



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

NOGA ID

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

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

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

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

Application stamp-in date and time

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

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

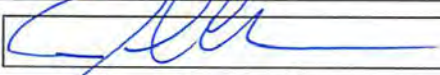
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized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

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

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

Authorized Official Name Title

Email Phone

Signature  Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Statutory/Program Assurances (Cont.)

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

Statutory/Program Requirements

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

Galena Park ISD is a Title 1 School district and a District of Innovation. We are committed to the implementation, improvement, and sustainability of our District-wide math and technology program by creating ongoing instructional support to our teachers/staff through high-quality curriculum and resources so that our students have access to a variety of opportunities outside of the school walls. We are well versed in getting students (36% are ELL, 67% are at-risk, and 86% are economically disadvantaged) to the approaches level on STAAR math, but we are yet to increase our meets and masters scores consistently. Math is a "strength" in GPISD. We are proud of our dedicated staff for the success of our students; however, it is time to catapult our students to the next level. With the MIZ grant and the support of our Superintendent, we will build on our math strength using MIZ as a catalyst for district change for years to come. Our Superintendent's priorities are clear – we have district goals in place to meet or exceed the state average in all tested areas, we are charged with monitoring and analyzing campus CIP's, STAAR success, and monitoring campus tutorial plans to ensure all students' needs are met, and to ensure that we provide instructional support through multiple modalities to address all learning styles.

Statutory/Program Requirements

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

Blended learning is a method we have adopted in our district to reach all students. But due to COVID-19, our teachers were obligated to quickly implement and utilize the basics of blended learning. By becoming a MIZ site, our teachers will be prepared to fully embrace Blended Learning in ways that have not been implemented in GPISD such as the implementation of station rotations or genius hour. Our math and technology instructional models are fluid, nonetheless, we want to make it a dynamic and innovative program. The feeder pattern selected for this grant reveals, for example, that third-grade students meet grade-level expectations at 43.53% and approaching grade-level expectations at 77.94%. We will begin MIZ implementation at Kindergarten, 3rd, and 6th- grade levels to establish a sound foundation for future grade levels. GPISD hired a Director for Integration and Differentiation last year who will also serve as one of the Project Managers for this grant. Within the differentiation model and MIZ, teachers will be afforded more effective small group instruction as well as allowing for the use of adaptive technology for students. We want to ensure that our students are provided quality instruction whether they are served in face-to-face and/or through distance learning platforms.

The Champions of GPISD who will work together to accomplish the implementation and sustainability of MIZ include a unified and strong Curriculum and Instruction department along with a prolific Technology Department. We desire a full implementation of Blended Learning across the district. GPISD's structure supports vision alignment from Design and Implementation, Operations, to High-Quality Curriculum Selection. The Champions include: Judy Holbrook, Senior Director of Elementary Curriculum and Instruction; Jason Bollich, Senior Director of Secondary Curriculum and Instruction; Jackie Moreno, Director of Elementary Mathematic and Science; Michelle Merritt, Program Director of Secondary Mathematics; Michelle Young, Director of Instructional Technology; Anna Gonzalez, Director for 504 and Grants; Kathy Brownlee, Coordinator for Technical Services; Dr. Codi Freeman, Program Director for English Language Arts/Social Studies, Integration and Differentiation.

Statutory/Program Requirements

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

[Empty response box for 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.

Jackie Moreno, Director of Elementary Mathematics and Science has been employed at GPISD for nineteen years serving in a plethora of roles including classroom teacher, campus instructional specialist, district instructional specialist, K-12 Program Director for Mathematics, Elementary Program Director for Mathematics and Science, and now Director. Mrs. Moreno's position lies in the Department of Educational Support within the Curriculum and Instruction Department and reports directly to Judy Holbrook, Senior Director of Elementary Curriculum and Instruction. Ms. Moreno's approach to instruction is data-driven with an uncanny ability to both encourage and support teachers for student growth. Mrs. Moreno will work in collaboration with our technology and the curriculum and instruction departments to ensure that the BLGP meets all grant criteria. In addition, she is in a position to make decisions for this program at the district level, and she works closely will all campus administrators. Mrs. Moreno will be assisted by Dr. Codi Freeman, Program Director for English Language Arts/Social Studies, Integration and Differentiation to ensure consistency and fidelity of the grant.

Statutory/Program Requirements

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

[Empty response box for question 2]

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.

GPISD assesses in a variety of modes ranging from observational, formative, and summative assessments. Once data is collected, in-time data discussions and reflective conversations occur addressing the curriculum, instruction, and student performance. Teachers, along with district specialists, campus administration, and campus instructional coaches plan for remediation via intervention groups in guided math, tutorials, or Saturday school. GPISD also tracks students with state assessment data (STAAR) and iReady data to ensure we are differentiating and meeting the needs of our students. GPISD's Technology Department goals address the need for support for differentiation for students through the use of technological programs and experiences.

GPISD's STAAR data indicates a great need at the meet and master ranges. In grades three through six, GPISD is below expectations at the meet and master levels. The state goals starting at 3rd grade for STAAR is 60% meets, which we have not yet reached. For example, an analysis of data over 3 years beginning in 2016, indicates that students in grades 3-6 have made minimal academic progress at the level of the meets on the STAAR Math assessment. In 2016 (41%), 2017 (46%), and 2018 (51%). The master level percentages are lower: 2016 (16%), 2017 (22%), and 2018 (23%). iReady data for students in grades kindergarten through second grade fall below the national stanine norms. In : Kindergarten – 2018 (29%) and 2019 (68%); first grade - 2018 (35%) and 2019 (55%); and second grade: 2018 (39%) and 2019 (54%). Our students have made progress; however, we need the expertise we will receive through the BLGP to go above and beyond STAAR and iReady passing standards. Either through synchronous or asynchronous instructional settings, face to face or online, technology enables the teacher to work with smaller groups and meet individual student learning needs. Drilling down on data assists teachers in pinpointing deficits in student learning and helps teachers tailor students' individualized learning plans.

Statutory/Program Requirements (Cont.)

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

Also, through the use of adaptive technology students can move at their pace through the learning pathway or continuum. All sets of quantitative data indicate a need for an adjustment to our instructional methodology and to increasing the teachers' ability to differentiate to increase students at all levels and to truly address the needs of students falling below state and national norms.

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

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

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

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

You may duplicate this page

Amended Section

Reason for Amendment

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID:		101910	Amendment # (for amendments only):	
Payroll Costs (6100)				
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional				
1 Teacher			\$ -	\$ -
2 Educational Aide			\$ -	\$ -
3 Tutor			\$ -	\$ -
Program Management and Administration				
4 Project Director			\$ -	\$ -
5 Project Coordinator			\$ -	\$ -
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:		\$ -	\$ -
Substitute, Extra-Duty Pay, Benefits Costs				
24 6112 - Substitute Pay			\$ 35,000	\$ -
25 6119 - Professional Staff Extra-Duty Pay			\$ 5,000	\$ -
26 6121 - Support Staff Extra-Duty Pay			\$ 5,000	\$ -
27 6140 - Employee Benefits			\$ 5,000	\$ -
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:		\$ 50,000	\$ -
30	Grand Total:		\$ 50,000	\$ -
31	Total Program Costs*:		\$ 50,000	
32	Total Direct Admin Costs*:		\$ -	

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

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

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID:		101910	Amendment #:		0
Professional and Contracted Services (6200)					
<p>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.</p>					
Description of Service and Purpose			Grant Amount Budgeted	Pre-Award	
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:		\$ -	\$ -	
2	Service: VENDOR Specify purpose: Design & Implementation		\$ 50,000	\$ -	
3	Service: Specify purpose:		\$ -	\$ -	
4	Service: Specify purpose:		\$ -	\$ -	
5	Service: Specify purpose:		\$ -	\$ -	
6	Service: Specify purpose:		\$ -	\$ -	
7	Service: Specify purpose:		\$ -	\$ -	
8	Service: Specify purpose:		\$ -	\$ -	
9	Subtotal of professional and contracted services requiring specific approval:		\$ 50,000	\$ -	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ -	\$ -	
11	Grand Total:		\$ 50,000	\$ -	
12	Total Program Costs*:		\$ 50,000		
13	Total Direct Admin Costs*:		\$ -		
<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>					

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Application Part 2:

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County District Number or Vendor ID: 101910		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 5,796	\$ -
2	Grand Total:	\$ 5,796	\$ -
3	Total Program Costs*:	\$ 5,796	
4	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or Vendor ID: 101910		Amendment #: 0	
Other Operating Costs (6400)			
	Expense Item Description	Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 12,500	\$ -
11	Grand Total:	\$ 12,500	\$ -
12	Total Program Costs*:	\$ 12,500	
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:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or vendor ID: 101910		Amendment # 0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23	Fund Code:	429

Budget Summary						
Description and Purpose	Class/ Object Code	Program Cost	Source of Funds			Pre-Award Cost
			Direct Administrative Cost	Total Budgeted Cost		
1 Payroll Costs	6100	\$ 50,000	\$ -	\$ 50,000	\$ -	
2 Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000	\$ -	
3 Supplies and Materials	6300	\$ 5,796	\$ -	\$ 5,796	\$ -	
4 Other Operating Costs	6400	\$ 12,500	\$ -	\$ 12,500	\$ -	
6	Total Direct Costs:	\$ 118,296	\$ -	\$ 118,296	\$ -	
7	* Indirect Costs:			\$ 6,704	\$ -	
8	Total of All Budgeted Costs :	\$ 118,296	\$ -	\$ 125,000	\$ -	
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:			\$ 125,000		
11	Direct Administration Cap per Program Guidelines (X%)			0.05		
12	Maximum amount allowable for direct administrative costs:			\$ 6,250		

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

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

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

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County District Number or vendor ID: 101910	Amendment #
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SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

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Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

Required for all amendment requests

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

Required for budget amendment requests

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

Assembling the Amendment

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

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

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

Math Innovation Zones
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones Input information relevant to the topic in column Intocolumm B (light blue cell) and follow the instructions in the call; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Galena Park ISD
District or Charter School Network ID Number	101910
Personnel	
Superintendent Name	Dr. John Moore
LOI Author Name	Elizabeth Lalor
LOI Author Title	Deputy Superintendent
LOI Author Phone	832-386-1000
LOI Author E-mail Address	lalor@galenaparkisd.com
District MIZ Project Manager Name	Jacqueline Moreno
District MIZ Project Manager Title	Director of Elementary Math/Science
District MIZ Project Manager Email Address	832-386-1055
District MIZ Project Manager Phone Number	jmoreno@galenaparkisd.com
District Details	
District Overall Performance - Numeric Grade Only	88
Total Students in District	22,264
Total Students Anticipated to Participate in Proposed BLP Grade Levels in 2021-2022 School Year	1074
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	Region 4
Name of school in district with most prior experience in blended learning	Cloverleaf Elementary School
Number of years the school (in previous answer) has used blended learning	3 years
Formative or Interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	iReady and Release STAAR assessments
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	Skyward
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Community in Schools, 21st CCLC ACE program, Instructional Continuity grant, Safe Schools and Security grant, Autism grant, Technology Lending grant
Are your proposed BLP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	No
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	No
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies?	12/1/2020
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Edgenuity
Does the applicant and relevant district and school stakeholders commit to attending the BLP Kickoff Summit virtually on November 12-13, 2020?	Yes

Math Innovation Zones
Planning and Execution Grants

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Cobb Middle School
MS Campus Total Students	101910045
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)	6
Core Math Curriculum used in this Middle School Campus	GPISD District generated and aligned o TEKS
D	
MS Campus Principal Name	Adrian Hurtado
MS Campus Principal Email Address	ahurtado@galenaparkisd.com
MS Campus Principal Phone Number	832-386-2100
MS Campus MIZ Project Manager	Jacqueline Moreno
MS Campus MIZ Project Manager Title	Director for Elementary Math/Science
MS Campus MIZ Project Manager Email Address	jmoreno@galenaparkisd.com
MS Campus MIZ Project Manager Phone Number	832-386-1055
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	81
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	57%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	82%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	76%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	74%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	60%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	82%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	76%
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	100%
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	100%

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Green Valley Elementary
Feeder A Total Students	677
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	GPISD Created curriculum aligned to TEKS
Personnel	
Feeder A Principal Name	Grace Garza-Devost
Feeder A Principal Email Address	gdevost@galenaparkisd.com
Feeder A Principal Phone Number	832-386-4390
Feeder A MIZ Project Manager	Jacqueline Moreno
Feeder A MIZ Project Manager Title	Director for Math/Science
Feeder A MIZ Project Manager Email Address	jmoreno@galenaparkisd.com
Feeder A MIZ Project Manager Phone Number	832-386-1055
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	78
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	62%
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)	82%
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)	77%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	38%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	44%

Math Innovation Zones
Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Cimarron Elementary
Feeder B Total Students	101910101
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	GPISD CREATED CURRICULUM ALIGNED TO TEKS
Personnel	
Feeder B Principal Name	Janie Jimenez
Feeder B Principal Email Address	jjimenez@galenaparkisd.com
Feeder B Principal Phone Number	832-386-3240
Feeder B MIZ Project Manager	Jacqueline Moreno
Feeder B MIZ Project Manager Title	Director for Math/Science
Feeder B MIZ Project Manager Email Address	jmoreno@galenaparkisd.com
Feeder B MIZ Project Manager Phone Number	832-386-1055
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	84
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	60%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	85%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	84%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	77%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	78%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	48%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	51%

Math Innovation Zones
Planning and Execution Grants

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Cloverleaf Elementary
Feeder C Total Students	101910102
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	GPISD CREATED CURRICULUM ALIGNED TO TEKS
Personnel	
Feeder C Principal Name	Lowell Brown
Feeder C Principal Email Address	lbrown@galenaparkisd.com
Feeder C Principal Phone Number	832-386-3200
Feeder C MIZ Project Manager	Jacqueline Moreno
Feeder C MIZ Project Manager Title	Director for Math/Science
Feeder C MIZ Project Manager Email Address	jmoreno@galenaparkisd.com
Feeder C MIZ Project Manager Phone Number	832-386-1055
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	84
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	67%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	85%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	86%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	75%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	88%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	56%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	52%

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Purple Sage Elementary
Feeder D Total Students	101910112
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder D (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School D	GPISD CREATED CURRICULUM ALIGNED TO TEKS
Personnel	
Feeder D Principal Name	Wendy Mcgee
Feeder D Principal Email Address	wmcgee@galenaparkisd.com
Feeder D Principal Phone Number	832-386-3100
Feeder D MIZ Project Manager	Jacqueline Moreno
Feeder D MIZ Project Manager Title	Director for Math/Science
Feeder D MIZ Project Manager Email Address	jmoreno@galenaparkisd.com
Feeder D MIZ Project Manager Phone Number	832-386-1055
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	83
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	64%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	87%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	83%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	79%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	79%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	56%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	49%

Math Innovation Zones
Planning and Execution Grants

Elementary (or Lower) School Feeder E (if applicable)	Applicant Response
Feeder E Campus Name	SJ Williamson
Feeder E Total Students	101910115
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	GPISD CREATED CURRICULUM ALIGNED TO TEKS
Personnel	
Feeder E Principal Name	Dr. Johnathon Sutton
Feeder E Principal Email Address	jsutton@galenaparkisd.com
Feeder E Principal Phone Number	832-386-4000
Feeder E MIZ Project Manager	Jacqueline Moreno
Feeder E MIZ Project Manager Title	Director for Math/Science
Feeder E MIZ Project Manager Email Address	jmoreno@galenaparkisd.com
Feeder E MIZ Project Manager Phone Number	832-386-1055
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	82
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	58%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	83%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	85%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	78%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	78%
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)	51%
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	



GALENA PARK INDEPENDENT SCHOOL DISTRICT
Educational and Academic Support

14705 Woodforest Blvd. Houston, TX 77015 832-386-1044 832-386-1444 (Fax)

Elizabeth Lalor, Deputy Superintendent

E-Mail: lalor@galenaparkisd.com

Michelle Flores, Secretary

TO: Texas Education Agency, Math Innovation Zone
FROM: Elizabeth Lalor
DATE: September 9, 2020
RE: Math Innovation Zones Grant

Please accept this letter of support for Galena Park ISD's application and request to participate in the Blended Learning Grant Program. The District is interested in seeking funds for Math Innovation Zones (MIZ). Galena Park ISD welcomes the opportunity to apply for and, ultimately, implement the grant program sponsored by the Texas Education Agency.

Galena Park ISD has a robust technology support program which integrates and aligns to our math curriculum in grades K-8. In addition, the District hopes to become a MIZ site to allow our teachers to fully embrace blended learning.

We understand the commitment required to ensure the success of this program and will work to provide district leaders and teachers the resources and training to fully implement blended learning with fidelity, as well as participate in all elements of the grant. As a District of Innovation, we are committed to finding new opportunities to better educate all students.



Dr. Gerald D. Cobb 6th Grade Campus "Success Without Limits"

Adrian Hurtado, Principal
Melissa Arneaud Ali, Assistant Principal
Matthew Day, Assistant Principal
Veronica Montemayor, Assistant Principal

Texas Education Agency

September 10, 2020

1701 N. Congress Avenue

Austin, TX 78701

To Whom It May Concern:

As the principal at Cobb 6th Grade Campus, I am writing this letter to support the district's application for the Blended Learning Grant. We are very interested in participating in the Math Innovation Zone. This grant can be very beneficial to our campus.

Our teachers have attempted a variation of strategies and techniques provide differentiated instruction in order to reach and close the performance gap. This program not only differentiates the instruction, but also diagnoses areas of student weaknesses and customizes student plans, which is what our students, need. We are missing this piece in our day-to-day instruction.

I hope that GPISD is selected for the Blended Learning Grant. If selected, we will implement the program with fidelity.

Sincerely,

A handwritten signature in black ink that reads "Adrian Hurtado".

Adrian Hurtado,
Principal Cobb 6th Grade Campus

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

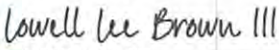
To Whom It May Concern:

I am writing to enthusiastically support Galena Park ISD's request to transform Cloverleaf Elementary School into a Math Innovation Zone by the Texas Education Agency. It has been a privilege to serve the students of Cloverleaf Elementary. We currently have 810 students enrolled where 71% are English Learners, 90 % are At Risk, and 95% Economically Disadvantaged. Through the support of our district leadership, the math/science department, campus instructional specialists, we will excel at designing and implementing blending learning at Cloverleaf.

Cloverleaf already has much of the technological infrastructure to support this approach. Blended Learning may be the key to closing the gaps of deficits that students are facing today in Literacy. This type of learning can take various forms, thus allowing the students to adapt a program that best fits their goals and needs. Blended Learning will support our campus vision and mission by allowing our students to use their human ingenuity and be engaged and to access the curriculum. Blended learning allows the flexibility and the ability to prepare our scholars for the 21st century and beyond. Blended learning is important to scholars at Cloverleaf because it breaks down the traditional walls of teaching, ones that don't work for all students. Now, with access to present day technologies and resources, we can tailor the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each student, offering them the ability to learn at their own pace.

The traditional instructional model may not work for all students, so I support any and all effort in helping targeted populations that need a different type of learning. I feel that educators have the ability to do something different to help our students become proficient in their earlier years to assist them to and through college and I will do anything I can to help Cloverleaf fulfill this goal. I want them to have the opportunity to experience opportunities and places that they cannot discover

Respectfully,

DocuSigned by:

A53644F66485492

Date 9/17/2020 | 4:50 PM CDT

Lee Brown
Cloverleaf Elementary
Galena Park Independent School District

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

To Whom It May Concern:

I am writing to enthusiastically support Galena Park ISD's request to transform Cimarron Elementary School into a Math Innovation Zone by the Texas Education Agency. It is my great honor to serve as principal of Cimarron Elementary. Through the support of the MIZ Technical Assistance Network, the guidance of Jackie Moreno, who will serve as our program manager, and the knowledgeable staff on our campus, we will excel at designing and implementing blending learning at Cimarron Elementary, the BEST School in the WORLD!

Blended learning is an approach to mathematics instruction that has gained popularity by combining teacher-led instruction with the use of technology. Cimarron already has the technological infrastructure to support this approach, which includes a technology instructional specialist to support program implementation as well as 21st century educators. Blended Learning may be the key to closing the gaps of deficits that students are facing in education today. This type of learning can take various forms, thus allowing teachers to adapt the program and differentiate instruction to support students' individual goals and needs.

At Cimarron Elementary, we pride ourselves in continuously seeking opportunities to provide our students with the best education possible. With that being said, we feel that TEA's Blended Learning Grant will help procure the resources necessary to better serve all our students' and their diverse needs. Thank you in advance for taking the time to consider being part of Cimarron Elementary's legacy of creative lifelong learners!

DocuSigned by:

Janie Jimenez

30095ABDF006422

Janie Jimenez, Principal
Cimarron Elementary/GPISD

Date 9/15/2020 | 3:56 PM CDT

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701

To Whom It May Concern:

I am the principal at Green Valley Elementary and one of the schools in GPISD who is writing this letter enthusiastically in support of the Blended Learning Grant and would like to participate in the Math Innovation Zone. This grant can be very beneficial to our campus.

I currently work at a campus where ninety -two percent of our students are economically disadvantaged, and 22% of our students are mobile thus resulting in huge educational gaps. This program could help us meet the students where they are at and fill those gaps. Our students are in dire need of differentiated instruction to reach and close the performance gap. With the high demands, the teachers have it makes it very challenging and time-consuming to differentiate the instruction. This program not only differentiates the instruction but diagnoses areas of student weaknesses and customizes student plans which are what our students need. The traditional model of teaching doesn't always work for all students, so I support this innovative approach because I believe it may make a difference for our students.

Our students can benefit from Blended Learning because it combines teacher-led instruction with the use of technology. This type of learning can also be adapted to meet the individual needs of each student. Furthermore, we have the technology to support this approach and the district and campus support.

I hope that GPISD is selected for the Blended Learning Grant. If selected, we will implement the program with fidelity.

Sincerely,

DocuSigned by:

Grace Devost

C22421BAFC37473

Grace Devost

Green Valley Elementary

9/16/2020 | 11:57 AM CDT



Williamson Elementary School

Dr. Jonathan Sutton, Principal Alysia Chatman Dennis, Assistant Principal
6720 New Forest Parkway
Houston, TX 77049
832-386-4000
(Fax)-832-386-4025

September 1, 2020

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

To Whom It May Concern:

I am writing to enthusiastically support Galena Park ISD's request to transform Williamson Elementary School into a Math Innovation Zone by the Texas Education Agency. It has been my great honor to supervise Williamson Elementary, under the leadership of Jonathan Sutton. Through the support of the MIZ Technical Assistance Network, district leadership, and the knowledgeable staff on his campus, Dr. Sutton and his staff will excel at designing and implementing blended learning at Williamson.

One approach to mathematics instruction that has gained popularity in recent years in blended learning, which combines teacher-lead instruction with the use of technology. Williamson already has much of the technological infrastructure to support this approach. Blended Learning may be the key to closing the gaps of deficits that students are facing today in Literacy. This type of learning can take various forms, thus allowing the students to adapt a program that best fits their goals and needs.

The traditional instructional model may not work for all students, so I support any and all effort in helping targeted populations that need a different type of learning. I feel that educators have the ability to do something different to help our students become proficient in their earlier years to assist them to and through college and I will do anything I can to help Williamson fulfill this goal.

Thanks,

Jonathan Sutton, PhD
Principal



Purple Sage Elementary

6500 Purple Sage - Houston, Texas 77049
Telephone 832.386-3100
Fax 832-386-3106

Wendy McGee, Principal

Aaron Field, Assistant Principal

September 9, 2020

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

To Whom It May Concern:

I am writing to enthusiastically support Galena Park ISD's request to transform Purple Sage Elementary School into a Math Innovation Zone by the Texas Education Agency. It has been my great honor to supervise Purple Sage Elementary, under the leadership of Wendy McGee. Through the support of the MIZ Technical Assistance Network, district leadership, and the knowledgeable staff on her campus, Ms. McGee and the staff will excel at designing and implementing blending learning at Purple Sage.

One approach to mathematics instruction that has gained popularity in recent years in blended learning, which combines teacher-lead instruction with the use of technology. Purple Sage already has much of the technological infrastructure to support this approach. Blended Learning may be the key to closing the gaps of deficits that students are facing today in literacy. This type of learning can take various forms, thus allowing the students to adapt a program that best fits their goals and needs.

The traditional instructional model may not work for all students, so I support any and all effort in helping targeted populations that need a different type of learning. I feel that educators have the ability to do something different to help our students become proficient in their earlier years to assist them to and through college and I will do anything I can to help Purple Sage fulfill this goal.

Signed,

Aaron Field

Assistant Principal-Purple Sage Elementary
Galena Park Independent School District

Jacqueline Hernandez Moreno

722 Donfield DR.

Channelview, Texas 77530

Work Phone (832) 386-1055 Cell Phone (832) 309-6037 Email:

PROFESSIONAL SUMMARY

Motivated and experienced curriculum director specializing in elementary level public education. Dedicated to improve education success of all students. Unceasingly seeks to improve through research and professional development.

QUALIFICATIONS

- Self-motivated
- Strong rapport with district and campus leadership
- Dedicated to all learners
- Presentation skills

PROFESSIONAL EXPERIENCE

2020 to Current~ Director Elementary Math and Science

Galena Park ISD

Promote mission of math and science department. Accomplish all district initiatives. Collaborate with team members (Campus and district level) to ensure all goals and objectives. Provide innovative programs including, STEM, Elementary robotics, MakerSpace areas and afterschool club opportunities. Coach district and campus coaches. Provide a solid program aligned to secondary counterparts to produce successful adults.

2012 to 2019~ Program Director Elementary Math and Science

Galena Park ISD

Promote mission of math and science department. Work with the Senior director to accomplish all district initiatives. Collaborate with team members to ensure all goals and objectives are met in providing up-to-date curriculum, assessments and staff development to campuses. Provide support to campuses, teachers and students. Work on intervention programs and provide staff development to teachers, administrators and fellow colleagues.

2009 to 2012~ Program Director Mathematics

Galena Park ISD

Work with a team of specialists to create and communicate a clear vision of the math program in the district. Direct the development and monitoring of effective curriculum and practices that are aligned to mathematics research and design along with the transition to 4X4 and STAAR. Oversee the mathematics assessment program as well as analyze data. Team up with campus administrators and program directors to provide balanced support to campuses, teachers and students. Make recommendations for interventions and assist in providing staff development. Collaborate with math team (K-12) to provide a well-balanced mathematics program. Allocate human, time and monetary resources, through scheduling and managing local budgets and grant funds.

2006 to 2009~ District Elementary Mathematics Specialist

Galena Park ISD

Collaborate with administrators and directors to provide support to teachers and students throughout the district. Interpret and analyze district assessment data to guide interventions and assist in providing staff development and resources. Work with new teachers to develop a balanced curriculum plan and guidance in the development of understanding the TEKS and its impact on the state testing program.

2003 to 2005~ Campus Math Support/ 5th Team Leader /Campus Instruction Specialist

Normandy Crossing Elementary, Galena Park ISD

Provide support and interpret curriculum, communicate needs of the campus and provide small group instruction. Collaborate with teachers to assess and monitor their needs and the needs of their students. Guide interventions in instruction. Assist in the preparation of assessment materials. Use guidelines for SSI, initiate the GPC process and conduct meetings with parents. Interpret and communicate district timelines and curriculum documents. Handle discipline problems. Organize a team and help create a positive school culture and mentor to new teachers.

1997 to 2003 ~Third grade Math and Science teacher/Team Leader

Viola Cobb Elementary, Channelview ISD

Teach the Third grade TEKS striving for mastery. Assess and monitor students' strengths and weaknesses. Establish a classroom environment suited for learning and differentiated instruction. Initiate communication with parents as partners in education. Organize and conduct team meetings, plan field trips, oversee tutorial program, coordinate parent TAKS night for both Reading and Math. Member of Cobb PTO.

1995 to 1997~ Fourth Grade Classroom Teacher

Cloverleaf Elementary, Galena Park ISD

Prepare students to master Reading, Math and Writing TAAS tests. Sponsor for Odyssey of the Mind Team and Cloverleaf Cheerleaders. Served on Hospitality and Technology committees as well as a member of PTA.

1994 to 1995~TEA3M Intern

Highlands Elementary, Goose Creek Consolidated ISD

Participate in a one-year internship with University of Houston. Teach fifth grade. Promote the use of technology as an instructional and organizational tool. Member of Highlands PTO, officer for TSEA and member of SRC, Kappa Delta Pi and Alpha Ki.

EDUCATION

- Basic Certificate in Youth Ministry- Archdiocese of Galveston –Houston 2012
- Superintendent Internship University St. Thomas 2009
- Masters Degree in Educational Leadership Stephen F. Austin State University 2006
- Bachelor of Science in Education U of H Clear Lake 1995

CERTIFICATIONS

- Texas Teaching Certificate-Elementary Self-contained (Grades 1-8) Elementary Reading (Grades 1-8)
- English as a Second Language (Grades 1-12)
- Texas Principal Certificate (Grades EC-12)
- T-TESS Certification
- Texas Superintendent Certificate (EC-12)
- Certified Google Educator – Level 1 (K-12)
- National Institute for STEM education – Teaching Online Certification (K-12)



Galena Park Independent School District

14705 Woodforest Blvd., Houston, TX 77015 • (832) 386-1055
jmoreno@galenaparkisd.com

Jacqueline Moreno
Director Elementary Math and Science

September 15, 2020

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

To Whom It May Concern:

I, Jacqueline Moreno, am a proud member and product of Galena Park ISD. As a leader of this Title 1 school district as well as a District of Innovation, I am committed to its mission and purpose. With the chance of utilizing the Blended Learning/Math Innovation Zones Grant program, I know we can transform our district into a more equitable and opportunity enriched learning agency. This grant will afford us to not only sustain our math students and their learning efforts but give us tools to enhance our level of teaching and give our students so much more.

It has been my honor to serve as a member of the central office team for the past 15 years. I manage and supervise a well-oiled math and science department with high expectations for all members of our team, from district level personnel all the way to our student, parent and community level partners. If we are awarded this grant opportunity, it would be my privilege to serve as the BLG Project Manager. In addition, we have a well-equipped, well-rounded BLG/MIZ committee in place. I can ensure you, we have what it takes to plan and implement our proposal, as well as manage our outcomes of fully implementing our blended learning vision.

Throughout this time of the pandemic, we have learned many new things, not only about technology but about students learning. This new learning, is now ours to keep and utilize to improve our instructional program. The traditional instructional model, I feel is something of the past in Galena Park. Our model will definitely be more of a blended model with special attention to special populations, not only our struggling students but ALL students. We look forward to building a continued partnership to fill this goal.

Sincerely,

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

Jacqueline Moreno
Director Elementary Math and Science
Galena Park ISD

Deputy Superintendent for Educational Support and School Administration

Elizabeth Lalor

Administrative Assistant to the Deputy Superintendent for Educational Support and School Administration: Michelle Flores

Associate Superintendent for Accountability and Academic Support

Terri Moore

Administrative Assistant to the Associate Superintendent for Accountability & Academic Support: Tressa Orphey

Assistant Superintendent for Curriculum and Instruction

Holli Malloy

Administrative Assistant to the Assistant Superintendent for Curriculum and Instruction: Karen Swinner

Senior Director for Secondary Curriculum & Instruction
Jason Bollich

Director for Secondary ELA
Helen Tiller

Program Director for ESL/LOTE
Michelle Smith

Program Director for Secondary Social Studies
Krystal Agleard

Program Director for Secondary Science
Eivra Salazar

Program Director for Secondary Math
Michelle Merritt

Director for Advanced Academics
Kareen Brown

Academic Advisors
Dual Reporting

Director for CTE
Marley Morris

Program Director for CTE
Toby Castro

Coordinator for CTE
Jaime Louviere

Director for Professional Development
Lucia Palazzi

Director for Teacher Development & Mentoring
James Cline

Prof. Development Specialist
Mark Nickelson

Director for Elementary Math and Science
Jackie Moreno

Coordinator for Elem. Math/Science
Rebecca Boutte

Director for Elementary Bilingual
Veronica Martinez

Coordinator for Early Childhood
Kimberly Guinn

Senior Director for Elementary Curriculum & Instruction
Judy Holbrook

Program Director for Advanced Academics & Project Based Learning
Robert Seibert

Program Director for Elementary ELA and SS
Codi Freeman