



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

NOGA ID [redacted]

Authorizing legislation

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

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

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

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

Application stamp-in date and time

Grant period from

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

Pre-award costs permitted from

**the date of award announcement**

**Required Attachments**

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

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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

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

We are seeking this grant to provide better learning opportunities especially since they come to us with various levels of academic knowledge. We hope to be able to use this program to diagnose our students and then provide them with an appropriate plan of action to chart their academic growth. This will allow our teachers to create differentiated plans for our students and to be able to tailor the lessons to their individualized needs. We will evaluate the program and progress measure periodically to measure student performance and growth. Campus leadership will work closely with teachers in analyzing student data so as to best create lessons and interventions to help meet the student's individual needs. In working to address the needs of the student ' s teachers will also assess their own instructional strengths and shortcomings in order to provide the best instructional support for their students. Our hope is that we are awarded the BLPG we will be able to provide up-to-date equipment to our students which will allow them to work seamlessly through the activities that their teachers present them with. This in turn will help to ease student frustration and increase student interest in their coursework, in this case, math. Teachers will then be able to capitalize on this new-found high interest engagement from the students and thus increase the level of rigor in the work that they provide for the students. This in turn will increase the student's level of performance in the lower grades thus increasing their performance in early numeracy. As a district we recognize the importance of early numeracy and how that transfers to increased student interest and improved student performance in the upper grades. We hope to capitalize upon this and be able to have our students performing at the 90% approaches rate, 60% meets rate, and 30% mastery rate when they begin with their STAAR exams and then we hope to have the same levels of success when they are slated to take their Algebra 1 End-of-Course Exam.

**Statutory/Program Requirements**

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

recent years our school has lost funding due to loss of students. If we become a Math Innovation Zone, we will have financial and technical resources available to our students, that otherwise would be out of our reach. As a small rural district, we feel that this type of funding would allow our students to utilize the same type of educational equipment that they see other students of their age using in other schools around the State. Thus, as the State emphasizes that we create systems of equity, we are unable to because financially we are unable to. As a result we are move from a system of the haves and the have not's to a system of the can's and the can not's, because we cannot afford the same technology that our larger neighboring districts might be able to afford. I light of the new way that COVID has forced us to take on learning and teaching we have made an effort to ensure that each of our students has their own device so that they may have every opportunity to learn without having to wait for someone else to be done with a device or so that they don't have to take turns as their classmates work with a device. Not only is this unsafe with all of the risks that COVID brings forth. But it is also an academic issue in which an environment of academic frustration and behavioral issues stem as students sit idly waiting for their classmates to complete their work. While we have provided our students with devices and equipment this year, it is important to recognize that equipment gets old or worn-out which is another reason that we are seeking the opportunity to earn this grant. This grant will provide us with the financial resources to be able to provide our student with new equipment being that the equipment that they currently have may not be up to par, mechanically for very long. Finally, we understand that with this grant comes the opportunity to redesign how we instruct our students, but we will also have the opportunity to redesign our system if necessary. With innovative grants such as this we must recognize that at the core is still teaching and learning, but we should not be afraid to embrace change and allow our organization and structure to evolve if necessary. Afterall, we are a school and we are in the business of changing our knowledge base and our way of thinking to improve our lives and better our communities.

**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.

Lasara ISD's Math Innovation Zone and Blended Planning Grant will be led by Cynthia D. Ramos. Mrs. Ramos has over 19 year's educational experience with 7 years dedicated to Lasara ISD. Mrs. Ramos has a Bachelor's degree in Liberal Arts from The University of Texas at Austin and earned her Master's degree in Educational Administration from the University of Texas Pan American in Edinburg, Texas. She has held a position with Mission CISD as the district Elementary Math Coordinator. In the past she has also worked with the La Joya Independent School District as a 4th Grade Math Teacher, an Elementary Instructional Supervisor, and prior to that, was a Math Instructional Coach/Strategist for Secondary Math. Additionally, she has held a position with Sharon Wells Consulting, Inc.; as a Math Consultant. Mrs. Ramos is data driven and has lead and assisted the Lasara district in various roles. She has lead numerous curriculum staff development trainings as well as data disaggregation trainings and meetings focused on getting successful results with intended blending learning as a focus point. With district success and increase of scores as a goal, she has taken her expertise and cooperatively; with committee members, has collaborated a District Improvement Plan with blended learning incorporated within all grade level Math plans. Her commitment to the vision of the BLGP is a positive, self-driven one and with her expertise she will; by no doubt,

**Statutory/Program Requirements**

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

implement a high quality blended learning model. Mrs. Ramos has been the lead in various projects and has made decision with all district administrative departments in mind. She has great rapport with all administrative department leadership and with her back ground in numerous departments including C&I, Federal programs, and technology, she will be able to lead this grant and work with influential leaders to make changes occur.

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.

In earning the BLGP we hope to increase early numeracy which should translate to improved academic performance on the STAAR and EOC exams. We anticipate that if awarded the grant once the students move into state assessment grade levels, we will be able to increase approaches performance levels by 5% each year. We will also strive to increase student performance at the meets level by 3% each year and a 2% increase at the master's level each year. Although this might be difficult to attain due to the uncertain slide that is yet to be measured as a result of the COVID pandemic. We will work with the school board to create district-wide goals that will reflect our efforts to attain these marks which in turn will be reflected in our campus goals moving forward.

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

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

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

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

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

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

*You may duplicate this page*

Amended Section	Reason for Amendment
<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).

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**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.

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**Professional and Contracted Services 6200**

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

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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

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**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.

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**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:		245901	Amendment # (for amendments only):		
<b>Payroll Costs (6100)</b>					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
<b>Academic/Instructional</b>					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
<b>Program Management and Administration</b>					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
<b>Auxiliary</b>					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
<b>Other Employee Positions</b>					
21	Project Manager		1	\$ 30,000	\$ -
22	(Enter position title here)			\$ -	\$ -
23	<b>Subtotal Employee Costs:</b>			\$ 30,000	\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 2,000	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 2,000	\$ -
30	<b>Grand Total:</b>			\$ 32,000	\$ -
31	<b>Total Program Costs*:</b>			\$ 32,000	
32	<b>Total Direct Admin Costs*:</b>			\$ -	
<p><b>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>					

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

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

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: 245901		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
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: Technical Service Provider Specify purpose:	\$ 50,000	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 50,000</b>	<b>\$ -</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 12,000	\$ -
11	<b>Grand Total:</b>	<b>\$ 62,000</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	<b>\$ 62,000</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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**2020-2023 Blended Learning Grant Program-Planning Grants**

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County District Number or Vendor ID: 245901		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 25,000	\$ -
2	<b>Grand Total:</b>	<b>\$ 25,000</b>	<b>\$ -</b>
3	<b>Total Program Costs*:</b>	<b>\$ 25,000</b>	
4	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	

**\*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or Vendor ID: 245901		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
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	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	<del>\$ -</del>	<del>\$ -</del>
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	<del>6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:</del>	<del>\$ -</del>	<del>\$ -</del>
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$ -</b>	<b>\$ -</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 6,000	\$ -
11	<b>Grand Total:</b>	<b>\$ 6,000</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	<b>\$ 6,000</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or vendor ID: 245901		Amendment # 0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23	Fund Code:	429

**Budget Summary**

Description and Purpose	Class/ Object Code	Source of Funds			
		Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 32,000	\$ -	\$ 32,000	\$ -
2 Professional and Contracted Services	6200	\$ 62,000	\$ -	\$ 62,000	\$ -
3 Supplies and Materials	6300	\$ 25,000	\$ -	\$ 25,000	\$ -
4 Other Operating Costs	6400	\$ 6,000	\$ -	\$ 6,000	\$ -
6 <b>Total Direct Costs:</b>		<b>\$ 125,000</b>	<b>\$ -</b>	<b>\$ 125,000</b>	<b>\$ -</b>
7 * Indirect Costs:				<b>\$ -</b>	<b>\$ -</b>
8 <b>Total of All Budgeted Costs :</b>		<b>\$ 125,000</b>	<b>\$ -</b>	<b>\$ 125,000</b>	<b>\$ -</b>

**Direct Administrative Cost Calculation**

10	Total of All Budgeted Costs from line 8:	<b>\$ 125,000</b>	
11	<b>Direct Administration</b> Cap per Program Guidelines (X%)	0.05	
12	Maximum amount allowable for <b>direct administrative</b> costs:	<b>\$ 6,250</b>	

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

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

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

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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	<b>Total Direct Costs:</b>	\$ -	\$ -	\$ -	\$ -
7	<b>Indirect Costs:</b>				\$ -
8	<b>Total Costs:</b>	\$ -	\$ -	\$ -	\$ -

**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](mailto:loiapplications@tea.texas.gov).

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

*Required for all amendment requests*

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

*Required for budget amendment requests*

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

**Assembling the Amendment**

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

1. Complete page 1
  - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
  - b. Ensure all applicant information is current and correct.
  - c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.
2. Complete Appendix 1: Negotiation and Amendments
  - a. Choose the section you wish to amend from the drop down menu
  - b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget
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
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	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
District or Charter School Name	Lasara Independent School District
District or Charter School Network ID Number	245=901
<b>Personnel</b>	
Superintendent Name	Alejos Salazar, Jr.
LOI Author Name	Alejos Salazar, Jr.
LOI Author Title	Superintendent
LOI Author Phone	956-642-3598
LOI Author E-mail Address	<a href="mailto:asalazar@lasaraisd.net">asalazar@lasaraisd.net</a>
District MIZ Project Manager Name	Cynthia Ramos
District MIZ Project Manager Title	Director of C&I Federal Programs
District MIZ Project Manager Email Address	956-642-3598
District MIZ Project Manager Phone Number	<a href="mailto:cramos@lasaraisd.net">cramos@lasaraisd.net</a>
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	85
Total Students in District	313
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	94
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	1
Name of school in district with most prior experience in blended learning	none
Number of years the school (in previous answer) has used blended learning	0
Formative or <b>interim assessment</b> district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	none
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".	N/A
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.	N/A
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	1/1/2021
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Yes

Math Innovation Zones  
 Planning and Execution Grants

Feeder Pattern 1	
<b>Middle (or Upper) School</b>	<b>Applicant Response</b>
Middle School Campus Name	Lasara Elementary
MS Campus Total Students	69
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	TEKS Resource
<b>Personnel</b>	
MS Campus Principal Name	William Bardwell
MS Campus Principal Email Address	<a href="mailto:wbardwell@lasaraisd.net">wbardwell@lasaraisd.net</a>
MS Campus Principal Phone Number	956-642-5466
MS Campus MIZ Project Manager	Cynthia Ramos
MS Campus MIZ Project Manager Title	Director of C&I Federal Programs
MS Campus MIZ Project Manager Email Address	<a href="mailto:cramos@lasaraisd.net">cramos@lasaraisd.net</a>
MS Campus MIZ Project Manager Phone Number	956-642-3598
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	61
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	100%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	67%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	66%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	71%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	72%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	21%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	35%
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent

Math Innovation Zones  
 Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Lasara Elementary
Feeder A Total Students	225
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	TEKS Resources
<b>Personnel</b>	
Feeder A Principal Name	William Bardwell
Feeder A Principal Email Address	<a href="mailto:wbardwell@lasaraisd.net">wbardwell@lasaraisd.net</a>
Feeder A Principal Phone Number	956-642-5466
Feeder A MIZ Project Manager	Cynthia Ramos
Feeder A MIZ Project Manager Title	Director of C&I Federal Programs
Feeder A MIZ Project Manager Email Address	<a href="mailto:cramos@lasaraisd.net">cramos@lasaraisd.net</a>
Feeder A MIZ Project Manager Phone Number	956-642-3598
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	61
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	85%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	67%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	66%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	71%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	72%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	21%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	35%

Math Innovation Zones  
 Planning and Execution Grants

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
<b>Personnel</b>	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address
Feeder B MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent



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 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
<b>Personnel</b>	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response
Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

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 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
<b>Personnel</b>	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address
Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

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

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	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
<b>Personnel</b>	
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
<b>District Details</b>	
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 <b>interim assessment</b> 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 <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	Enter Text Response
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Enter Text Response
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 <b>procurement policies</b> ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (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 <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Choose "Yes" or "No"
<b>Feeder Pattern 2</b>	
<b>Middle (or Upper) School</b>	
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
<b>Personnel</b>	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

Math Innovation Zones  
 Planning and Execution Grants

Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent
<b>Elementary (or Lower) School Feeder A (if applicable)</b>	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
<b>Personnel</b>	
Feeder A Principal Name	Enter Text Response
Feeder A Principal Email Address	Enter Email Address
Feeder A Principal Phone Number	Enter Phone Number
Feeder A MIZ Project Manager	Enter Text Response
Feeder A MIZ Project Manager Title	Enter Text Response
Feeder A MIZ Project Manager Email Address	Enter Email Address
Feeder A MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	

Math Innovation Zones  
 Planning and Execution Grants

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

Math Innovation Zones  
Planning and Execution Grants

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



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

# ***Lasara ISD***

Post Office Box 57 Lasara, TX 78561  
Office (956) 642-3598 Fax (956) 642-3546



Lasara ISD: Motivating Student Success  
Through  
Exploration, Rigor, Relevance and Relationships!

Alejos Salazar, Jr., Superintendent of Schools  
Cynthia D. Ramos, Curriculum & Instruction Coordinator

September 18, 2020

Texas Education Agency  
1701 North Congress Ave.  
Austin, Texas 78701-1494

Re: Math Innovation Zones and Blended Learning Planning Grants

To Whom It May Concern,

This letter has been prepared by the Lasara ISD to announce the intention to apply for the Math Innovation Zones and Blended Learning Planning Grant. The mission of our school district is to assist and provide our students in receiving the best education opportunities available.

We are confident that Lasara ISD will continue to meet and exceed the high standards of service and education that they have been providing and along with the Math Innovation Zones and Blended Learning Planning Grant; the district will continue the efforts to see our students succeed and prosper given the opportunities of the grant. Therefore, we look forward to the approval of the application and distribution of funding.

Sincerely,

A handwritten signature in blue ink that reads 'Alejos Salazar, Jr.'.

Alejos Salazar, Jr.  
Superintendent of Schools

***Lasara ISD...transforming students to scholars.***



September 18, 2020

Re: MIZ/Blended Learning Grant

To Whom It May Concern:

On behalf of Lasara Elementary, I write this letter in support of the district's 2020-2023 Math Innovation Zone/Blended Learning Grant to be implemented at my campus, Lasara Elementary, located at: 11932 Jones Street, Lasara, TX 78561. I strongly support the application and will provide leadership and administrative support for the successful implementation of the Blended Learning Grant in at my campus.

For the 2020-2021 school year, Lasara ISD will go through a year-long planning process to prepare for the implementation of the blended learning approach and selected research-based math program to scale from grades K to 8 by the end of the four year grant period. We will coordinate the master schedule to accommodate the blended learning schedules, participate in strategic planning, schedule and monitor job-embedded professional learning for teachers, communicate regularly with teachers and technical assistance providers on the progress of the program, and review and analyze interim assessments and online curriculum data.

I will work with the Program Manager to ensure fulfillment of the 5 Fidelity of Execution Indicators: 1) weekly student software progress, 2) weekly teacher software usage, 3) weekly Data Driven Instruction (DDI) time, 4) monthly Meaningful Learning Experiences (MLE), and 5) three times per year interim assessment reviews.

In addition, I will work with the approved service providers for technical assistance and program support to ensure fidelity to achieve the full potential of the blended learning approach on my campus. Please feel free to contact me should you have any questions.

Sincerely,

Alejos Salazar, Jr.  
Interim Principal

*\*I am actually the superintendent; however, I am currently serving as interim since our principal, Mr. William Bardwell is out on FMLA since his wife had a baby this week. We are a small rural school and since I had previously served as principal, that is why I am currently filling in.*

Cynthia D. Ramos  
1604 Sunrise Lane  
Palmhurst, Texas 78573  
(956) 867-4665  
cdramos492@aol.com

#### PROFESSIONAL OBJECTIVE

To obtain a challenging position in the Education field, with the opportunity to utilize my knowledge of academic creditability, instructional and presentational skills, and administrative background in a professional, communicative, and scholastic environment.

#### EDUCATION

- The University of Texas at Pan American, Edinburg, Texas  
Master's in Educational Administration -May 2006
  - Texas Educator Certificate/Bilingual/ESL-Spanish Grades 1-6
  - Principal Certificate- **SBEC Certified: Cynthia de la Garza Ramos**
  - T-TESS Certified and T-PESS Certified
  - ILD/PDAS certified
- The University of Texas, Austin, Texas  
Bachelor of Arts (Major: Economics Minor: Psychology)
- Mission High School, Mission, Texas

#### EMPLOYMENT

##### ***Lasara ISD, Director of Curriculum & Instruction/ Federal Programs 2014-Present***

Directing the development, implementation, and financial operations of the Curriculum and Instruction department, Federal department, and Assessment department of the district. Managing and overseeing the development of District and Campus plans, implementation of state accountability, development of district curriculum, and managing budget operations of the Curriculum and Instruction program of the district. Directs and manages financial aspects of all Federal programs including Title I, State Compensatory, Bilingual, Migrant, Gifted & Talented, CTE, and Parental Involvement. Oversees programs and handles financial aspects of all Federal, State Assessment, and Advanced Academic programs including Title I/II/IV, State Compensatory, Gifted & Talented, Advanced placement/Dual enrollment, PEIMS, Bilingual, Migrant, CTE, and Parental/Community Involvement. Serves as the District Testing Director-Coordinator overseeing all testing and data collection/distribution for all State testing, Advanced Placement, GT, TELPAS, and TPRI/ Circle testing. Also serves as Grant Writing Administrator and SHAC Chair. Monitors district and campus improvement planning process, student achievement data, attendance procedures, T-STEM operations, and PEIMS reporting procedures. Develops district improvement objectives and identifies, plans, and presents professional development and training opportunities.

##### ***Mission CISD, Math Coordinator (Elementary) - 3 years 2011-2014***

Coordinate closely with district personnel, principals, and teachers in successful planning and delivery of District curriculum and staff development. Coordinate and conduct instructional mathematics direction to staff and administrators in the elementary field. Evaluate, adjust, and monitor curriculum, curriculum projects, and conduct staff development and effective classroom instruction with best practices modeling. Develop lessons and activities to guide participating teachers and administrators through a coaching cycle designed to improve curriculum delivery and student mastery of mathematics. Educate and support staff and provide leadership to build the ability for teachers to increase knowledge of mathematical content, objectives and strategies, increase student engagement, and progress monitoring of individual students that support small group interventions; particularly the special sub populations. Oversee and manage the Elementary math budget and purchases.

***La Joya ISD, Instructional Supervisor (Asst. Principal) -1 ½ years 2009-2011***

Assist the Principal to provide instructional leadership and direction for the campus curriculum and instructional program. Work collectively with administrators in identifying student instructional needs and developing and monitoring instructional planning and programs to address identified needs. Assist in leading the ongoing campus efforts to implement the district's framework for school excellence and ensure attainment of the district and campus expectations. Plan and implement an effective campus-based staff development consistent with the districts philosophy and goals and address the needs of the students and staff. Execute an effective supervision and evaluation of teacher performance and ensure that school rules are uniformly observed, and that student discipline is appropriate and equitable.

***Math Instructional Coach/Math Strategist-High Schools 2009-2010***

Coordinate and conduct instructional mathematics coaching to staff and administrators in the secondary field. Work closely with TEA on the Mathematics Instructional Coach Project and conduct staff development and effective classroom instruction with best practices modeling. Develop lessons and activities to guide participating teachers and administrators through a coaching cycle designed to improve student mastery of mathematics. Educate and support staff on a reciprocal coaching strategy that allows the teachers to build on the capacity of coaching and learning from each other. Provide leadership to build the ability of teachers to increase knowledge of mathematical objectives and strategies, increase student engagement, and progress monitoring of individual students that supports small group interventions particularly the LEP students.

***Sharon Wells Consulting, Math Consultant- 3 years 2006-2009***

Coordinate staff development sessions and workshops. Accountable for lecturing, educating, and demonstrating the Sharon Wells math curriculum to instructional teachers and administrators in grades Kinder, 1<sup>st</sup>, and 2<sup>nd</sup> thru 5<sup>th</sup> in various Texas school districts. The state mandated Texas Assessment of Knowledge and Skills (TAKS) objectives and strands are implemented while utilizing various strategic approaches and the use of logic and reasoning to assist in increasing classroom performance. Planning, implementing, and assessing complex materials in the curriculum with emphasis on developmentally appropriate activities is also conducted. Responsibilities also include maintaining a highly productive environment as conducting workshops and staff development sessions and retaining strong relationships with district staff and administrators.

***La Joya ISD, Self-Contained Classroom Teacher-5 years 2001-2006***

Responsibilities were for the instruction, guidance, and communication of lessons and assignments for students at the 4th grade level. Instructed all elementary subjects with a concentration on Reading/ Writing (Reading Academy 3-Tier model), Math (Sharon Wells Curriculum), and Grammar. The state mandated Texas Assessment of Knowledge and Skills (TAKS) objectives and strands were followed and taught with a direct and indirect evaluation and monitoring of the student's performance and growth. The focused objective was for each individual student to acquire the education needed at their level and to utilize all instructional adjustments provided to increase the students' weaknesses. A core curriculum with implementation of strategies and techniques was used to help the students acquire success. Tracking and achievement results of the individual students' performances were done throughout the year. Parent/teacher conferences were conducted to give the parents clarification of where their child stood and what was being done to help the student progress and acquire educational growth.

**SPECIAL SKILLS**

Possess interpersonal, presentational, and organizational skills, able to manage complex work environments, quick to learn new concepts, oriented toward reaching goals and ability to interpret policy, procedures, and data. Knowledgeable in SBEC certification rules, educator appraisal system, and the Texas Education and Administrative Codes.

Proficient with TEKS objectives and strands, effective teaching practices, and the state accountability system. Proficient with Personal Computers, Microsoft Systems, Excel, PowerPoint, Outlook, Spreadsheet, IPADS, and type 40wpm. Fluent in Spanish.

**REFERENCES** Upon request

# ***Lasara ISD***

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Lasara ISD: Motivating Student Success  
Through  
Exploration, Rigor, Relevance and Relationships!

Cynthia D. Ramos, Curriculum & Instruction Coordinator

Re: MIZ/Blended Learning Grant

To Whom It May Concern:

On behalf of Lasara ISD, I write this letter in support of the district's 2020-2023 Math Innovation Zone/Blended Learning Grant. As the Program Manager, I strongly support the application and will commit 50% of my time to the Blended Learning Grant. I will provide leadership and administrative support for the successful implementation to achieve all performance outcomes and objectives.

For the 2020-2021 school year, in cooperation with the selected technical assistance provider, I will lead Lasara ISD through a year-long planning process to prepare for the implementation of the blended learning program and selected research-based math program to scale from grades K to 8 by the end of the four year grant period. I will work with teachers to coordinate the master schedule to accommodate the blended learning schedules, participate in strategic planning, schedule and monitor job-embedded professional learning for teachers, communicate regularly with teachers and technical assistance providers on the progress of the program, and review and analyze interim assessments and online curriculum data.

I will work to fulfill the 5 Fidelity of Execution Indicators: 1) weekly student software progress, 2) weekly teacher software usage, 3) weekly Data Driven Instruction (DDI) time, 4) monthly Meaningful Learning Experiences (MLE), and 5) three times per year interim assessment reviews.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in blue ink that reads 'Cynthia Ramos'.

Cynthia Ramos  
Program Manager  
Director of C&I Federal Programs



**ORGANIZATIONAL CHART – 09/21/2020**

