



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

NOGA ID

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

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

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

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

Application stamp-in date and time

Grant period from **October 23, 2020 to May 31, 2023**

Pre-award costs permitted from **the date of award announcement**

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.
- The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.
- The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.
- The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.
- The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.
- The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

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

Statutory/Program Requirements

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

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

The district hopes to become a Math Innovation Zone to increase the percentage of students achieving the meets and masters level standards as shown on STAAR. According to the 2019 TAPR report, the district lags the state in student achievement as measured by STAAR. All student math achievement is 71% for the district at the approaches level compared to 82% for the state, 36% for the district at the meets level compared to 52% for the state, and 15% for the district at the master's level compared to 26% for the state. We have increased the percentage of students approaching grade level over time but continue to show limited growth in those who are meeting and mastering grade level expectations. Many of our students struggle with conceptual understanding and foundational skills. They struggle solving multi -step problems in contextual situations and connecting math to other disciplines.

The Blended Learning Grant Program would help us to provide the structures and processes to successfully design, launch, and sustainably implement a high-quality blended learning program. The grant would provide the support and guidance to deploy a data-driven execution of blended learning in our pathway. The BLGP Technical Assistance Network will be a resource to provide timely support and expertise as we move through planning and executing blended learning.

Statutory/Program Requirements

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

Establishing a blended learning pathway is directly connected to our strategic plan by increasing opportunities for students, parents and teachers to have choice in best fit, quality schools. Our strategic plan calls for “multiple opportunities of exposure, experience, and pursuit for all students to explore pathways of learning through project-based, traditional, and technology rich learning experiences and will engage in additional opportunities for advanced learning.” In order to execute the plan, we are developing a Pre-K-12 project-based learning pathway and a Pre-K-12 blended learning/technology rich pathway. Each pathway will be comprised of an elementary school, a middle school, and Career and College Readiness School Model (CCRSM) such as a Pathways in Technology Early College High School (P-TECH) as a school-within-a-school at each of our comprehensive high schools. The BLGP Strategic plan developed during the planning grant will serve as the roadmap to implementation as we add subsets of grades in the pathway.

Through the blended learning instructional model, we will be able to increase math proficiency at all levels and increase the number of students meeting and mastering grade level standards in math. Blended learning increases our opportunities to provide differentiated instruction for our students and will equip us with the diagnostic information needed to address unfinished learning while adjusting support in real-time based on student understanding. Our students will also benefit from increased exposure to high-quality academic content from adaptive programs that are tailored to their unique needs. Further, we believe implementing a blended learning model will allow our teachers to foster stronger student-teacher relationships, which can be the difference between success and failure for our students. Blended learning allows students to feel known and valued by providing the real time data so teachers have a better sense of individual needs and by increasing the opportunities for students to engage authentically with adults because it creates a structure and cadence for timely and targeted small group and one to one instruction. Because blended learning is a student-centered model that engages students with personalized and accessible learning opportunities coupled with rigorous and robust face to face instruction, student agency will increase as blended learning helps to improve student preparation, increase self-directed learning and helps clarify difficult information. The blended learning instructional model will provide a foundational set for teachers to combine the “new’ and “old’ aspects of quality teaching providing an opportunity for students to access the curriculum utilizing integrated multiple modalities. Using integrated multiple approaches including face-to-face and on-line instruction allows students to experience learning in ways which they are most comfortable while also challenging them to learn in other ways. Face-to-face instruction will provide human flexibility with critical instructional decisions, love from a real teacher, face-to-face encouragement and emotional support and direction. On-line instruction will bring a quick diagnosis of prior understanding of all students, simple differentiation in lesson planning for all students, and instant adjustment in lesson execution based on real-time information from all students.

Victoria ISD is a member of the System of Great Schools Network and has been working to take bold actions to improve the quality of our schools. VISD has demonstrated a track record of success in embracing innovation in our district both academically and operationally. The district has an Office of Innovation that will oversee the development of the blended learning pathway. The Office of Innovation is in the planning process of successfully implementing a Pathways in Technology Early College High School (P-TECH) program at each of our high school campuses, an Accelerating Campus Excellence (A.C.E.) restart through a School Action Fund grant at an elementary campus, as well as a partner-managed new school School Action Fund grant. In developing these new strategies for the district, we have embraced operational innovation. For example, our restart school has had autonomy in selecting school hours of operation, adding an extra hour of instruction in the school day. Our P-TECH model has autonomy for flexible scheduling allowing students to take courses at the local community college as well as the high school. We recognize that operational innovations and teaching and learning innovations often go hand in hand, and we embrace the opportunity to support operational flexibilities and innovations that would allow for strengthened teaching and learning.

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.

Although the manager for the Blended Learning Grant program has not yet been selected, VISD is committed to having a BLGP manager in place by the 2020 BLGP Kick-off Summit. A rigorous selection process will be implemented that will include applicants providing a data set exemplifying their success in leading an initiative or innovation that resulted in improved student outcomes, a written response detailing how they mitigated the challenges created by change in the innovation data set they supplied, and a presentation in which they will describe how they will champion blended learning in the district as well as answering interview questions. The best-fit candidate will demonstrate a proven track record of success in designing, implementing and progress monitoring an initiative and exemplify the competencies identified in the chart below.

Statutory/Program Requirements

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

Competency	Descriptor
BLENDED LEARNING MODEL DEVELOPMENT AND CONTINUOUS IMPROVEMENT	<ul style="list-style-type: none"> Creates strategic vision for the blended learning model, ensuring that it incorporates evidence-based best practices, aligns curriculum, instruction, and assessments, meets state, federal, and college/career requirements, and meets the needs of all students Ensures continuous improvement of the blended learning model, informed by ongoing analysis of student performance data and input from school leaders Decides on innovative approaches to incorporate into blended learning model Anticipates challenges related to the blended learning model and proactively provides solutions to meet network needs Ensures continuous improvement of student outcomes
IMPACT AND INFLUENCE	<ul style="list-style-type: none"> Communicates a complex message in a simplified way verbally, in writing, and by using slide decks Determines and utilizes the appropriate communication channels Strong leadership, management, interpersonal relations, public speaking and writing skills
MINDSET	<ul style="list-style-type: none"> Entrepreneurial attitude with a growth mindset demonstrated ability to accept and implement both solicited and unsolicited feedback quickly Desire to self-reflect, give/receive feedback and continuously improve

The manager of the BLGP will be housed in the Office of Innovation. Through the Office of Innovation’s previous work in implementing district-wide initiatives, processes and systems are in place to work inter-departmentally to solidify plans, make decisions, and secure the commitments from all district stakeholders to implement initiatives. For example, a system is in place where budget managers for all federal, state and local resources across departments meet at least monthly to review on-going district initiatives and to identify financial and other resources needed to meet the goals of the initiatives. Additionally, the Director of Innovation is a cabinet level position.

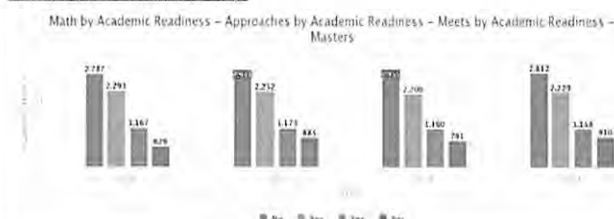
3. How does the district use data to drive decision making about student achievement? (Recommended Length: 0.5 page)

- 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.

VISD has established a continuous improvement cycle exemplifying our organizational and professional commitment to an on-going process of learning, self-reflection, adaptation, and growth. In recognition that sustainable improvements in student achievement demand systemic change processes, VISD has developed a framework to analyze and solve problems. Campuses and the district develop plans using SMART goals and strategies and are based on a needs assessment. Plans are monitored quarterly to determine if progress is being made and to assess the efficacy of the strategies. If analysis of the data indicates progress is not being made, adjustments are made and district support is provided if needed. The following chart illustrates examples of the quantitative goals, metrics and measures the district is currently tracking through its District Improvement Plan.

Quantitative Goals	Metrics	Measures
Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 34% to 44% by August 2024	Early Literacy Reading Comprehension Reading Fluency Grade Level Essential Skills	AimsWeb+ Composite Scores Imagine Language and Literacy Benchmark Local Benchmark State Assessment (STAAR)
Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 36% to 46% by August 2024	Early numeracy Math Concepts and Applications Grade Level Essential Skills	AimsWeb+ Benchmark Imagine Math Benchmark Local Benchmark State Assessment (STAAR)
Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 51.9 % to 75% by August 2024	CCMR indicators	State Annual PEIMS Reporting (Texas Academic Performance Reports and Results Driven Accountability Reports)

State Assessment STAAR Math Results Data Example



AimsWeb+ Benchmark Data Example



Statutory/Program Requirements (Cont.)

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

Another level of data used to drive decision making is through our semi-annual School Portfolio Review Process. In this process, a committee comprised of senior cross-departmental senior leaders meets semi-annually in June to review state accountability data and other local data and in February after the administration of local benchmarks. The School Portfolio Process helps district leaders and stakeholders understand the context, assess options, make choices, and develop high-level implementation plans for actions in schools that will be undertaken each year. Through this process in June, the committee identified Patti Welder Middle School as a school in need of innovative, bold action to increase student achievement and selected blended learning as the mechanism to achieve this transformation. Hopkins Elementary is an identified feeder campus for Patti Welder Middle; it was selected to complete the Pre-K-12 blended learning/technology rich pathway.

Victoria ISD: School Data Summary

Campus Name	2018 Overall Score	2019 Overall Score	Change in Overall Score	2019-20 Enrollment	5 Year Enrollment Change	% Exceeds
ALICE K. ST. JOHN'S	67	69	2	225	11	74%
BOYD HOLLOWAY	72	74	2	180	11	75%
BRUCE W. BOND	78	79	1	230	12	75%
DEBRA E. COOPER	74	75	1	200	11	75%
EDDY VALLEY	75	76	1	220	11	75%
EVAN H. HALL	73	74	1	210	11	75%
HARRISON	76	77	1	240	12	75%
HILLVIEW	77	78	1	230	12	75%
HUNTER	75	76	1	220	11	75%
HUNTER VALLEY	74	75	1	210	11	75%
KIMBERLY ANN	73	74	1	200	11	75%
LESLIE S. HUNTER	72	73	1	190	10	75%
LUIS R. HERRERA	71	72	1	180	10	75%
MARCO ANTONIO	70	71	1	170	9	75%
MARTIN LUTHER KING JR.	69	70	1	160	8	75%
MARY ELLEN	68	69	1	150	7	75%
MARY ELLEN II	67	68	1	140	6	75%
MARY ELLEN III	66	67	1	130	5	75%
MARY ELLEN IV	65	66	1	120	4	75%
MARY ELLEN V	64	65	1	110	3	75%
MARY ELLEN VI	63	64	1	100	2	75%
MARY ELLEN VII	62	63	1	90	1	75%
MARY ELLEN VIII	61	62	1	80	0	75%
MARY ELLEN IX	60	61	1	70	-1	75%
MARY ELLEN X	59	60	1	60	-2	75%
MARY ELLEN XI	58	59	1	50	-3	75%
MARY ELLEN XII	57	58	1	40	-4	75%
MARY ELLEN XIII	56	57	1	30	-5	75%
MARY ELLEN XIV	55	56	1	20	-6	75%
MARY ELLEN XV	54	55	1	10	-7	75%
MARY ELLEN XVI	53	54	1	0	-8	75%
MARY ELLEN XVII	52	53	1	0	-9	75%
MARY ELLEN XVIII	51	52	1	0	-10	75%
MARY ELLEN XIX	50	51	1	0	-11	75%
MARY ELLEN XX	49	50	1	0	-12	75%

School Portfolio Review Data Example

School	Score	Framework	School	Score	Framework
John Fremont	86 (B)	SI - ESF	Thomas P.	64 (D)	ACF
Lin Middle	77 (C)	SI - ESF	Westwood	61 (D)	*SAF - application
Scott Elementary	64 (D)	SI - ESF	Westwood II	60 (D)	SI - AVID
Wood Elementary	78 (C)	SI - ESF	Westwood III	26 (C)	SI - ESF
Lin Middle II	82 (B)	SI - ESF	Westwood IV	69 (D)	*SAF - application
Westwood	73 (C)	SI - ESF	Westwood V	63 (D)	*SAF - application
Westwood Middle	75 (C)	SI - ESF	Westwood VI	59 (F)	*SAF - application
Westwood Junior	78 (C)	SI - ESF	Westwood VII	94 (A)	SI - ESF
Westwood High	76 (C)	SI - ESF	Westwood VIII	78 (C)	SI - ESF
Westwood Prep	86 (B)	SI - ESF			

School Improvement (SI) - Effective School Framework (ESF)
 Advancement via Individual Determination - (AVID)

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.

Large empty rectangular box for the response to question 4.

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

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

You may duplicate this page

Amended Section

Reason for Amendment

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or Vendor ID:		235902	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		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*:			\$ -	
<p>*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.</p>					

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

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID: 235902		Amendment #: 0	
Professional and Contracted Services (6200)			
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: BLGP Technical Assistance Specify purpose: Provide Technical Assistance in Blended Learning	\$ 50,000	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 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: 235902		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:	\$ 15,876	
2	Grand Total:	\$ 15,876	\$ -
3	Total Program Costs*:	\$ 15,876	
4	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID: 235902		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.	\$ 2,000	\$ -
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:	\$ 2,000	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 13,000	\$ -
11	Grand Total:	\$ 15,000	\$ -
12	Total Program Costs*:	\$ 15,000	
13	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

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: 235902		Amendment # 0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23	Fund Code:	429

Budget Summary

Description and Purpose	Class/ Object Code	Source of Funds			
		Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 40,000	\$ -	\$ 40,000	\$ -
2 Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000	\$ -
3 Supplies and Materials	6300	\$ 15,876	\$ -	\$ 15,876	\$ -
4 Other Operating Costs	6400	\$ 15,000	\$ -	\$ 15,000	\$ -
6 Total Direct Costs:		\$ 120,876	\$ -	\$ 120,876	\$ -
7 * Indirect Costs:				\$ 4,124	\$ -
8 Total of All Budgeted Costs :		\$ 120,876	\$ -	\$ 125,000	\$ -

Direct Administrative Cost Calculation

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

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

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

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

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or vendor ID:	Amendment #
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SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

FOR TEA USE ONLY

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

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

Required for budget amendment requests

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

Assembling the Amendment

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

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

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

Math Innovation Zones
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Victoria Independent School District
District or Charter School Network ID Number	235902
Personnel	
Superintendent Name	Dr. Quintin Shepherd
LOI Author Name	Melissa Correll
LOI Author Title	Director of Innovation
LOI Author Phone	361-788-2802
LOI Author E-mail Address	melissa.correll@visd.net
District MIZ Project Manager Name	Position to be posted
District MIZ Project Manager Title	Innovation Specialist
District MIZ Project Manager Email Address	Undetermine at this time
District MIZ Project Manager Phone Number	Undetermine at this time
District Details	
District Overall Performance - Numeric Grade Only	78
Total Students in District	14039
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	422
District Classification (Rural, Urban, Suburban)	Independent Town
Education Service Center Region	Region 3
Name of school in district with most prior experience in blended learning	NA
Number of years the school (in previous answer) has used blended learning	0
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Aims Web Plus, Imagine Learning Benchmarks, STAAR Interims
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	PowerSchool eSchool Plus
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...)	Lone Star Governance, System of Great Schools, School Action Funds, Additional Days School Year, Resilient Schools Program, Teacher Incentive Allotment, Mentor Program Allotment
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".	Yes, Summer Learning
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K-12 Reading and Math
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	1/12/2021
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes

Math Innovation Zones
 Planning and Execution Grants

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Patti Welder Middle School
MS Campus Total Students	882
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	6
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	8
Core Math Curriculum used in this Middle School Campus	TEKS Resource System (TRS)
Personnel	
MS Campus Principal Name	Natalie Abrameit
MS Campus Principal Email Address	natalie.abrameit@visd.net
MS Campus Principal Phone Number	361-575-4553
MS Campus MIZ Project Manager	Bohdana Lowder
MS Campus MIZ Project Manager Title	Instructional Coach
MS Campus MIZ Project Manager Email Address	bohdana.lowder@visd.net
MS Campus MIZ Project Manager Phone Number	361-575-4553
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	60
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	79%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	82%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	81%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	78%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	77%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	52%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	50%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	17%
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

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Hopkins Elementary
Feeder A Total Students	479
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	TEKS Resource System (TRS)
Personnel	
Feeder A Principal Name	Leandra Hill
Feeder A Principal Email Address	leandra.hill@visd.net
Feeder A Principal Phone Number	361-788-9527
Feeder A MIZ Project Manager	Stephanie Egg
Feeder A MIZ Project Manager Title	Instructional Coach
Feeder A MIZ Project Manager Email Address	stephanie.egg@visd.net
Feeder A MIZ Project Manager Phone Number	361-788-9527
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	75
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	94%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	82%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	81%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	78%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	77%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	52%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	50%

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District MIZ Project Manager Name	Enter Text Response
District MIZ Project Manager Title	Enter Text Response
District MIZ Project Manager Email Address	Enter Phone Number
District MIZ Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones
Planning and Execution Grants

Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Enter Text Response
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Choose "Yes" or "No"
Feeder Pattern 2	
Middle (or Upper) School	
Middle School Campus Name	Applicant Response
MS Campus Total Students	Enter Text Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Enter Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Choose Numeric Response
Personnel	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
Planning and Execution Grants

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



Victoria Independent School District

102 Profit Drive | P.O. Box 1759, Victoria, TX 77902 | Phone: (361) 576-3131 | Fax: (361) 788-9643

September 11, 2020

To Whom It May Concern:

I am writing this letter in support of Victoria Independent School District's application for the 2020-2023 Blended Learning Grant Program Planning Grant.

The Victoria ISD grant application will support the District's goal of increasing student achievement by building an understanding and capacity within our district for the planning of a high-quality blended learning program. This grant will supplement our district's ongoing efforts to improve student achievement and narrow the equity gap by creating blended learning opportunities for our learners.

Victoria ISD has experience planning, developing and deploying complex initiatives through scalable comprehensive reform efforts aimed at improving our schools and learning opportunities for students. Through this planning grant, the Victoria Independent School District will engage teachers and learners in implementing blended learning strategies to align with our district's vision of instructional improvement. Victoria Independent School District is committed to implementing and sustaining this significant work beyond the life of the grant.

We look forward to collaborating with TEA and other districts in the Blended Learning Grant Program on this innovative project to deploy blended learning opportunities for our students.

Sincerely,

Quintin Shepherd, Ph.D
Superintendent

Quintin Shepherd, Ph.D.
Superintendent

Gregory Bonewald, Ed.D.
Deputy Superintendent
Operations

Stanton Lawrence, Ed. D.
Assistant Superintendent
Administration

Frances Koch, CPA
Assistant Superintendent
Budget and Finance

Susanne Carroll, Ed.D.
Assistant Superintendent
Curriculum, Instruction,
and Accountability



Patti Welder Middle School

September 10, 2020

To Whom It May Concern:

I am writing to express my unreserved support for Victoria Independent School District's application for the Blended Learning Grant Program Planning Grant. As the principal of Patti Welder Middle School, I welcome the opportunity to expand Blended Learning as a Math Innovation Zone in my school and am extremely excited to work alongside our feeder school, Hopkins Elementary, to provide an aligned and cohesive Blended Learning pathway for the students we serve.

The Blended Learning Grant Program Math Innovation Zone will provide us with an opportunity to provide differentiated instruction for our students and will equip us with the diagnostic information needed to help identify gaps in understanding and then develop plans to differentiate instruction while adjusting in real-time based on student understanding. Our students will also benefit from increased exposure to high-quality academic content from adaptive programs that are tailored to their unique needs.

We are excited about the opportunity for blended learning to foster stronger student-teacher relationships, which can be the difference between success and failure for our students. Blended learning allows students to feel known and valued by increasing the opportunities for students to engage authentically with adults because it creates a structure and cadence for timely and targeted small group and 1x1 instruction.

At Patti Welder Middle School, we welcome the opportunity to join Hopkins Elementary to create a Blended Learning Math Innovation Zone pathway in VISD for our students. We fully support VISD's application for the Blended Learning Grant Program to create a Math Innovation Zone at Patti Welder Middle School.

Sincerely,

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

Natalie Abrameit
Principal, Patti Welder Middle School

Patti Welder Middle School | 1604 E. North St., Victoria, TX 77901 | Phone: (361) 788-4553 | Fax: (361) 788-9629

The Victoria Independent School District does not discriminate against any person on the basis of race, color, national origin, gender, religion, sex, sexual orientation, disability, age or any other basis prohibited by law for admission, treatment, or participation in its educational programs, services and activities, or employment.

HOPKINS



ELEMENTARY

110 Hopkins
Victoria, TX 77901
361-788-9527
Fax: 361-788-9635

Leandra Hill
Principal

Tiffany Absher
Assistant Principal

JoAnna Flores
Counselor

Carol Salazar
Secretary

Rita Victory
Student Success Liaison

The Victoria Independent School District does not discriminate against any person on the basis of race, color, national origin, gender, disability, or age for admission, treatment, or participation in its educational programs, services and activities, or employment.

El distrito escolar de Victoria no discrimina contra ninguna persona por motivos de raza, color, origen nacional, sexo, discapacidad o edad de admisión, tratamiento, o la participación en los programas educativos, servicios y actividades, o empleo

September 1,2020

Re: Letter of Support for Blended Learning Grant Program

Hopkins Elementary is an excellent candidate for the Blended Learning Grant Program. Hopkins has embraced blended learning as a campus and we are dedicated to providing the best learning opportunities to our students.

Differentiation is a vital part of successful curriculum delivery and school success. Differentiation develops stronger teachers and stronger learners. The Blended Learning Grant Program would give our students an opportunity to receive online learning combined with face to face instruction to assist in closing student learning gaps.

In addition, this grant would allow Hopkins to enhance our current program through professional development and focused instructional practices.

It is our commitment at Hopkins Elementary School to provide our students with every and all opportunities to receive a vigorous and quality instruction. We are dedicated to innovative programs that are both engaging and researched based.

If awarded this opportunity, I am confident that Hopkins Elementary will have a profound impact on our learners and provide our "Superstars" with a solid platform for continued success.

Sincerely,

Leandra L. Hill
Hopkins Elementary School Principal

Job Title: Innovation Specialist

Contract Days: 226

Reports To: Director of Innovation

Pay Grade: Instructional Administrative Level 4

Dept./School: Curriculum, Instruction, & Accountability

Date Revised: September 10, 2020

Primary Purpose:

Blended learning is an instructional model which combines face-to-face, teacher-led instruction with online learning to personalize learning for each individual student. The Blended Learning Grant Program (BLGP) and Math Innovation Zones (MIZ) are programs that help districts launch and implement sustainable blended learning models to support teachers in improving student achievement, and performance management systems to ensure districts are improving outcomes for students. The primary purpose of the Blended Learning Grant Program Manager is to oversee the planning of the Blended Learning Grant Program (BLGP) Strategic Plan; design, manage, and implement the BLGP plan upon award of the grant; manage program performance; ensure compliance with BLGP grant requirements.

Education/Certificate:

Texas Teacher Certificate
Bachelors degree required
Masters degree preferred

Special Knowledge and Skills:

- Relentless focus on improving quantitative and qualitative student outcomes
- Strong project management skills and ability to juggle competing priorities and drive team towards results
- Entrepreneurial attitude with a growth mindset and demonstrated ability to accept and implement both solicited and unsolicited feedback quickly
- Strong analytical skills with the ability to collect, organize, analyze, and disseminate significant amounts of information to various audiences.
- Consistent ability to produce quality, accurate and appropriately detailed work products for a diverse set of audiences
- Communicates a complex message in a simplified way verbally, in writing, and by using slide decks
- Ability to facilitate continuous improvement of program components through a user-focused approach to evaluation
- Strong leadership, management, interpersonal relations, public speaking and writing skills
- A desire to self-reflect, give/receive feedback and continuously improve

Experience:

- 5+ years of successful teaching experience, exemplifying a willingness to try bold, innovative strategies
- Experience in facilitating, designing and presenting professional development experience
- Successful experience in designing, implementing, and progress monitoring district programs

Major Responsibilities and Duties:

1. Manage BLGP Grant and ensure compliance with all grant requirements as the Blended Learning Grant Program Manager

2. Design, manage, and implement the BLGP plan
3. Manage the blended learning program performance, including ensuring the Fidelity of Execution Indicators are met.
4. Evaluate the Blended Learning Grant Program and work toward promoting district and school revision, iteration, and continuous improvement of the program.
5. Coordinate, plan, conduct and facilitate professional development for Blended Learning .
6. Conduct classroom observations and provide feedback to campus/district leadership
7. Analyze district achievement and demographic data to identify areas of strength and areas with opportunities for improvement
8. Communicate and provide support and feedback to campuses/district regarding the effectiveness of the implementation of Blended Learning
9. Provide leadership for campus instructional coaches who support Blended Learning
10. Provide district guidance and support on alignment of resources
11. Facilitate teachers and other instructional leaders in writing and/or revising district curriculum documents to integrate the chosen software provided to create a blended learning model
12. Coordinate the district's compliance with state and national standards
13. Assist in the execution of Systems of Great School strategies including school improvement, school redesign and school action.
14. Assist in administering an annual Call for Quality Schools to identify high -capacity educators and partner organizations to incubate new, replicate successful, and restart struggling schools with a focus on autonomous networks.
15. Stay abreast on information regarding current research and significant developments on the state and national level
16. Research and build data bank of current best practices and resources that support instruction
17. Assist in coordinating the evaluation and selection of resources and instructional materials
18. Assist in securing grant funding for sustainability purposes
19. Provide implementation supports through a model of instructional coaching, model teaching, and lesson planning
20. Other duties as requested by VISD

Supervisory Responsibilities:

None

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress

Work with frequent interruptions

Prolonged or irregular hours

Moderate travel required

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities that may be assigned or skills that may be required.

Approved by: _____

Date: _____

Reviewed by: _____

Date: _____

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VISD Innovation Specialist for Blended Learning Interview Blueprint

Blended learning is an instructional model which combines face-to-face, teacher-led instruction with online learning to personalize learning for each individual student. The Blended Learning Grant Program (BLGP) and Math Innovation Zones (MIZ) are programs that help districts launch and implement sustainable blended learning models to support teachers in improving student achievement, and performance management systems to ensure districts are improving outcomes for students. The primary purpose of the Innovation Specialist for Blended Learning is to oversee the planning of the Blended Learning Grant Program (BLGP) Strategic Plan; design, manage, and implement the BLGP plan upon award of the grant; manage program performance; ensure compliance with BLGP grant requirements.

The best-fit candidate will demonstrate the following competencies:

Competency	Descriptor
<p>BLENDED LEARNING MODEL DEVELOPMENT AND CONTINUOUS IMPROVEMENT</p>	<ul style="list-style-type: none"> • Creates strategic vision for the blended learning model, ensuring that it incorporates evidence-based best practices, aligns curriculum, instruction, and assessments, meets state, federal, and college/career requirements, and meets the needs of all students • Ensures continuous improvement of the blended learning model, informed by ongoing analysis of student performance data and input from school leaders • Decides on innovative approaches to incorporate into blended learning model • Anticipates challenges related to the blended learning model and proactively provides solutions to meet network needs • Ensures continuous improvement of student outcomes
<p>IMPACT AND INFLUENCE</p>	<ul style="list-style-type: none"> • Communicates a complex message in a simplified way verbally, in writing, and by using slide decks • Determines and utilizes the appropriate communication channels • Strong leadership, management, interpersonal relations, public speaking and writing skills
<p>MINDSET</p>	<ul style="list-style-type: none"> • Entrepreneurial attitude with a growth mindset • demonstrated ability to accept and implement both solicited and unsolicited feedback quickly • Desire to self-reflect, give/receive feedback and continuously improve

The interview process is designed to identify best-fit candidates and will be comprised of four steps:

1. Data set with explanation showing value-added leadership
2. Written Response
3. Presentation
4. Interview Questions

Data Set (5 minutes)

Please be prepared to provide and speak on a data set from a single initiative or innovation you have developed and/or led that has resulted in significant academic gains for a group of students. Your response should concisely address the following:

- What was the problem you were trying to address, and how did you know it was a problem?
- What was the initiative you developed or led?
- How did you know the initiative was successful?

Written Response (Maximum 2 pages)

When an organization undertakes projects or initiatives to improve performance, seize opportunities or address key issues, they often require changes; changes to processes, job roles, organizational structures and types and uses of technology. However, it is actually the individuals of the organization who have to ultimately change how they do their jobs. If these individuals are unsuccessful in their personal transitions, if they don't embrace and learn a new way of working, the initiative will fail. If individuals embrace and adopt changes required by the initiative, it will deliver the expected results. Using the initiative or innovation from your data set, develop a written response in which you describe how you prepared, equipped and supported individuals to successfully adopt the changes required in drive successful outcomes of your initiative.

Presentation (5-10 minutes)

Please prepare a presentation in which you describe why you are the best-fit candidate to manage the blended learning program in VISD. Please include your experiences with blended learning as well as your philosophy about how blended learning can meet the needs of our students and teachers. Include concrete examples of how you will be the district champion of this work,



Victoria Independent School District

102 Profit Drive | P.O. Box 1759, Victoria, TX 77902 | Phone: (361) 576-3131 | Fax: (361) 788-9643

To Whom It May Concern:

I am writing this letter to express my complete commitment and support of Victoria Independent School District's application for the 2020-2023 Blended Learning Grant Program Planning Grant. This grant would allow us to develop a high-quality, blended learning model with a high-need feeder pattern elementary and middle school in the district.

Bringing high-quality blended learning to the district is aligned with VISD's Strategic Planning Findings and Directions. The Findings and Directions were developed through a robust process of community and staff input to ensure the direction of the district meets the needs and wants of the community. A foundational pillar of the community's wants and needs that was illuminated through the process is the idea that there are no lesser paths, only different paths. Consequently, VISD is working toward creating multiple learning pathways for students and teachers to inspire and empower their teaching and learning so that students and teachers may develop "their" genius. By offering a technology-rich learning environment (blended learning) pathway, a STEM/PBL learning environment and a traditional learning environment pathway VISD will increase equity of access in our district by allowing student and teachers choice in their preferred path, pace, and place.

If awarded, the Blended Learning Grant Program and the Blended Learning Grant Program Manager will be part of the Office of Innovation in VISD. The mission of the Office of Innovation is to champion and shepherd bold and transformative strategies in order to increase the number of best-fit, quality school options in the district. The Office of Innovation has successfully nurtured the planning and implementation of several district-wide endeavors, including the planning and implementation of Pathways in Technology Early College High School programs, a School Action Fund Restart as an ACE model, and a School Action Fund New School Partner Managed school. Grant funds would be utilized to provide the funds for a grant program manager to lead the work in VISD and to engage with a technical advisor to help us develop the expertise to implement a high-quality, research based blended learning program in the district. The expertise and support of the Office of Innovation in conjunction with the selected Technical Assistance provider will combine for a successful planning and implementation of blended learning.

In conclusion, please accept my support of Victoria Independent School District's application for the 2020-2023 Blended Learning Grant Program-Planning Grant to develop a blended learning pathway in VISD. Thank you for your consideration of Victoria Independent School District's application.

Sincerely,

Melissa Correll
Director of Innovation

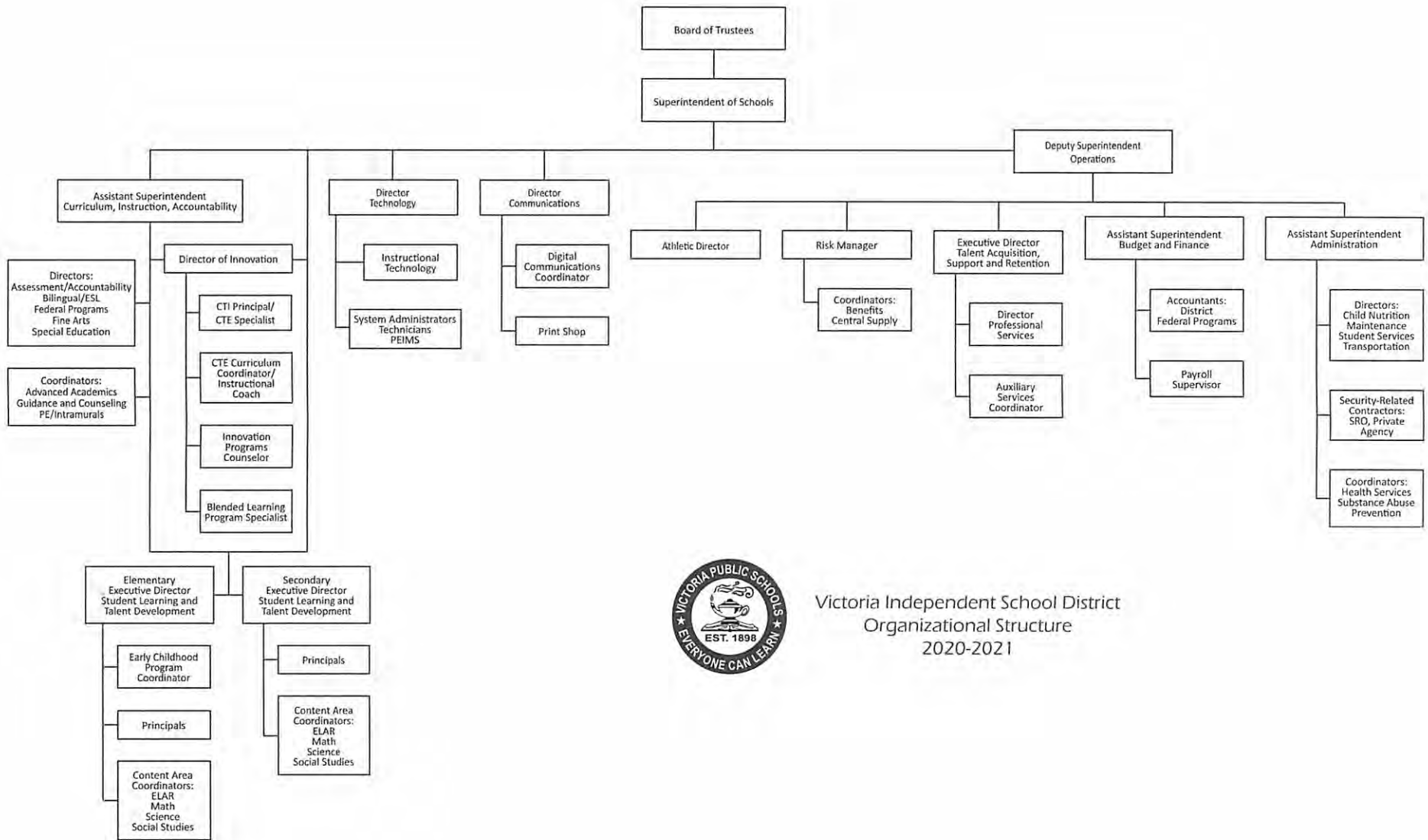
Quintin Shepherd, Ph.D.
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Administration

Frances Koch, CPA
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Assistant Superintendent
Curriculum, Instruction,
and Accountability



Victoria Independent School District
 Organizational Structure
 2020-2021