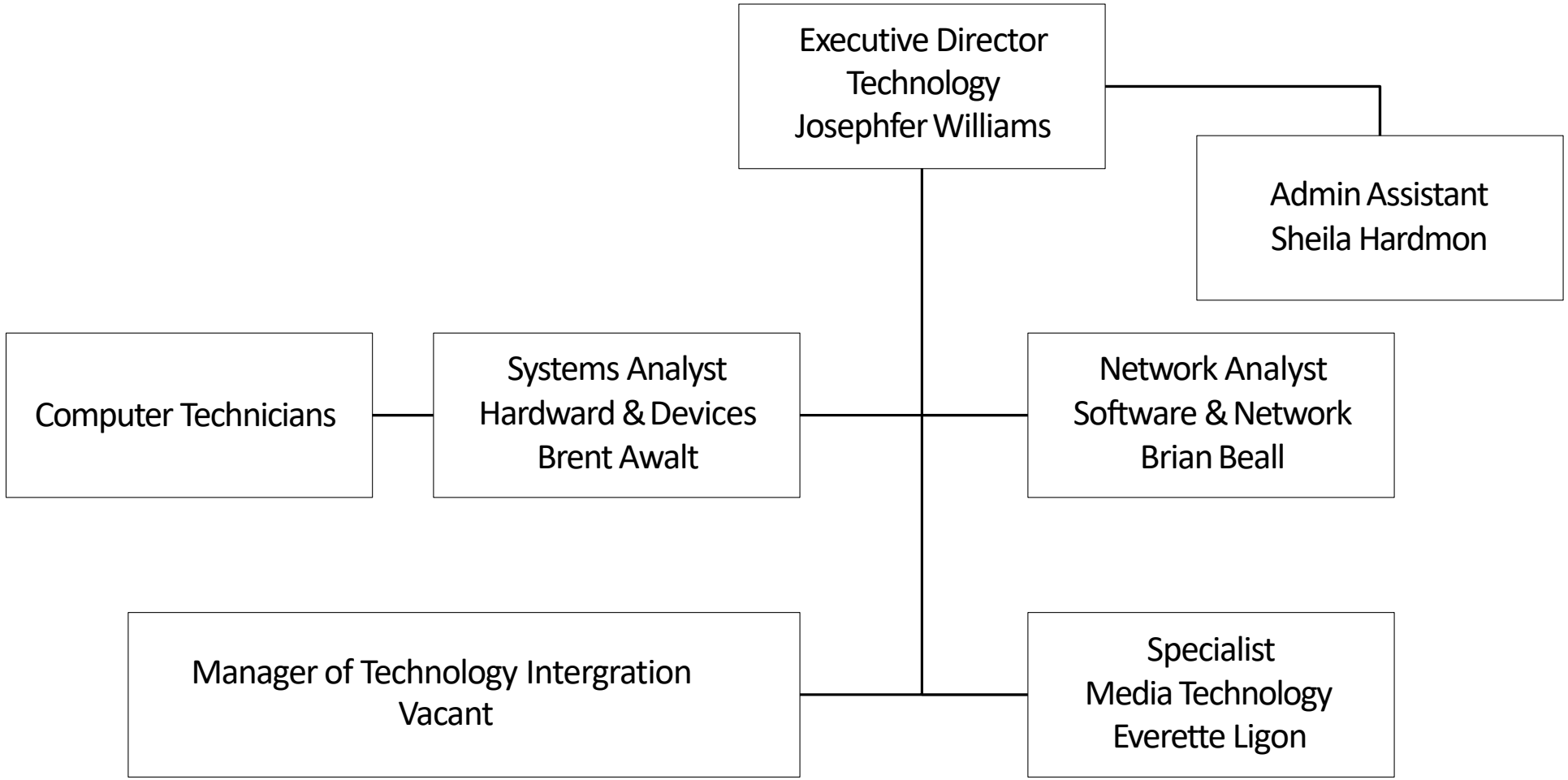

Principal Positions

- Sissy Lowe – Interim Principal West Middle School
- Robert Torres - Interim Principal Moates Elementary School
- Travis Anderson Interim Principal East Middle School

STAAR Scores			
	2017-18	2018-19	2019-20 (Projections)
Approaches %	65	67	72
Meets %	31	34	37
Masters %	10	11	16
Domain 1 STAAR Compenent	35	37	42
Accountability Score	67 (D)	79 (C)	85 (B)
2019-20 STAAR projections are based on STAAR practice exams administered in January of 2019 and 2020 and 2019 STAAR Exams.			

Istation Usage		
School Year	Reading	Math
2019-20	2,879,228 minutes	2,749,470 minutes

Istation Level Movement (19-20)		
Level Change	Reading	Math
- 4	0.1%	0.2%
- 3	0.9%	0.6%
- 2	4.9%	2.6%
- 1	19.9%	13.5%
0	51.9%	39.8%
1	18.0%	29.2%
2	3.7%	11.0%
3	0.6%	2.7%
4	0.1%	0.4%
Mantained or grew during year	**74.2%**	**83.1%**
Grew a level during year	**22.3%**	**43.3%**
The score cutoffs for levels increase throughout the school year, so students must grow to maintain their level in Istation		

Istation usage during the 2019-20 school year lead to projected STAAR gains that exceeded the previous year growth. The majority of students demonstrated growth through Istation by either staying at or increasing their Istation level in math and reading