



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

NOGA ID [redacted]

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

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

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

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

Application stamp-in date and time

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

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization **Aldine ISD** CDN **101902** Campus **101902054** ESC **4** DUNS **073898017**

Address **2520 W.W. Thorne Blvd** City **Houston** ZIP **77073** Vendor ID **74-6001110**

Primary Contact **Adrian Bustillos** Email **abustillos@aldineisd.org** Phone **281-985-6318**

Secondary Contact **Stacey Smith** Email **sasmith3@aldineisd.org** Phone **281-985-7554**

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 **Dr. Tamika Alford-Stephens** Title **Chief Financial Officer**

Email **tralford-stephens@aldineisd.org** Phone **281-985-7333**

Signature *Tamika Alford-Stephens* Date **09/17/2020**

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Statutory/Program Assurances (Cont.)

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

Statutory/Program Requirements

1. **District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. *(Recommended Length: 1.5-2 pages)*
 - a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.
 - b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.
 - c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

Aldine ISD launched a new, five-year strategic plan, A New Way Forward, in August 2020. The district's plan is rooted in creating choices and opportunities for students and families. The district's vision is to ensure all students receive a dynamic and unparalleled education that guarantees choices and opportunities today and in the future. To that end, the district strives daily to cultivate innovation across all programs and schools so teachers can create meaningful, rigorous learning experiences for every student, in every grade and subject. The Jones Middle School feeder pattern will have an opportunity to align, create, and implement a blended learning framework through the grant resources and lessons learned as a member of the System of Great Schools, Office of Transformation, and Technical Assistance provided by the Texas Education Agency (TEA). The schools that are part of the Jones Middle School feeder pattern are Jones Middle, Jones Elementary, Francis Elementary, Cypresswood Elementary, and Jones EC/Prek/K School and are the schools that will be part of the math innovation zone. The Jones Middle school is part of the Nimitz High School feeder pattern, where other middle and elementary schools are eligible for school action fund grants due to comprehensive and targeted ratings. The opportunity to focus on the entire Nimitz High School feeder pattern allows all students and teachers to grow and innovate their learning spaces. In addition, Aldine will be able to move more schools towards A/B rated schools through the state accountability ratings. The math innovation blended learning aligns with the district's strategic priorities described in the strategic plan, A New Way Forward. Aldine's priorities are focused on student achievement, school culture, mission driven leadership, organizational efficiency, and community engagement. A New Way Forward is rooted in the System of Great School theory of increasing the number of top rated schools in the district. The opportunity to plan, design, and launch a math innovation blended model will support growth of all students in the Jones Middle School feeder pattern.

Statutory/Program Requirements

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

There is a need to provide devices and connectivity to students to provide the instructional continuity of a blended learning approach to teaching and learning through math instruction. In addition, the Office of Transformation is supporting the Hall Success Academy through a blended learning school redesign. Hall Success Academy was awarded a school action fund implementation grant for the 2020-2022 school years.

Aldine is moving towards one to one instruction and creating blended learning for all students at a faster rate due to COVID-19. Our Teaching and Learning department launched a district math advisory committee to research and design innovative solutions for math education. The math advisory committee is looking to solve the district math issues. One of the goals is to grow the number of students scoring Meets and Masters during the STAAR assessment 3% to 5% each year of implementation for each grade level. Another goal is to have students score into a dual credit math course through the STAAR Algebra I End of Course or through the TSI college entrance exams qualifying scores during the students 8th grade school year. The committee will tackle the challenge of inconsistent curriculum and math performance throughout the district by aligning curriculum through blended learning to differentiate instruction and resources to support all learners. Our district is committed to supporting teachers through professional development for tier 1 and 2 instruction using a blended learning approach such as station rotations, lab stations, and flipped classrooms. The math innovation will expand deeper learning math instruction by allowing students to accelerate at their own learning level, which will allow students to go faster and further in math education in grades K-8. Students will have the opportunity to take higher level math courses beginning in middle school and continuing into high school.

The district will be adding an additional program manager to support the math innovation blended learning through the Office of Transformation. The district has learned various planning and execution processes from launching ACE Demonstration schools, School Action Fund planning and implementation, and Additional Day School Year (ADSY) planning. Best practice strategies are being reviewed and implemented in Aldine to move all schools towards becoming A/B schools using the System of Great Schools Framework. From the other grant awards mentioned above we have learned innovative initiatives to improve school quality that have a district wide impact in people, time, and money. Aldine is dedicated to innovation and improvement and has rooted the district strategic plan in the System of Great Schools theory. The math innovation blended learning planning grant fits in the districts overall goal to innovate schools. Aldine is willing to explore and embrace broader operational innovation that will provide high quality instruction to all students.

Statutory/Program Requirements

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

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

- a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.
- b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?
- c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

The Office of Transformation will hire a Program Manager to support the MIZ campuses in the district through the planning and implementation of blended learning models. This individual will also be responsible for supporting the System of Great School levers across the district by leading the implementation of school actions that seek to provide choices and opportunities for all students including 50% of his/her time with MIZ campuses. Because of this, it will be key to ensure they have experience leading professional development opportunities, using data to drive student outcomes, coaching teachers and school leaders, and facilitating planning sessions across district departments. They also must have knowledge and expertise in a variety of instructional models and practices proven to lift the level of learning for all students. Furthermore, this individual will have to have excellent interpersonal and communication skills. The Program Manager will support the designing and planning of blended learning models that focus on expanding accessibility to learning, providing personalized instruction anchored on data, and fostering student agency. They will then head the creation of comprehensive implementation plans that detail all the processes, owners, and resources for every school action to ensure

Statutory/Program Requirements

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

a successful launch. Furthermore, they will lead the ongoing campus-level support with professional development aligned to the implementation plan, data dives that support PLCs, and quarterly instructional rounds designed to provide the time and space to reflect on the campus progress towards implementation goals and student achievement.

They will benefit from the learning experience provided by the implementation of blended learning models and the lessons learned through the Office of Transformation at Hall Success Academy in Aldine ISD.

As the person leading the transition from planning and designing to the implementation of new blended learning models, the Program Manager will serve as a bridge between the different departments in the district and the Office of Transformation. This will be especially relevant when it comes to Teaching and Learning, as the innovation work across the district becomes a charge shared by all. The Chief Transformation Officer reports to the Superintendent and is a member of the district core team. This allows the Chief Transformation Officer to share and work across all departments to implement across the district. The direct report of the Program Manager to the Chief Transformation Officer will provide an opportunity to influence the district leadership to drive instructional and operational change at the district level.

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.

The district and all campuses use a cyclical process of setting student achievement goals each year based on a review of previous years' performance. As assessments are given throughout the year, district and campus leadership review the data to determine progress towards the identified goals. Adjustments are made, when necessary, throughout the process to ensure trend data is moving in the right direction. Metrics evaluated throughout the process include state and local assessment data, student discipline and attendance data and SEL survey data. By triangulating multiple data sources, the district and campuses are able to gather a comprehensive picture of the current state of student achievement at all levels throughout the organization.

Statutory/Program Requirements (Cont.)

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

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

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

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

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:		101902		Amendment # (for amendmer		N/A	
Payroll Costs (6100)							
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award		
Academic/Instructional							
1	Teacher			\$ -	\$ -		
2	Educational Aide			\$ -	\$ -		
3	Tutor			\$ -	\$ -		
Program Management and Administration							
4	Project Manager		1	\$ 50,000	\$ -		
5	Project Coordinator			\$ -	\$ -		
6	Teacher Facilitator			\$ -	\$ -		
7	Teacher Supervisor			\$ -	\$ -		
8	Secretary/Admin Assistant			\$ -	\$ -		
9	Data Entry Clerk			\$ -	\$ -		
10	Grant Accountant/Bookkeeper			\$ -	\$ -		
11	Evaluator/Evaluation Specialist			\$ -	\$ -		
Auxiliary							
12	Counselor			\$ -	\$ -		
13	Social Worker			\$ -	\$ -		
14	Community Liaison/Parent Coordinator			\$ -	\$ -		
Education Service Center (to be completed by ESC only when ESC is the applicant)							
15	ESC Specialist/Consultant			\$ -	\$ -		
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -		
17	ESC Support Staff			\$ -	\$ -		
18	ESC Other: (Enter position title here)			\$ -	\$ -		
19	ESC Other: (Enter position title here)			\$ -	\$ -		
20	ESC Other: (Enter position title here)			\$ -	\$ -		
Other Employee Positions							
21	(Enter position title here)			\$ -	\$ -		
22	(Enter position title here)			\$ -	\$ -		
23	Subtotal Employee Costs:			\$ 50,000	\$ -		
Substitute, Extra-Duty Pay, Benefits Costs							
24	6112 - Substitute Pay			\$ -	\$ -		
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -		
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -		
27	6140 - Employee Benefits			\$ -	\$ -		
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -		
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 6,000	\$ -		
30	Grand Total:			\$ 56,000	\$ -		
31	Total Program Costs*:			\$ 56,000			
32	Total Direct Admin Costs*:			\$ -			

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

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

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

County District Number or Vendor ID:		101902	Amendment #:	N/A
Professional and Contracted Services (6200)				
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.				
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award	
1	6269 - contracted services Specify purpose:	\$ 50,000	\$ -	
2	Service: Specify purpose:	\$ -	\$ -	
3	Service: Specify purpose:	\$ -	\$ -	
4	Service: Specify purpose:	\$ -	\$ -	
5	Service: Specify purpose:	\$ -	\$ -	
6	Service: Specify purpose:	\$ -	\$ -	
7	Service: Specify purpose:	\$ -	\$ -	
8	Service: Specify purpose:	\$ -	\$ -	
9	Subtotal of professional and contracted services requiring specific approval:	\$ 50,000	\$ -	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -	
11	Grand Total:	\$ 50,000	\$ -	
12	Total Program Costs*:	\$ 50,000		
13	Total Direct Admin Costs*:	\$ -		
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.				

FOR TEA USE ONLY	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County District Number or Vendor ID:		101902	Amendment #: N/A	
Supplies and Materials (6300)				
Expense Item Description		Grant Amount Budgeted		Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	14,242	\$ -
2	Grand Total:	\$	14,242	\$ -
3	Total Program Costs*:	\$	14,242	
4	Total Direct Admin Costs*:	\$	-	
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>				

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: 101902		Amendment #: N/A	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
13	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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County District Number or vendor ID:		101902	101902	Amendment # N/A		
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
1	Payroll Costs	6100	\$ 56,000	\$ -	\$ 56,000	\$ -
2	Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000	\$ -
3	Supplies and Materials	6300	\$ 14,242	\$ -	\$ 14,242	\$ -
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:		\$ 120,242	\$ -	\$ 120,242	\$ -
7	3.807%* Indirect Costs:				\$ 4,758	\$ -
8	Total of All Budgeted Costs :		\$ 120,242	\$ -	\$ 125,000	\$ -
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:				\$ 125,000	
11	Direct Administration Cap per Program Guidelines (X%)				0.05	
12	Maximum amount allowable for direct administrative costs:				\$ 6,250	

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

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

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

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

County District Number or vendor ID:			Amendment #		
SUBMITTING AN AMENDMENT					
This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.					
AMENDED BUDGET REQUEST					
Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
6	Total Direct Costs:	\$ -	\$ -	\$ -	\$ -
7	Indirect Costs:				\$ -
8	Total Costs:	\$ -	\$ -	\$ -	\$ -

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

Required for all amendment requests

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

Required for budget amendment requests

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

Assembling the Amendment

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

1. Complete page 1
 - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment
 - 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	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Applicant Response Math Innovation Zones
District or Open Enrollment Charter School Information	
District or Charter School Name	Aldine ISD
District or Charter School Network ID Number	101902
Personnel	
Superintendent Name	Dr. LaTonya M. Goffney
LOI Author Name	Adrian Bustillos
LOI Author Title	Chief Transformation Officer
LOI Author Phone	281-985-7327
LOI Author E-mail Address	abustillos@aldineisd.org
District MIZ Project Manager Name	Adrian Bustillos
District MIZ Project Manager Title	Program Manager Office of Transformation
District MIZ Project Manager Email Address	abustillos@aldineisd.org
District MIZ Project Manager Phone Number	281-985-7327
District Details	
District Overall Performance - Numeric Grade Only	B
Total Students in District	67,000
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	900
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	4
Name of school in district with most prior experience in blended learning	Hall Success Academy
Number of years the school (in previous answer) has used blended learning	1
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Renaissance STAR
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	PowerSchool
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, etc...)	Lone Star Governance, System of Great Schools, etc...
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated start year?	TBD in years 2 and beyond
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	No
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas?	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement cycle?	12/18/20
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, etc...)?	Yes
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes
Feeder Pattern 1	
Middle (or Upper) School	
Middle School Campus Name	Applicant Response Jones Middle School
MS Campus Total Students	1,423
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 Created/Texas Go Math
Personnel	
MS Campus Principal Name	Marcus Pruitt
MS Campus Principal Email Address	mrpruitt@aldineisd.org
MS Campus Principal Phone Number	(281) 985-3720
MS Campus MIZ Project Manager	Tiana F Rodriguez
MS Campus MIZ Project Manager Email Address	tfrodriguez@aldineisd.org
MS Campus MIZ Project Manager Phone Number	(281) 985-3720
School Details	
Performance Results and Economic Indicators	

MS Campus Overall Performance - Numeric Grade Only	79
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	85%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	78%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	0%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	71%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	0%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	47%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	0
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	40%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Jones Elementary
Feeder A Total Students	716
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	1
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	District Created
Personnel	
Feeder A Principal Name	Darnisha L Harvey
Feeder A Principal Email Address	dharvey@aldineisd.org
Feeder A Principal Phone Number	(281) 446-6168
Feeder A MIZ Project Manager	Affton A Coleman
Feeder A MIZ Project Manager Title	Skills Specialist
Feeder A MIZ Project Manager Email Address	aacoleman@aldineisd.org
Feeder A MIZ Project Manager Phone Number	(281) 446-6168
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	75
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	85%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	80%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	73%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	72%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	66%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	47%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	41%
Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Francis Elementary
Feeder B Total Students	778
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	1
Highest Grade at Feeder B (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School B	District Created/Sharon Wells Mathematics
Personnel	
Feeder B Principal Name	Dana E Stelly
Feeder B Principal Email Address	destelly@aldineisd.org
Feeder B Principal Phone Number	(281) 985-6500
Feeder B MIZ Project Manager	Dontee R Lewis
Feeder B MIZ Project Manager Title	Elem/Inter Asst Principal
Feeder B MIZ Project Manager Email Address	DRLewis@aldineisd.org
Feeder B MIZ Project Manager Phone Number	(281) 985-6500
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	73
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	92%

Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	73%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	79%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	63%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	62%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	29%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	30%
Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Cypresswood Elementary
Feeder C Total Students	848
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	1
Highest Grade at Feeder C (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School C	District Created
Personnel	
Feeder C Principal Name	Innetta Carter
Feeder C Principal Email Address	ii Carter@aldineisd.org
Feeder C Principal Phone Number	(281) 227-3370
Feeder C MIZ Project Manager	Kristen L Milton
Feeder C MIZ Project Manager Title	Skills Specialist
Feeder C MIZ Project Manager Email Address	klmilton@aldineisd.org
Feeder C MIZ Project Manager Phone Number	(281) 227-3370
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	70
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	85%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	72%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	77%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	68%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	68%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	40%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	41%
Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Jones EC/PK/K Center
Feeder D Total Students	727
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder D (i.e. "5" for 5th grade)	K
Core Math Curriculum Used at Feeder School D	District Created
Personnel	
Feeder D Principal Name	Rosalind Burns
Feeder D Principal Email Address	rdburns@aldineisd.org
Feeder D Principal Phone Number	(281) 446-1576
Feeder D MIZ Project Manager	Dalphe Z Harrison
Feeder D MIZ Project Manager Title	Skills Specialist
Feeder D MIZ Project Manager Email Address	dzharrison@aldineisd.org
Feeder D MIZ Project Manager Phone Number	(281) 446-1576
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	75
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	89%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder E (if applicable)	Applicant Response
Feeder E Campus Name	Enter Text Response

Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
Personnel	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
<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	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District MIZ Project Manager Name	Enter Text Response
District MIZ Project Manager Title	Enter Text Response
District MIZ Project Manager Email Address	Enter Phone Number
District MIZ Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Enter Text Response
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement	Enter Date (mm/dd/yy)
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn,	Choose "Yes" or "No"
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Choose "Yes" or "No"
Feeder Pattern 2	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Enter Text Response
MS Campus Total Students	Enter Numeric Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Enter Text Response
Personnel	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	

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

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

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



2520 W.W. Thorne Blvd.
Houston, TX 77073

281.985.6204
info@aldineisd.org

aldineisd.org

TO: Texas Education Agency

FROM: Adrian Bustillos, Chief Transformation Officer

DATE: September 15, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Math Innovation Zone Planning and Execution Grant

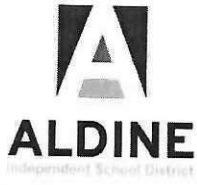
This letter is to express support for Aldine ISD's application for math innovation zone planning and execution grant for Jones Middle School feeder pattern as part of the 2020-2021 school year. As the Chief Transformation Officer for Aldine ISD, I am committed to bold actions to transform our district. I am excited to be part of System of Great Schools and the opportunity it provides in helping inform our vision for increasing school choice and leveraging autonomy in pursuit of higher student achievement growth achievement for our diverse student body. The action to plan and execute a math blended learning model is transformative. I am excited to lead the work for the district. The endless possibilities to design a blended learning model will lead to greater student success. The opportunity to work with our district team to determine academic programs, a financial plan, and work with technical assistance providers moves the district to rethink the way we do schools. I believe that the math innovation zone planning and execution grant, paired with our participation in System of Great Schools and with my leadership, provides an incredibly timely and valuable opportunity for Aldine ISD and the students of Jones Middle School feeder pattern.

I am highly supportive and excited about the potential of this planning grant to help us identify a blended model to increase math opportunities to increase student achievement.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Adrian Bustillos', is written over a blue circular stamp.

Adrian Bustillos
Chief Transformation Officer
Aldine ISD



TO: Texas Education Agency

FROM: Innetta Carter Cypresswood Elementary School Principal

DATE: September 15, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Math Innovation Zone
Planning and Execution Grant

This letter is to express support for Aldine ISD's application for math innovation zone planning and execution grant for Cypresswood Elementary as part of the 2020-2021 school year. Our ultimate goal is to have students increase math knowledge and skills needed to be successful through a blended learning model. Many of our students enter without a strong foundation in math. The math blended learning model will be beneficial for our students by providing them with additional time to learn, improve, and master math foundational skills that are needed for success throughout their academic careers. By implementing a math blended learning model, teachers will have greater instructional opportunity to assess students' current knowledge, deliver spiraled instruction at a pace responsive to the needs of students, and solidify student understanding of math concepts.

Our students will have the advantage of engaging fully in instruction of the TEKS, as laid out by TEA and Aldine, without the barrier of lacking the foundational knowledge upon which the curriculum is based. Our leadership team consists of diverse levels of experience and rich backgrounds, all of which contribute to a dedicated group of leaders whose primary focus is to increase academic achievement and produce a group of scholars that will leave teachers and students with the foundational skills needed to be successful throughout their academic careers.

I am excited to be part of the math innovation zone. I am highly supportive and excited about the potential of this planning grant to help us identify a blended learning model to increase math student achievement.

Sincerely,

A handwritten signature in cursive script that reads 'Innetta Carter'.

Innetta Carter



TO: Texas Education Agency

FROM: Dr. Dana Stelly, Francis Elementary School Principal

DATE: September 15, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Math Innovation Zone
Planning and Execution Grant

This letter is to express support for Aldine ISD’s application for math innovation zone planning and execution grant for Francis Elementary School as part of the 2020-2021 school year. Our ultimate goal is to have students increase math knowledge and skills needed to be successful through a blended learning model. Many of our students enter without a strong foundation in math. The math blended learning model will be beneficial for our students by providing them with additional time to learn, improve, and master math foundational skills that are needed for success throughout their academic careers. By implementing a math blended learning model, teachers will have greater instructional opportunity to assess students’ current knowledge, deliver spiraled instruction at a pace responsive to the needs of students, and solidify student understanding of math concepts.

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Sincerely,

Dana Stelly



TO: Texas Education Agency

FROM: Darnisha Harvey, Jones Elementary School Principal

DATE: September 15, 2020

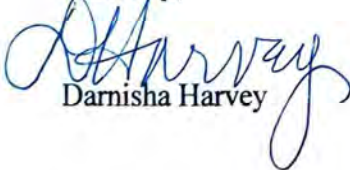
RE: Letter of Support for Aldine ISD – 2020-2021 Math Innovation Zone
Planning and Execution Grant

This letter is to express support for Aldine ISD's application for math innovation zone planning and execution grant for Jones Elementary School as part of the 2020-2021 school year. Our ultimate goal is to have students increase math knowledge and skills needed to be successful through a blended learning model. Many of our students enter without a strong foundation in math. The math blended learning model will be beneficial for our students by providing them with additional time to learn, improve, and master math foundational skills that are needed for success throughout their academic careers. By implementing a math blended learning model, teachers will have greater instructional opportunity to assess students' current knowledge, deliver spiraled instruction at a pace responsive to the needs of students, and solidify student understanding of math concepts.

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Sincerely,



Darnisha Harvey



Jones Middle School

20155 Townsen Blvd. Humble, Texas 77338

281-985-3720

Principal, Marcus Pruitt

Assistant Principals: Machelle Brown, Cynthia Harrison, Jonathan Kegler, Elia Martinez

TO: Texas Education Agency

FROM: Marcus Pruitt, Jones Middle School Principal

DATE: September 15, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Math Innovation Zone
Planning and Execution Grant

This letter is to express support for Aldine ISD's application for math innovation zone planning and execution grant for Jones Middle School as part of the 2020-2021 school year. Our ultimate goal is to have students increase math knowledge and skills needed to be successful through a blended learning model. Many of our students enter without a strong foundation in math. The math blended learning model will be beneficial for our students by providing them with additional time to learn, improve, and master math foundational skills that are needed for success throughout their academic careers. By implementing a math blended learning model, teachers will have greater instructional opportunity to assess students' current knowledge, deliver spiraled instruction at a pace responsive to the needs of students, and solidify student understanding of math concepts.

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Sincerely,

A handwritten signature in blue ink that reads "M. Pruitt". The signature is written in a cursive style and is located below the word "Sincerely,".

Marcus Pruitt

Program Manager – Office of Transformation

Job Description

Job Title: Program Manager **FSLA:** Exempt

Reports to: Chief Transformation Officer **Pay Grade:** DIR2

Dept./School: Office of Transformation **Calendar Days:** 226

Contract: Probationary/Term **Revised:** 9.15.20

Primary Purpose

The primary responsibility of the Program Manager is to support the Chief Transformation Officer with the district's implementation of mission-critical changes. This includes supporting the district's change process and keeping central office teams on track as the district executes its priorities. The Program Manager will play a major systems-level role in continually supporting components of the district's strategy so that schools achieve greater authority over educational, budgetary, and staffing decisions affecting their school community. The Program Manager will report to the Chief Transformation Officer (CTO) in order to drive instruction and continuously improve the academic progress of all students.

Qualifications

Education/Certification

- Bachelor's degree from an accredited college or university, Master's degree preferred
- Valid Texas Teacher Certificate or Teaching Certificate from out of state appropriate for position preferred

Special

Knowledge/Skills:

- Ability to **lead cross-functional teams and** collaborate with district leadership in order to develop and manage system performance feedback loops
- Understanding of the operations of all district departments to better support innovative actions in supporting transformation efforts
- **Knowledge of curriculum development, program design, and a variety of research based instructional strategies and models, including personalized learning**
- **Excellent project management skills and ability to manage numerous tasks simultaneously, work under pressure, meet tight deadlines, and proactively resolve issues**

Experience

- Five (5) years of professional experience in an academic setting strongly preferred
- Minimum three (3) years leadership experience preferred
- Project and functional management experience coordinating multiple projects on a large scale

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Program Manager – Office of Transformation

Job Description

Major Responsibilities and Duties

Mission Alignment

1. Oversee implementation of the district's strategic initiatives prioritized by the Chief Transformation Office
2. Identify and resolve obstacles to the implementation of the district's strategy
3. Identify and close gaps in behaviors and instincts that are at odds with new roles and functions
4. Oversee ideas and innovative thinking generated within the district by working with various departments for transformational purposes toward supporting the extension of student learning
5. Influence policy and practice to minimize central administrative functions, advance school-level autonomy, and resolve the tension between the two
6. Direct teams, make broad-based decisions and secure the dedicated resources needed to implement initiatives toward transformation

School Model Implementation/Project Management

7. Use best practices to develop and oversee campus implementation of new instructional models
8. Lead ongoing professional development and coaching aligned to implementation plans for new instructional models to ensure early wins and long-term sustainability
9. Facilitate campus data dives to support professional learning communities and build

teacher capacity

10. Identify and support appropriate school-level actions, interventions, and support to impact student achievement
11. Serve as a resource to advocate for campus leaders on a variety of topics
12. Find areas for innovation and process improvement to further the mission of the district's strategic plan
13. Act as a bridge between the Office of Transformation and the Office of Teaching and Learning to ensure the sustainability of new instructional models and instructional strategies
14. Work with the Chief Transformation Officer to broadcast progress and milestones on implementation of the district's strategic plan to external audiences
15. Serve as a resource for all departments toward the implementation of best practices to support forward progress of the district in improving effectiveness and efficiency for supporting student learning
16. Support innovative ideas toward school choice design across the district inclusive of both internal and external providers
17. Assist and support implementation for group of existing schools being folded into the Office of Transformation
18. Support the development and oversight of turnaround plans, new schools, and benchmarks
19. Works closely with other District staff to design and implement appropriate technical assistance for organizations to support new instructional approaches and school development work
20. Monitors organizational progress and conducts formative and summative evaluations
21. Plans and implements work in a defined, meaningful and actionable manner
22. Assist and support implementation of blended learning models at campus levels
23. Assist and support implementation of deeper learning models at campus levels

Professional Growth and Development:

24. Observe professional and ethical standards in accordance with generally accepted

community standards and the Texas Education Agency code of ethics

25. Use information and insights provided through assessment instruments, district appraisal process, evaluative feedback from supervisors, and professional development programs to improve performance

26. Provide leadership in addressing challenges facing the profession; pursue professional development activities; disseminate ideas and information to other professionals

Program Manager – Office of Transformation

Job Description

Other:

27. Coordinates special projects as assigned

28. Performs other duties as assigned

Supervisory
Responsibilities

Supervision of assigned staff

Work Environment

Mental Demands: Work with frequent interruptions, maintain emotional control under stress

Physical Demands/Environmental Factors: May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; frequent districtwide and occasional statewide travel

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Frequent sitting and standing; occasional bending/stooping, pushing, /pulling, and twisting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional lifting and carrying (less than 30 pounds)

Draft 9-15-20

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

*This position is funded by Federal/and or State grants, you understand that your employment is expressly conditioned on the availability of full funding for the position. If full funding become unavailable, the position is subject to termination, nonrenewal, or reassignment as applicable, based on experience and/or certifications.

Office of Transformation Org Chart

