



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

Statutory/Program Requirements

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

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

As the only municipal school district in Texas, Stafford MSD (SMSD) provides a community-driven, small-school atmosphere for approximately 3,600 students in Fort Bend County. Our mission statement sets forth that we seek "for every student to graduate college or career ready without remediation," and we accomplish this by providing all necessary supports and resources required to ensure student success. Unfortunately, our district is undergoing substantial changes. Over the past five years, the community has experienced a growth of 16.3%. Our student population is now the most economically disadvantaged in Fort Bend County (72.8%) with approximately 19.4% of those being English language learners (ELs). Our student population has substantial needs, but we lack the financial resources of our affluent neighbors.

Consequently, during the 2018-19 school year, SMSD earned a "C" rating in student achievement. This is not what we want for our community; further, an analysis of the data reveals that many of our deficits are occurring at the elementary level. Stafford Elementary School received a "D" rating overall, and the scaled score for the campus dropped to 61 from the 67 it had been the previous year. Scores were particularly low in mathematics, with only 38% of our students meeting grade-level expectations. The campus was also unable to meet this mathematics target for academic growth, which was a significant factor causing the school to receive an "F" in closing student gaps. The BLPG grant will enable us to address the deficits that have been created by this rapid change and provide our students with a technology-rich, 21st-century education.

Statutory/Program Requirements

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

As we know, the students in any classroom differ in many ways. There are differences in cognitive ability, learning style, and preferences such as auditory, visual, or kinesthetic approaches. Blended learning levels the playing field for students who come from low social-economic backgrounds and with learning gaps to compete in a global society by providing them the resources such as electronic devices and specific math software and applications to individualize learning needs. Students of SMSD represent an increasingly diverse mix of cultures and backgrounds with a wide range of learning issues and complicated individual needs.

Tailoring lessons for each child poses a challenge making it almost impossible in a typical conventional classroom. Teaching the students of SMSD using a conventional model of education, in which students are grouped in classes and taught the same thing in the same way, is an ineffective way for students to learn successfully. By systematically monitoring and tracking each student's progress toward clearly defined goals, blended learning will enable us to provide multiple differentiated paths to learning that is scaffolded and tailored to each student's needs and abilities. While simultaneously holding high expectations, hybrid tasks can be designed within each student's zone of proximal development and encourage them to become lifelong learners.

We are seeking a new system-wide vision for teaching and learning that centers on meeting the individual needs and abilities of each student. One of SMSD's goals is to be "student-centered" and prepare students to become college-and-career-ready. We believe the innovation of blended learning can provide us with the tools and strategies needed to realize this vision by allowing students to learn anytime, anyplace, and at their own pace. Blended learning provides teachers the opportunity to become facilitators, tutors, and evaluators.

SMSD is ready for the opportunity that this grant will afford. In 2017, we passed a bond that allotted 1.5 million dollars for technology, which was largely used to upgrade our infrastructure and improve our capability to handle the extensive demands of technology. With that in place, in summer 2020, our Board of Trustees approved a one-to-one initiative that has provided devices to all students. These advances have made the integration of blended learning possible on our campuses.

Through the rollout of learning management systems and adaptive learning programs, we have begun implementing a variety of blended learning models including station rotation, project-based, mastery-based, and supplemental experiences for students. Our district screening takes place through NWEA's MAP Assessments, which communicate directly to our Edmentum programs (Study Island and Edmentum) and prescribe individual learning pathways for students. Additionally, students access a host of interactive software programs through ClassLink. This convenient access allows teachers to easily incorporate technology into lessons. Teachers commonly integrate stations with Reflex Math, StemScopes, Gizmos, BrainPop, NewsELA, and others in addition to the online components of the adopted textbook products. Over the past spring and summer, we also worked to integrate Texas Home Learning programs into our blended learning arsenal. We will be able to capitalize on these advantages to ensure the success of the BLGP grant.

The BLGP planning process is thoroughly outlined by this grant, and we are certain we can comply with its execution. The suggested rollout in grades K, 3, and 6 align with the needs of our district and the vision that has already been embraced by the central and campus administrators who will be involved. We appreciate the guidance that has been provided, and we can commit to its adherence with fidelity.

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.

To facilitate the BLGP, SMSD will modify the job responsibilities of Jennifer Warford, our District Data and Instructional Leader, so that 50% of her time will be used to oversee the planning and execution of our proposed plan. As the BLGP Manager, she will: (1) manage the school and district level implementation of the program, (2) serve as an expert in the area of blended learning to support teachers and school administrators, (3) ensure that the program is implemented with fidelity, (4) communicate the state and the district vision to schools, (5) manage data-driven performance management to drive student achievement outcomes, and (6) serve as the main contact for TEA regarding this program.

Dr. Warford's resume is provided as an addendum. She comes with the following qualifications:

- Two Bachelor's degrees in accounting and English.
- Two Master's degrees in Business Administration and English.
- A Doctor of Jurisprudence.
- 15 years in education.

Statutory/Program Requirements

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

- Experience as an elementary, junior high, and college-level instructor.
- Experience as a campus and district level administrator.
- Experience with blended learning implementation in a public school setting.
- Ability to collect and analyze data.
- Strong computer skills.
- Self-starter.
- Strong leadership, management, and interpersonal communication skills.

SMSD is a small, municipal school district with 4 main campuses (early childhood, elementary, middle, and high school). All campuses and the central administration building are located next to each other in the heart of the city of Stafford. As shown in the district organizational chart, the BLGP Project Manager will directly report to the Chief Academic Officer. This structure will enable her to make decisions across the functions.

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.

SMSD utilizes a host of dynamic and efficient data collection and management routines for performance monitoring purposes. Our year begins by setting district- and campus-level SMART goals based on our performance during the previous year. Once established, we begin the process of assessing current student levels to determine appropriate curricular and instructional pathways. Universal screeners are administered three times per year to identify student strengths and weaknesses. During the instructional school year, content mastery is gauged through checkpoints that occur bi-monthly, curriculum-based assessments that occur every grading period, and district assessments that occur every 9-week term.

At every campus, we conduct four main benchmark data analysis meetings each quarter. Campus administrators, district specialists, department chairs, and lead teachers participate in these sessions to discuss necessary adjustments in instruction and the interventions suggested by data analysis. Additionally, teachers review the data and recommendations in their regular department, grade level, and PLC meetings continuously to adjust the support (interventions) they provide based on student growth.

Using data monitoring student progress, teachers adjust the support (interventions) they provide based on student growth. Reviews, interviews, observations, and testing are conducted to further define and analyze the areas of concern. Interventions implemented with frequent data collection and reviews are utilized to evaluate effectiveness. In addition to school administrators, the Curriculum, Instruction, and Assessment Team monitors the progress through our data management software and continuous participation in the campus-level data meetings.

Statutory/Program Requirements (Cont.)

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

Beyond the progress review mentioned above, we also hold end-of-year school year progress evaluations that include state-wide assessment results and analysis of student and district performance according to benchmarks. These combined efforts provide the foundation of our data culture throughout the SMSD.

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

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County District Number or Vendor ID:			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	BLGP Project Manager			\$ 50,000	\$ -
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:			\$ -	\$ -
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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or Vendor ID: 0		Amendment #: 0	
Professional and Contracted Services (6200)			
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Design and Implementation Vendor, TBD among TEA selected vendors Specify purpose: To assist SMSD in the creation of a customized BLGP	\$ 35,000	\$ -
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:	\$ 35,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 35,000	\$ -
12	Total Program Costs*:	\$ 35,000	
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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County District Number or Vendor ID: 0		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:	\$ 20,000	\$ -
2	Grand Total:	\$ 20,000	\$ -
3	Total Program Costs*:	\$ 20,000	
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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County District Number or Vendor ID: 0		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.	\$ 3,000	\$ -
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.	\$ 17,000	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ 20,000	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 20,000	\$ -
12	Total Program Costs*:	\$ 20,000	
13	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

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County District Number or vendor ID: 0			Amendment # 0			
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23			Fund Code:		429
Budget Summary						
Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ 50,000	\$ -	\$ 50,000	\$ -
2	Professional and Contracted Services	6200	\$ 35,000	\$ -	\$ 35,000	\$ -
3	Supplies and Materials	6300	\$ 20,000	\$ -	\$ 20,000	\$ -
4	Other Operating Costs	6400	\$ 20,000	\$ -	\$ 20,000	\$ -
6	Total Direct Costs:		\$ 125,000	\$ -	\$ 125,000	\$ -
7	* Indirect Costs:				\$ -	\$ -
8	Total of All Budgeted Costs :		\$ 125,000	\$ -	\$ 125,000	\$ -
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:				\$ 125,000	
11	Direct Administration Cap per Program Guidelines (X%)				0.05	
12	Maximum amount allowable for direct administrative costs:				\$ 6,250	

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

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

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

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County District Number or vendor ID:	Amendment #
--------------------------------------	-------------

SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

FOR TEA USE ONLY

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date
2. Appendix I of the 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 #2.
 - 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 the new budgeted amounts. The total budgeted cost for each class/object code on the budget summary must match the
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

- 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
- 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	Stafford Municipal School District
District or Charter School Network ID Number	079910
Personnel	
Superintendent Name	Dr. Robert E. Bostic
LOI Author Name	Dr. Kadir Almus
LOI Author Title	Chief Academic Officer
LOI Author Phone	281-261-9219
LOI Author E-mail Address	kalmus@staffordmsd.org
District MIZ Project Manager Name	Dr. Jennifer Warford
District MIZ Project Manager Title	Elementary Instructional Leader and Data Specialist
District MIZ Project Manager Email Address	jwarford@staffordmsd.org
District MIZ Project Manager Phone Number	281-261-3720
District Details	
District Overall Performance - Numeric Grade Only	87
Total Students in District	3264
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2020-2021 School Year (i.e. Pilot Year)	687
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	4
Name of school in district with most prior experience in blended learning	Stafford Middle School
Number of years the school (in previous answer) has used blended learning	4
Formative or interim assessment planning to be used for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA MAP
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Districts of Innovation, Grow Your Own
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	We are planning to include THL 3.0 content partially for grade levels pk-12.
If awarded this grant in November 2019, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	2/1/2020
Does the district commit to using one of the three MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math) 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.	ALEX

Math Innovation Zones
Planning and Execution Grants

Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes
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Math Innovation Zones
Planning and Execution Grants

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Staford Middle School
MS Campus Total Students	788
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	SMSD Curriculum, TEKS Resource System, McGraw-Hill
Personnel	
MS Campus Principal Name	Ginny Gale
MS Campus Principal Email Address	ggayle@staffordmsd.org
MS Campus Principal Phone Number	281-261-9201
MS Campus MIZ Project Manager	TBD
MS Campus MIZ Project Manager Title	TBD
MS Campus MIZ Project Manager Email Address	TBD
MS Campus MIZ Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	87
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	70%
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)	85%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	81%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	75%
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)	38%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	99%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent

Math Innovation Zones
Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Stafford Elementary School
Feeder A Total Students	1131
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	SMSD Curriculum, TEKS Resource System, HMH Go Math
Personnel	
Feeder A Principal Name	DESIREE JAMES
Feeder A Principal Email Address	djames@staffordmsd.org
Feeder A Principal Phone Number	281-208-6111
Feeder A MIZ Project Manager	TBD
Feeder A MIZ Project Manager Title	TBD
Feeder A MIZ Project Manager Email Address	TBD
Feeder A MIZ Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	61
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	79%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	68%
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)	63%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	65%
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)	45%

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Stafford Early Childhood Center
Feeder B Total Students	315
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	pK
Highest Grade at Feeder B (i.e. "5" for 5th grade)	K
Core Math Curriculum Used at Feeder School B	Fueling Brains, TEKS Resource System, HMH Go Math
Personnel	
Feeder B Principal Name	TWYLA HYNES
Feeder B Principal Email Address	thynes@staffordmsd.org
Feeder B Principal Phone Number	281-261-9228
Feeder B MIZ Project Manager	TBD
Feeder B MIZ Project Manager Title	TBD
Feeder B MIZ Project Manager Email Address	TBD
Feeder B MIZ Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	NA
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	75%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Campus ID Number	Enter Numeric Response
Feeder C Campus Address	Enter Address
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response
Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Campus ID Number	Enter Numeric Response
Feeder D Campus Address	Enter Address
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address
Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder E (if applicable)	Applicant Response
Feeder E Campus Name	Enter Text Response
Feeder E Campus ID Number	Enter Numeric Response
Feeder E Campus Address	Enter Address
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1.A	
Letter of Interest for 2020-2021 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 • 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 2020-2021 School Year (i.e. Pilot Year)	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or interim assessment planning to be used for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones
Planning and Execution Grants

Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Enter Text Response
If awarded this grant in November 2019, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the three MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit in Dallas, TX on December 5th and 6th, 2019?	Choose "Yes" or "No"
Feeder Pattern 2	
Middle (or Upper) School	
Middle School Campus Name	Enter Text Response
Middle School Campus ID Number	Enter Numeric Response
Middle School Campus Address	Enter Address
MS Campus Total Students	Enter Numeric Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Enter Text Response
Feeder A Campus ID Number	Enter Numeric Response
Feeder A Campus Address	Enter Address
Feeder A Total Students	Enter Numeric Response
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder A (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School A	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
Feeder A Principal Name	Enter Text Response
Feeder A Principal Email Address	Enter Email Address
Feeder A Principal Phone Number	Enter Phone Number
Feeder A MIZ Project Manager	Enter Text Response
Feeder A MIZ Project Manager Title	Enter Text Response
Feeder A MIZ Project Manager Email Address	Enter Email Address
Feeder A MIZ Project Manager Phone Number	Enter Phone Number
School Details	

Math Innovation Zones
 Planning and Execution Grants

Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Campus ID Number	Enter Numeric Response
Feeder B Campus Address	Enter Address
Feeder B Total Students	Enter Numeric Response
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address

Math Innovation Zones
Planning and Execution Grants

Feeder B MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder C (if applicable)	
Feeder C Campus Name	Enter Text Response
Feeder C Campus ID Number	Enter Numeric Response
Feeder C Campus Address	Enter Address
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response

Math Innovation Zones
Planning and Execution Grants

Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Campus ID Number	Enter Numeric Response
Feeder D Campus Address	Enter Address
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address

Math Innovation Zones
Planning and Execution Grants

Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder E (if applicable)	
Feeder E Campus Name	Enter Text Response
Feeder E Campus ID Number	Enter Numeric Response
Feeder E Campus Address	Enter Address
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
2019-2020 Anticipated First Day of School	Enter Date (dd/mm/yy)
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>	



STAFFORD MUNICIPAL SCHOOL DISTRICT

1625 STAFFORDSHIRE ROAD
STAFFORD, TEXAS 77477
O: 281.261.9200 F: 281.261.9249

September 15, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701
(512) 463-9734

Dear Commissioner Morath:

As the superintendent of Stafford Municipal School District (Stafford MSD), it is my pleasure to write this letter supporting the important work of the 2020-2023 Blended Learning Grant Program (BLGP). The potential resources provided under this grant will be essential to Stafford MSD's goal to push our students to achieve at the highest levels possible. Blended learning will allow us to individualize instruction to meet students where they are and close the academic gaps that have been preventing them from reaching their full potential. We also view the BLGP grant as an opportunity to transform our instructional practices, offer initiatives that support personalized learning, raise bar for student achievement through differentiation, increase the use of technology in the district in a structured way, and maximize learning time for all students.

The members of the school board, the executive team members, school leaders, and I are committed to continuously supporting all aspects of this grant program.

As a leading advocate for the use of technology in education, I can assure you that:

- My district administrative leadership team and I will fully support all the initiatives proposed within SMSD's grant proposal to ensure the full and effective implementation;
- Data will be used to drive decision-making that informs instructional practices, identifies student needs, and is used to make adjustments to better meet those needs;
- I have full-confidence in Stafford Early Childhood Center's principal, Mrs. Twyla Hynes, Stafford Elementary School's principal, Mrs. Desiree James, and Stafford Middle School's principal, Mrs. Ginny Gayle to lead the important initiatives proposed within this grant application and increase student achievement.

On behalf of Stafford MSD, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Dr. Robert Bostic

Superintendent



STAFFORD MUNICIPAL SCHOOL DISTRICT

1625 STAFFORDSHIRE ROAD
STAFFORD, TEXAS 77477
O: 281.261.9200 F: 281.261.9249

September 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701
(512) 463-9734

Dear Commissioner Morath:

As the Chief Academic Officer of Stafford Municipal School District (Stafford MSD), I am pleased to write this letter supporting the important work of the 2020-2023 Blended Learning Grant Program (BLGP). Over a four-year period, this grant will provide numerous invaluable resources to significantly enhance the important work occurring at our schools to transform our instructional practices, offer initiatives that support personalized learning, and raise the bar for student achievement through differentiation. Furthermore, The BLGP grant will provide our district the opportunity to increase the utilization of technology to maximize learning time for all students.

As the senior officer who will oversee the planning and execution of our proposed plan for this grant program with explicit care, I assure you that we will put every effort to hire the most highly qualified project manager who can facilitate the BLGP and oversee the planning and execution of the district's proposed plan in a stellar manner. I am confident that if this grant is awarded, the district leadership team, all members of my CIA (Curriculum-Instruction-Assessment) team, and school leaders will support and monitor all components of the grant to ensure full and effective implementation. We will make certain that data will be used to drive decision-making that informs instructional practices, identifies student needs, and is utilized to make adjustments to better meet those needs.

My colleagues and I are committed to supporting all aspects of the 2020-2023 Blended Learning Grant Program (BLGP) over the next four years. We appreciate the opportunity and gratefully thank you for the opportunity to submit our grant application.

Sincerely,

Dr. Kadir Almus

Chief Academic officer

September 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701
(512) 463-9734

Dear Commissioner Morath:

As the principal of Stafford Elementary in Stafford Municipal School District (Stafford MSD), it is my pleasure to write this letter supporting the important work of the 2020-2023 Blended Learning Grant Program (BLGP). This grant will be beneficial for first thru fifth grade goals to push our students to achieve at the highest levels possible. In addition, the grant will provide several opportunities to transform and extend our instructional practices, provide additional initiatives, increase the rigor for student achievement through differentiation, increase the use of technology in the classroom, and meet the criteria for bell to bell learning time for all students.

As the instructional leader on the campus, and an advocate for the use of technology in the classroom, I can assure you that:

- We will fully support and implement all the initiatives proposed within SMSD's grant proposal;
- The data received will be utilized in the professional learning community to assist in making decisive instructional decisions while identifying the student needs, creating personal education prescriptions to serve all students; and increasing student achievement.

On behalf of Stafford Elementary, I pledge my support for the implementation of this initiative and thank you for the opportunity to submit our grant application.



Desiree James
Principal
Stafford Elementary



Stafford Elementary school Stafford Municipal School District

1625 Staffordshire road
Stafford, Texas 77477
O: 281.261.9229 f: 281.261.9262

September 8, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701
(512) 463-9734

Dear Commissioner Morath:

As principal of the Stafford Early Childhood Center & Daycare, it is my pleasure to write this letter supporting the important work of the 2020-2023 Blended Learning Grant Program (BLGP). The potential resources provided under this grant will be essential to Stafford MSD's goal to push our students to achieve at the highest levels possible. We also view the BLGP grant as an opportunity to transform our instructional practices, offer initiatives that support personalized learning, raise the bar for student achievement through differentiation, increase the use of technology in the district in a structured way, and maximize learning time for all students.

The 50 faculty/staff members on the early childhood center campus are committed to supporting this grant and would view it as a privilege to be among the campuses/districts afforded this funding.

As a leading advocate for the use of technology in education, I can assure you that...

- I would fully support all the initiatives proposed within SMSD's grant proposal to ensure its full and effective implementation;
- Data would be used to drive our decision-making process;
- Increasing student achievement would definitely be our primary focus.

On behalf of the SMSD Early Childhood Center, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Twyla Hynes
Principal

September 17, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701
(512) 463-9734

To Whom It May Concern:

As the principal of Stafford Middle School in Stafford Municipal School District (Stafford MSD), I am providing a letter of support for the Blended Learning Grant Program (BLGP). Access to this grant will provide needed resources and supports that will allow us to transform education across the district and further support the blended model that has become increasingly "normal" during the last few months.

The BLGP grant will increase technology access allowing the district to further support student learning initiatives and to meet our students individualized needs. Blended learning will continue to allow high flexibility during the pandemic and provide direct access to differentiation. Increasing and improving blended practices will also better prepare our students for post-secondary learning where blended practices are prevalent.

The middle school campus is committed to continuously supporting all aspects of this grant program. Our current practices included utilization of 1-1 devices, supporting training with TCEA, and utilization of Open LMS. With appropriate training and device access, blended learning can streamline traditional classroom instruction with our current learning management system to create a more individualize approach to student learning.

On behalf of Stafford Middle School, we are fully in support of the implementation of this exciting initiative and thank you for the opportunity to submit our grant application. We truly believe this could change instructional approaches across the campus and district and revolutionize student access and readiness levels.

Sincerely,



Ginny Gayle

Principal
Stafford Middle School
ggayle@staffordmsd.org

DR. JENNIFER MICHELLE WARFORD

1625 STAFFORDSHIRE ROAD, STAFFORD, TX 77477

PHONE: (281) 261-9200

E-MAIL: JWARFORD@STAFFORDMSD.ORG

SUMMARY OF QUALIFICATIONS

15 Years in Education	PDAS Appraiser	Instructional Technology Coordinator
4 Years as a District Curriculum Administrator	T-TESS Appraiser	504 Coordinator
2 Years as a Campus Administrator	ILD Trained	SPED Coordinator
7 Years as a Curriculum Writer	LPAC Administrator	PBIS Coordinator
3 Years as an Instructional Coach	SPED/ARD Administrator	RtI Coordinator
5 Years as a Teacher	Discipline Administrator	Campus Testing Coordinator

WORK EXPERIENCE

2019-20	<u>District Data and Instructional Leader</u> Curriculum, Instruction, and Assessment Team	Stafford MSD	Stafford, TX
2018-19	<u>District Curriculum Specialist</u> K-12 ELA/SS	Southwest Schools	Houston, TX
2018	<u>Curriculum Writer</u> Core Content Curriculum Documents for 2018-19	Angleton ISD	Angleton, TX
2017-18	<u>Curriculum, Instruction, and Leadership Consultant</u> Hernandez Educational Consulting	Privately Owned/Operated	Houston, TX
2015-17	<u>Director of Core Content</u> Curriculum and Instruction Department	Spring ISD	Spring, TX
2013-15	<u>Assistant Principal</u> Ashbel Smith Elementary	Goose Creek CISD	Baytown, TX
2012-13	<u>Curriculum Writer</u> Grades 5-8 STAAR Intervention Courses	Goose Creek CISD	Baytown, TX
2010-13	<u>District Curriculum/Assessment Team</u> PK-5 ELA	Goose Creek CISD	Baytown, TX
2010-13	<u>ELA Instructional Coach</u> PK-5 San Jacinto Elementary	Goose Creek CISD	Baytown, TX
2006-10	<u>Teacher</u> 4 th Grade, Lamar Elementary	Goose Creek CISD	Baytown, TX
2005-06	<u>Teacher</u> 4 th Grade, Pumphrey Elementary	Goose Creek CISD	Baytown, TX
2004-05	<u>Professor of English</u> Cy-Fair College	Lone Star CCD	Cypress, TX

CERTIFICATIONS AND MEMBERSHIPS

K-12 Principal	K-12 ILD	EC-12 Special Education	American Bar Association
K-12 T-TESS	EC-4 Generalist	EC-12 GT	Texas Bar Association
K-12 PDAS	4-8 Generalist	EC-12 ESL	School Law Section

EDUCATION

<u>Doctor of Jurisprudence</u> Jurisprudence	University of Houston – Law Center	Houston, TX
<u>Master of Business Administration</u> Business Administration Strategy	University of Houston – Victoria	Victoria, TX
<u>Master of Arts</u> English	University of Houston – Main	Houston, TX
<u>Bachelor of Business Administration</u> Accounting	University of Houston – Downtown	Houston, TX
<u>Bachelor of Arts</u> English	University of Houston – Main	Houston, TX

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EXPLANATION OF RESPONSIBILITIES

District Instructional Leader, Stafford MSD, 2019-2020

Curriculum Specialist, Southwest Schools, 2018-2019

Director of Core Content Spring ISD, 2015-2017

- Developed district-wide curriculum documents to support coherent implementation.
- Designed integrated curriculum components to deliver accommodations/modifications to support diverse learners.
- Embedded best practice literacy instruction per the district framework.
- Created progress monitoring assessments for the implementation and development of the district benchmarking system.
- Coached teachers and campus administrators in the critical attributes of lesson design, instruction, and student engagement.
- Collaborated with campus administrators to problem-solve lesson design and instructional engagement issues.
- Conducted district-wide development walks to monitor instruction and ensure best practices.
- Provided staff development to ensure the effective implementation of curriculum and instruction.
- Managed department budget and maintained cost estimates for all content-related projects.

Assistant Principal

Goose Creek CISD

2013-2017

- Collaborated with the principal to create and modify the CIP to address the dynamic needs of the campus.
- Developed the master schedule and coordinated the instructional program
- Provide professional development and PLCs on instructional strategies and monitor implementation.
- Implemented campus-wide PBIS systems and oversaw disciplinary issues.
- Conducted interviews, completed hiring paperwork, and appraised teacher performance using PDAS and T-TESS.
- Served as the SpED/ARD administrator for the campus and affiliated Tri-County Regional Day School Program for the Deaf.
- Functioned as RtI and 504 administrator on campus ensuring the fidelity and monitoring of services to students.
- Planned, implemented, and maintained a system of assessment as the campus testing coordinator.
- Ensured compliance with program requirements for ELL students as the campus LPAC administrator.

Instructional Coach

Goose Creek CISD

2010-2013

- Partnered with district and campus-level leadership in directing instructional and curriculum services to meet student needs.
- Applied research and district data to improve the content, sequence, and results of the teaching and learning process.
- Planned instruction with teachers including learning objectives, instructional strategies, and assessment techniques.
- Coached teachers on performance to facilitate reflective practice and increased capacity.
- Modeled best instructional practices in classrooms to facilitate better instruction.
- Monitored instructional processes to ensure fidelity.
- Obtained and used evaluative findings, including student achievement data, to examine program effectiveness.
- Collaborated with campus administration and decision-making committees to organize professional development activities.
- Conducted PLCs and delivered progression development to address campus needs and improved student achievement.

DR. JENNIFER MICHELLE WARFORD

4922 BENTONITE BLVD.

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SAMPLE OF PRESENTED PD AND PLC TOPICS

504: Identification and Compliance
Abydos Reading and Writing
Accountability Indices: What They Are and What They Mean
Accountable Talk: Encouraging Effective Conversations
Analysis Pyramid: Critical Thinking in ELA
Backward Design and Assessment Construction
Balanced Literacy: Reaching Every Student
Capturing Kids Hearts: Social Contracts
CIP Facilitation
Cornell Notes for Better Comprehension and Retention
CRISS: Student-Owned Strategies
Crucial Conversations
Data Teams: Make Them Work for You
Developmental Walks: Instruction
Developmental Walks: Learning Environment
Developmental Walks: Planning
Differentiation: Modifying Content, Process, and Product
Discipline Procedures and Review 360
DOK: Depth of Knowledge and Implications for Instruction
Eric Jensen's Brain Research and the Classroom
Gradual Release: Scaffolding to Independence and Mastery
Graduation Plans: Comparison and Implications
Hanel and Highly Effective Questioning
High Yield Strategies: Nonlinguistic Representations
High Yield Strategies: Similarities and Differences
High Yield Strategies: Interactive Notebooks
History Fair: Planning and Participation
IEP Creation and Compliance
IGC and Student Credit
Kagan Strategies: The Essential 5
Language Objectives: Ensuring Growth for ELLs
Literature Circles
LPAC: Requirements and Compliance
Marzano's Academic Vocabulary
Metacognition: Practical Strategies
Objective Writing: Conditions, Behaviors, and Measurement
PDAS Appraisal Training
PLCs: What They Are and How to Make Them Work for You
Postsecondary Readiness: How Is It Measured?
Process Standards: A Lens for Increased Rigor
Quick Writes and the Secondary Classroom
Restorative Discipline: A Community-Based Alternative
Rigor Relevance Framework: Thinking and Action Continuums
Ruby Payne: A Framework for Understanding Poverty
RtI: Framework, Requirements, and Benefits
SIOP Strategies: Ensuring Success for Our ELLs
Social Studies Success Academy: Citizenship
Social Studies Success Academy: Culture
Social Studies Success Academy: Economics
Social Studies Success Academy: Geography
Social Studies Success Academy: Government
Social Studies Success Academy: History
Social Studies Success Academy: Science, Technology, Society
Social Studies Success Academy: Social Studies Skills
STAAR Blueprint: What Does This Mean for You?
STAAR Test Administrator Training
TELPAS Training
TLAC Strategies: Begin with the End
TLAC Strategies: Checks for Understanding
TLAC Strategies: Exit Tickets
TLAC Strategies: At Bats
TLAC Strategies: Do Now
T-TESS Appraisal Training
Using Lead4ward to Plan Intervention
Using the Education Planning Guide
Utilizing Primary Source Documents
Working with Graphic Organizers, Mind Mapping, and the Like
Where Social Studies and ELA Meet: Standard Comparisons
Writing Across the Curriculum
Teachers College Reading and Writing Workshop Model

DR. JENNIFER MICHELLE WARFORD

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ADMINISTRATIVE ACCOMPLISHMENTS

Reading

All-Grades Met or Exceeded Progress Increased from 48% to 56% (Year 1)
All-Grades Met or Exceeded Progress Increased from 56% to 63% (Year 2)
Implemented a Comprehensive Balanced Literacy Program in All Classrooms
Secured Grants to Purchase Reading Materials (Guided Reading Books, Mentor Texts)

Writing

Scores Increased from 56% to 65% (Year 2)
Implemented a Writers Workshop Model Based on a Calkins-Abydos Hybrid
Developed Cross-Curricular Grammar Units That Spiraled Writing TEKS

Math

All-Grades Score Increased from 58% to 62% (Year 1)
All-Grades Score Increased from 62% to 71% (Year 2)
Oversaw the Implementation of the New TEKS and Incorporated Before Any Other District Campus
Coordinated a Girls Math and Science Conference for 4th and 5th Grade Students

Science

Scores Increase from 66% to 78% (Year 1)
Implemented a Summer Science Academy with Business Partner Sponsorship to Improve 5th Grade Science Scores
Developed a STEM Rotation During Specials

Culture

Implemented Daily Announcements Including Celebrations and Reflections
Utilized Social Media to Publish Campus/Teacher/Classroom/Student "Glow" Opportunities
Sent Daily E-Mails to Stakeholders Reinforcing the PLC's Instructional Focus and SEL Messaging
Assigned Accountability Partner "Cheerleaders" to All Instructional Staff

Instruction

Instituted a Weekly PLC Model with Designated Instructional Focus and Accountability
Developed Cross-Curricular Academic Vocabulary
Integrated Cooperative Learning into All Classrooms Through Kagan and CRISS Training

Behavior

Implemented a Campus-Wide PBIS Model with Incorporated Incentives (Year 1)
Adapted the PBIS Model to Include CHAMPS Components (Year 2)
Decreased Office-Referred Discipline by 23% (Year 1)
Incorporated Developmental Assets Training into the Campus Model

DR. JENNIFER MICHELLE WARFORD

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E-MAIL: JWARFORD@STAFFORDMSD.ORG

Greetings,

As the current District Data and Instructional Leader in Stafford MSD, I am excited to potentially serve as the Blended Learning Grant Project Manager. We strongly believe that blended learning is essential to ensure that every student reaches his or her full potential. I can definitively commit to spending at least 50% of my time towards the faithful implementation and execution of the project and can attest that many of my current functions will contribute to the BLGP's success.

Having served as a classroom teacher, instructional coach, assistant principal, and district administrator, I have worked to increase student achievement at all levels of an educational organization. I understand the BLGP will require a commitment to the project's vision, dedication to implementation with fidelity, and enthusiasm for the possibility of growth and change that it will bring. Rest assured; I have a proven track record of working with districts to institute changes that result in student growth. While serving as an instructional coach, I was the sole writer of the district reading SSI program that increased our 5th-grade STAAR retake scores by 21%. I also created and implemented the grades 6-8 junior high STAAR intervention coursework that increased student scores by 13%. As an assistant principal, I was part of an administration implemented to turn-around an elementary FOCUS school. Through extensive PLCs, teacher coaching, and professional development, it was removed from the list. Finally, as a district administrator, grades 3-12 scores in my department increased by 14% in math and 8% in ELA. During this time, I worked closely with the district staff development department to develop a responsive curriculum, led relevant staff development opportunities, coached teachers at the campus level, and planned meaningful instruction with teachers.

I am committed to the BLGP's vision because I believe that education is the great societal equalizer. It provides a pathway for choice and opportunity that might not otherwise be afforded to students, but this can only happen when teachers truly meet students where they are and work to fill instructional gaps and push academic acceleration. Instructional time must be maximized and allow teachers to provide intentionality to the lessons they deliver. Blended learning is the framework to make this occur, and this grant will help us to provide active learning and a rigorous curriculum to the students of Stafford in the ways that we have been striving to do.

As the District Data and Instructional Leader, I already possess the status and relationships to successfully facilitate the BLGP. I report directly to the Chief Academic Officer and regularly collaborate with our Instructional Technology Department and campus administrations. A substantial portion of my job is working with campuses regarding instruction and reviewing data to verify the efficacy of our efforts. Additionally, I am involved in our District Expanded Cabinet meetings and can directly communicate with the highest levels of district leadership to effectuate instructional and operational change.

I believe that my background, qualifications, and job functions make me an excellent candidate to serve as the BLGP's Project Manager. I am passionate about organizational strategy, continuous improvement, and working with districts to create meaningful growth opportunities for students. I hope to work with your grant to bring this necessary and much-sought opportunity to Stafford MSD.

Regards,

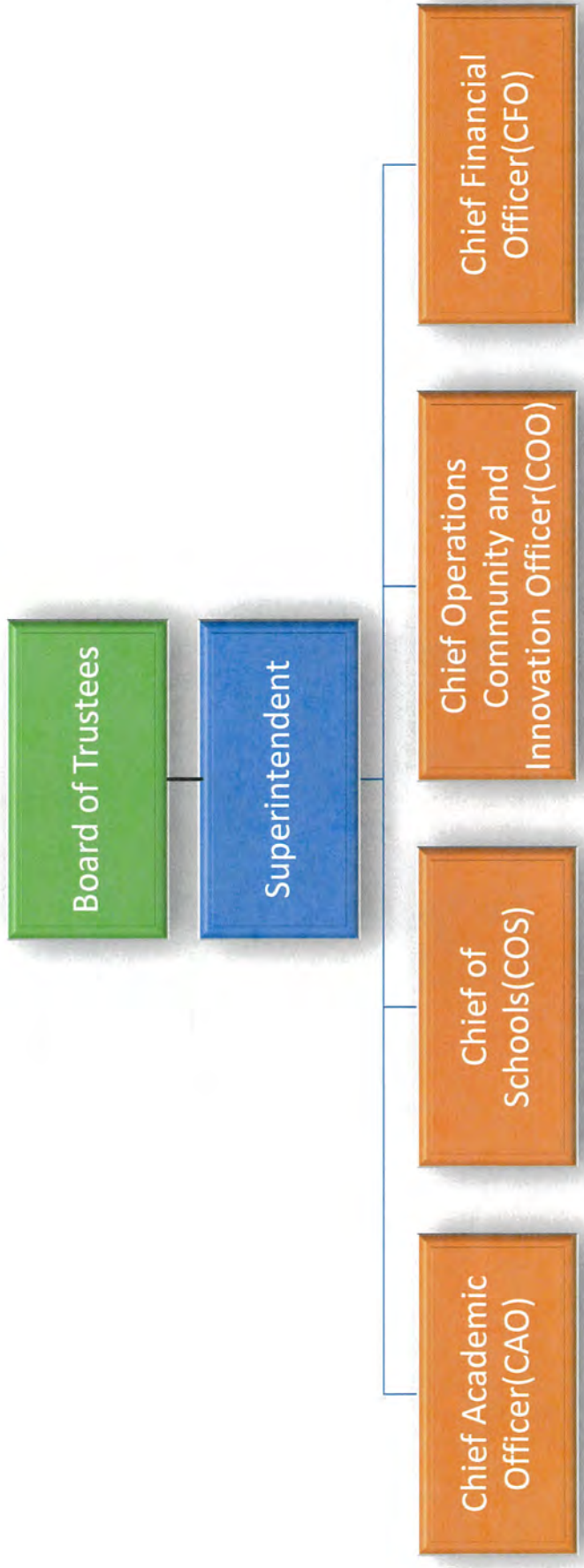


Jennifer Warford



SMMSD Stafford Municipal School District
"The Best Little School District in Texas"

Organizational Chart



SMSD Stafford Municipal School District

"The Best Little School District in Texas"

Organizational Chart

