



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.

Midland ISD is committed to drastically improving student outcomes, and Math is an academic area where new tools and resources as well as strong technical assistance will assist us in achieving our bold goals. The District has had a long-term vision and commitment to identifying innovative solutions to meet the needs of its students including participation as a District of Innovation, part of the System of Great Schools and a recent Resilient Schools program participant. With the new requirements presented by the COVID pandemic driving even more change in the near-term and beyond, the time is right to deploy a robust and thoughtful blended learning approach that can meet students where they are with individualized and differentiated instructional practices.

The District has set several goals and evaluation metrics to increase math performance outcomes, the most relevant of the Goal Progress Measures to this application is Board Goal #2 (draft): All third through eighth-grade students scoring at the meets or masters level on both STAAR Reading and Math will increase from 25% to 45% by August 2025. (2019 EOY 25%, 2018 EOY 25%, 2017 EOY 25%). Yearly Targets: 2021 - 29%; 2022 - 32%; 2023 - 35%; 2024 - 40%; 2025 - 45%. District leadership is committed to dedicating the time and energy to achieving these goals and sees the MIZ and BLGP as an essential element for achieving success.

Midland ISD has room for growth in Math and is not satisfied with existing student outcomes. We are looking for new tools and resources that will allow us to respond to how students learn best and we are poised to take advantage of the shifts in the education ecosystem and are strongly positioned for this shift to a more intentional blended learning model thanks to the innovation framework that has been put in place in previous years.

Statutory/Program Requirements

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

Our data collection from families during the COVID crisis has shown that parents are open to non-traditional educational models that better meet the needs of their children. However, the need for more teacher training is urgent so that educators feel equipped to deliver effective instruction in a blended world. The schools that have been identified for Phase 1 of the BLGP (Alamo Junior High, Jones Elementary, DeZavala Elementary, Bonham Elementary and Jane Long Elementary) have strong leaders, the will to be innovative, and a commitment to drastically improving outcomes in math and other subjects.

In addition to strengthening instruction and ultimately student outcomes, the BLGP will assist MISD in solving operational challenges. There is an increasing human capital challenge in West Texas that is requiring new ways of thinking about staffing models and scheduling. MISD is already exploring models including the Opportunity Culture model for districts and education preparation providers to strengthen teacher pipelines collaboratively through paid teacher residencies and scaffolded roles for teachers. The Bill & Melinda Gates Foundation is providing a grant to support training for MISD and our neighbor Ector County ISD, and UT Permian Basin, to design and implement the model. MISD is also experiencing school crowding challenges that could be addressed through blended learning and alternative scheduling methods. The resources provided by the BLGP will complement the existing strong commitment to operational innovation in the District.

District leaders, school leaders and teachers in the Phase 1 schools are committed to high fidelity implementation of the four-year process to design, launch, scale and sustain a Math Innovation Zone and to build robust and responsive Blended Learning systems that will ultimately benefit the full District. We will quickly identify and hire a Project Manager with strong leadership and content knowledge skills who will dedicate 50% of their time for the life of the project.

Our proposed feeder pattern approach includes four elementary schools that feed into Alamo Jr. High. In Midland, school structures include K-6th grade at the elementary level, and 7th and 8th grade at the Jr. High Level. To adjust the phased-approach methodology to meet MISD's grade-level model, we have included an additional grade-level per year in our launch plan that will allow us to smoothly transition participating students from one level to the next over the three year implementation phase. In Year One, we will include grades 1, 3, 5, and 7. In Year 2, grades 2, 4, 6 and 8 will be included, and in Year 3, we will add in Pre-K and Kindergarten. This approach allows for the inclusion of all grades at all schools in the feeder pattern.

Midland ISD is committed to the use of high-quality software as we implement the MIZ strategies and Blended Learning principles. We currently use Imagine Math as a software tool and have seen promising results. As part of this grant program, we seek to amplify our usage of the software while improving the professional development and fidelity of implementation in our District. We are dedicated to being members of the MIZ Community of Practice and to greatly improving our blended learning practices through this work.

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.

MISD does not currently have an individual identified for the BLGP Project Manager role, yet we are dedicated to hiring someone in the near-term with the experience, background, and ability to lead the work forward with fidelity (Job Description attached in lieu of Resume) Currently, we anticipate that local funds will be used for salary, leaving the implementation funds intact for technical assistance, software, professional development and other program costs. The District has recently become part of the Resilient Schools cohort, and the Project Manager will combine leadership of both initiatives to meet both human capital and budget needs. We feel that these programs are symbiotic and will allow for the identification of a highly capable leader who will focus on Blended Learning opportunities. The Resilient Schools model allows districts to evaluate the effectiveness of remote or hybrid learning model(s), support the crafting of improvements to remote or hybrid learning model(s), support the implementation of co-developed improvements, and connect to agency or related resources to support improvements. These activities directly align with the goals and proposed outcomes of the BLGP with the MIZ/BLGP allowing for a deeper and more intentional focus on math at a sub-set of schools.

Statutory/Program Requirements

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

The PM will be enabled to make decisions through an integrated, collaborative communications approach with District Administration, School Leadership, District Math leaders, Teachers, and the providers of support services (i.e. Imagine Math). The PM will be empowered to communicate across the District structure, including C&I, Technology, HR, and others) to achieve the goals of the project plan including instructional and operational changes.

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.

MISD is committed to data-driven decision-making and instructional alignment. Several data checkpoints, student assessments and continuous improvement methods are currently used by the District to ensure alignment with the academic needs of students. Several examples are included here:

- District Checkpoints every 9 weeks to determine content progress, based on essential standards developed in 2018-19
- Imagine Math Benchmark Assessments, Usage Data and Growth Outcome Reports
- MISD Interim Assessments aligned with Board of Trustee Goals
- Campus level common formative assessments for continuous improvement
- Eduphoria grade to grade comparisons, student growth and sub-population disaggregation

We have also correlated the data between District Checkpoints, STAAR, and specific program data/ Imagine Math to track student progress. This year, Midland ISD will participate in the BOY Assessment in coordination with TEA. This will provide us with another robust data source as part of our toolkit.

As an example of data collection and tracking strategies, we have evidence that depicts the usage results of our current partner, Imagine Math, as they relate to STAAR Math Performance in 2019. A statistically significant difference was found on STAAR passage for students who used Imagine Math. Students also achieved higher STAAR Math Proficiency levels. These results have led the District to continue to use Imagine Math as a tool to improve student outcomes, with the goal to expand access. In addition, school and student level tracking is used to monitor progress and adjust instruction. Multiple data sources are tracked at the school and student level and compared to various assessment outcomes for predictions of success and instructional adjustments.

Statutory/Program Requirements (Cont.)

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

Additional examples of evidence that is collected by the District is available upon request. We are glad to share any of the tools that we use for continuous improvement processes.

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.

[Empty response box for question 4]

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

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

You may duplicate this page

Amended Section

Reason for Amendment

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

For further guidance, refer to the Budgeting Costs Guidance Handbook.

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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		1	\$ -	\$ -
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			\$ -	\$ -
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:			\$ -	\$ -
31	Total Program Costs*:			\$ -	
32	Total Direct Admin Costs*:			\$ -	
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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

FOR TEA USE ONLY

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	BLGP Design and Implementation Vendor: TBD Specify purpose: Technical Assistance	\$ 54,000	\$ -
3	Job Embedded Professional Development Vendor: TBD Specify purpose: Professional Development Planning	\$ 35,000	\$ -
4	Service: Financial Sustainability Specify purpose:	\$ 15,000	\$ -
5	Service: Master Planning Specify purpose:	\$ 15,000	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 119,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 119,000	\$ -
12	Total Program Costs*:	\$ 119,000	
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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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

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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:	\$ 6,000	\$ -
2	Grand Total:	\$ 6,000	\$ -
3	Total Program Costs*:	\$ 6,000	
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.	\$ -	\$ -
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.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
13	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

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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	\$ -	\$ -	\$ -	\$ -
2	Professional and Contracted Services	6200	\$ 119,000	\$ -	\$ 119,000	\$ -
3	Supplies and Materials	6300	\$ 6,000	\$ -	\$ 6,000	\$ -
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:		\$ 125,000	\$ -	\$ 125,000	\$ -
7	* Indirect Costs:				\$ 5,357	\$ -
8	Total of All Budgeted Costs :		\$ 125,000	\$ -	\$ 130,357	\$ -
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:				\$ 130,357	
11	Direct Administration Cap per Program Guidelines (X%)				0.05	
12	Maximum amount allowable for direct administrative costs:				\$ 6,517	

*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 #
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SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

FOR TEA USE ONLY

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

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

Required for budget amendment requests

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

Assembling the Amendment

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

1. Complete page 1
 - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes #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	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Midland ISD
District or Charter School Network ID Number	165901
Personnel	
Superintendent Name	Darrell Dodds
LOI Author Name	Jill Rivera
LOI Author Title	Executive Director of Professional Development
LOI Author Phone	432-240-1300
LOI Author E-mail Address	jill.rivera@midlandisd.net
District MIZ Project Manager Name	To Be Hired
District MIZ Project Manager Title	N/A
District MIZ Project Manager Email Address	N/A
District MIZ Project Manager Phone Number	N/A
District Details	
District Overall Performance - Numeric Grade Only	75%
Total Students in District	25,319
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	1,188
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	Region 18
Name of school in district with most prior experience in blended learning	N/A
Number of years the school (in previous answer) has used blended learning	N/A
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR Interims NWEA Benchmarks Built into Imagine math
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, 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...)	Lonestar Governance; System of Great Schools, District of Innovation, 1882 Partnerships; Resilient Schools, School Act. Fund
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?	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.	
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 ?	10/1/2020
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.	
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes

Math Innovation Zones
Planning and Execution Grants

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Alamo
MS Campus Total Students	793
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	7
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	8
Core Math Curriculum used in this Middle School Campus	SpringBoard
Personnel	
MS Campus Principal Name	Paul Hidalgo
MS Campus Principal Email Address	paul.hidalgo@midlandisd.net
MS Campus Principal Phone Number	432-689-1700
MS Campus MIZ Project Manager	Jr. Napoles
MS Campus MIZ Project Manager Title	Instructional Specialist
MS Campus MIZ Project Manager Email Address	jr.napoles@midlandisd.net
MS Campus MIZ Project Manager Phone Number	432-689-1700
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	64%
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	48%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	53%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	51%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	51%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	46%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	26%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	20%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	7%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	8%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	14%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	11%
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	Jones Elementary
Feeder A Total Students	349
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder A (i.e. "5" for 5th grade)	6
Core Math Curriculum Used at Feeder School A	SAVVAS Envision 2.0
Personnel	
Feeder A Principal Name	Amber Harmon
Feeder A Principal Email Address	amber.harmon@midlandisd.net
Feeder A Principal Phone Number	432-689-7205
Feeder A MIZ Project Manager	Lacey Sanchez
Feeder A MIZ Project Manager Title	Instructional Specialist
Feeder A MIZ Project Manager Email Address	lacey.sanchez@midlandisd.net
Feeder A MIZ Project Manager Phone Number	432-689-7205
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	56
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	51%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	63%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	70%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	58%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	70%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	34%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	39%

Math Innovation Zones
Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	De Zavala Elementary
Feeder B Total Students	580
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	SAVVAS Envision 2.0
Personnel	
Feeder B Principal Name	Julie Sims
Feeder B Principal Email Address	juliea.sims@midlandisd.net
Feeder B Principal Phone Number	432-689-6605
Feeder B MIZ Project Manager	Odaliz Barros
Feeder B MIZ Project Manager Title	Teacher Lead
Feeder B MIZ Project Manager Email Address	odaliz.barros@midlandisd.net
Feeder B MIZ Project Manager Phone Number	432-689-6605
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	53
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	83%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	65%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	67%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	62%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	64%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	30%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	33%

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Bonham Elementary
Feeder C Total Students	528
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	SAVVAS Envision 2.0
Personnel	
Feeder C Principal Name	Tricia Teran
Feeder C Principal Email Address	tricia.teran@midlandisd.net
Feeder C Principal Phone Number	432-689-6005
Feeder C MIZ Project Manager	Instructional Specialist
Feeder C MIZ Project Manager Title	Pam Pace
Feeder C MIZ Project Manager Email Address	pam.pace@midlandisd.net
Feeder C MIZ Project Manager Phone Number	432-240-6000
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	62
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	50%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	66%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	78%
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)	74%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	34%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	46%

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Jane Long Elementary
Feeder D Total Students	500
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	SAVVAS Envision 2.0
Personnel	
Feeder D Principal Name	Tina Briley
Feeder D Principal Email Address	tina.briley@midlandisd.net
Feeder D Principal Phone Number	432-689-7405
Feeder D MIZ Project Manager	Isabel Reyes
Feeder D MIZ Project Manager Title	Instructional Specialist
Feeder D MIZ Project Manager Email Address	isabel.reyes@midlandisd.net
Feeder D MIZ Project Manager Phone Number	432-689-7405
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	68
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	65%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	71%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	71%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	65%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	64%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	37%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	35%

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder E (if applicable)	Applicant Response
Feeder E Campus Name	Enter Text Response
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	SAVVAS Envision 2.0
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
Planning and Execution Grants

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

Math Innovation Zones
Planning and Execution Grants

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

Math Innovation Zones
Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
Planning and Execution Grants

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



OFFICE OF THE SUPERINTENDENT

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September 14, 2020

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District 5

Texas Education Agency
Attn: Grants Administration Division
1701 N. Congress Ave.
Austin, TX 78701

Re: Acting Superintendent's Support for Midland ISD's Blended Learning Grant Program

To whom it may concern:

Midland Independent School District requests your consideration of our proposal to the Blended Learning Grant Program (BLGP) for a Math Innovations Zone planning and implementation project. We have examined our data and identified schools in a feeder pattern that will greatly benefit from the tools and resources provided by the BLGP.

Midland ISD consists of 40 campuses serving a diverse student body of more than 26,000. MISD is proud to be a District of Innovation and is also a participant in various blended and online learning initiatives, many of which have been accelerated by the COVID-19 crisis. As we seek to provide multiple modes and methods of instruction to meet the unique needs of our students, an in-depth, supported Blended Learning Program will support our work and empower our leaders and teachers to provide high-quality, differentiated instruction.

As the Acting Superintendent, I am in full support of this application and in agreement that the BLGP is a complimentary fit to other current initiatives in the District. We hope for a positive outcome for this application.

Sincerely,

Darrell Dodds
Acting Superintendent
Midland ISD



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September 14, 2020

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Texas Education Agency
Attn: Grants Administration Division
1701 N. Congress Ave.
Austin, TX 78701

Re: Support for Midland ISD's Blended Learning Grant Program- Chief Academic Officer

To whom it may concern:

Academic success for all students is our greatest priority at Midland ISD. To support the district's mission - all students will graduate prepared and ready for college or career - the Academics department provides instructional resources, academic and instructional leadership, and professional development opportunities to support rigorous learning opportunities in the classroom.

As part of our mission, we seek to provide multiple opportunities for learning in our District and are interested in becoming well versed in Blended Learning models. The opportunity to be a Math Innovation Zone will enhance our efforts to improve math outcomes across the District and meet the goals set by our Board of Trustees. These tools and resources will set our leaders and teachers up for success as we provide more blended and online learning options that focus on improving academic achievement.

Our focus for this application is to establish a Math Innovation Zone starting with four elementary schools and one middle school, with a four grade level launch that includes grade 7 at the middle school level (given that 6th grade remains at the elementary level in Midland) as well as elementary grades 1, 3 and 5. In Year 2, we will add grades 2, 3, 6 and 8 and wrap up with adding in Pre-K and Kindergarten in Year 3. This plan will allow for whole-school engagement over a three-year span with the goal to greatly improve math outcomes in the targeted schools as well as establish best practices for the broader district.

Your consideration of our proposal is very appreciated. We look forward to partnering with TEA in our continued efforts to improve student outcomes for students in Midland.

Sincerely,

DocuSigned by:
Lisa Goodnow
23E50E318859402...

Dr. Lisa Goodnow
Chief Academic Officer

MISSION: All students will graduate prepared and ready for college or career.



OFFICE OF Teaching and Learning
615 W. Missouri Avenue, Midland, Texas 79701
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September 15, 2020

Texas Education Agency
Attn: Grants Administration Division
1701 N. Congress Ave.
Austin, TX 78701

Re: Support for Blended Learning Grant Program- Alamo Middle School

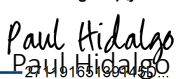
To whom it may concern:

As the Principal of Alamo Middle School, I am extremely focused and aware of the need to provide evidence-based tools and resources to our teachers. This has become even more urgent with the onset of COVID-19 and the need to drastically shift our instructional practices to meet the needs of our students and our teachers. Our campus was already interested in blended learning models before the pandemic, and we now have the opportunity to accelerate our planning and implementation with additional resource from TEA through the BLGP Program.

The Math Innovation Zone Opportunity is of high interest to our campus. With slightly over 50% of our students “approaching grade level” on both 2018 and 2019 STAAR assessments, we recognize the need to address math outcomes with the most proven tools. With the support of the BLGP, we will have the resources for professional learning and development for our staff, as well as additional technical assistance that will ensure success.

My staff is eager to have new opportunities to meet the unique needs of our students in West Texas. The practices included in the BLGP will allow for better differentiation and real-time adjustments to instruction to make sure students have the building blocks they need for math success. Your consideration of our proposal is very appreciated.

Sincerely,


Paul Hidalgo

Principal, Alamo Middle School



OFFICE OF Teaching and Learning

615 W. Missouri Avenue, Midland, Texas 79701

Office: 432-240-1300 | www.midlandisd.net

September 15, 2020

Texas Education Agency
Attn: Grants Administration Division
1701 N. Congress Ave.
Austin, TX 78701

Re: Support for Blended Learning Grant Program- Bonham Elementary

To whom it may concern:

As the Principal of Bonham Elementary School, it is my pleasure to support the District's application to be a Math Innovation Zone and have the Blended Learning resources. Bonham is a "Leader in Me" network school with a focus on supporting social and emotional learning. As part of that mission, we seek to meet every student with the best instruction for their learning style and support their academic success.

Acceptance into the Math Innovation Zone Opportunity will assist in supporting our school and District goals to deliver effective differentiated instruction. In fact, one of our campus improvement goals is "Improvement in enrichment and differentiation in all core subject areas". The practices showcased by the BLGP will not only inform our approach to math instruction but will also provide examples to our other academic areas.

With the COVID-19 adjustments and many students finding that a blended approach to learning meets their needs, it is imperative that we seek out the resources needed to deliver high-quality instruction. Our campus fully supports the application for the BLGP and MIZ, and we look forward to planning and implementation.

Your consideration of our proposal to the BLGP is appreciated.

Sincerely,

DocuSigned by:

35D1F8BE1362470...

Tricia Teran
Principal, Bonham Elementary School



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September 15, 2020

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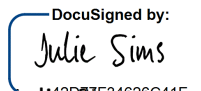
Re: Support for Blended Learning Grant Program- DeZavala Elementary

To whom it may concern:

As the Principal of DeZavala Elementary School, it is my pleasure to support the District's application to be a Math Innovation Zone and have the Blended Learning resources that come with the designation. De Zavala has a proud history in East Midland and welcomes opportunities to be innovative. We recently added a new wing to our campus and now have a science lab, computer lab, and literacy lab, all to create a state-of-the-art learning environment for our students. These enhancements align with our efforts to improve academic outcomes for our students.

The Math Innovation Zone Opportunity is of high interest to our campus and will allow us to have a community of practice with the other participating schools in the Alamo Middle School feeder pattern. Improving math outcomes is one of the key goals for our District and we welcome new ideas and strategies to reach that goal. We also seek to become better versed in blended learning best practices so that we serve ALL students in the best way possible. The MIZ and BLGP will be a great fit for our school community. Your consideration of our proposal is appreciated.

Sincerely,

DocuSigned by:

Julie Sims

Principal, DeZavala Elementary School



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September 15, 2020

Texas Education Agency
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Re: Support for Blended Learning Grant Program- Long Elementary


To whom it may concern:

As the Principal of Long Elementary School, it is my pleasure to support the District's application to be a Math Innovation Zone and have the Blended Learning resources. Long serves students from Pre-K through sixth grade. Programs include learning opportunities for gifted/talented students, those with dyslexia or speech limitations, and special education. We consistently seek opportunities to replicate best practices and implement proven programs that improve student outcomes.

Acceptance into the Math Innovation Zone Opportunity will assist in supporting our school and District goals to deliver effective differentiated instruction. With the COVID-19 adjustments and many students finding that a blended approach to learning meets their needs, it is imperative that we seek out the resources needed to deliver high-quality instruction. Our campus fully supports the application for the BLGP and MIZ, and we look forward to planning and implementation.

Your consideration of our proposal to the BLGP is appreciated.

Sincerely,

DocuSigned by:

B38A1AE910E643A...

Tina Briley
Principal, Long Elementary School



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September 15, 2020

Texas Education Agency
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Re: Support for Blended Learning Grant Program- Jones Elementary

To whom it may concern:

As the Principal of Jones Elementary School, I am excited for the opportunity to be a Math Innovation Zone school and have the Blended Learning resources that come along with that designation. Jones Elementary is home of the Collegiate scholars! Our vision is to eliminate achievement gaps by providing a nurturing and challenging learning environment. The Blended Learning Grant Program will be a welcome addition to our toolkit of strategies that will lead us to student success.

At Jones Elementary, our beliefs about culture and positive behavior are that all stakeholders will strive daily to be better than they were yesterday; academically, socially, and emotionally through the use of restorative practices, PBIS and the pillars of No Excuses University.

- As the principal, my responsibility is to inspire others to grow as learners, leaders, and productive citizens through consistent personal reflection and inquiry.
- It is our staffs' responsibility to produce accelerated paths of learning for all students through modeled expectation and rigorous content. This will result in increased success and a culture of universal achievement.
- It is our students' responsibility to demonstrate high levels of accomplishment through a growth mindset. Students at Jones Elementary feel valued because everyone in our building matters.
- It is our families' responsibility to unify the bridge between school and home by supporting their student's academic development as well as their emotional development.

We recognize the critical need to foster a sense of belonging and understand the impact it will have on campus achievement. The Math Innovation Zone Opportunity is of high interest to our



Midland Independent School District

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campus and will allow us to have a community of practice with the other participating schools in the Alamo feeder pattern.

As you can see, the MIZ and BLGP will be a great fit for our school.

Your consideration of our proposal is very appreciated.

Sincerely,

DocuSigned by:

Amber Harmon

Amber Harmon

Principal, Jones Elementary School

Grant Project Manager

DIVISION: Teaching & Learning

REPORTS TO: Chief Academic Officer

DEPT/SCHOOL: Central Office

Duty Days: 217

Minimum Qualifications

Position requires a Bachelor's degree in Education, Social Sciences, Human Resources, Public Administration, or related field from an accredited college or university.

Skill Requirements

This position requires knowledge of current education and instructional theories, methodologies, techniques, and principles. Incumbent must have the ability to coordinate projects and programs for a substantial number of schools, students, and families. Incumbent must be able to communicate effectively, work with others as a team, organize and maintain records, evaluate performance and provide constructive feedback, and manage time and resources effectively and efficiently. Work requires creativity and adaptive thinking to match program objectives. Employees in this position must be able to read, write, and speak/communicate in English in order to receive and to provide work-related information in a timely manner to other employees, supervisors, principals, school personnel, volunteers and where appropriate, visitors and students.

SPECIAL KNOWLEDGE/SKILLS

- Takes initiative to engage in self-learning, such as education and certification to support blended learning
- Self-starter with ability to learn quickly and adjust based on external feedback
- Collect, analyze, create insights, and act on various data points to drive program strategy
- Assist in the management of program including monthly check-ins with state and/or vendors
- Strong project management skills and ability to juggle competing priorities and drive team towards results
- A desire to self-reflect, give/receive feedback and continuously improve.

JOB PURPOSE AND RESPONSIBILITY

This position is responsible for providing leadership in the design and coordination of activities/projects and collaboration efforts related to awarded grants, implementation and evaluation of programs which are directly linked to the educational initiatives of individual schools and the district.

Essential Functions

- Works with district and school staffs and administrators to identify and address specific program/project needs.
- Provide leadership in developing a comprehensive monitoring plan that address the needs of students in the district through which the grants are served.
- Develops a broad-based approach to sustain the funding of assigned programs/projects in the district, including collaboratively researching and writing grant applications.
- Monitor evaluation design and coordinate the evaluation components of grants.
- Design and implement professional development for staff.

MAJOR RESPONSIBILITIES

1. Build, communicate, and foster a vision for high-quality implementation of blended learning in selected classrooms across the district.
2. Drive strategy and execution for program selection, recruitment, and evaluation-based activities for district adoption of blended learning models.
3. Coordinate and/or deliver professional development for all current and new schools implementing blended learning.
4. Drive teacher professional development of 1:1 and blended learning teachers through engagement in Professional Learning Communities (PLCs), coaching, and modeling.
5. Conduct classroom walkthroughs to identify program strengths and weaknesses.
6. Regularly monitor student data to ensure the district's data-driven commitment to blended learning implementation and adjust as needed.
7. Collaborate with the communications department to inform external and internal stakeholders about blended learning and to showcase blended learning teachers and students.
8. Work with the IT department to ensure that hardware, software, data, and user management is in place to support the successful implementation of blended learning.

Other Duties As Assigned

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT

Services are generally provided in an office or school setting. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.



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September 14, 2020

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

Re: Support for Midland ISD's Blended Learning Grant Program- Executive Director of Professional Development (on behalf of the Project Manager- to be hired)

To whom it may concern:

Midland ISD's mission is that all students will graduate prepared and ready for college or career. To achieve that goal, we must be innovative, flexible and adaptive. The Blended Learning Grant Program, and the Math Innovation Zone, will allow us to add tools to our toolkit for academic success.

MISD does not currently have an individual identified for the BLGP Project Manager role, yet we are dedicated to hiring someone in the near-term with the experience, background, and ability to lead the work forward with fidelity. Our leadership team and Human Resources Department are dedicated to finding an outstanding candidate who can fill the Project Manager role and make this project a success. A job description is attached to our application and we have already started the process of making the position a reality.

Your consideration of our proposal is very appreciated. We look forward to partnering with TEA in our continued efforts to improve student outcomes for students in Midland.

Sincerely,

Jill Rivera

Executive Director for Professional Development

Midland Independent School District
Organizational Chart
2020-2021

Board of Trustees

Superintendent
Vacant
Interim: Darrell Dodds

Chief Academic Officer
Dr. Elisabeth Goodnow

Teaching & Learning Department
2020-2021

Executive Director of
Secondary Education

Jeff Horner

Executive Directors of
Elementary Education

Diane Martinez
Angie Aron
Nancy Parker

Executive Director
of Professional
Development

Jill Rivera

Grant Project
Manager

Vacant

Director of
CTE
Mickala
Harper

Secondary
Principals

LHS
Shannon Torres
MHS
Dr. Leslie
Sparacello
MAP
Lena Buck
GHS

D. Lopez
Elementary
Principals

Bonham
Tricia Teran
Burnet
Maribel
Hernandez
DeZavala

A. Aron
Elementary
Principals

Bowie
Melissa
Horner
Fannin
Lisa Cisneros
Franks

N. Parker
Elementary
Principals

Bush
Rebecca
McCright
Emerson
Christin
Reeves

Director of
Elementary Math

Wendy Devault
Director of
Secondary Math
Linda Hill
Director of
Science
Robert Pena
Director of

CHS
David Moore
ECHS
Renee Aldrin
LFHS
Judith Tarleton
MFHS
Misty Ring
Abell JH
Cindy Piles
Alamo JH
Paul Hidalgo
San Jacinto
Jessica Gore

Julie Sims
Jones
Amber
Harmon
Lamar
Amy Clark
Pease
Gabriel
Salgado
South
Leslie
Camarillo
Washington
Wayne
Squiers

Andra Jones
Houston
Brandon
Thurston
Parker
Stephanie
Ramos
Rusk
Dora Flores
Santa Rita
Debra Alba
Scharbauer
Deanna Flader

Fasken
Joshua
Gamboa
Greathouse
Tonya Sanchez
Henderson
Julie Barraza
Long
Tina Briley
Travis
Hailey
McCarthy
Yarbrough
Jill Arthur

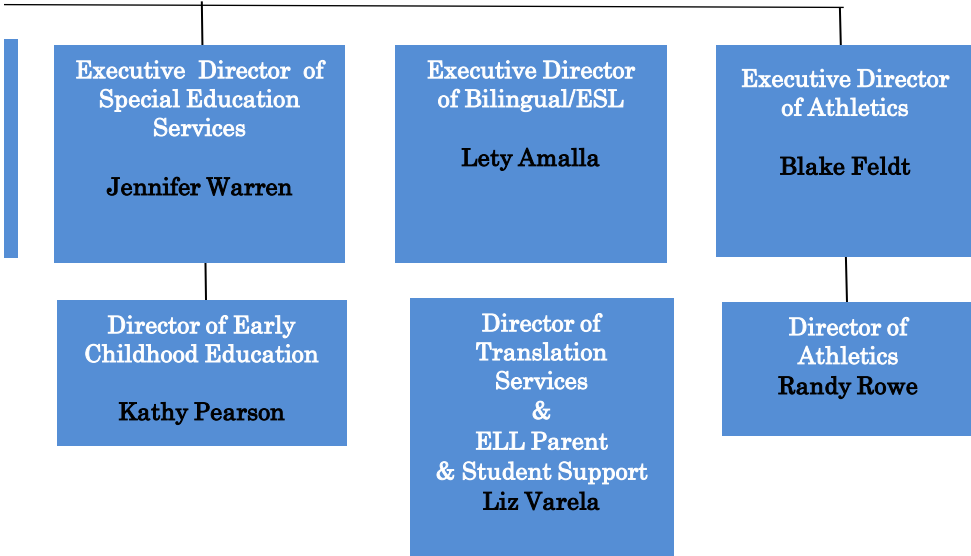
Fine Arts
Deb Shaw
Director of Social
Studies
Brian Ellington
Director of
Foreign Languages
Debbie Oliver
Director of
Advanced
Academics
Judy Bridges
Director of
ELA
Carol Bamford
Director of
Elementary
Reading
Sylvia Bernal
Director of
PE, Health,
Wellness
Audra Hooker

Mission: All students will graduate prepared and ready to





Executive Secretary
Vacant



Innovation Campuses

Young Women's Leadership Academy
Jennifer Seybert

Goddard
Brandy Copeland

Bunche
Mary Lehrer

Carver
Stephanie Carnet

Milam
Iliana Bermea

for college or career.

