



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

NOGA ID [redacted]

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

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

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

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

Application stamp-in date and time

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

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

**Required Attachments**

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

**Amendment Number**

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

**Applicant Information**

Organization **Sabinal ISD** CDN **232902** Campus **101, 041** ESC **20** DUNS **039420005**

Address **409 W Cullins** City **Sabinal** ZIP **78881** Vendor ID **1746002022**

Primary Contact **Nikki Joslin** Email **njoslin@sabinalisd.net** Phone **9798775434**

Secondary Contact **Stephanie Laughinghouse** Email **stephanie.laughinghouse@gmail.com** Phone **8304261010**

**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 **Nikki Joslin** Title **Director of Curriculum & School Improvement**

Email **njoslin@sabinalisd.net** Phone **9798775434**

Signature  Date **09182020**

**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.

Sabinal is a small, rural community located approximately 90 minutes from the largest urban area. The district is composed of three campuses which include an elementary school with an enrollment of 188 students; a middle school with an enrollment of 101 students; and a high school with an enrollment of 149 students. District-wide math performance lag the state scores and fell short of district expectations for approaches, meets and masters (see table).

All Grades Mathematics

	Year	State	District	Campus
Approaches	2019	82%	75%	63%
Approaches	2018	81%	66%	55%
Meets	2019	52%	31%	21%
Meets	2018	50%	30%	26%
Masters	2019	26%	8%	6%
Masters	2018	24%	10%	7%

Our 2019-2020 Comprehensive Needs Assessment (CNA) identified Sabinal ISDs instructional outcomes are affected by teacher turnover and a shortage of teacher candidates. Currently our math department has 3 new teachers who need training and support beyond what we can provide with our current staff. Sabinal ISD needs the MIZ BLGP to assist us in building a strong instructional math foundation by supporting us with research-based software, provide technical assistance, and the professional development to build teacher capacity.

**Statutory/Program Requirements**

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

The superintendent approached the leadership team in hopes to become an MIZ site to better prepare student achievement in math as well as provide a focus to support teachers in a blended learning model.

It is Sabinal ISD ' s goal to use technology to enhance and extend math instruction and individualized student learning to build rigor and competency to include student engagement from data-driven instruction. We seek to prepare more students for advanced performance in math at the Algebra I level and beyond. Currently, we have one math instructor teaching Algebra 1, Geometry and Math Models. We have a Memorandum of Understanding (MOU) with Texas Tech University to provide online instruction for Algebra 2 and Pre-Calculus. Thirty-nine percent of our high school students are enrolled in these upper level online math courses as well as dual enrollment for college level credit but we would like to see at least fifty percent enroll in the higher level classes. Additionally, the BLGP would assist students of Sabinal ISD to meet successful levels of academic progress that can be demonstrated in the TSI criteria of the College, Career and Military Readiness of the state accountability system. Teacher turnover has been an ongoing concern as well as the inability to find staff members to fill upper level math positions. If awarded, the BLGP could assist in minimizing the negative effects that the absence of a face to face instructor could bring to our students ' progress and post-secondary success in STEM fields. BLGP could provide teachers diverse means of reaching levels or rigor and complexity through the development of higher order thinking capabilities in students. Through pedagogical innovation and the ability to fuse effective remote and face to face instruction at a level that could bring our students post-secondary success in STEM fields because of the possibility of excellence in college entrance assessments and advanced placement opportunities .

Currently, students who rotate through the junior high campus learning lab alternate weekly between all four core content areas. For example, one week students receive online support in reading, the next week is math, then science and the fourth week rotation is social studies. Classroom content teachers collaborate with the computer lab teachers to review the areas the students show deficiency. Their focus is to develop a learning plan aligned to reteach deficient TEKS. From a variety of sources, data is collected to identify skill deficiencies are collected from multiple data sources such as assessments and/or progress from Study Island, daily formative assessments and end of unit or summative assessments. Study Island also provides the teacher targeted skill lessons to provide face to face intervention. In addition to the learning lab, pullout intervention is provided to students by a certified math specialist. This specialist is a retired math teacher who provides intervention support to students who have been identified to have areas of skill deficiencies from the Study Island reports and anecdotal data from the classroom teacher. The math specialist pulls students during a portion of the learning lab rotations throughout the school day for 1 on 1 intervention in addition to on-line Study Island interventions.

The use of Study Island also provides reports for teachers to share data as well as set progress goals with students so they may have a clear understanding of their performance daily, if needed.

Our goal, if awarded the BLGP, is to grow and refine the current blended learning model over the next four years to be a sustainable model. Sabinal ISD is already committed to blended learning and needs support to equip teachers to effectively differentiate instruction using good diagnostic tools to meet the needs of students below and above grade level. We want our students to be on a path to graduate with a foundation high school program and an endorsement with a distinguished level of achievement. Endorsements include multidisciplinary, science-technology-engineering & math and business and industry.

The district is contracting a project manager to dedicate time solely to this project. They will work closely with the leadership team and classroom teachers. The district will continue with the established weekly PLC times and has dedicated a 45 minute period each week to meet with the MIZ teachers and leadership team (as needed) to comply with the fidelity of execution requirements for program implementation.

**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.

The person selected for the Project Manager position for Sabinal ISD is Stephanie Laughinghouse, a retired teaching professional with 27 years of experience in public education (resume attached). She holds a 1-8 Biology teaching certificate and a Master ' s degree in Educational Leadership with Mid-Management Administrator certification. She has taught 5th and 7th grades. She served as an assistant principal on a PK-2 campus and collaborated to write and was awarded Cycle 1 of the Reading First Grant. Mrs. Laughinghouse later became the assistant principal at a 3-5 intermediate campus. This move helped facilitate the vertical alignment for the Reading First grant to 3rd grade. Gathering, analyzing, and interpreting data to drive instruction and monitoring both student achievement and teacher implementation has always been a part of her administrative roles.

With the reauthorization of ESEA to NCLB, the school district created a new position; NCLB coordinator. In this role she led the campus and district teams through the Adequate Yearly Progress (AYP) process among other responsibilities pertaining to federal programs.

**Statutory/Program Requirements**

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

Mrs. Laughinghouse held this position at first in conjunction with the assistant principal role at the 3-5 campus and later moving to the Central Office when responsibilities grew.

In 2009 Mrs. Laughinghouse was asked to take the position of Business Manager. After a year, she knew her heart was with the federal and state programs and special populations and transferred to the Special Program Director position. The last two years of her career the district added the role of Human Resource Director in addition to special programs.

After lengthy conversations with Mrs. Laughinghouse it is apparent she can effectively complete program reports, gather/analyze and monitor data to drive student achievement, effectively lead meetings, and ensure program fidelity to align with the Sabinal ISD vision and goals. She has expressed her commitment to meet weekly with teachers and Curriculum Director (and the district leadership team as needed) to ensure the Fidelity of Execution of this grant.

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

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

In 2019, district math scores for Sabinal ISD were 75% in comparison to the state at 82%. Our goal was to show an increase of student performance on state assessments in 2020. In light of the pandemic, state testing for spring 2020 and all local summative assessments were cancelled. We have new teachers with new standards that are using curriculum gap tools to remediate the standards that were not explicitly taught in the last 9 weeks of school due to COVID-19. Therefore we are unsure of student performance on the spring administration of the state assessments.

Sabinal ISD understands the first step to addressing learning gaps and getting students back on track is gaining a clear picture of where each student stands. Study Island Math Benchmark Assessments are utilized in grades 6-8, built from state standards, so they are ideal for obtaining a baseline measure of each student's current level of proficiency on grade-level standards. Our expectation is for teachers to track student growth and monitor progress throughout the school year. Each time students take the Math Benchmark (3 times a year), teachers receive immediate data detailing student performance by reporting category, standard, and even by individual assessment item. All teachers have access to these reports; however not all teachers are utilizing this tool.

Sabinal Elementary administers Istation Math ISIP each month in grades PreK-5 to provide baseline data for all students. It also provides longitudinal data to track growth. Istation Math ISIP data provides us with a measure of growth and gives us the ability to dive into gaps in the student's education. Ideally, the grade level team would use the priority report to identify gaps in skills after each administration, create a plan for intervention, reteach and reassess. It is our goal that teachers would evaluate student progress weekly and make adjustments to their instruction to reach all students.

Although we are making gains, our expectation is for teachers to emphasize a "growth mindset" with each child and

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

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

facilitate ownership of the learning. Students taking control of their own learning gives them the keys to drive their learning outcomes.

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**



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: 232902		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<p><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.</p>			
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	Software / Vendor TBD Specify purpose: Online Curriculum, Assessments	\$ 16,900	\$ -
3	Service: Professional Development Specify purpose: Training on new software	\$ 15,000	\$ -
4	Service: Project Manager Specify purpose: Grant implementation	\$ 26,000	\$ -
5	Service: Technical Assistance Specify purpose: TA Vendor for Grant	\$ 50,000	\$ -
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>\$ 107,900</b>	<b>\$ -</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 107,900</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	<b>\$ 107,900</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</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.

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: 232902		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:	\$ 17,000	\$ -
2	<b>Grand Total:</b>	<b>\$ 17,000</b>	<b>\$ -</b>
3	<b>Total Program Costs*:</b>	<b>\$ 17,000</b>	
4	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>	

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

**FOR TEA USE ONLY**

**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**

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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: 232902		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	<del>\$ _____</del>	<del>\$ _____</del>
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	<del>6495 - Cost of membership in civic or community organizations.</del> Specify name and purpose of organization:	<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.	\$ 100	\$ -
11	<b>Grand Total:</b>	<b>\$ 100</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	<b>\$ 100</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</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.			

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

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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**

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: 232902		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	\$ -	\$ -	\$ -	\$ -
2 Professional and Contracted Services	6200	\$ 107,900	\$ -	\$ 107,900	\$ -
3 Supplies and Materials	6300	\$ 17,000	\$ -	\$ 17,000	\$ -
4 Other Operating Costs	6400	\$ 100	\$ -	\$ 100	\$ -
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	Direct Administration Cap per Program Guidelines (X%)	0.05
12	Maximum amount allowable for direct administrative costs:	<b>\$ 6,250</b>

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

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

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**MATH INNOVATION ZONES APPLICANTS ONLY**

District or Charter School Network Information Form  
Feeder Pattern 1 Form

**Letter of Interest for 2021-2022 MIZ Planning and Execution Grants**

Attachment 1.A

**Instructions**

- Please submit the requested district or charter school information including information regarding the proposed campus for Math Innovation Zones.
- Input information relevant to the topic in column who submit (light blue cell) and follow the instructions in the cell; only one leader pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete submissions or incorrect information are cause for rejection from this request for letter of interest.
- In the case of more than 4 unenrolled feeder elementary schools, please submit the below information as an appendix to the letter of interest.
- Please email out to [math@texas.gov](mailto:math@texas.gov) for any questions about this document.

**Application**

Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)

District or Open Enrollment Charter School Information

District or Charter School Name

District or Charter School Network ID Number

Personal

Superintendent Name

LOI Author Name

LOI Author Title

LOI Author Phone

LOI Author E-mail Address

District MIZ Project Manager Name

District MIZ Project Manager Title

District MIZ Project Manager Email Address

District MIZ Project Manager Phone Number

District Details

District Overall Performance - Numeric Grade Only

Total Students in District

Total Students Anticipated to Participate in Proposed BL/GP Grade Levels in 2021-2022 School Year

District Classification (Rural, Urban, Suburban)

Education Service Center Region

Name of school in district with most prior experience in blended learning

Number of years the school (in previous answer) has used blended learning

Formative or Interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc.)

Current Student Information System (SIS) in use throughout district (IXEIS, PowerSchool, Skyward, HCCS, District-made system, etc.)

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.)

Are your proposed BL/GP 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, Intercessional Calendar, or Full Year Redesign)? If not, answer "No"

Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?

If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.

If awarded this grant in fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies?

Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, DL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?

List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.

Does the applicant and relevant district and school stakeholders commit to attending the BL/GP Kickoff Summit virtually on November 12-13, 2020?

Applicant Response	Math Innovation Zones	
Applicant Response	Sabinal ISD	232902
Mr. Richard Grill		
Nikki Joslin		
<a href="mailto:njoslin@sabnalsd.net">njoslin@sabnalsd.net</a>		
979-877-5434		
<a href="mailto:stephanie.laughinghouse@gmail.com">stephanie.laughinghouse@gmail.com</a>		
Stephanie Laughinghouse		
Project Manager		
<a href="mailto:stephanie.laughinghouse@gmail.com">stephanie.laughinghouse@gmail.com</a>		
830-426-1010		
		83%
		425
Enter Numeric Response		
Rural		
		20
Sabinal Elementary		
		2
unknown		
IXEIS		
Lone Star Governance, Additional Days School Year		
Full Year Redesign		
Yes		
K-12, all content areas		
		11/2/2020
Yes		
Study Island, iStation		
Yes		

Feeder Pattern 1		Middle School
Middle (or Upper) School	Middle School Campus Name	Sabinal Middle School
MS Campus Total Students		101
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)		6
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)		8
Core Math Curriculum used in this Middle School Campus		TEKS Resource System
<b>Personnel</b>		
MS Campus Principal Name		Steve Alvarado
MS Campus Principal Email Address		salvarad@sabinalisd.net
MS Campus Principal Phone Number		8309882472
MS Campus MIZ Project Manager		Stephanie Laughinghouse Project Manager
MS Campus MIZ Project Manager Email Address		stephanie.laughinghouse@gmail.com
MS Campus MIZ Project Manager Phone Number		8304251010
<b>School Details</b>		
<b>Performance Results and Economic Indicators</b>		
MS Campus Overall Performance - Numeric Grade Only		60%
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch		57%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested Mathematics Only)		81%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested Mathematics Only)		72%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested All Subjects)		63%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested All Subjects)		61%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested Mathematics Only)		36%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested Mathematics Only)		28%
<b>Feeder Pattern</b>		
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A		35%
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 for Lower School Feeder A (if applicable)		Applicant Response
Feeder A Campus Name		Sabinal Elementary
Feeder A Total Students		188
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)		PK
Highest Grade at Feeder A (i.e. "5" for 5th grade)		5
Core Math Curriculum Used at Feeder School A		TEKS Resource System
Personnel		
Feeder A Principal Name		Beth Brady
Feeder A Principal Email Address		bbrady@sabinalisd.net
Feeder A Principal Phone Number		8309882436
Feeder A MIZ Project Manager		Stephanie Laughinghouse
Feeder A MIZ Project Manager Title		Project Manager
Feeder A MIZ Project Manager Email Address		stephanie_laughinghouse@gmail.com
Feeder A MIZ Project Manager Phone Number		8304261010
School Details		
Performance Results and Economic Indicators		
Feeder A Overall Performance - Numeric Grade Only		66%
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch		77%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested Mathematics Only)		63%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested Mathematics Only)		55%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested All Subjects)		62%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested All Subjects)		52%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested Mathematics Only)		21%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested Mathematics Only)		26%

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)	Enter Text Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
<b>Personnel</b>	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address
Feeder B MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for 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



Richard W. Grill, Superintendent of Schools  
P.O. Box 338  
409 West Cullins Ave  
Sabinal, Texas 78881  
PHONE: (830) 988-2475  
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## SABINAL INDEPENDENT SCHOOL DISTRICT

*Making Excellence an Everyday Event*

September 17, 2020

To Whom It May Concern,

It is my pleasure to write this letter in support of the Blended Learning Grant Program (BLGP) that is being submitted by Sabinal ISD to the Texas Education Agency.

Sabinal ISD is located in the community of Sabinal which is a small, rural, economically depressed community approximately 90 minutes west of San Antonio. The district is composed of three campuses which include an elementary school, a middle school, and a high school with a total enrollment of 425 students. District-wide math performance lags statewide outcomes and fell short of district expectations for the approaches, meets and masters levels.

It is Sabinal ISD's goal to use the BLGP to personalize instruction to meet the specific needs of each student as well as enhance math instruction with the intent to build instructional rigor and student competency. Through this approach, educators can better personalize learning for all students, improve engagement, and to teach concepts more effectively and efficiently.

Furthermore, this grant will broaden innovative technology instructional practices that will aid in meeting the needs of our diverse student populations. In addition, data practices such as the measures used in the state accountability system provide valuable information on how students perform at the end of the school year. However, because personalized blended learning creates a need for more frequent (daily/weekly/monthly) and more detailed (beyond grade level/proficiency based) data sources, the STAAR does not provide the frequency needed for data driven instruction at the classroom level. Sabinal ISD uses multiple valid and reliable assessments to provide the data necessary to plan and design instruction for our students at their individual developmental level.

Thank you in advance for your consideration of our district's quest to improve the instruction in our classrooms. This grant will provide our district with the resources to implement a high-quality blended learning model to support continuous improvement in mathematics.

Respectfully submitted,

*Richard W. Grill*

Richard W. Grill  
Superintendent  
Sabinal ISD



Office of the Elementary Principal, Beth Brady  
P.O. Box 338  
409 West Cullins Ave  
Sabinal, Texas 78881  
PHONE: (830) 988-2475  
FAX: (830) 988-7170

## **SABINAL INDEPENDENT SCHOOL DISTRICT**

*Making Excellence an Everyday Event*

September 17, 2020

To Whom it May Concern,

Please allow this letter to serve as my complete devotion to the advocacy and effective implementation of the Blended Learning Grant for which Sabinal Elementary School is applying for through the Texas Education Agency.

Sabinal Elementary is a Pre-Kindergarten-fifth grade rural elementary school that serves approximately one hundred eighty-three students of which 79% are economically disadvantaged, 83% Hispanic, 16% White and 1% bi-racial. Sixteen percent of the school's population is At-Risk and 6% are English Language Learners (ELL). The school's Special Education population is 13%.

Mathematics is a current focus of the campus. Blended learning is fast becoming a focus of the elementary as well due to the expectations of teaching and learning in the Twenty First Century. It is also connected to the district's long-term vision of mathematics improvement district-wide. Summative data from the last state testing cycle presented Math scores at the elementary falling below state levels and behind district expectations for Approaches, Meets and Masters on the State Assessment of Academic Readiness exam. In 2019, third grade math Approaches scores were 64%, as compared to the state at 79%. This was a decrease from the 2018 school year which was at 69%. In 2019, 41% scored at Meets and 14% scored at Masters levels.

Until the 2020-2021 school year, the campus did not have a universal screener for mathematics in place, nor did it have a consistent way to track student performance in mathematics. This year, the school has adopted Istation, which provides universal screening, is adaptive, and provides a means for student progress tracking. The campus has also set common school-wide reading and mathematics intervention times so that they are consistent and easily monitored by campus administration. We have instituted TEKS-Based Formative Assessments that allow us to measure instructional effectiveness and plan for intervention and re-teaching of standards each six-week period. All of these, are a step in the right direction. With the added support and benefits associated with this grant, we will be able to fortify our mathematics program, improve teacher quality and advance achievement in mathematics at the elementary school. The creation of a strategic plan as a requirement of the grant, will also compel us to set the course for mathematics emphasis and continuous improvement.

Thank you in advance for your kind consideration of our school and district for this prestigious support. The grant will provide us with the opportunity to build a stronger background in mathematics and technology for our students and amplify mathematical content acquisition for our teachers.

Respectfully submitted,

Beth Brady

Principal

Sabinal Elementary School

## STEPHANIE LAUGHINGHOUSE

3001 CR 424 D'Hanis, TX 78850 [stephanie.laughinghouse@gmail.com](mailto:stephanie.laughinghouse@gmail.com) (830) 426-1010 Cell

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### **DIRECTOR OF SPECIAL PROGRAMS**

#### **Hondo Independent School District**

I am a self-motivated, forward thinking educator with an understanding of working with multiple personalities toward a common goal of student achievement. I take pride in the work I do to oversee statutory requirements for federal and state program implementation.

Additional strengths include:

- Strong Leadership Skills
- Creative Problem Solving
- Excellent Organizational Skills
- Excellent Technology Skill

#### **Director of Special Programs/ HR Director**

**June 2009 – June 2020**

Responsible for the coordination and evaluation of special programs for the district within the framework of the philosophy and objectives established by Board policy, consistent with state statutes and standards of regulatory agencies and in accordance with administrative regulations and procedures. Prepare federal applications and compliance reports through the Texas Education Agency. Programs, budgeting, and grant oversight include (past and present):

- Title I, Part A
- Title I, Part A/ARRA
- Title I, Part A/SIP
- SIP Academy Roll Only
- Title I, Part D, Title I
- Part D/ARRA
- Title II, Part D
- Title II, Part D/ARRA
- Title IX/SFSF
- State Compensatory Education
- English as a Second Language
- Student Success Initiative Grant
- Optional Extended Year Program
- Head Start
- Rural Technology Grant
- Reading First Grant
- High School Allotment
- Gifted and Talented
- Title I, Part C-Migrant
- Title III, Part C-LEP
- Title II, Part A
- Title IV Part A
- Title V-RLIS
- Edu Jobs
- Summer school
- CTE/Federal Perkins
- Monsanto Fund Grant
- Technology Lending Grant
- Homeless Liaison
- DTC Support

Execute Highly Qualified/Effective status of new hires and associated reports and public reporting. Oversee State requirements for assignment, certifications (SBEC, CPR, First Aide, AED) and licensing (Nurse, SpEd, Trainers) of all personnel. Meet regularly with campus counselors to oversee special

program population compliance and performance and trainings. Coordinate and/or conduct required trainings for teachers and counselors (Gifted and Talented, AP/College Board, LIAG, TELPAS Writing, ELPS, and ESL Certification). Meet regularly with campus administrators to ensure federal and state compliance with programs and budgets. Alternate District Testing Coordinator. Write and maintain compliance and financial documents of funded grants. Working in collaboration with Hondo Mayor, Chief of Police and superintendent on the 2016 Transportation Alternatives Program (TAP) Grant.

Responsible for all aspects of on-boarding new employees and substitute training, Texas Workforce unemployment claims, salary structures, contracts, salary increases, and written hiring procedures.

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**HIGHLIGHTED ACCOMPLISHMENTS**

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- Collaboration on federal and state grant writing efforts. HISD awarded: Cycle 1 Reading First Grant (2003-2007), Rural Technology Grant (2007-2010), Monsanto FundAmerica's Farmers Grow Rural Education (2013), and Technology Lending Grant (2014-2016), awarded (but declined) 2015-17 High-Quality PK Grant
- Compliance with AMAOs, NCLB MOE, Title 1 Comparability, Initial Compliance Review, PBMAS
- Compliance with financial internal auditors, low risk designation with TEA
- Developed ESL Monitoring process
- Initiated process to have all core teachers in district GT certified and ELPS trained
- Wrote procedures for Gifted and Talented and State Compensatory Education programs. ESL procedures are in progress.
- Directed HR in addition to Special Programs my last two years at Hondo ISD.

**BUSINESS MANAGER**

**September 2008 – June 2009**

Responsible for automating the district purchasing process into the existing Skyward software. Assist in the operation of all financial and business affairs of the district including accounting, payroll, purchasing, and tax collection. Serve as the chief financial adviser to the superintendent and board of trustees. Responsible for submitting Highly Qualified reports to the NCLB division of TEA. Oversee completion of Principal Attestations and Title-One Parent Involvement documentation. Wrote and was funded the Reading First Program and Rural Technology Grant. Maintained the financial and compliance management for these grants.

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**HIGHLIGHTED ACCOMPLISHMENTS**

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- Fully automated purchasing process
- Assist principals and directors in monthly meetings to use accounting system properly to allocate resources for prioritized needs

**DISTRICT WIDE ADMINISTRATIVE SUPPORT/ NCLB COORDINATOR**      **January 2006-September 2008**

Responsible for collaborating with directors and campus administrators to maintain fiscal and compliance in the management of Reading First Grant, Summer School, Accelerated Math / Accelerated Reading, Optional Extended Year, State Compensatory Education, Title II, Part D, High School Allotment, Title One, Part A, School Improvement, and Parent Involvement. Responsible for substantiating Highly Qualified teachers and paraprofessionals and report to the public, presentations

to the board and district as required. Developed the substitute teacher training program. Led the Focus Data Analysis committees for missed DVM indicators (component of PBM system) for leavers and discipline. Shared recruiting responsibilities with Director of Special Programs and Central Office.

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**HIGHLIGHTED ACCOMPLISHMENTS**

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- Substitute Program Director and Trainer
- Developed the Hondo Education foundation By-Laws and completed the 501(C)(3) application

**Hondo ISD / Woolls Intermediate  
Assistant Principal**

**June 2004 – January 2006**

Provided daily leadership and supervision to approximately 50 staff members and 500 students. Responsible for discipline, textbooks/furniture, teaching assistants and parent involvement. Collaborated in assisting with curriculum, campus planning and evaluation. Served a dual role as District NCLB Coordinator and assistant principal. Responsibilities as the District NCLB Coordinator involved coordination of federal program requirements with district projects or programs and communicating with community and staff at all levels.

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**HIGHLIGHTED ACCOMPLISHMENTS**

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- Served on District Curriculum Advisory Team
- Served on District Site Based Management Team
- Developed and coordinated Parent Academies for district parent involvement
- Developed Parent Involvement policy for district

**Hondo ISD/ Meyer Elementary  
Assistant Principal**

**August 2000 – June 2004**

Provided daily leadership and supervision to approximately 60 staff members and 600 students. Responsible for discipline, Pre-K registration, textbooks / furniture, teaching assistants and parent involvement. Collaborated in assisting with curriculum, campus planning and evaluation. Collaborated with Southwest Texas Junior College to provide instructors in Hondo for our teaching assistants in an Outreach program. Began collecting, reporting and maintaining NCLB highly qualified status on all teachers in district.

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**HIGHLIGHTED ACCOMPLISHMENTS**

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- Developed a teaching assistant evaluation that is still used
- Developed the process to identify Pre-K students that is still used
- Served on the TSII in 2002 (Texas School Improvement Initiative – TEA)
- Served on the Technical Assistance Team as district level support for the middle school and high school
- Helped teaching assistants acquire tuition free college hours to meet the 2001 NCLB Highly Qualified requirements of 48 college hours

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## **TEACHING EXPERIENCE**

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Hondo ISD - Hondo, TX

McDowell Middle School      5<sup>th</sup> and 7<sup>th</sup> grade science teacher      1993-2000

Science Department Head, Campus Management Team, Representative on District Site-Based Team, Student Council Sponsor, UIL (Science, Listening, Art History, and Pantomime) Sponsor, Created S.T.A.R. Science program for Gifted students, Campus Attendance Committee, and Drug Free and Safe School Support.

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## **EDUCATION**

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Bachelor of Arts, Interdisciplinary Studies, University of Texas at San Antonio, May 1993

Masters of Arts in Education, Educational Leadership, University of Texas at San Antonio, December 1999

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## **CERTIFICATIONS**

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Texas Teacher Certificate, Elementary Biology (Grades 1-8) – Life

Texas Teacher Standard Certificate – Drivers Education

Texas Mid-Management Administrator Certification - Life

- PDAS and ILD 2000

Texas Superintendent's Certification – in progress - coursework completed

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## **PROFESSIONAL EXPERIENCES**

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Hondo Area Chamber of Commerce – Board of Directors/Treasurer      January 2015 – present

Educational Service Center, Region 20 – Bilingual / ESL Advisory Committee Member  
September 2015 – September 2017

Texas Community Futures Forum for Medina County / Hondo ISD Representative – 2004 to 2015

## **References**

Rose Mary Mares – Assistant Superintendent / Hondo ISD      830-426-3027      [rmares@hondoisd.net](mailto:rmares@hondoisd.net)

Diana Cerney, Retired – Director of Special Programs

Home: 830-426-3183; Cell: 830-426-1295      [dcerney@mecwb.com](mailto:dcerney@mecwb.com)

Charles Carlson, Retired –Assistant Superintendent      [47ccarlson@gmail.com](mailto:47ccarlson@gmail.com)



**Proposed BLGP Program Manager: Letter of Support**

**September 18, 2020**

**Texas Education Agency  
Division of Grants Administration  
Blended Learning Grant Program-Planning Grants**

**To whom it may concern;**

**It is my pleasure to write a letter in support of the Blended Learning Grant Program being submitted by Sabinal ISD to the Texas Education Agency.**

**I live in a small rural community within 15 minutes of Sabinal ISD. Our demographics are similar where everyone either knows everyone or are related to them. We help each other and understand the challenges we face each day trying to get the best teachers and provide the best education we can for our children. I retired in June 2020 from a small rural district where I was the Director of Special Programs and the Director of Human Resources. I have 27 years of experience in education with extensive experience with federal grants. I have no "irons in the fire" so to speak so I am able to devote the time and energy to be a Project Manager for the BLGP. During the first year of implementation we will be working with math teachers from grades first, third, and sixth. There will be a total of 4 teachers and less than 100 students.**

**In conclusion, I fully support the efforts of Sabinal ISD in their endeavor to implement a Blended Learning program. Any program that can help our students achieve academic success and help pave the road to a college, career or military will benefit the community at large. Blended Learning is a game changer for districts. It is very exciting to have the opportunity to work with the BLGP and get the technical support and funds to purchase research-based software and professional development to implement a high-quality blended program that provides true differentiated instruction.**

**Sincerely,**



**Stephanie Laughinghouse**

# Sabinal ISD Organizational Chart

