



**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](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.

At Copperas Cove ISD, our mission is to "provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship." As a district, we continue to live out our mission with every decision we make for our teachers and students.

Copperas Cove ISD is located in Central Texas. The district is composed of one prekindergarten campus, six elementary schools, two middle schools, and two high schools. Student demographics for the district are as follows: African American 17.5%, Hispanic 25.4%, White 43.5%, Native American 0.5%, Asian 1.5%, /Pacific Islander 1.7% and two or more races 9.8%. CCISD serves students who are 54.3% Economically Disadvantaged and 39.4% At Risk. There are over 36 different languages spoken by students in CCISD. As a result of district student performance on the state accountability assessment, the State of Texas Assessment of Academic Readiness (STAAR), the district earned the accountability of Met Standard.

We hope to become a Math Innovative Zone through the Blended Learning Grant to support our district to provide quality implementation of the model. We plan to use this program's support to build a Copperas Cove ISD roadmap for strategic program design and implementation of this model.

**Statutory/Program Requirements**

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

At Copperas Cove ISD, we promote the Gradual Release of Responsibility instructional model in all subjects and grade levels to provide appropriate instruction. We feel that the Blended Learning Framework would pair beautifully with this instructional model to leverage technology opportunities for students learning. Our district has provided teachers with the support, training, and resources to promote fidelity with the GRR Framework in their classrooms. Adding a Blended Learning Framework in a feeder approach would allow our district to innovate our instruction effectively.

COVID brought forth the need for technology as a tool just as a textbook or calculator is vital to a math classroom. We believe that technology should not be used for just assessments or research but rather an instructional tool to enhance learning in the classroom. Our district saw this need during the COVID closure and have purchased laptops and iPads for all students. The Blended Learning Grant would allow for a supportive roll-out of these devices and allow teachers to leverage the student's technology every day.

Copperas Cove ISD is looking to support our teachers in two problem areas. We have identified a need to close gaps and more technological support for the classroom. With this grant, Copperas Cove ISD would have a clear opportunity to close our students' gaps. We would accomplish this with the blended learning framework and the technology the grant will help to attain. If awarded, Copperas Cove ISD would be able to reach its goal of providing our students with exceptional services.

At Copperas Cove ISD, the middle school levels are mostly affected by the two identified problems. Copperas Cove Junior High scored 74% on closing the gaps. SC Lee Junior High scored 67%. These two schools are in need of more technology. Teachers and students need access to better software and hardware. As well, teachers need professional development to implement our new blended learning strategy and be successful.

The successful implementation of blended learning into our district is the key goal that Copperas Cove is looking to accomplish with this grant—using the ability to acquire software from one of the many vendors provided by this grant. With that software, we will begin to get a better understanding of our students' needs and assist them in closing the gaps.

Data indicates our previously awarded projects were implemented effectively, resulting in academic gains for students. This project builds on previous successes and the lessons learned from implementation, gathering, disaggregating, and analyzing data; forming authentic partnerships, and sustained student academic performance. Elementary teachers have received ongoing math support through Instructional Coaches in applying Math Workshop Models and Math Problem Solving Models daily within their classrooms. Junior high students who failed the STAAR Math assessment are placed in Target Math, an accelerated math class where they are able to have personalized instruction to meet their academic needs.

If awarded, Copperas Cove ISD is prepared to provide support to our students and staff from all levels. Instructional coaches will familiarize themselves with the program to provide support to the teachers. New staffing possibilities maybe created as needed. Additionally, the school will be able to provide the additional resources with the funding. Our students will get the support they deserve to help them improve understanding, boost critical thinking, and increase their scores.

**Statutory/Program Requirements**

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

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

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

Danielle Patterson is an experienced and dedicated educator with technology passion that will ensure that students are provided with the richest educational experiences and provide leadership and oversight with digital learning. She started her career in the elementary classroom for nine years before joining the Curriculum and Instruction department as a Coordinator of Instruction and Digital Learning at Copperas Cove ISD. Moving from Copperas Cove ISD to Killeen ISD to become their Secondary Instructional Technologist allowed for growth and perception of digital learning. Only returning to Copperas Cove ISD a year later to become their Director of Digital Learning and Innovation. Her passion for Blended Learning in the classroom will play a vital role in making Copperas Cove ISD a Blended Learning school district which in turn will drive student results.

**Statutory/Program Requirements**

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

Danielle Patterson is part of the CCISD Instructional Services department and aims to improve the district in areas of Math through the Blended Learning grant. She has spent 10+ years at Copperas Cove ISD and has built relationships with teachers, staff, and administration at both of the middle school campuses. The trust and collaboration that is already established will assist in the implantation of a high-quality blended learning model for student success.

The district will enable Danielle Patterson as the Project Manager to influence instructional decisions based on our district blended learning framework. This framework will drive decisions for instructional resources, technology software and hardware purchases, as well as campus personnel. The district is currently and advocate for Blended Learning but would encourage the support of TEA and other leaders to make it an exceptional Blended Learning model at Copperas Cove ISD.

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.

Annually:

Copperas Cove ISD is tracking STARR annually. From 2018 to 2019, SC Lee Junior High saw a sharp decrease in mathematics academic growth. SC Lee Junior High dropped from 66 in 2018 to 58 in 2019. At Copperas Cove Junior High, there was a slight increase in academic performance. In 2018 Copperas Cove Junior High scored 65 in academic growth. The campus improved by 1 point in 2019.

The district does participate in the practice assessment as well. We use the data from the practice assessment to help identify student needs. The teacher will then focus on the areas of instructions for his/her student to improve the scores of their student. Generally, we see a large growth of our students from the practice assessment to the official one.

With the Blended Learning Grant, we will strive to improve this number to reflect a greater increase in the academic growth of our students.

**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**



**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**

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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**

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

**Supplies and Materials 6300**

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Complete this worksheet to request supplies and materials.

**Other Operating Costs 6400**

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

**Capital Outlay 6600**

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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**

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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.

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

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County District Number or Vendor ID:		050910	Amendment # (for amendments only):		
<b>Payroll Costs (6100)</b>					
	<b>Employee Position Title</b>	<b>Estimated # of Positions 100% Grant Funded</b>	<b>Estimated # of Positions Less than 100% Grant Funded</b>	<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
<b>Academic/Instructional</b>					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
<b>Program Management and Administration</b>					
4	Project Director			\$ -	\$ -
5	Project Coordinator	1		\$ 3,000	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor	2		\$ 3,000	\$ -
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	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	<b>Subtotal Employee Costs:</b>			\$ 6,000	\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ 2,000	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ 630	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 2,630	\$ -
30	<b>Grand Total:</b>			\$ 8,630	\$ -

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31	Total Program Costs*:	\$	8,630	
32	Total Direct Admin Costs*:	\$	-	
<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>				

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

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

Application Part 2:

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County District Number or Vendor ID: 050910		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.			
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Software Vendor Specify purpose: Online curriculum	\$ 30,000	\$ -
3	Service: IXL Blended Learning Specify purpose: Provide PD for Software	\$ 1,250	\$ -
4	Service: Blended Learning Leader Academy with Schoology Specify purpose: Provide Teachers with Blended Learning Training	\$ 25,000	\$ -
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>\$ 56,250</b>	<b>\$ -</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 56,250</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	<b>\$ 56,250</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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County District Number or Vendor ID: 050910		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:	\$ 60,120	\$ -
2	<b>Grand Total:</b>	<b>\$ 60,120</b>	<b>\$ -</b>
3	<b>Total Program Costs*:</b>	<b>\$ 60,120</b>	
4	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	
<p><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.</b></p>			

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County District Number or Vendor ID: 050910		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
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.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ -</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</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:

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County District Number or vendor ID:		050910		Amendment #		0	
Grant Period:		October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23		Fund Code:		429	
Budget Summary							
Description and Purpose		Source of Funds					
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost	
1	Payroll Costs	6100	\$ 8,630	\$ -	\$ 8,630	\$ -	
2	Professional and Contracted Services	6200	\$ 56,250	\$ -	\$ 56,250	\$ -	
3	Supplies and Materials	6300	\$ 60,120	\$ -	\$ 60,120	\$ -	
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -	
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.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:

**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**

Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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**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 #
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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 attachments
  
3. If you are requesting a budget change, complete the Request for Amendment budget page
  - a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
  - b. In column B, enter the amount being deleted from each class/object code.
  - c. In column C, enter the amount being added to each class/object code.
  - d. Column D and the total direct cost line will automatically calculate your changes
  
4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter
  
5. Do not resubmit any attachments required in the original application.

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





Math Innovation Zones  
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
<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>• <a href="mailto:MIZ@tea.texas.gov">Please reach out to MIZ@tea.texas.gov</a> 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	Copperas Cove ISD
District or Charter School Network ID Number	50910
<b>Personnel</b>	
Superintendent Name	Dr. Joesph Burns
LOI Author Name	Anthony Abetya
LOI Author Title	Grant Project Manager
LOI Author Phone	254-547-1227
LOI Author E-mail Address	<a href="mailto:abetyaa@ccisd.com">abetyaa@ccisd.com</a>
District MIZ Project Manager Name	Danielle Patterson
District MIZ Project Manager Title	Director of Digital Learning and Innovation
District MIZ Project Manager Email Address	<a href="mailto:pattersond@ccisd.com">pattersond@ccisd.com</a>
District MIZ Project Manager Phone Number	254-547-1227
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	83
Total Students in District	7997
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	625
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	12
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...)	iReady
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Skyward
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".	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.	No
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> ?	9/1/2020
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.	
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	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	S.C. Lee Junior High School
MS Campus Total Students	303
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	Maneuvering the Middle
Personnel	
MS Campus Principal Name	Brian Jost
MS Campus Principal Email Address	<a href="mailto:brainj@ccisd.com">brainj@ccisd.com</a>
MS Campus Principal Phone Number	254-542-7877
MS Campus MIZ Project Manager	Danielle Patterson
MS Campus MIZ Project Manager Title	Director of Digital Learning and Innovation
MS Campus MIZ Project Manager Email Address	<a href="mailto:pattersond@ccisd.com">pattersond@ccisd.com</a>
MS Campus MIZ Project Manager Phone Number	254-547-1227
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	74
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	56%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	82%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	81%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	75%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	75%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	47%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	48%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	42%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	41%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	42%
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	House Creek Elementary
Feeder A Total Students	626
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	Pearson Realize
<b>Personnel</b>	
Feeder A Principal Name	Todd Williams
Feeder A Principal Email Address	<a href="mailto:williamst@ccisd.com">williamst@ccisd.com</a>
Feeder A Principal Phone Number	254-518-3000
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>	
<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	73
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	50%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	81%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	81%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	74%
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> )	46%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	42%

Math Innovation Zones  
 Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Williams Ledger Elementary
Feeder B Total Students	713
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder B (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School B	Pearson Realize
<b>Personnel</b>	
Feeder B Principal Name	Lori Hensley
Feeder B Principal Email Address	<a href="mailto:hensleyl@ccisd.com">hensleyl@ccisd.com</a>
Feeder B Principal Phone Number	254-542-3070
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	72
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	60%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	82%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	82%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	76%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	75%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	48%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	52%

Math Innovation Zones  
 Planning and Execution Grants

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Hattie Halstead Elementary
Feeder C Total Students	355
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder C (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School C	Pearson Realize
<b>Personnel</b>	
Feeder C Principal Name	Billie Diaz
Feeder C Principal Email Address	<a href="mailto:diazb@ccisd.com">diazb@ccisd.com</a>
Feeder C Principal Phone Number	254-547-3440
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	75
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	72%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	75%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	89%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	70%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	81%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	45%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	56%

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

<b>MATH INNOVATION ZONES APPLICANTS ONLY</b>	
<b>District or Charter School Network Information Form</b>	
<b>Feeder Pattern 2 Form</b>	
<b>Attachment 1.A</b>	
<b>Letter of Interest for 2021-2022 MIZ Planning and Execution Grants</b>	
<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>	<b>Applicant Response</b>
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>	<b>Applicant Response</b>
District or Charter School Name	Copperas Cove ISD
District or Charter School Network ID Number	50910
<b>Personnel</b>	
Superintendent Name	Dr. Joesph Burns
LOI Author Name	Anthony Abetya
LOI Author Title	Grant Project Manager
LOI Author Phone	254-547-1227
LOI Author E-mail Address	<a href="mailto:abetyaa@ccisd.com">abetyaa@ccisd.com</a>
District MIZ Project Manager Name	Danielle Patterson
District MIZ Project Manager Title	Director of Digital Learning and Innovation
District MIZ Project Manager Email Address	<a href="mailto:pattersond@ccisd.com">pattersond@ccisd.com</a>
District MIZ Project Manager Phone Number	254-547-1227
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	83
Total Students in District	7997
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2021-2022 School Year	625
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	12
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...)	iReady



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...)	Skyward
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, 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?	No
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	No
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	9/1/2020
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.	
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
<b>Feeder Pattern 2</b>	
<b>Middle (or Upper) School</b>	
Middle School Campus Name	Copperas Cove Junior High School
MS Campus Total Students	321
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	Maneuvering the Middle
<b>Personnel</b>	
MS Campus Principal Name	Robert Turner
MS Campus Principal Email Address	<a href="mailto:turnerr@ccisd.com">turnerr@ccisd.com</a>
MS Campus Principal Phone Number	254-547-6959
MS Campus MIZ Project Manager	Danielle Patterson
MS Campus MIZ Project Manager Title	Director of Digital Learning and Innovation
MS Campus MIZ Project Manager Email Address	<a href="mailto:pattersond@ccisd.com">pattersond@ccisd.com</a>
MS Campus MIZ Project Manager Phone Number	254-547-1227
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	79
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	58%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	82%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	77%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	77%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	73%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	49%

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> )	44%
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	31%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	20%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	50%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from <b>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>	<b>Applicant Response</b>
Feeder A Campus Name	Fairview Jewell Elementary
Feeder A Total Students	520
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	Pearson Realize
<b>Personnel</b>	
Feeder A Principal Name	Rebekah Shuck
Feeder A Principal Email Address	<a href="mailto:rebekah@ccisd.com">rebekah@ccisd.com</a>
Feeder A Principal Phone Number	254-547-4212
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	78
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	73%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	74%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	68%
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> )	42%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	46%
<b>Elementary (or Lower) School Feeder B (if applicable)</b>	Applicant Response
Feeder B Campus Name	Martin Walker Elementary
Feeder B Total Students	481
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder B (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School B	Pearson Realize
<b>Personnel</b>	
Feeder B Principal Name	Dr. Earl Parcell
Feeder B Principal Email Address	<a href="mailto:parcelle@ccisd.com">parcelle@ccisd.com</a>
Feeder B Principal Phone Number	254-547-2283
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	93
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	56%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	92%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	92%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	87%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	87%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	65%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	66%
<b>Elementary (or Lower) School Feeder C (if applicable)</b>	<b>Applicant Response</b>
Feeder C Campus Name	Clements Parsons Elementary
Feeder C Total Students	776
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	K
Highest Grade at Feeder C (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School C	Pearson Realize
<b>Personnel</b>	
Feeder C Principal Name	Katherine Baney
Feeder C Principal Email Address	<a href="mailto:baneyk@ccisd.com">baneyk@ccisd.com</a>
Feeder C Principal Phone Number	254-547-2235
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	81
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	61%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	85%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	85%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	80%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	54%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	54%
<b>Elementary (or Lower) School Feeder D (if applicable)</b>	
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

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>	



September 17, 2020

To Whom It May Concern,

As superintendent of Copperas Cove ISD, I would like to extend this letter of support for the implementation of the Blended Learning Grant. I welcome TEA's support to assist in providing a robust blended learning framework in CCISD.

We believe through the implementation of a Blended Learning Framework at Copperas Cove ISD we will be successful in equipping our teachers with the resources, training, and support to effectively differentiate instruction through a blended learning classroom environment.

The support of the grant will drive our administration team to support the development, validation, and success of an innovative approach to teaching and learning at our district. I am impressed with the rigor of the Blended Learning Grant Program to support a district in a four-year timeframe to design, launch, and scale a high-quality blended learning program. The on-going support from TEA is crucial to the implementation of this model at our district.

On behalf of Copperas Cove ISD, I support the application of the Blended Learning Grant and if awarded will ensure fidelity to the design. You can be sure that CCISD will meet your expectations and adhere to the grant requirements. We look forward to working with you in leveraging Blended Learning to provide our students with a high-quality instructional approach.

Sincerely,

Joseph Burns, Ed.D.  
Superintendent  
Copperas Cove ISD



# S.C. Lee Jr. High School



Brian Jost  
Principal

Betsy Orr  
Assistant Principal

Andrea Knighton-West  
Assistant Principal

Amy Trimm  
Counselor

Diane Lovett  
Counselor

Kasey Bechtold  
Instructional Coach

September 10, 2020

To Whom it May Concern,

I would like to extend this letter of support for the implementation of the Blended Learning Grant on the SC Lee Junior High campus. I am excited about the potential for Blended Learning for our students. The opportunities this grant will provide closely align to our campus improvement plan and the technology integration needs we currently face.

We believe through the implementation of a Blended Learning Framework at Copperas Cove ISD we will be successful in equipping our teachers with the resources, training, and support they need to differentiate their instruction to meet the needs of all learners in the classroom. So often, teachers struggle to effectively differentiate the learning for the various needs of the diverse student groups they have in each class. However, a strong blended learning initiative will allow them to better identify student gaps and design instruction fill those gaps in an individualized way.

The support of the grant will drive our administration team to provide the support and training needed to implement this innovative approach to teaching and learning at our campus. In 2018, our campus went through a process of redesign to allow more time for teacher collaboration and planning that we call Innovative Professional Learning (IPL). This time would allow teachers to full invest in the training and support the grant would provide to embrace this new approach to learning with students.

We look forward to working with you in leveraging Blended Learning at SC Lee Junior High in Copperas Cove ISD.

Sincerely,

Brian Jost  
Principal  
SC Lee Junior High





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September 15, 2020

To Whom It May Concern:

I want to extend this letter of support to implement the Blended Learning Grant on the Copperas Cove Junior High campus. The idea of blended learning for our students is exciting for the staff and me. The opportunities this grant will provide closely align with the current goals set for the campus and the technology integration needs we currently face.

Teachers often struggle to effectively differentiate the learning for the various needs of the diverse student groups they have in each class. However, a robust blended learning initiative will allow them to identify student gaps better and design instruction to fill their needs individually. Due to these struggles, we have not yet attained our internal goals of increasing student performance, something this grant will help to alleviate.

I believe through the implementation of a Blended Learning Framework at Copperas Cove Junior High our campus will be successful in equipping our teachers with the resources, training, and support they need to differentiate their instruction to meet all learners' needs.

The grant's support will allow our administration to provide the support and training needed to implement this innovative approach. Our teachers will have dedicated time to train with the instructional team. This training will deepen their knowledge of blended learning overall allowing them to employ to help launch a district-wide initiative to bring blended learning in the future.

We look forward to working with you in leveraging Blended Learning at Copperas Cove Junior High in Copperas Cove ISD.

Sincerely,

Amanda Crawley  
Interim Principal  
Copperas Cove Junior High

# MRS. DANIELLE PATTERSON

## DIGITAL LEARNING

### PROFILE & GOALS

Experienced and dedicated educator with technology passion that will ensure that students are provided with the richest educational experiences and provide leadership and oversight with digital learning.

### PROFESSIONAL EXPERIENCE

#### COPPERAS COVE ISD

*Instructional Services, Copperas Cove, Texas/2020- current*

- **Director of Digital Learning and Innovation**

Adopts, communicates, and implements a strategy that embeds a robust system for blended learning and cross-disciplinary skills throughout the educational process. Develop and implement strategies to ensure equitable access to appropriate digital tools and resources to meet the needs of all learners. Provide direction and assistance to technology staff, administrators and teachers in planning instruction that promotes information literacy and integrates meaningful and effective uses of technology into the daily work of teachers and students.

#### KILLEEN ISD

*Curriculum and Instruction, Killeen ISD, Texas/2019 - 2020*

- **Instructional Technologist - Secondary**

Develops and implements districtwide technology-based staff development and training programs that facilitate the effective use of technology tools and resources in instructional programs. Works cooperatively with other district specialists on the integration of technology tools and resources into the district curriculum and instruction program. Assist teachers with blending learning using technology into the curriculum, assist campus administrators identifying opportunities to improve instruction and student performance through technology, models effective blended learning with staff during workshop settings, assist Technologists with hardware and infrastructure.

#### COPPERAS COVE ISD

*Curriculum and Instruction, Copperas Cove, Texas/2016-2019*

- **Coordinator of Instruction and Digital Learning for CCISD**

System administrator for district LMS (Schoology), implementation of Schoology Assessment Management Platform (AMP), provide all stake holders district and campus professional development or hand-over-hand training for use of our district platform, administrator of District Technology Advisory Council, district trainer for interactive white board (Mimio/Boxlight), assist teachers with blending learning using technology into the curriculum, assist campus administrators identifying opportunities to improve instruction and student performance through technology, models effective blended learning with staff during workshop settings, assist Technologists with hardware and infrastructure.

#### COPPERAS COVE ISD

*JL Williams Ledger Elementary, Copperas Cove, Texas/2009-current*

- 3<sup>rd</sup> Grade 2013-2016

- 1<sup>st</sup> Grade 2009 - 2013

Provide Balanced Literacy lessons following ELAR TEKS, manage school website and classroom blog, provide professional development to campus staff, collaborate with teachers and support staff, Chair of Technology Committee, servicing At-Risk students needing small group instruction, leader of Student Council, collaborate with teammates and PLAC meetings, parent/teacher communication through use of technology (Class Dojo), Class Dojo School mentor, create and present teacher/student led Mimio lessons.

#### USD 475 : GEARY COUNTY SCHOOL DISTRICT

*Custer Hill Elementary, Fort Hood, Texas/2007 – 2009*

- 1<sup>st</sup> Grade 2007 – 2009

- 1<sup>st</sup> Grade Team Leader 2008 - 2009

- Provided math, reading, social studies, and science lessons following scope and sequence of district, provided small group instruction, 1<sup>st</sup> grade team leader, incorporated SmartBoard lessons into student led learning, provided technology

### CONTACT

DANIELLE PATTERSON

1517 Indian Camp Trail  
Copperas Cove, TX  
254.630.3101

[Danielle.Patterson@killeenisd.org](mailto:Danielle.Patterson@killeenisd.org)  
[www.linkedin.com/in/MrsDPatterson](http://www.linkedin.com/in/MrsDPatterson)

### Certification / Professional

- Ec- 4 General Education Teacher
- Master Reading Teacher Certification
- ESL Certification
- Certified Blended Learning Leader
- Schoology Ambassador
- Schoology Administrator of the Year
- Schoology Champion
- Play Posit Guru
- Microsoft Innovative Educator Trainer
- Office 365 Trainer
- Nearpod PioNear
- iReady Trainings
- TELPAS Training
- STAAR District Trainer
- Skyward Future Schedule Team
- Vision 2021 Stake Holder
- Learning.com (Tech Apps) Training
- CCISD Tech Camp 2009 & 2010
- USD 475 Integrated Technology Institute Graduate

### EDUCATION

MASTERS IN  
INSTRUCTIONAL  
TECHNOLOGY

*Sam Houston State University*  
2015-2016

ELEMENTARY EDUCATION

*Kansas State University*  
2003-2007

### Education Qualities

- Knowledge of Windows, iOS, Microsoft, Office 365, Schoology, Skyward, PowerSchool, Clever, Eduphoria, Edgenuity, and many other educational technology products.
- The ability to work effectively in a dynamic, fast-paced environment.
- Keen attention to detail, organization, and problem solving skills.
- Flexibility and willingness to adapt to change.
- Effective communication skills with parents, students, administrators, and colleagues
- Assist campus and district level technology implementation plans and trainings.
- Provides hands-on assistance and troubleshooting to all district stakeholders.
- Assist teachers in the implementation and effective utilization of classroom technology.

# MRS. DANIELLE PATTERSON

## DIGITAL LEARNING

### Leadership Experience

#### **DISTRICT TECHNOLOGY ADVISORY COUNCIL**

*Copperas Cove ISD 2016 - current*

- Group of trailblazing educators representing each campus in district
- Create a community to provide technology updates and pilot new incentives
- Design technology goals and expectations through feedback

#### **TECHNOLOGY COMMITTEE CHAIR**

*Williams Ledger Elementary 2010- 2016*

- Collect and disaggregate campus data
- Provide professional development for campus
- Prepare surveys to assist in campus plans
- Design technology curriculum plans
- Research digital learning options
- Construct reports and annually amend the campus plan **CCISD**

#### **DISTRICT TECHNOLOGY PIONEER GROUP** *Copperas*

*Cove ISD 2015 - 2016*

- Pioneer new interactive document camera
- Pioneer new Schoology: Learning Management System
- Collaborate with K- 12 teachers and CCISD administration at monthly meetings
- Participate and provide training over document camera and Schoology **CCISD**

#### **STRATEGIC ACTION PLAN & TECHNOLOGY WORKING GROUP** *Copperas*

*Cove ISD 2013 - 2016*

- Research surrounding districts technology use
- Collaborate with teachers, administrators, and community members
- Provide a technology based 2020 Vision Plan
- Budget funds for purchase of technology materials
- Assist with questions regarding technology in the elementary classroom

### Professional Development

Schoology AMP Training

Back to School Pre -Service

New Teacher Training

TCEA

SchoologyNEXT

TransformED

Campus Trainings

District Administration Building Trainings

Campus Parent Night Presentations

### REFERENCES

DA GM A RHARRIS  
*KISD Executive Director for Secondary  
Schools  
Killeen ISD  
254.5336.0327*

HOLLY LANDEZ  
*Instructional Technologist -  
Elementary  
254.336.3452*

Dr. EARL PARCELL  
*CCISD Director of Instructional Technology  
Copperas Cove ISD  
254.547.2283*

ROBERT TURNER  
*Assistant Principal  
Copperas Cove Junior High  
254.547.6959*



September 17, 2020

To Whom it May Concern

I, Danielle Patterson, am writing this letter in support as the Project Manager for the implementation of the Blended Learning Grant at Copperas Cove ISD. I am an experienced and dedicated educator with technology passion that will ensure that students are provided with the richest educational experiences and provide leadership and oversight with digital learning. My passion for Blended Learning in the classroom will play a vital role in making Copperas Cove ISD a Blended Learning school district which in turn will drive student results.

Copperas Cove ISD is already promoting a Blended Learning classroom environment with the use of current technology. The grant would allow us to drive a high-quality blended learning framework that in-turn would improve student results. The support of myself, digital learning team, and teacher leaders on the middle school campuses will provide campuses with their needs to be successful.

I have spent 10+ years at Copperas Cove ISD and have built relationships with teachers, staff, and administration at both of the middle school campuses. The trust and collaboration that is already established will assist in the implantation of a high-quality blended learning model for student success.

As Project Manager, I will drive our Instructional Services department to implement, support, and develop the Blended Learning approach to teaching and learning.

I look forward to working with you to make Blended Learning a success at Copperas Cove ISD! Thank you for this opportunity.

Sincerely,

*Danielle Patterson*

Danielle Patterson

Director of Digital Learning and Innovation

Copperas Cove ISD

# CCISD Instructional Services Department 2020-2021

