



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

NOGA ID

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

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

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

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

Application stamp-in date and time

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

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS
 Address City ZIP Vendor ID
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Statutory/Program Assurances (Cont.)

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

Statutory/Program Requirements

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

1.a. Rio Vista ISD students enter the classroom each year with varying levels of prior academic knowledge. At the start of each school year, teachers work to assess each student and diagnose areas where students need additional support and reinforcement. Once diagnosed, teachers face the challenge of creating a differentiated academic plan for each student within a brief time period while managing their regular teaching duties. Rio Vista ISD is located in a small, rural community where most teachers are expected to teach multiple classes or subjects. District and campus leadership have been seeking a solution to address the needs of teachers and to ensure students are successful and fully engaged in the math curriculum. The blended learning model integrates online learning with face-to-face teacher instruction to help teachers effectively differentiate instruction for all students. A review of research shows that implementing a strong blended learning model will equip teachers with diagnostic information to identify gaps in students' understanding. RVISD's most identifiable gap in student learning is evident when students transition from elementary to middle school math.

The blended learning model aligns with the district's long-term vision and current priorities. The investment of district funds and resources to support the blended learning model are outlined in the District Improvement Plan and Comprehensive Needs Assessment. Teachers have access to necessary technology devices and professional development training to effectively implement innovative instructional technology practices and the blended learning model.

Statutory/Program Requirements

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

COVID-19 school closures has forced the education community to reinvent teaching and learning environments in order to sustain students' academic success. This unique opportunity has shifted the mindset of RVISD teaching staff to transition excellent teaching beyond face-to-face instruction only and into different formats i.e. online and virtual learning environments. RVISD teachers are inspired to adopt new teaching methods and are actively engaged in Professional Learning Communities to enhance their teaching practice in new and innovative ways.

1.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.

The district's goal: RVISD will ensure that all students will receive a high-quality education and will improve student performance for all student groups. After reviewing research on the blended learning model, Rio Vista ISD serves 536 students in grades EE-8. Our school community is located in a small, rural community in Region 11. We face many challenges due to our remote location but our community and staff work hard to take on extra duties, positions, and willing to travel long distances to learn about the most current and innovative teaching trends. During our Comprehensive Needs Assessment, the District's Leadership Team analyzed math data and identified a performance gap between students transitioning from elementary school to middle school math programs. Rio Vista Middle School's 2018-2019 Accountability report revealed the campus scored an F rating for Closing Achievement Gaps and was identified for Comprehensive Support and Improvement status. The apparent need to support middle school students in math is a district priority. Closing learning gaps early will ensure students' future success in high school and postsecondary mathematics.

1.c. 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.

The BLPG addresses many of the obstacles our students and families face to access individualized learning opportunities, utilize district budget resources to maximize the impact on student achievement, and provide an innovative and engaging approach to ensuring students' success in math and on STAAR assessments.

BLPG will remove barriers for students to access the individualized and ongoing academic support needed to close achievement gaps. RVISD faces the challenge of geographic isolation. Rural schools and districts contend with small talent pools and staffing shortages. As a result, rural teachers sometimes have to teach multiple subjects and grades levels to meet the demands of a small school district. The BLGP approach will increase teacher efficiency to differentiate instruction and innovate teaching schedules across grade levels.

Statutory/Program Requirements

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

[Empty response box for question 1]

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

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

The BLGP Project Manager is Ashely Jones. She has ten years of experience as a teacher and coordinator for RTI, Special Education, and Gifted and Talented. She has demonstrated leadership skills to effectively lead in this role. Evidence of her effectiveness can be seen in the implementation of instructional technology programs that have been effective to drive student results and increase student achievement in her classroom and at her campus. Examples of programs include: Accelerated Reader, Backward by Design Planning, Lexia Core 5, iStation, Eduphoria, Lead4ward, Google Classroom, SuccessED, and many others. Her work as a teacher and teacher leader make her an ideal candidate for this position. She takes initiative on learning and integrating new instructional technology programs and works to support other teachers on her campus to be successful as well. In addition, she is committed to supporting teachers to implement the Blended Learning Grant Program with fidelity and will attend all required BLGP training and meetings. Ms. Jones is currently a member of the district's leadership team. Campus/district leadership will provide administrative support to enable the Project Manager to make decisions across functions to drive instructional and operational change for the success of BLGP.

Statutory/Program Requirements

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

[Empty response box for question 2]

3. How does the district **use data to drive decision making** about student achievement? (*Recommended Length: 0.5 page*)

- a. Describe the **quantitative goals, metrics, and measures** that the district or charter school network tracks. Describe the progress towards these goals and the evidence the district collects to assess this progress. These indicators can include multi-annual, annual, and during-the-school-year goals. If available, include examples of data from the past few years to demonstrate how the district or open-enrollment charter school is tracking results.

The district's data management system has been effective to support campus and district staff with access to data for continuous review of student progress. Weekly grade level meetings incorporate time for meaningful data discussions. These Professional Learning Communities inform instructional practices and identify students at-risk of falling behind. Teachers utilize the data to strategize how to approach closing performance gaps and alternate instructional resources needed to support the needs of struggling students. The system provides measures for tracking student growth with computer-adaptive diagnostic and screening programs. Teachers utilize the personalized data profiles feature to engage students and parents in conversations about their progress. Web-based reporting provides formative insight to help guide the instructional decision-making process and identify intervention strategies.

Quantitative goals: At the beginning of each school year, teachers administer a baseline assessment to identify learning gaps that may have developed during the summer months. Teachers record students' baseline data to set instructional goals for each student and track their progress throughout the year. This process includes collaborating with grade level teachers and leadership to establish metrics and progress measures. Teachers created a common understanding of what success will look like for students this school year. Weekly meetings with students allow for the review of metrics and measures to determine if students are making progress or if additional support is needed.

Examples of district metrics are included in the District Improvement Plan and provided below:

1. Performance Objective 1: RVISD will develop and implement a well-rounded program of instruction to meet the academic needs of all students.

Evaluation Data Source(s) 1: The Student Achievement Domain scaled score for RVISD will improve from 78 to 80 by August, 2020 as measured by the Texas Accountability Rating System.

Statutory/Program Requirements (Cont.)

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

Performance Objective 2: RVISD students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

Evaluation Data Source(s) 2: The School Progress Domain scaled score for RVISD will improve from 73 to 75 by August, 2020, as measured by the Texas Accountability Rating System.

The district's leadership team consisting of teachers, parents, administrators, and community members convene quarterly to review the district's progress towards meeting the Performance Objectives and Evaluation Data Sources listed in the District Improvement Plan. Data from Eduphoria reports are used to track and analyze progress during the quarterly meetings. Metrics are reviewed to determine if adjustments need to be made and to gauge progress achieved during each quarter. Performance indicators aligned with the state's accountability indicators are reviewed annually to include: Closing the Gap, Academic Growth, Relative Performance, Graduation Rate, STAAR Performance, and CCMR.

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.

N/A

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

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: | | 126907 | Amendment # (for amendments only): | | |
|--|---|--|--|-----------------------|-----------|
| Payroll Costs (6100) | | | | | |
| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions Less than 100% Grant Funded | Grant Amount Budgeted | Pre-Award |
| Academic/Instructional | | | | | |
| 1 | Teacher | | | \$ - | \$ - |
| 2 | Educational Aide | | | \$ - | \$ - |
| 3 | Tutor | | | \$ - | \$ - |
| Program Management and Administration | | | | | |
| 4 | Project Director | | | \$ - | \$ - |
| 5 | Project Coordinator | | | \$ - | \$ - |
| 6 | Teacher Facilitator | | | \$ - | \$ - |
| 7 | Teacher Supervisor | | | \$ - | \$ - |
| 8 | Secretary/Admin Assistant | | | \$ - | \$ - |
| 9 | Data Entry Clerk | | | \$ - | \$ - |
| 10 | Grant Accountant/Bookkeeper | | | \$ - | \$ - |
| 11 | Evaluator/Evaluation Specialist | | | \$ - | \$ - |
| Auxiliary | | | | | |
| 12 | Counselor | | | \$ - | \$ - |
| 13 | Social Worker | | | \$ - | \$ - |
| 14 | Community Liaison/Parent Coordinator | | | \$ - | \$ - |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | | |
| 15 | ESC Specialist/Consultant | | | \$ - | \$ - |
| 16 | ESC Coordinator/Manager/Supervisor | | | \$ - | \$ - |
| 17 | ESC Support Staff | | | \$ - | \$ - |
| 18 | ESC Other: (Enter position title here) | | | \$ - | \$ - |
| 19 | ESC Other: (Enter position title here) | | | \$ - | \$ - |
| 20 | ESC Other: (Enter position title here) | | | \$ - | \$ - |
| Other Employee Positions | | | | | |
| 21 | Project Manager | | 1 | \$ 30,000 | \$ - |
| 22 | (Enter position title here) | | | \$ - | \$ - |
| 23 | Subtotal Employee Costs: | | | \$ 30,000 | \$ - |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | | |
| 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 | Subtotal Substitute, Extra-Duty Pay, Benefits Costs: | | | \$ 2,000 | \$ - |
| 30 | Grand Total: | | | \$ 32,000 | \$ - |
| 31 | Total Program Costs*: | | | \$ 32,000 | |
| 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 | |
|--|----------------------|
| 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: 126907 | | Amendment #: 0 | |
|--|--|-----------------------|-------------|
| Professional and Contracted Services (6200) | | | |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose. | | | |
| Description of Service and Purpose | | Grant Amount Budgeted | Pre-Award |
| 1 | 6269 - Rental or lease of buildings, space in buildings, or land Specify purpose: | \$ - | \$ - |
| 2 | Service: 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 | Subtotal of professional and contracted services requiring specific approval: | \$ 50,000 | \$ - |
| 10 | Remaining 6200 - Professional and contracted services that do not require specific approval. | \$ 12,000 | \$ - |
| 11 | Grand Total: | \$ 62,000 | \$ - |
| 12 | Total Program Costs*: | \$ 62,000 | |
| 13 | Total Direct Admin Costs*: | \$ - | |
| <p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p> | | | |

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| | | | |
|---|--|------------------------------|------------------|
| County District Number or Vendor ID: 126907 | | 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: | \$ 25,000 | \$ - |
| 2 | Grand Total: | \$ 25,000 | \$ - |
| 3 | Total Program Costs*: | \$ 25,000 | |
| 4 | Total Direct Admin Costs*: | \$ - | |

***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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| | | | |
|--|--|------------------------------|------------------|
| County District Number or Vendor ID: 126907 | | 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. | \$ 6,000 | \$ - |
| 11 | Grand Total: | \$ 6,000 | \$ - |
| 12 | Total Program Costs*: | \$ 6,000 | |
| 13 | Total Direct Admin Costs*: | \$ - | |
| <p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p> | | | |

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

| | |
|--|---------------|
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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Application Part 2:

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| | | | |
|---|--|---------------|-----|
| County District Number or vendor ID: 126907 | | 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 Total Direct Costs: | | \$ 125,000 | \$ - | \$ 125,000 | \$ - |
| 7 * Indirect Costs: | | | | \$ - | \$ - |
| 8 Total of All Budgeted Costs : | | \$ 125,000 | \$ - | \$ 125,000 | \$ - |

Direct Administrative Cost Calculation

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

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

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

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

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

FOR TEA USE ONLY

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

Required for all amendment requests

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

Required for budget amendment requests

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

Assembling the Amendment

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

1. Complete page 1
 - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
 - 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 | |
| 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 | Rio Vista ISD |
| District or Charter School Network ID Number | 126-907 |
| Personnel | |
| Superintendent Name | Jaylynn Cauthen |
| LOI Author Name | Kish Russell |
| LOI Author Title | Grant Specialist |
| LOI Author Phone | 210-289-3016 |
| LOI Author E-mail Address | kishrussell@yahoo.com |
| District MIZ Project Manager Name | Ashely Jones |
| District MIZ Project Manager Title | Teacher/Coordinator |
| District MIZ Project Manager Email Address | ajones@rvisd.net |
| District MIZ Project Manager Phone Number | 817-760-0111 |
| District Details | |
| District Overall Performance - Numeric Grade Only | 81 |
| Total Students in District | 755 |
| Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year | 70 |
| District Classification (Rural, Urban, Suburban) | Rural |
| Education Service Center Region | 11 |
| Name of school in district with most prior experience in blended learning | Rio Vista Elementary |
| Number of years the school (in previous answer) has used blended learning | 0 |
| Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...) | MAP |
| Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...) | TxEIS |
| List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, 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". | No |
| Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0? | Yes |
| If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank. | All subjects, all grade levels |
| 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 ? | 1/1/2021 |
| 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. | Enter Text Response (optional) |
| Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020? | Yes |

Math Innovation Zones
 Planning and Execution Grants

| Feeder Pattern 1 | |
|---|--|
| Middle (or Upper) School | Applicant Response |
| Middle School Campus Name | Rio Vista Middle School |
| MS Campus Total Students | 158 |
| Lowest Grade at Middle School Campus (i.e. "6" for 6th grade) | 5 |
| Highest Grade at Middle School Campus (i.e. "8" for 8th grade) | 8 |
| Core Math Curriculum used in this Middle School Campus | Go Math-HMH |
| Personnel | |
| MS Campus Principal Name | Michele Drake |
| MS Campus Principal Email Address | mdrake@rvisd.net |
| MS Campus Principal Phone Number | 817-760-0766 |
| MS Campus MIZ Project Manager | Ashely Jones |
| MS Campus MIZ Project Manager Title | Teacher/Coordinator |
| MS Campus MIZ Project Manager Email Address | ajones@rvisd.net |
| MS Campus MIZ Project Manager Phone Number | 817-760-0111 |
| School Details | |
| Performance Results and Economic Indicators | |
| MS Campus Overall Performance - Numeric Grade Only | 58 |
| Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch | 61% |
| 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) | 69% |
| Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects) | 71% |
| Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects) | 69% |
| Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only) | 27% |
| Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only) | 28% |
| Feeder Pattern | |
| Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A | 46% |
| Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B | Enter Percent |
| Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C | Enter Percent |
| Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D | Enter Percent |
| Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E | Enter Percent |

Math Innovation Zones
 Planning and Execution Grants

| Elementary (or Lower) School Feeder A (if applicable) | Applicant Response |
|---|--|
| Feeder A Campus Name | Rio Vista Elementary |
| Feeder A Total Students | 378 |
| Lowest Grade at Feeder A (i.e. "PK" for Pre-K) | PK |
| Highest Grade at Feeder A (i.e. "5" for 5th grade) | 4 |
| Core Math Curriculum Used at Feeder School A | StemScopes Math, Go Math HMH |
| Personnel | |
| Feeder A Principal Name | Michael Zook |
| Feeder A Principal Email Address | mzook@rvisd.net |
| Feeder A Principal Phone Number | 817-760-0762 |
| Feeder A MIZ Project Manager | Ashely Jones |
| Feeder A MIZ Project Manager Title | Teacher/Coordinator |
| Feeder A MIZ Project Manager Email Address | ajones@rvisd.net |
| Feeder A MIZ Project Manager Phone Number | 817-760-0111 |
| School Details | |
| Performance Results and Economic Indicators | |
| Feeder A Overall Performance - Numeric Grade Only | 77 |
| Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch | 59% |
| Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only) | 74% |
| Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only) | 73% |
| Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects) | 75% |
| 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) | 46% |
| 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 | Enter Text Response |
| Feeder B Total Students | Enter Numeric Response |
| Lowest Grade at Feeder B (i.e. "PK" for Pre-K) | |
| Highest Grade at Feeder B (i.e. "5" for 5th grade) | |
| Core Math Curriculum Used at Feeder School B | Enter Text Response |
| Personnel | |
| Feeder B Principal Name | Enter Text Response |
| Feeder B Principal Email Address | Enter Email Address |
| Feeder B Principal Phone Number | Enter Phone Number |
| Feeder B MIZ Project Manager | Enter Text Response |
| Feeder B MIZ Project Manager Title | Enter Text Response |
| Feeder B MIZ Project Manager Email Address | Enter Email Address |
| Feeder B MIZ Project Manager Phone Number | Enter Phone Number |
| School Details | |
| Performance Results and Economic Indicators | |
| Feeder B Overall Performance - Numeric Grade Only | Enter Response |
| Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch | Enter Percent |
| Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only) | Enter Percent |
| Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only) | Enter Percent |
| Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects) | Enter Percent |
| Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects) | Enter Percent |
| Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only) | Enter Percent |
| Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only) | Enter Percent |

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

Math Innovation Zones
 Planning and Execution Grants

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

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

| MATH INNOVATION ZONES APPLICANTS ONLY | |
|---|------------------------|
| District or Charter School Network Information Form | |
| Feeder Pattern 2 Form | |
| Attachment 1.A | |
| Letter of Interest for 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, iTCSS, District-made system, etc...) | Enter Text Response |
| List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...) | Enter Text Response |
| Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your 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> | |

Rio Vista Independent School District

Jaylynn Cauthen
Superintendent



Board of Trustees Members

Terry Broumley
Ronnie Crecelius
Brad Greenslade
RJ Hodges

Board President Chris Pinyan
Board Vice President Ronnie Allen
Board Secretary Matt Gilbert

September 2, 2020

Rio Vista ISD
100 Capps St
Rio Vista, Texas 76093

Re: MIZ/Blended Learning Grant

To Whom It May Concern:

On behalf of Rio Vista ISD, I write this letter in support of the district's 2020-2023 Math Innovation Zone/Blended Learning Grant application submission. I strongly support the application and will provide district leadership and support for the successful implementation for the Blended Learning Grant in RVIDS.

For the 2020-2021 school year, Rio Vista ISD created three (3) main goals. These goals include:

1. Participating students will increase academic performance in Math using the blended learning approach
2. Participating teachers will increase their instructional capacity using a blended learning approach to curriculum and instruction
3. RVIDS will increase the district's ability to provide expanded academic support in math to close achievement gaps for participating students.

With the implementation of blended learning, students will have access to a high quality academic math program with enhanced face-to-face and web-based instruction.

This aligns with the district's mission: *to provide students quality of instruction through diverse and challenging curriculum in a nurturing environment, while integrating the unique resources of our community.*

Please feel free to contact me at (817) 760-0111 should you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Jaylynn Cauthen". The signature is fluid and cursive, written over a white background.

Jaylynn Cauthen
Superintendent

Rio Vista Independent School District

Jaylynn Cauthen
Superintendent



Board of Trustees Members

Terry Broumley
Ronnie Crecelius
Brad Greenslade
RJ Hodges

Board President Chris Pinyan
Board Vice President Ronnie Allen
Board Secretary Matt Gilbert

September 2, 2020

Rio Vista ISD
100 Capps St
Rio Vista, Texas 76093

Re: MIZ/Blended Learning Grant

To Whom It May Concern:

On behalf of Rio Vista Middle School, I write this letter in support of the district's 2020-2023 Math Innovation Zone/Blended Learning Grant to be implemented at my campus, Rio Vista Middle School, located at: 309 S. Cleburne Whitney Road, Rio Vista, Texas 76093. 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, Rio Vista 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 at (817) 760-0111 should you have any questions.

Sincerely,

A handwritten signature in cursive script that reads 'Michele Drake'.

Michele Drake
Principal

Rio Vista Independent School District

Jaylynn Cauthen
Superintendent



Board of Trustees Members

Terry Broumley
Ronnie Crecelius
Brad Greenslade
RJ Hodges

Board President Chris Pinyan
Board Vice President Ronnie Allen
Board Secretary Matt Gilbert

September 2, 2020

Rio Vista ISD
100 Capps St
Rio Vista, Texas 76093

Re: MIZ/Blended Learning Grant

To Whom It May Concern:

On behalf of Rio Vista 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, Rio Vista Elementary, located at: 501 East Cleburne Whitney Road, Rio Vista, Texas 76093. 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, Rio Vista 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 at (817) 760-0111 should you have any questions.

Sincerely,

Michael Zook
Principal

Rio Vista Independent School District

Jaylynn Cauthen
Superintendent

Board President Chris Pinyan
Board Vice President Ronnie Allen
Board Secretary Matt Gilbert



Board of Trustees Members

Terry Broumley
Ronnie Crecelius
Brad Greenslade
RJ Hodges

September 2, 2020

Rio Vista ISD
100 Capps St
Rio Vista, Texas 76093

Re: MIZ/Blended Learning Grant

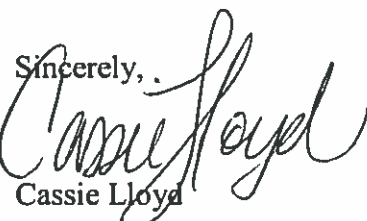
To Whom It May Concern:

On behalf of Rio Vista Early Literacy Center School, I write this letter in support of the district's 2020-2023 Math Innovation Zone/Blended Learning Grant to be implemented at my campus, Rio Vista Early Literacy Center, located at: 200 Capps Street, Rio Vista, Texas 76093. 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, Rio Vista 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 at (817) 760-0111 should you have any questions.

Sincerely,

Cassie Lloyd
Director

Ashely N. Jones

809 El Campo Dr.
Rio Vista, TX 76093

Cell: (432) 210-7913
ashelynjones@yahoo.com

Certifications

EC-6 Generalist
ESL Supplemental
K-12 Special Education

Professional Experience

| | | |
|---|----------------|----------------------|
| Rio Vista ISD | Rio Vista, TX | August 2018-Present |
| Special Education Teacher | | |
| RTI Coordinator | | |
| GT Coordinator | | |
| 3 rd Grade Math Teacher | | |
| Gatesville ISD | Gatesville, TX | August 2016-May 2018 |
| 3rd Grade Teacher | | |
| 1st-3rd ELAR Special Education- Resource | | |
| Wink- Loving ISD | Wink, TX | August 2012-May 2016 |
| 2 nd Grade Teacher | | |
| 4 th Grade Texas History | | |
| 5 th Grade United States History | | |
| 6 th Grade World History | | |
| Monahans- Wickett- Pyote ISD | Monahans, TX | August 2011-May 2012 |
| 1 st Grade Teacher | | |

Related Experience

- RTI Coordinator
- GT Coordinator: 30 Hours Completed
- Backward Design planning with the TEKS
- UIL Coach: Dictionary Skills, Listening Skills, Impromptu Speaking, Editorial Writing, Social Studies, and Maps, Graphs and Charts, Oral Reading
- Accelerated Reader Administrator
- TELPAS Rater
- Varsity/ JH Cheerleading Sponsor
- Familiar with and used: Lexia Core 5, Istation, Study Island, T-TESS, Eduphoria, TEKS Resource, Lead4ward, Google classroom, SuccessED, Xlogs and various technology sources.

Education

2008-2010 University of Texas of the Permian Basin Odessa, TX
Bachelors of Arts: Major in Child and Family Studies, Minor in English

2007-2008 Hardin-Simmons University Abilene, TX
2006-2007 Texas State University San Marcos, TX
2002-2006 Wink High School Wink, TX

References

Pam Bone

Elementary Principal- Gatesville ISD

2537 East Main Street
Gatesville, TX 76528
254-865-7262

pbone@gatesvilleisd.org

Keegan Webb

Assistant Principal- Gatesville ISD (T-TESS Evaluator)

2537 East Main Street
Gatesville, TX 76528
254-865-7262

kwebb@gatesvilleisd.org

Scotty Carman

High School Principal - Wink-Loving ISD

Former Elementary Principal

P.O. Box 637
Wink, TX 79789
(432) 527-3880 Ext. 7016

scarman@wlisd.net

Eddie Boggess

Former High School Principal- Wink- Loving ISD

PO Box 637
Wink, TX 79789
Work: (432) 527-3880

eboggess@wlisd.net

Rio Vista Independent School District

Jaylynn Cauthen
Superintendent



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Board Secretary Matt Gilbert

September 2, 2020

Rio Vista ISD
100 Capps St
Rio Vista, Texas 76093

Re: MIZ/Blended Learning Grant

To Whom It May Concern:

On behalf of Rio Vista 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 Rio Vista 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 at (817) 760-0111 should you have any questions.

Sincerely,


Ashely Jones
Program Manager

Rio Vista ISD Organizational Chart

RVISD Students

