



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

NOGA ID

Authorizing legislation

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

This LOI application may be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov)

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

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

Application stamp-in date and time

Grant period from

**October 23, 2020 to May 31, 2023**

Pre-award costs permitted from

**the date of award announcement**

**Required Attachments**

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

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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

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

Little Elm ISD would be honored to be a Math Innovation Zone district and join the Blended Learning Grant Program. The grant would serve as a stepping stone to continue to fulfill our mission and vision, while aligning with our values, of which we uphold on a daily basis. Little Elm ISD's mission is to engage, equip, and empower each student to realize their full potential. The BLGP aligns perfectly as it can provide resources for each student to be empowered to learn on their own unique pathway, in their personal learning style, with individual differentiation opportunities; and at their own pace and place, as they can learn anytime, anywhere.

Little Elm strives to be The Destination District and we believe we can do this by empowering our administrators, teachers, students, and community as we help them prepare themselves, as A.J. Juliani would say, "not only for something, but for anything" in their unpredictable future. The most efficient way to prepare someone for anything, is to become a lifelong learner. Our administrators and teachers model and impress lifelong learning skills upon our students and community. Thomas Friedman said it best "If you want to be a lifelong employee today, you have to be a lifelong learner." Our district models lifelong learning skills in the classroom by focusing on improving Tier 1 instruction and creating an authentic, personalized learner centered experience of which a student can build agency and autonomy towards meeting their personal academic goals.

Our math classrooms utilize the Math Workshop Model blended with the Gradual Release Model to design meaningful learning experiences for our students. We are implementing these models using a blended learning approach (flipped learning and/or station rotation) synchronously or asynchronously.

**Statutory/Program Requirements**

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

Within the Math Workshop and Gradual Release models, the BLGP could assist in developing a stronger station-rotation that can be utilized in any synchronous or asynchronous classroom; where students can access immediate feedback and remediation. Referring to the components of the Math Workshop Model (Numeracy, Mini-Lesson, Stations, and Reflection), some areas are strong, where others need assistance, and that is where the BLGP can help. During Numeracy, we are synchronously learning virtually and in-person and rely heavily on Daily Routines to Jump Start Math Class, Number Talks, Pamela Harris's Problem Strings, Robert Kaplinsky's Open Middle Math, Which One Doesn't Belong, Numberless Word Problems, and Would You Rather routines to build numeracy within our students, while we build classroom community.

During the Mini-Lesson, which can be taught synchronously or asynchronously, our teachers practice the "I do and We do" parts of the Gradual Release model where they teach to the best of their knowledge using as many strategies as possible. They scaffold the material and check for understanding throughout. This is where our teachers would love to develop their craft of teaching, as they feel this is where a student could use more differentiation that what they can provide. Our plan to develop this area is to utilize the grant funds to build a digital library of lessons by the standard, differentiated by learning style (Accommodative, Divergent, Assimilative, Convergent). With a digital library, a teacher can use a video in a flipped learning model as a first teach lesson, or it could be utilized as a re-teach resource that is more personalized to the learning style of a student if they are having trouble comprehending the material. This will allow students to stay on pace with the lesson and the teacher will not have to wait until a formative assessment occurs to find out if a student is struggling. With provided funds, we can initially build the digital library. Afterwards, we can sustain it as we will update and add to it over the course of time during curriculum updating. We would like to provide tools such as a high def camera/tripod to record lessons (to each grade level team) and an iPad partnered with ShowMe (for each teacher) to create and record visual mini-lessons by the standard.

Currently, we use a Station-Rotation model in the Stations portion of a Math Workshop model, which can be taught synchronously and/or asynchronously, and we embed the "You do together and You do alone" components of the Gradual Release Model within it. The Station-Rotation model includes a Teacher-Led, Online, and Offline station. In the Teacher-Led station, we focus on strong guided questions, use of manipulatives, and effective feedback in a small group led by the teacher. While this is one area I provide professional learning on, the implementation of it needs assistance. Upon acceptance of the BLGP, we could partner with Region XI Instructional Coaches to build capacity in alignment of our vision. In the Online station, we utilize Imagine Math and Imagine Math Facts to provide personalized practice with a variety of pathways, such as NWEA MAP RIT category band pathways, grade level pathways, and custom pathways that we've created to align with our curriculum to support the lesson at hand. Each pathway has built-in remediation. Most of our teachers use Imagine Math with fidelity, even using the data to help drive instructional decisions, however this is an additional area of which we can improve with additional training and support from Imagine Math and Instructional Coaches from Region XI. The offline station is where we focus on small group discussion, peer feedback, and the demonstration of learning using structured writing, structured reading, and structured conversation strategies. This too, is an area where our teachers can develop more partnering with Instructional Coaches. We currently have built an instructional strategy digital library with structured reading, writing, and conversation strategies. In the Reflection part of the Math Workshop Model, which can be taught synchronously or asynchronously, our teachers focus on receiving feedback from the student, giving time for a student to track their data, goal-set, or reflect on their learning and learning style, and gain a perspective of where the student is at the completion of the lesson. Once again, an Instructional Coach can assist with improving the implementation of this component of the lesson.

Our district has been focused on providing the best resources for our teachers and students, and I believe we have done that. What we lack, as a growing district, is the personnel capacity to implement these resources in Tier 1 instruction. With the BLGP, our district could provide a focal point to improve in these areas, and no matter what happens with COVID-19, the best practices we learn will be here to stay. With the funds of the BLGP, we not only have a plan to create a digital library of lessons by the standard and learning style (and a few instructional tools to do this well), but also build capacity within our teachers in a blended learning model utilizing Region XI Center Instructional Coaches.

**Statutory/Program Requirements**

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

As the Coordinator for K-12 Mathematics, it is my first priority to support teachers so they can provide the most effective learning experiences for our students; this includes strong Tier 1 instruction, which is exactly what the BLGP aligns with and supports. I have been in this position for six years within the district, and this is the perfect time to empower teachers to develop stronger teaching strategies to support this age of learners, and where the teacher models a growth mindset, risk-taking, and productive struggle as they learn. I will be sure to balance their individual learning needs and styles with campus initiatives, while inspiring them to learn more through a blended learning approach, so they won't be overwhelmed. This is our chance to evolve from classroom management to classroom community, from scaffolding to agency, from engagement to empowerment, and standardization to personalization. I am one of the leaders in our district that LOVES to LEARN. I am constantly reading new articles and books in regards to education. Some of my favorite authors are George Couros, Katie Martin, Tom Schimmer, A.J. Juliani, Mike Schmoker, and of course John Hattie. I am confident that I can lead our math department and campus representatives to be able to support strong Tier 1 math instruction, even as uncontrolled events happen around us. I have a fantastic team and support system in place as I have focused on relationships and built support systems within my district.

The leaders in LEISD desire to support our teachers and students during this changing time with COVID-19. We have chosen to not let COVID-19 happen to us, but instead use it to find the bright spots and prioritize what is really important, meet students where they are, and inspire and empower them to reach their full potential. COVID-19 has not only given us the opportunity to be a strong community, but also provide each student with a device and internet access at home, in the event we are quarantined again. We were already 1:1 with students in grades 4+; now K-12 has access to an individual device and hotspots, if needed. Our superintendent prioritizes equity of access to the curriculum and rigorous, relevant, and engaging learning opportunities for each of our students as we teach the standards to the stated level of rigor. Our district leadership and community has consistently been supportive with Tier 1 initiatives. I have no reason to believe that it will disappear with different leadership (if that were to happen) as it is also a priority to our school board. We are always willing and seeking innovative solutions that can meet the needs of our students, teachers, administrators, and community. Our district has always been willing to explore innovative solutions, no matter the financial responsibility.

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*)

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

As the district coordinator for K-12 Mathematics, my team and I believe I am the best fit to be the Project Manager for the BLGP. I always say "my heart beats numbers," but the truth is, pedagogy is where I thrive. My Masters is in the Art of Teaching Mathematics where I learned not so much about how teachers "teach," but how students learn. Teaching is only "telling" if a student doesn't receive the information and drive their own learning forward. I am a results-oriented, solution-focused, and data-driven person, and will look at data from all angles. I find it easy to interpret data and offer small tweaks in instruction so that large impacts can take place. I am very resourceful and adapt to change well. I am a strong leader during turmoil and chaos. I stay focused on the large picture and break it down into small chunks for easy consumption. I have built incredible relationships with each of our teachers and administrators, and we meet on a regular basis to ensure the needs of our students are being met. If I see trends of needs that aren't being met, I offer professional learning, coaching, and feedback that can support them to move forward in their craft.

**Statutory/Program Requirements**

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

I am committed to the success of the implementation of the BLGP and believe it can have a large return of investment in our district's mathematics instruction and student learning as we will implement a high quality blended learning model that creates lifelong learners in students and adults. Blended learning has the ability to meet the students where they are and even deliver instruction in their own personal learning style, where a teacher is usually at maximum capacity when delivering instruction. Building teacher capacity with the funds will enable our district to sustain the initiatives once the grant program is through. I have complete confidence as I am supported thoroughly by our district level leadership team, including our campus Principals, my direct supervisor, the Director for Curriculum & Learning, our Assistant Superintendent for Curriculum and Learning, our Deputy Superintendent, and Superintendent of Schools.

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.

Little Elm ISD is a data-driven district and is transparent with the data, as it is displayed on our district dashboard (<https://www.littleelmsd.net/domain/1451>) on our website. We use a triangulation of data with multiple data points to drive instructional and programmatic decisions for each of our students. Our district analyzes math data from STAAR, NWEA MAP, Imagine Math, and district Common Summative Assessments. Our district instructional staff participates in campus- and district- level Professional Learning Communities on a monthly basis as well as "data talks" meetings between district and campus level administrators. We analyze all parts of the data, including low-socioeconomic status, race/ethnicity, special populations, and understand that each data point represents a child, not just a number.

At the district level we not only look at student performance data, but also at our instructional walkthrough dashboards to determine what best practices and instructional strategies are driving the student data that we are monitoring. This becomes a "lead measure" to determine quality instruction (including a focus on authentic literacy strategies and instructional models) that ultimately leads to the "lag data" we see in student performance. The idea of lead and lag data comes from the book, *The 4 Disciplines of Execution* by McChesney, Covey, and Huling, and helps to focus on the lead measures that will ensure higher levels of rigor, relevance, and engagement we see across the classrooms in LEISD. As mentioned above, the data meetings held here in LEISD, allow the Principals to not only represent the data, but also their perceptions of what is causing the data to look the way it does. Through these conversations, clarifying questions are asked to guide the campus administration on formulating a plan of action if warranted. In our district, this is creating a culture shift as the the district and campus administrators collaborate on solutions for student success, which is our ultimate goal.

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

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

One of our cornerstones for our district is to support highly effective Professional Learning Communities in a variety of ways throughout each campus. PLCs are predominantly led by Common Summative Assessment and Common Formative Assessment data where we co-design with students, teachers, administrators, and parents to develop learning, intervention, and extension plans for each student.

Within the next four years, our goals are to improve our mathematics scores by at least 10%, broken down by year. Our teachers, administrators, and students can do this with the right support systems in place, and of course the acceptance of this grant would give us the support we need to implement such systems with fidelity to fulfil our ultimate goal of post-secondary student success.

4. **NON-MATH BLENDED LEARNING PILOT APPLICANTS ONLY:** What on-line curriculum program is intended to be used in the district and schools? *(Recommended Length: 0.5 page)*

- a. Describe why this program best meets the needs of students and teachers in the proposed BLGP site(s) and how a high-fidelity use of this program will lead to gains in student achievement.

N/A

**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**



**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

**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.](#)

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

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	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>	\$	-	\$	-
30	<b>Grand Total:</b>	\$	<b>29,000</b>	\$	<b>29,000</b>
31	<b>Total Program Costs*:</b>	\$	29,000		
32	<b>Total Direct Admin Costs*:</b>	\$	-		

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

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

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

County District Number or Vendor ID: 0		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<p><b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>			
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: ESC XI Contracted Coaching Services Specify purpose: Instructional Coaching to build capacity in teachers	\$ 52,000	\$ 52,000
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 52,000</b>	<b>\$ 52,000</b>
12	<b>Total Program Costs*:</b>	\$ 52,000	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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:

County District Number or Vendor ID: 0		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 39,340	\$ 39,340
2	<b>Grand Total:</b>	<b>\$ 39,340</b>	<b>\$ 39,340</b>
3	<b>Total Program Costs*:</b>	\$ 39,340	
4	<b>Total Direct Admin Costs*:</b>	-	
<p><b>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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



County District Number or Vendor ID: 0		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	<del>\$ -</del>	<del>\$ -</del>
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	<del>6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:</del>	<del>\$ -</del>	<del>\$ -</del>
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation	\$ -	\$ -
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$ -</b>	<b>\$ -</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ -</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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

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:

County District Number or vendor ID: 0			Amendment # 0			
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23		Fund Code:		429	
Budget Summary						
Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 29,000	\$ -	\$ 29,000	\$ 29,000
2	Professional and Contracted Services	6200	\$ 52,000	\$ -	\$ 52,000	\$ 52,000
3	Supplies and Materials	6300	\$ 39,340	\$ -	\$ 39,340	\$ 39,340
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6	<b>Total Direct Costs:</b>		<b>\$ 120,340</b>	<b>\$ -</b>	<b>\$ 120,340</b>	<b>\$ 120,340</b>
7	* Indirect Costs:				<b>\$ -</b>	<b>\$ -</b>
8	<b>Total of All Budgeted Costs :</b>		<b>\$ 120,340</b>	<b>\$ -</b>	<b>\$ 120,340</b>	<b>\$ 120,340</b>
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:				<b>\$ 120,340</b>	
11	Direct Administration Cap per Program Guidelines (X%)				0.05	
12	Maximum amount allowable for <b>direct administrative</b> costs:				<b>\$ 6,017</b>	

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

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

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

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:

County District Number or vendor ID:			Amendment #			
<b>SUBMITTING AN AMENDMENT</b>						
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.						
<b>AMENDED BUDGET REQUEST</b>						
	<b>Description</b>	<b>Class/ Object Code</b>	<b>A. Grand Total from Previously Approved Budget</b>	<b>B. Amount Deleted</b>	<b>C. Amount Added</b>	<b>D. New Grand Total</b>
1	Payroll Costs	6100				\$ -
2	Professional and Contracted Services	6200				\$ -
3	Supplies and Materials	6300				\$ -
4	Other Operating Costs	6400				\$ -
6	<b>Total Direct Costs:</b>		\$ -	\$ -	\$ -	\$ -
7	<b>Indirect Costs:</b>					\$ -
8	<b>Total Costs:</b>		\$ -	\$ -	\$ -	\$ -

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

## **Instructions: Request for Amendment**

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

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

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

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

## **Submitting an Amendment**

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

## **How to Submit an Amendment**

An amendment may only be submitted by email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

## **Pages to Include with an Amendment**

*Required for all amendment requests*

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

*Required for budget amendment requests*

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

**Assembling the Amendment**

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

1. Complete page 1
  - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment
  - 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
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
5. Do not resubmit any attachments required in the original application.

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

**MATH INNOVATION ZONES APPLICANTS ONLY**

**District or Charter School Network Information Form**

**District Overview**

**Attachment 1A**

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

**Instructions:**

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

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

Feeder Pattern 1	School Name	Grade To Be Launched in Year 1										Rationale	
		PK	K	1	2	3	4	5	6	7	8		
Middle School A	Strike Middle School										x		Our plan to roll out in this staggered approach is to ensure by the end of the three year grant we have vertical alignment of our grade band from K - 8 across all feeder patterns in our district. This approach also ensures that as cohorts of students are promoted to the next grade level, they will be supported by trained teachers every year. Lastly, we had to consider the roll out of the Reading Academies for our district to ensure that we would not be overloading our staff as we guarantee the fidelity of both training programs that will have a critical impact on student learning in the classroom.
Middle School B	Walker Middle School										x		
Elementary School A	Brent Elementary		x			x							
Elementary School B	Chavez Elementary		x			x							
Elementary School C	Hackberry Elementary		x			x							
Elementary School D	Lakeview Elementary		x			x							
Elementary School E	Oak Point Elementary		x			x							
Elementary School F	Prestwick Elementary		x			x							

Feeder Pattern 1	School Name	Grade To Be Launched in Year 2										Rationale	
		PK	K	1	2	3	4	5	6	7	8		
Middle School A	Strike Middle School											x	Our plan to roll out in this staggered approach is to ensure by the end of the three year grant we have vertical alignment of our grade band from K - 8 across all feeder patterns in our district. This approach also ensures that as cohorts of students are promoted to the next grade level, they will be supported by trained teachers every year. Lastly, we had to consider the roll out of the Reading Academies for our district to ensure that we would not be overloading our staff as we guarantee the fidelity of both training programs that will have a critical impact on student learning in the classroom.
Middle School B	Walker Middle School											x	
Elementary School A	Brent Elementary			x			x						
Elementary School B	Chavez Elementary			x			x						
Elementary School C	Hackberry Elementary			x			x						
Elementary School D	Lakeview Elementary			x			x						
Elementary School E	Oak Point Elementary			x			x						
Elementary School F	Prestwick Elementary			x			x						

Feeder Pattern 1	School Name	Grade To Be Launched in Year 3										Rationale		
		PK	K	1	2	3	4	5	6	7	8			
Middle School A	Strike Middle School												x	Our plan to roll out in this staggered approach is to ensure by the end of the three year grant we have vertical alignment of our grade band from K - 8 across all feeder patterns in our district. This approach also ensures that as cohorts of students are promoted to the next grade level, they will be supported by trained teachers every year. Lastly, we had to consider the roll out of the Reading Academies for our district to ensure that we would not be overloading our staff as we guarantee the fidelity of both training programs that will have a critical impact on student learning in the classroom.
Middle School B	Walker Middle School												x	
Elementary School A	Brent Elementary				x				x					
Elementary School B	Chavez Elementary				x				x					
Elementary School C	Hackberry Elementary				x				x					
Elementary School D	Lakeview Elementary				x				x					
Elementary School E	Oak Point Elementary				x				x					
Elementary School F	Prestwick Elementary				x				x					

<b>MATH INNOVATION ZONES APPLICANTS ONLY</b>	
<b>District or Charter School Network Information Form</b>	
<b>Feeder Pattern 1 Form</b>	
<b>Attachment 1.A</b>	
<b>Letter of Interest for 2020-2021 MIZ Planning and Execution Grants</b>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	<b>Applicant Response</b>
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
<b>District or Open Enrollment Charter School Information</b>	<b>Applicant Response</b>
District or Charter School Name	Little Elm ISD
District or Charter School Network ID Number	O61914
<b>Personnel</b>	
Superintendent Name	Daniel Gallagher
LOI Author Name	Cyndy Mika
LOI Author Title	Assistant Superintendent for Curriculum & Learning
LOI Author Phone	972-947-9340 ext 10006
LOI Author E-mail Address	cmika@littleelmsd.net
District MIZ Project Manager Name	Janel Madeley
District MIZ Project Manager Title	K-12 Coordinator for Math
District MIZ Project Manager Email Address	972-947-9340 ext 10607
District MIZ Project Manager Phone Number	jmadeley@littleelmsd.net
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	85
Total Students in District	8095
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2021-2022 School Year (i.e. Pilot Year)	1786
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	Region 11
Name of school in district with most prior experience in blended learning	Prestwick Elementary
Number of years the school (in previous answer) has used blended learning	6 years
Formative or interim assessment platform to be used for MIZ grade levels; if known (NWEA MAP, Renaissance Star, STAAR, etc.)	NWEA MAP
Current student information system (SIS) in use throughout district (TXES, PowerSchool, Skyward, iTCES, District-made system, etc.)	Focus
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Texas Home Learning 3.0 (in a focus group with Tyson Kane)
If awarded this grant in November 2020, when does the district expect to be able to contract with technical assistance providers?	01-04-21
Does the district commit to using one of the three <b>MIZ State Approved Software Vendors</b> (Imagine Math, TXE Math, ST Math) in all participating MIZ grade levels?	Yes
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	n/a
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLCP Kickoff Summit</b> in Dallas, TX on December 5th and 6th, 2019?	Yes
<b>Feeder Pattern 1</b>	
<b>Middle (or Upper) School</b>	<b>Applicant Response</b>
Middle School Campus Name	Strike Middle School
Middle School Campus ID Number	O61914044
Middle School Campus Address	The Colony, TX 75056
MS Campus Total Students	961
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	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	08/25/2020
<b>Personnel</b>	
MS Campus Principal Name	Kelly Hastings
MS Campus Principal Email Address	khastings@leisd.ws
MS Campus Principal Phone Number	972-947-9457
MS Campus MIZ Project Manager	Kelly Hastings
MS Campus MIZ Project Manager Title	Principal
MS Campus MIZ Project Manager Email Address	khastings@leisd.ws
MS Campus MIZ Project Manager Phone Number	972-947-9457
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	<b>1st Year Campus (used District 6-8 totals)</b>
MS Campus Overall Performance - Numeric Grade Only	80
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	45%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	82%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	81%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	78%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	77%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	48%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	47%
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	65%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	90%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School F</b>	100%
<b>Elementary (or Lower) School Feeder A (if applicable)</b>	<b>Applicant Response</b>
Feeder D Campus Name	Brent
Feeder D Campus ID Number	O61914103
Feeder D Campus Address	Little Elm TX, 75068
Feeder D Total Students	698
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder D (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School D	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Feeder A Principal Name	Karie Kuster
Feeder A Principal Email Address	kkuster@leisd.ws
Feeder A Principal Phone Number	972-947-9330
Feeder A MIZ Project Manager	Michael Bruno
Feeder A MIZ Project Manager Title	Assistant Principal
Feeder A MIZ Project Manager Email Address	mbruno@leisd.ws
Feeder A MIZ Project Manager Phone Number	972-947-9330
<b>School Details</b>	

<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	72
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	52%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	74%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	80%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	69%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	75%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	46%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	53%
<b>Elementary (or Lower) School Feeder C (if applicable)</b>	<b>Applicant Response</b>
Feeder C Campus Name	Hackberry Elementary
Feeder C Campus ID Number	061914105
Feeder C Campus Address	Frisco TX, 75063
Feeder C Total Students	677
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder C (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School C	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	08/25/2020
<b>Personnel</b>	
Feeder C Principal Name	Stephen Richardson
Feeder C Principal Email Address	srichardson@leisd.ws
Feeder C Principal Phone Number	972-947-9453
Feeder C MIZ Project Manager	Stephen Richardson
Feeder C MIZ Project Manager Title	Principal
Feeder C MIZ Project Manager Email Address	srichardson@leisd.ws
Feeder C MIZ Project Manager Phone Number	972-947-9453
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder C Overall Performance - Numeric Grade Only	78
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	47%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	73%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	76%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	73%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	72%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	43%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	40%
<b>Elementary (or Lower) School Feeder D (if applicable)</b>	<b>Applicant Response</b>
Feeder D Campus Name	Lakeview Elementary
Feeder D Campus ID Number	061914107
Feeder D Campus Address	Little Elm Tx, 75068
Feeder D Total Students	614
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder D (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School D	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	08/25/2020
<b>Personnel</b>	

Feeder D Principal Name	John Wofford
Feeder D Principal Email Address	jwofford@leisd.ws
Feeder D Principal Phone Number	972-947-9454
Feeder D MIZ Project Manager	Sara Head
Feeder D MIZ Project Manager Title	Assistant Principal
Feeder D MIZ Project Manager Email Address	shead@leisd.ws
Feeder D MIZ Project Manager Phone Number	972-947-9454
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder D Overall Performance - Numeric Grade Only	79
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	34%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	84%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	89%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	82%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	53%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	55%
<b>Elementary (or Lower) School Feeder F (if applicable)</b>	
Applicant Response	
Feeder F Campus Name	Prestwick
Feeder F Campus ID Number	O61914109
Feeder F Campus Address	The Colony, Tx 75065
Feeder F Total Students	416
Lowest Grade at Feeder F (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder F (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School F	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	08/25/2020
<b>Personnel</b>	
Feeder F Principal Name	Christie Gibson
Feeder F Principal Email Address	cgibson@leisd.ws
Feeder F Principal Phone Number	972-947-9450
Feeder F MIZ Project Manager	Christie Gibson
Feeder F MIZ Project Manager Title	Principal
Feeder F MIZ Project Manager Email Address	cgibson@leisd.ws
Feeder F MIZ Project Manager Phone Number	972-947-9450
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder F Overall Performance - Numeric Grade Only	93
Percent of Students at Feeder F Eligible for <b>Free or Reduced Price Lunch</b>	13%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	92%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	93%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	90%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	90%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	69%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	69%
<b>Elementary (or Lower) School Feeder E (if applicable)</b>	
Applicant Response	
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	



<b>MATH INNOVATION ZONES APPLICANTS ONLY</b>	
<b>District or Charter School Network Information Form</b>	
<b>Feeder Pattern 2 Form</b>	
<b>Attachment 1.A</b>	
<b>Letter of Interest for 2020-2021 MIZ Planning and Execution Grants</b>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	<b>Applicant Response</b>
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
<b>District or Open Enrollment Charter School Information</b>	<b>Applicant Response</b>
District or Charter School Name	Little Elm ISD
District or Charter School Network ID Number	061914
<b>Personnel</b>	
Superintendent Name	Daniel Gallagher
LOI Author Name	Cyndy Mika
LOI Author Title	Assistant Superintendent for Curriculum & Learning
LOI Author Phone	972-947-9340 ext 10006
LOI Author E-mail Address	cmika@littleelmsd.net
District MIZ Project Manager Name	Janel Madeley
District MIZ Project Manager Title	K-12 Coordinator for Math
District MIZ Project Manager Email Address	972-947-9340 ext 10607
District MIZ Project Manager Phone Number	jmadeley@littleelmsd.net
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	85
Total Students in District	8095
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2020-2021 School Year (i.e. Pilot Year)	1786
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	Region 11
Name of school in district with most prior experience in blended learning	Prestwick Elementary
Number of years the school (in previous answer) has used blended learning	6 years
Formative or interim assessment planning to be used for MIZ grade levels; if known (NWEA MAP, Renaissance Star, STAAR, etc.)	NWEA MAP
Current student information system (SIS) in use throughout district (Excelis, PowerSchool, Skyward, iPECS, District-made system, etc.)	Focus
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Texas Home Learning 3.0 (in a focus group with Tyson Kane)
If awarded this grant in November 2019, when does the district expect to be able to contract with technical assistance providers?	01-04-21
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (Imagine Math, iXL Math, ST Math) in its early additional MIZ software programs that the district would like to see considered for the MIZ State Approved Vendor List in December 5th and 6th, 2019?	Yes
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLUP Kickoff Summit</b> in Dallas, TX on December 5th and 6th, 2019?	n/a
<b>Feeder Pattern 2</b>	
<b>Middle (or Upper) School</b>	<b>Applicant Response</b>
Middle School Campus Name	Walker
Middle School Campus ID Number	061914043
Middle School Campus Address	Little Elm TX, 75068
MS Campus Total Students	949
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	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	08/25/2020
<b>Personnel</b>	
MS Campus Principal Name	Kelley Carr
MS Campus Principal Email Address	kcarr@leisd.ws
MS Campus Principal Phone Number	972-947-9458
MS Campus MIZ Project Manager	Kelley Carr
MS Campus MIZ Project Manager Title	Principal
MS Campus MIZ Project Manager Email Address	kcarr@leisd.ws
MS Campus MIZ Project Manager Phone Number	972-947-9458
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	<b>1st Year Campus (used District 6-8 totals)</b>
MS Campus Overall Performance - Numeric Grade Only	80
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	45%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	82%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	81%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	78%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	77%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	48%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	47%
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	35%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	0%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	10%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School F</b>	0%
<b>Elementary (or Lower) School Feeder A (if applicable)</b>	<b>Applicant Response</b>
Feeder A Campus Name	Brent
Feeder A Campus ID Number	061914103
Feeder A Campus Address	Little Elm TX, 75068
Feeder A Total Students	698
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	8/25/2020
<b>Personnel</b>	
Feeder A Principal Name	Karie Kuster
Feeder A Principal Email Address	kkuster@leisd.ws
Feeder A Principal Phone Number	972-947-9330
Feeder A MIZ Project Manager	Michael Bruno
Feeder A MIZ Project Manager Title	Assistant Principal
Feeder A MIZ Project Manager Email Address	mbruno@leisd.ws
Feeder A MIZ Project Manager Phone Number	972-947-9330
<b>School Details</b>	

<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	72
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	52%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	74%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	80%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	69%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	75%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	46%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	53%
<b>Elementary (or Lower) School Feeder B (if applicable)</b>	<b>Applicant Response</b>
Feeder B Campus Name	Chavez Elementary
Feeder B Campus ID Number	O61914104
Feeder B Campus Address	Little Elm Tx, 75068
Feeder B Total Students	533
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder B (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School B	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	8/25/2020
<b>Personnel</b>	
Feeder B Principal Name	Eizabeth Miller
Feeder B Principal Email Address	lizmiller@leisd.lws
Feeder B Principal Phone Number	972-947-9452
Feeder B MIZ Project Manager	Audra Vandiver
Feeder B MIZ Project Manager Title	Assistant Principal
Feeder B MIZ Project Manager Email Address	avandiver@leisd.ws
Feeder B MIZ Project Manager Phone Number	972-947-9452
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	76
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	45%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	71%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	71%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	67%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	71%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	44%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	44%
<b>Elementary (or Lower) School Feeder D (if applicable)</b>	<b>Applicant Response</b>
Feeder D Campus Name	Lakeview Elementary
Feeder D Campus ID Number	O61914107
Feeder D Campus Address	Little Elm Tx, 75068
Feeder D Total Students	614
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder D (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School D	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	08/25/2020
<b>Personnel</b>	

Feeder D Principal Name	John Wofford
Feeder D Principal Email Address	jwofford@leisd.ws
Feeder D Principal Phone Number	972-947-9454
Feeder D MIZ Project Manager	Sara Head
Feeder D MIZ Project Manager Title	Assistant Principal
Feeder D MIZ Project Manager Email Address	shead@leisd.ws
Feeder D MIZ Project Manager Phone Number	972-947-9454
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder D Overall Performance - Numeric Grade Only	79
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	34%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	84%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	89%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	82%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	53%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	55%
<b>Elementary (or Lower) School Feeder E (if applicable)</b>	<b>Applicant Response</b>
Feeder E Campus Name	Oak Point
Feeder E Campus ID Number	O61914108
Feeder E Campus Address	Oak Point 75068
Feeder E Total Students	828
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder E (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School E	District Designed with UBD Focus and supported through TEKS Resource System
2019-2020 Anticipated First Day of School	08/25/2020
<b>Personnel</b>	
Feeder E Principal Name	Kori Werth
Feeder E Principal Email Address	kwerth@littleelmsd.net
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Kori Werth
Feeder E MIZ Project Manager Title	Principal
Feeder E MIZ Project Manager Email Address	kwerth@littleelmsd.net
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder E Overall Performance - Numeric Grade Only	73
Percent of Students at Feeder E Eligible for <b>Free or Reduced Price Lunch</b>	53%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	84%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	80%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	18%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	21%
<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 3 Form	
Attachment 1.A	
Letter of Interest for 2020-2021 MIZ Planning and Execution Grants	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
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	Applicant Response
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	Applicant Response
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 2020-2021 School Year (i.e. Pilot 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 platform to be used for MIZ grade levels; (i.e. IOWA, iMIP, Renaissance Star, STARR, etc.)	Enter Text Response
Current student information system (SIS) in use throughout district (i.e. iXL, PowerSchool, Skyward, iCCS, District-made system, etc.)	Enter Text Response
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Enter Text Response
If awarded this grant in November 2019, when does the district expect to be able to contract with technical assistance providers?	Enter Date (mm/dd/yy)
Does the district commit to using one of the three <b>MIZ State Approved Software Vendors</b> (Imagine Math, iXL Math, ST Math) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLCP Kickoff Summit</b> in Dallas, TX on December 5th and 6th, 2019?	Choose "Yes" or "No"
Feeder Pattern 3	Applicant Response
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Enter Text Response
Middle School Campus ID Number	Enter Numeric Response
Middle School Campus Address	Enter Address
MS Campus Total Students	Enter Numeric Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Enter Text Response

2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent
<b>Elementary (or Lower) School Feeder A (if applicable)</b>	<b>Applicant Response</b>
Feeder A Campus Name	Enter Text Response
Feeder A Campus ID Number	Enter Numeric Response
Feeder A Campus Address	Enter Address
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
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Feeder A Principal Name	Enter Text Response
Feeder A Principal Email Address	Enter Email Address
Feeder A Principal Phone Number	Enter Phone Number
Feeder A MIZ Project Manager	Enter Text Response
Feeder A MIZ Project Manager Title	Enter Text Response
Feeder A MIZ Project Manager Email Address	Enter Email Address
Feeder A MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder B (if applicable)</b>	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Campus ID Number	Enter Numeric Response
Feeder B Campus Address	Enter Address
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
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address
Feeder B MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder C (if applicable)</b>	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Campus ID Number	Enter Numeric Response
Feeder C Campus Address	Enter Address
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
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response
Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number

<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder D (if applicable)</b>	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Campus ID Number	Enter Numeric Response
Feeder D Campus Address	Enter Address
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
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address
Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder E (if applicable)</b>	Applicant Response
Feeder E Campus Name	Enter Text Response
Feeder E Campus ID Number	Enter Numeric Response
Feeder E Campus Address	Enter Address
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
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Feeder E Principal Name	Enter Text Response

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



September 10, 2020

Re: Math Innovation Zone Blended Learning Grant Program

To Whom It May Concern;

On behalf of Little Elm Independent School District, we are excited to submit our application for the 2020-2021 Math Innovation Zone Blended Learning Grant Program. Within our application you will find a strong proposal and strategic plan for supporting blended learning strategies within our elementary and middle school classrooms, with the goal of improving our students' Mathematics achievement measured with STAAR and MAP assessments.

We will equip our elementary and middle school teachers and administrators with instructional support and coaching cycle as they experience the benefits of a blended learning concept and positive student impacts. Through the blended learning model, our students will be empowered to learn through their own personalized pathway and pace. A.J. Juliani said it best "Our job is not to prepare students for something; our job is to help students prepare themselves for anything."

We look forward to continuing to work with the Math Innovation Zone Blended Learning Grant Program in the next phase of this grant process. Our focus will remain on our mission to engage, equip and empower each student in Little Elm ISD to realize their full potential. The benefits of the Math Innovation Zone Blended Learning Grant Program not only aligns with our mission, but also supports our vision to be "THE Destination District." In partnership with the Math Innovation Zone Blended Learning Grant Program, the students of Little Elm ISD will continue to be inspired as lifelong learners and leaders of their future.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Daniel Gallagher', is written over a light blue horizontal line.

Daniel Gallagher

Superintendent



September 10, 2020

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Sincerely,

*Daniel Gallagher*

Daniel Gallagher  
Superintendent





Campus Admin. Signature	Campus	Campus Commitment Statement
<i>Kelly Hastings</i>	Strike MS	As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources, and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.
<i>Kelley Carr</i>	Walker MS	<i>As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources, and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.</i>
<i>Michael Bruno</i>	Brent Elem.	<i>As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources, and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.</i>
<b>Audra Vandiver</b>	Chavez Elem.	As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources, and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.
<i>Stephen</i>	Hackberry Elem.	<i>As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources,</i>



<i>Richardson</i>		<i>and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.</i>
<i>Sara Head</i>	Lakeview Elem.	<i>As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources, and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.</i>
<i>Kori Werth</i>	Oak Point Elem	<i>As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources, and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.</i>
<i>Christy Gibson</i>	Prestwick Elem.	<i>As a school I will commit to what has been offered as support by the superintendent and support all staff development, resources, and time that will be required to ensure the success of our students by the terms of this grant. I look forward to the impacts and positive change that this will offer to the students as they learn with regards to a blended learning approach.</i>

# JANEL MADELEY

jmadeley@littleelmisd.net · 1320 Torrent Dr, Little Elm, TX 75068 · (817) 798-1804

## Education/ Certifications

Lamar University

Doctor of Educational Leadership; *anticipated completion December 2020*

Texas Woman's University

Master of Arts in Teaching Mathematics, grades 4-8; *May 2011*

Bachelor of Science in Mathematics; *December 2009*

## Certifications

Texas Teaching Certificate. Math 4-8

Texas Teaching Certificate, Generalist 4-8

Principal Certification; *anticipated completion May 2021*

## Experience

Little Elm ISD | Zellars Center for Learners and Leadership

Coordinator of Mathematics K-12, *July 2015 – Present*

- Lead in coherent design and implementation of instructional practices, curriculum writing, and assessment aligned to District initiatives and goals.
- Lead Teaching & Learning in the development and implementation of processes designed to ensure and strengthen staff knowledge, skills, competencies, and abilities.
- Provide leadership for curriculum implementation, assessment, and resources selection for assigned Content Area.
- Reorganized, revised and vertically aligned the curriculum for both on-level and advanced mathematics courses, K-12, after curriculum audit
- Created detailed unit overviews and common summative assessments for each unit for K-12 mathematics course
- Design and facilitate professional learning opportunities for LEISD educators that integrate and model district initiatives and best practices such as MAP, SchoolCity, AVID, STEM, Kagan, Design in 5, Crucial Conversations, Literacy, Assessments, Administrator Coaching, Gifted and Talented, Advanced Academics, and Standards Based Grading
- Act as an instructional coach to all mathematics teachers and specialists
- Obtain, manage, and distribute instructional materials and resources for content courses.
- Work with teacher teams to analyze data and design relevant, rigorous, and engaging lessons that will inspire students to appreciate mathematics and become life-long learners
- Attended the Curriculum Leadership Academy, Network with McMath, Springboard user group, Desmos, and TASM
- Facilitated math department needs for two new middle schools, opened Fall 2020
- TEA Focus Group Participant for Texas Home Learning 3.0 with Tyson Kane
- Work closely with Tom Schimmer, Solution Tree, on Standards Based Grading Mindset in district

Little Elm ISD | Prestwick STEM Academy and Lakeside Middle School

7<sup>th</sup> Grade Math Teacher, *Aug 2010 – July 2015*

Taught 6<sup>th</sup> (1 year), 7<sup>th</sup> (4 years), 8<sup>th</sup> (1 year)

- 7<sup>th</sup> Grade Team Lead (3 years)
- Hired to be 7<sup>th</sup> grade math team lead at Prestwick STEM Academy (1st year of implementation)
- Math Teacher Mentor with Cadre Members
- Expanding Your Horizons STEM Conference for Girls Sponsor, Grades 7-8.
- All Girls Math Club Sponsor
- Student Council Sponsor
- Campus Leadership Committee
- New Teacher & Student Teacher Mentor

## JANEL MADELEY

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- Textbook Adoption Committee Member
- Head Volleyball Coach, Basketball Coach, Track Coach, and High Jump Coach for 7<sup>th</sup> grade Girls' Athletics.

### **Professional Learning Presentation Experience**

*@CAMT, 2018, 2019*

Language of Mathematics

Math Coaches Make an Impact

Tired of Playing Whack-A-Mole With Students?

Assessment Strategies That Make an Impact

*@NCTM Innov8 Conference, 2016*

Engaging Every Learner Through the Workshop Model

*@TxASCD, the 2015 AP National Conference;*

PBL is for Everyone: How to provide Professional Learning using instructional models

Using the Workshop Model for Professional Learning

*@Little Elm ISD, 2015-Present*

Teaching During Covid

Learner Centered Innovation & Two-Way Feedback

Empowering Students to Own Their Own Learning

Increasing Student Self Efficacy

Blending Math Workshop Model, Gradual Release, and Authentic Literacy in Math

Motivating Students to Own Their Own Learning | Parent and Caregiver Edition

Math Workshop Model

Getting Started with Imagine Math

SchoolCity; Using Post Assessment Data and Reports

Getting Started with enVision, GoMath, or SpringBoard (3 different sessions)

Rocking Guided Math

New Teacher Orientation, Content Breakout (Mathematics)

Fall Kick Off, Content Breakout (Mathematics)

Planning for the New TEKS

Building Process Skills; Fostering Communication in the Math Classroom

Building Process Skills; Using Representations in the Math Classroom

Building Process Skills; Fostering Problem Solving in the Math Classroom

Building Process Skills; Promoting Reasoning and Proof in the Math Classroom

Investigations; Make and Take Unit 1 (K-2)

Investigations; Make and Take Unit 1 (3-5)

Rigor/Relevance/Learner Engagement

Rigor/Relevance Framework

Math Cadre (K-2, 3-5, 6-8, 9-12); each month during the school year

Standards Based Grading and Reporting, K-2

Professional Learning for Leaders

Vertical Alignment of the Mathematics TEKS

Data Folders/Notebooks Make and Take

Rigor/Relevant Elementary Mathematics Lesson Model

Rigor/Relevant Secondary Mathematics Lesson Model

Math/Science Formative Assessment

JANEL MADELEY

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@Lakeside Middle School and @Prestwick STEM Academy

*Grant Recipient of Texas Regional Collaborative (TRC), Math Teacher Mentor with Region 11 (2013-2015)  
two years in a row. Received learning from Reg XI, presented to cadre*

TRC Mathematics and Science Collaborative Overview

TRC Summer Mathematics Institute (80hrs)

TRC 21st Century tools for Mathematics Instruction, grades 3-11

TRC Teaching the New TEKS; Mathematical Models for Thinking Grades 3-8

TRC Fostering Algebraic Thinking (FAT) grades 6-10

TRC Focus on Linear Algebra, grades 6-10

TRC Differentiating in Mathematics for Gifted and Talented (GT), Grades 2-8

TRC Teaching the New TEKS - Data Analysis, Grades 3-8

TRC Secondary Numeracy

TRC Teaching the iGeneration: Five Easy Ways to Introduce Essential Skills with Web 2.0 Tools

TRC Geometric Approach to Algebraic Readiness (GATAR) Grades 6-8

TRC High Impact Instructional Strategies

TRC Fostering Geometric Thinking

TRC Looking Forward to the New Mathematics TEKS

TRC Mathematics Strategies for Tier II Intervention Grades 6-12

Gifted and Talented Education 30 hour Institute



September 10, 2020

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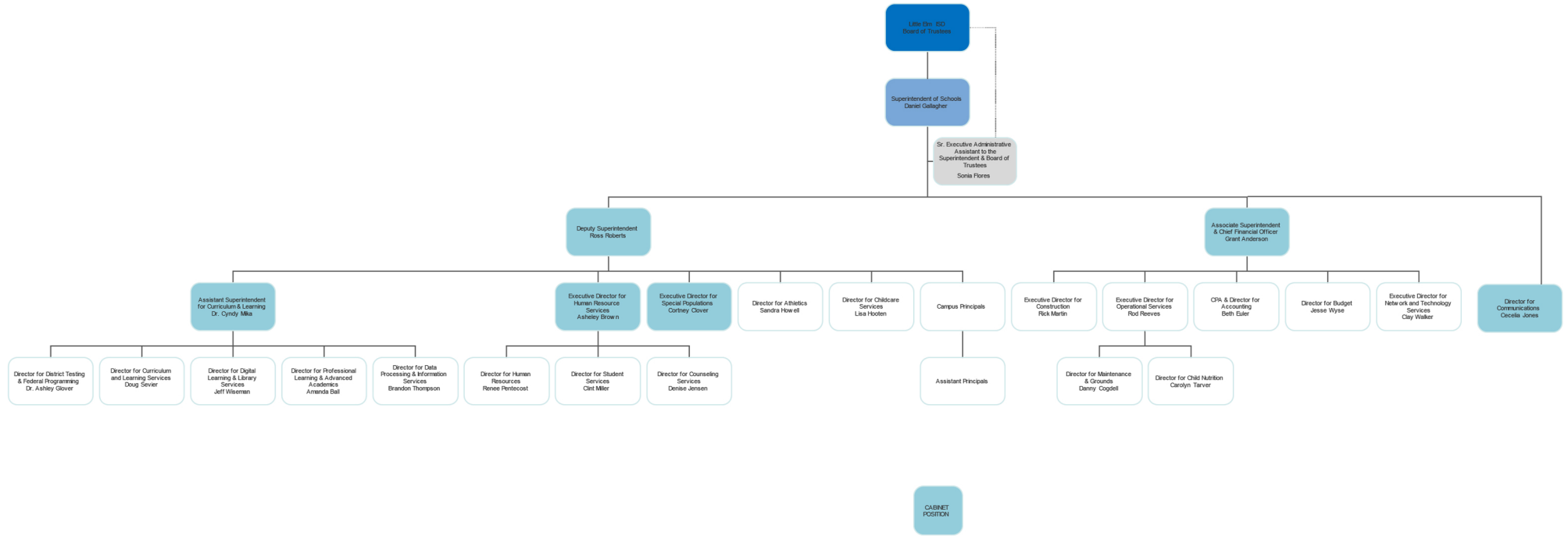
Sincerely,

*Jason D. Sevier*

Doug Sevier

Director for Curriculum and Learning

ORGANIZATIONAL CHART





# Little Elm

## Independent School District

September 25, 2020

To whom it may concern,

Little Elm ISD submitted a letter of intent and application for the Math Innovation Zones. The application was signed and submitted by Janel Madeley, Math Coordinator who will be the project manager in the event the grant is awarded. Erroneously, LEISd submitted the Math Innovation Zone Application with the signature of Janel Madeley, Project Manager instead of mine as the Grant Officer for Little Elm ISD.

Please accept this letter of correction for LEISD's submission for the Math Innovation Zone Application. Little Elm ISD is in full support of applying for the grant and complying with the program requirements and financial guidelines of the grant in the event of being an awardee.

In the future, correspondence can be sent to myself as the primary contact and Janel Madeley as the secondary contact. My contact information follows if you have any questions or concerns.

Sincerely,

Cyndy A. Mika, Ed.D.

Assistant Superintendent, Little Elm ISD

[cmika@littleelmsd.net](mailto:cmika@littleelmsd.net)

972-947-9340 x 10006