



**2020-2021 Additional Days School Year Planning and Execution Program
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 20, 2020**

NOGA ID

Authorizing legislation

Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS

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

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

TEA must receive the application by **11:59 p.m. CT, April 20, 2020**.

Application stamp-in date and time

Grant period from

May 08, 2020-September 30,2021

Pre-award costs permitted from

Not Applicable

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All required attachments as discussed in 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 permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

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.

1. 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.
2. 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.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements

Voluntary Summer Learning Cohort Assurances (required for Voluntary Summer Learning applicants only):

1. Participants will utilize Additional Days School Year funding to implement a summer learning program including at least 25 additional days with 360 operations minutes per day, and 180 instructional minutes per day dedicated to math and reading.
2. Program days will include additional enrichment activities such as arts, science exploration, and sports.
3. The Voluntary Summer Learning program will be first implemented in the summer of 2021.
4. Instructional minutes of summer program will be taught by a certified Texas teacher.
5. Teachers will be assigned students in a grade level they have taught previously during the school year. Participants will develop a rigorous selection process to recruit high performing and motivated teachers.
6. Participants will participate in all required data collections, including implementing interim assessments to evaluate student progress and summer slide.

Statutory/Program Assurances (Cont.)

Full Year Redesign Cohort Assurances (required for Full Year Redesign Cohort applicants only):

- 1. Participants will utilize Additional Days School Year funding to implement a summer learning program including at least 25 additional days with 360 operations minutes per day, and 180 instructional minutes per day dedicated to math and reading.
- 2. Participants will design a calendar with additional days on the front-end of the school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test.
- 3. Participants will start the Full Year Redesign in the summer of 2021 as part of the 2021-2022 school year.
- 4. Participants will typically target all students on the campus for a full 210-day calendar, with a minimum of a full classroom participating in the 210-day program.
- 5. Participants will design programming to ensure students participating in the 210-day program will remain with the same teacher during the 210-day school year.
- 6. Participants will participate in all required data collections, including implementing interim assessments to evaluate student progress and summer slide.

Statutory/Program Requirements

Please select the type of cohort being applied for. Select only one of the following:

- Check this box if applying for the Full Year Redesign Cohort**
- Check this box if applying for the Voluntary Summer Learning Cohort**

1. ADSY Program Design: Why does the district want to join the Additional Days School Year (ADSY) Planning and Execution Program? Please specify whether the district is applying as a Voluntary Summer Learning Cohort or a Full Year Redesign district.

As research suggests and is the basis of rationale for ADSY PEP grant, the evidence is strong in Brownwood ISD of the "summer slide" and its impact on student achievement, not limited to, but especially for students of poverty. Brownwood ISD is a title 1 district, with a high percentage of students of poverty, and BISS intends to provide an effective Voluntary Summer Learning Program with receipt of ADSY PEP grant funds. Approximately 65% of students in the district are low socio-economic, and about 82% of students enrolled at Northwest Elementary alone are economically disadvantaged. These students appear more frequently on At-Risk lists, qualify more often for special education, and are most in need of targeted and/or intensive math and reading interventions in elementary school. They start school behind their peers, and frequently the gap widens as they move through their first years of school, Kindergarten to 5th grade. This gap is evidenced as we track curriculum-based assessments broken down by subpopulations and further supported as we analyze other district data, including STAAR and DIBELS. For example, based on DIBELS beginning of the year results, 52% of kindergarteners in 2018-2019 indicated a need for Tier 2 or Tier 3 interventions. By the end of the school year, students needing targeted or intensive intervention was reduced to 31%. However, after summer vacation, the percentage of 1st graders in 2019-2020 in this same group had risen to a discouraging 61%. Despite the hard work of teachers, administrators, families, and children, the 2019-2020 school year found Brownwood ISD struggling under the A-F accountability system. Two of our four elementary campuses remained categorized as "Improvement Required" - one with a D rating, the other under monitor status. Both of the remaining two elementary campuses have targeted plans for improvement in place. Foundational reading achievement and acquisition of basic math skills have been identified as contributing factors to our student achievement challenges. We believe that the additional days of instruction of a Voluntary Summer Learning program that targets the needs of our students most at risk will make an impact on student achievement in our district. It has the potential to change the trajectory of students' academic achievement for years to come.

Statutory/Program Requirements (Cont.)

2. ADSY Program Design: Describe the type of programming the district anticipates implementing as a part of the ADSY Program. For instance, a district may include proposed plans around instructional approach, operational design, target students, etc. Districts are advised to review Cohort Requirements in the application for reference.

Upon receipt of ADSY grant funds, Brownwood ISD will work diligently to provide an effective Voluntary Summer Learning program for our students, first implemented in the summer of 2021. We intend to design a summer learning program that will provide 360 operation minutes per day. One hundred eighty daily minutes will target reading and math instruction, with Texas-certified, experienced, and effective teachers focusing on standards and skills that will have maximum impact on our young learners. We will incorporate the necessary transportation services, as well as summer feeding programs, to ensure that all our students arrive safely and are nourished and ready to learn each day. The remaining time each day will be dedicated to enriching learning experiences for our children through community partnerships. We have many possibilities of such partnerships, including our local theatre, numerous community sports camps, local artist guild, master gardeners' association, community university programs, faith-based summer programs, community-based field trips, and STEM camps. We plan to provide 28 days of programming, Monday-Thursday each week, beginning June 7, 2021, and ending July 29, 2021. We would take a week's holiday to celebrate the 4th of July that would allow a timely break for family vacations.

3. ADSY Program Design: Describe any prior experience with summer learning programs, extended learning time, or large change management initiatives within the district and include any relevant takeaways from implementing those programs that will be helpful in the implementation of ADSY.

BISD has participated in several versions of summer learning programs in the past: The Optional Extended Year Program, a Jump Start summer program, and PK-1st grade summer programs for English language learners. We have extended learning time through Accelerated Reading Instruction, State Comp Ed and Title funds, and Class Size Reduction grants. Also, intervention blocks are built into our daily schedules at elementary campuses for targeted instruction in reading and math. BISD has navigated several large change management initiatives, including, but not limited to: participating in District Of Innovation, resulting in changes to our school calendar and teacher certification options; responding to A-F Accountability with targeted and comprehensive improvement plans; beginning an elementary department leader program; developing our RTI program to include RTI specialists on every campus; and, initiating district-wide dialogue in consideration of changing existing grade level configurations. Many key "take-aways" have resulted from these as we have proven ourselves to be a district open to new ideas and willing to take risks that will benefit students and teachers. Some of these takeaways include the following: it is of critical importance that the most effective teachers be assigned to the most in need students for maximizing the successful narrowing of achievement gaps; as we learned in ARI and RTI plans, learning time can be lost in logistical, staffing, and scheduling issues that are often associated with pull-out programs; an effective program must be well thought out and designed to maximize time and personnel to amplify the impact on students-as referenced in the RAND publication, "Getting to Work on Summer Learning: Recommended Practices for Success," the planning process might very well be the most crucial characteristic of a strong program to reduce logistical problems and increase instructional time; ample and thorough planning that involves stakeholders will reap tremendous benefits to any program, including a Voluntary Summer Learning program; effective, timely, and targeted training for teachers, well-aligned, proven-to-be-effective resources, and intentional targeting of high leverage/high impact standards and skills are essential components needed for high yield impact on student learning. Professional development should include time for teachers to plan and collaborate in PLC's; lastly, a successful program must be anchored in an evidence-based curriculum.

Statutory/Program Requirements (Cont.)

4. Commitment and Intent from Leadership: Please describe the primary district advocates and why they are committed to the ADSY Program. Please include any examples of evidence that supports this claim.

Primary district advocates of a summer learning program include district leadership, campus principals, classroom teachers, families, community, and students themselves. A district leadership team of Superintendent, Deputy Superintendent of Curriculum, and Director of Elementary Curriculum & Instruction all support the development and implementation of a Summer Voluntary Learning Program. BISD Superintendent, Dr. Joe Young, references our district as a "District of Choice" not only in Brown County but across the state. Providing choices that positively impact our community, families, and student achievement is a vital part of his vision for our success. A Summer Voluntary Learning Program is an example of that vision. Liesa Land, our Deputy Superintendent, has 37 years of valuable experience in providing and guiding experiences that will make a difference for students and teachers. Jenny Swanzy, Elementary Curriculum Coordinator, has 30 years of experience in elementary education, including classroom teacher, reading specialist, campus principal, and district-level administration. All have been a part of successful programs and have also learned from "not-so-successful" programs. They extend a wide variety of experiences that will contribute to the success of this program. Our campus principals support programs that will add instructional opportunities for our children, especially those at risk of failure. One of our biggest advocates of a Voluntary Summer Learning Program is our hard-working and dedicated teaching staff. Every year, we are witnesses to great teachers who, at the end of a school year, worry what learning will be maintained over the summer for many of their students. At the beginning of each school year, teachers face discouraging initial assessment results that indicate a summer slide for such students, to whom a seemingly endless provision of interventions begins once again. Our students themselves advocate for summer learning experiences, many of whom, upon return to school following summer, hear stories of summer fun and learning that they did not experience. Numerous families would find a Voluntary Summer Learning Program a Godsend, as they struggle to work and balance keeping their kids at home for summer and engaged in meaningful activities. A final group of advocates is found in many of our students themselves. They become discouraged at seeing reading levels decline each fall as they struggle once again to "catch up" and are pulled from classroom enrichment activities to participate yet again in intervention programs throughout the year.

5. Commitment and Intent from Leadership: What components of the Planning and Execution requirements does the district believe will be most helpful in leading to a successful program and why?

Many components of the ADSY grant assure us of a successful Voluntary Summer Learning Program. Listed are some of the requirements that BISD believes will be the most helpful in leading a successful program:

- Stakeholders will start early with a commitment to planning in the fall of 2020 and throughout the year, well in advance of summer learning, will go a long way in reducing logistical issues and increase preparations that will result in greater quality and quantity of instruction. Our inclusive steering committee will meet regularly and be comprehensive in our planning.
- RAND publication "Getting to Work on Summer Learning: Recommended Practices for Success" states, "Besides providing high-quality instruction and achieving good attendance, a program needs to be structured to provide a sufficient amount of time on academics to improve performance." At least five or six weeks are recommended. Our summer learning experiences will include a minimum of 25 days; we anticipate seven weeks at four days per week - totaling 28 days. By providing a minimum of three hours of instruction daily, focusing on reading and math within a six-hour day will allow this recommended structure, and will make a difference for our students. This targeted instruction time will provide ample learning time, not only to prevent the "summer slide," but to close achievement gaps over time.
- We anticipate partnerships with our community to enrich the summer learning experiences with sports, STEM/STEAM Camps, the arts, and field trips in our community that will get kids involved in nature, swimming, fishing, and enjoying what our community has to offer. Students will find the experience rewarding and fun. Rather than feeling they are missing out on summer, many are likely to benefit from experiences they would likely not have otherwise. Scheduling will allow for seven weeks of summer learning and still provide at least 30+ days of breaks for vacations, family time, and enjoying friends - the things that the season of summer is known.
- Teacher compensation - Texas certified teachers with experience in the grade level taught would be paid at their daily rate, resulting in measurable compensation that will go a long way in attracting our most motivated and effective teachers. Despite teaching being their first passion, summer programs in the past have sometimes been overlooked by effective teachers who can earn more money for their families by taking other part-time work over the summer.

Statutory/Program Requirements (Cont.)

6. Pilot Approach and Campus Selection: List the schools the district is selecting to implement ADSY and include a rationale as to why each school was selected. Include information as to why each school is suited for the specific cohort in which the district is applying.

Brownwood ISD is home to four elementary campuses. Three campuses house PK-3rd grade, and one campus houses grades 4-6. During this initial year of the pilot, we will target PK-3rd grade students, serving children most in need of intervention to prevent failure in the years ahead. These will be entering Kindergarten through grade 4 in the fall of 2021. We plan to implement the Voluntary Summer Learning Program at the Northwest Elementary campus this first year. Northwest Elementary is home to our most significant group of economically disadvantaged students and logistically is the neighborhood school for our largest community of subsidized housing. Transportation costs will be met most effectively, and partnerships with summer feeding programs will be enhanced. Because Brownwood ISD is a Title 1 district, meaning we have students across our district with the same needs, we will extend enrollment to students from East Elementary and Woodland Heights Elementary meeting the same criteria. However, the program itself will be piloted this first year at Northwest Elementary alone.

7. Pilot Approach and Campus Selection: What problem is the district/school attempting to solve by launching the ADSY Program and how does additional days help solve the root cause of the problem? Please specify by school as needed.

By targeting our primary age children first, we hope to be preventive in our approach to increase student achievement, specifically in reading and math. Reading and math achievement, as measured by grade 3 STAAR results, indicate a fairly steady decline at our three primary campuses during recent years. All three of these campuses are implementing either targeted or comprehensive improvement plans as required through the A-F Accountability System, strongly suggesting challenges in K-2 as children are learning to read and/or acquire basic math skills. Data indicates that we need to take a hard look at closing the reading gap earlier, in grades K-2, to best impact grade 3 reading proficiency and beyond. By the time our students reach 4th grade, roughly 50-60% are reading far enough below grade level to need targeted or intensive reading interventions based on BOY DIBELS results. Many of these same students are also in need of math interventions, creating a scheduling and instructional hardship on the upper elementary campus. As a result, the achievement gap widens for too many students in 4th-6th grades. We know from our experiences and the reading research that, especially in reading, most difficulties can be best prevented early with targeted, timely, and appropriate instruction and intervention. Targeting students in need of such additional time and instruction in reading and/or math would be a focus of our Voluntary Summer Learning Program. Additional days of instruction led by highly motivated, knowledgeable, and experienced Texas-certified teachers can provide just the kind of intentional instruction and added time that can most benefit students who are experiencing difficulty mastering the skills needed to become proficient readers and/or acquiring basic math skills. If we can increase reading achievement and basic math skills in the primary grades, many of the obstacles to academic achievement in the years to come will take care of themselves.

Statutory/Program Requirements (Cont.)

7. Pilot Approach and Campus Selection: Response continued.

8. ADSY Program Support: Project Manager - Who will lead this work at the district by serving as the ADSY Project Manager, and why is this person right for this role? Include information about the experience, background, and ability to drive student results of the ADSY Project Manager. If a Project Manager has not been identified, please provide information about how you will identify and select an ADSY Program Manager.

Jenny Swanzy is the Director of Elementary Curriculum & Instruction for Brownwood ISD and will lead this work at the district, serving as the ADSY Project Manager. Her experience, background and education, and current role in the district make her an ideal candidate for BISS at this time. Mrs. Swanzy has 30 years of experience serving elementary age children and teachers in grades EC-6th grade. As a classroom teacher, she has direct teaching experience in Kindergarten through 5th grade classrooms. She has effectively worked with first grade students implementing Accelerated Reading Instruction. She holds a Masters in Teaching as a Reading Specialist grades PK-12, as well as a Masters in Mid-level Administration. In the past 19 years, she has experience as both assistant principal and campus principal on campuses serving EC-6th grade. She has overseen numerous programs and change initiatives over her career, including reading and math programs and a variety of summer and extended learning programs. Currently, she is serving BISS in the role of Elementary Curriculum & Instruction Director. Although this might not have been possible in previous years, now is the time that our curriculum director can assume this responsibility. Because of the work our district has done in building shared leadership capacity in the elementary curriculum department, Mrs. Swanzy will be able to devote 50% of her time to this project. With added layers of RTI specialists on every campus, elementary department leaders in grades K-6, and instructional coaches for ELAR and math, grade PK-6, Mrs. Swanzy can delegate some leadership responsibilities and prioritize a successful implementation of the Voluntary Summer Learning Program. In addition to serving Brownwood ISD over the past ten years, Jenny understands our community, students, and school district's history. We believe that the variety of classroom teaching experiences, a solid understanding of effective instructional practices, and leadership responsibilities make her an ideal choice to drive student results as ADSY Project Manager.

Statutory/Program Requirements (Cont.)

9. ADSY Program Support: Project Manager – Please describe where within the district’s organization structure the ADSY Project Manager will reside and the rationale for this placement. Please include information about how this will allow the Program Manager to facilitate ADSY program decisions, obtain cross-division support and access leadership to remove barriers.

Our ADSY Project Manager will reside in the Central Support Center of Brownwood ISD. During the planning phase and also through the implementation phases, this facility is an ideal gathering place for the Steering Committee members. It is centrally located within the community for all campus representatives who will serve on this committee. It is a common and well-known gathering place for other decision-making committees in the district, including the Site-Based Decision-Making Committee and the Brownwood Education Foundation. Instructional Coaches and Elementary Department Leadership teams operate from this central location as well, and all of these parties are stakeholders and have contributions to make that will enhance the success of the Voluntary Summer Learning Program. Our District Superintendent, Deputy Superintendent, Facilities Manager, Human Resources Director, and Assistant Superintendent of Finance are also housed in the same facility. This closeness helps coordinate the many logistical, financial, and personnel considerations that will be essential to comprehensive and robust program development. In addition, the facility offers ample meeting spaces and technology support to hold training and PLC times to support our teachers throughout the life of this program's implementation. Organization chart is attached.

10. ADSY Program Support: Steering Committee – Who will advise this work at the district by serving on the ADSY Steering Committee and why are these individuals right for this role? Please include information about the experience, background, and cross-functional nature of the committee as well as how the committee will be governed.

Brownwood ISD is fortunate to have structures in place that will readily support the Voluntary Summer Learning Program Steering Committee. Representation from all of the following stakeholders would benefit the success of the program: District Level Administration includes our Superintendent, Deputy Superintendent, and Special Programs Director. The essential support of upper-level leadership is strengthened by excellent communication and on-going participation during the planning phase of the summer program. These key players are connected to the resources and personnel that can make or break a program.

Campus principals are familiar with current and historical achievement results of their campus, as well as the strengths and needs of students based on campus data. They are familiar with good instructional practices and have much to offer in suggestions for smooth over-all operations of a learning program.

The summer site administrator may be one of our campus principals or assistant principals; however, this person should be identified early in the planning phase to be familiar with the facilities as they participate in the development of the program.

Classroom Teachers, including those with special ed, ESL, and previous summer school experiences
Dyslexia specialists, RTI Specialists, Instructional Coaches, and Department Leaders can assist in making curriculum and instructional decisions that support preventing reading and math difficulties, closing achievement gaps, and supporting the research for overall good reading and math instructional practices.

Parents know their children and their circumstances best and can provide valuable input in making decisions that will support the needs of families and children. Parent representation on the Steering Committee would be invaluable.

Brownwood Educational Foundation and other critical community members are connected to resources and organizations within the community that would assist in creating productive partnerships within the community that would maximize

Statutory/Program Requirements (Cont.)

10. ADSY Program Support: Steering Committee – Response continued.

cost-effectiveness and provides a rich and diverse learning experience for our children.
 PIEMS registrar – this member might be needed upon invitation, to make recommendations regarding attendance considerations and record-keeping tools that will increase effectiveness and save time.
 Director of Finance – this member might also be needed upon invitation, to assist in making cost-effective financial decisions that support our efforts to maximize dollars spent on instructional impact for kids.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

Additional Days School Year Planning Program
District or Charter School Network Information Form

Additional Days School Year Planning and Execution Program

District or Charter School Network Information Form

Voluntary Summer Learning Cohort (*Self-Funded*)

Attachment 1

**This tab should only be completed by Voluntary Summer Learning Cohort applicants as described in the Program*

Overview

Letter of Interest for 2020-2021 ADSY Planning and Execution Program

Application	Applicant Response
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	Yes
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Brownwood ISD
District or Charter School Network ID Number	025-902
Personnel	
Superintendent Name	Dr. Joe Young
LOI Author Name	Liesa Land
LOI Author Title	Deputy Superintendent
LOI Author Phone	325-643-5644
LOI Author E-mail Address	liesa.land@brownwoodisd.org
District ADSY Project Manager Name	Jenny Swanzy
District ADSY Project Manager Title	Director of Elementary Curriculum
District ADSY Project Manager Email Address	jenny.swanzy@brownwoodisd.org
District ADSY Project Manager Phone Number	3256435644
District Details	
District Overall Performance - Numeric Grade Only	82
Total Students in District	3440
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	300
District Classification (Rural, Urban, Suburban)	rural
Education Service Center Region	15
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Dibels reading and math, STAAR interims
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	Lending Grant/instructional continuity
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	Jun-20
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2017-2018
If district is a District of Innovation, is the requirement for first day of school waived?	Yes
Does the applicant and relevant district and school stakeholders commit to attending the ADSY Kickoff Summit in summer of 2020? (<i>Date and location will be shared as soon as is available</i>)	Yes
School Details	
Elementary (or Lower) School A	Northwest Elementary
Campus A Name	Northwest elementary
Campus A ID Number	025-902-106
Campus A Address	311 Bluffview Dr.
Campus A Total Students	472
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	Pk
Highest Grade at Campus A (i.e. "5" for 5th grade)	3
2019-2020 Total Instructional Days	172
Anticipated 2020-2021 Total Instructional Days	172
2019-2020 First Day of School	8/21/2019
Personnel	
Campus A Principal Name	Allison Northcutt
Campus A Principal Email Address	allison.northcutt@brownwoodisd.org
Campus A Principal Phone Number	325-646-0707

Additional Days School Year Planning Program
District or Charter School Network Information Form

Campus A ADSY Project Manager	Jenny Swanzy
Campus A ADSY Project Manager Title	Director of Elementary Curriculum
Campus A ADSY Project Manager Email Address	jenny.swanzy@brownwoodisd.org
Campus A ADSY Project Manager Phone Number	3256435644
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	81
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	85%
Elementary (or Lower) School B (if applicable)	
Campus B Name	Column1
Campus B ID Number	Enter Text Response
Campus B Address	Enter Numeric Response
Campus B Total Students	Enter Address
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	Enter Numeric Response
Highest Grade at Campus B (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Choose Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Numeric Response
Personnel	
Campus B Principal Name	Enter Date (dd/mm/yy)
Campus B Principal Email Address	Enter Text Response
Campus B Principal Phone Number	Enter Email Address
Campus B ADSY Project Manager	Enter Phone Number
Campus B ADSY Project Manager Title	Enter Text Response
Campus B ADSY Project Manager Email Address	Enter Text Response
Campus B ADSY Project Manager Phone Number	Enter Email Address
School Details	
Performance Results and Economic Indicators	
Campus B Overall Performance - Numeric Grade Only	Enter Phone Number
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Response
Elementary (or Lower) School C (if applicable)	
Campus C Name	Applicant Response
Campus C ID Number	Enter Text Response
Campus C Address	Enter Numeric Response
Campus C Total Students	Enter Address
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	Enter Numeric Response
Highest Grade at Campus C (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Choose Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Numeric Response
Personnel	
Campus C Principal Name	Enter Date (dd/mm/yy)
Campus C Principal Email Address	Enter Text Response
Campus C Principal Phone Number	Enter Email Address
Campus C ADSY Project Manager	Enter Phone Number
Campus C ADSY Project Manager Title	Enter Text Response
Campus C ADSY Project Manager Email Address	Enter Text Response
Campus C ADSY Project Manager Phone Number	Enter Email Address
School Details	
Performance Results and Economic Indicators	
Campus C Overall Performance - Numeric Grade Only	Enter Phone Number
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Response
Elementary (or Lower) School D (if applicable)	
Campus D Name	Applicant Response
Campus D ID Number	Enter Text Response
Campus D Address	Enter Numeric Response
Campus D Total Students	Enter Address
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	Enter Numeric Response
Highest Grade at Campus D (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Choose Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Numeric Response
Personnel	
Campus D Principal Name	Enter Date (dd/mm/yy)
Campus D Principal Email Address	Enter Text Response
Campus D Principal Phone Number	Enter Email Address
Campus D ADSY Project Manager	Enter Phone Number
Campus D ADSY Project Manager Title	Enter Text Response

Additional Days School Year Planning Program
District or Charter School Network Information Form

Campus D ADSY Project Manager Email Address	Enter Email Address
Campus D ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School E (if applicable)	
Campus E Name	Enter Text Response
Campus E ID Number	Enter Numeric Response
Campus E Address	Enter Address
Campus E Total Students	Enter Numeric Response
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus E (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus E Principal Name	Enter Text Response
Campus E Principal Email Address	Enter Email Address
Campus E Principal Phone Number	Enter Phone Number
Campus E ADSY Project Manager	Enter Text Response
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Email Address
Campus E ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	

Additional Days School Year Planning Program

District or Charter School Network Information Form

Additional Days School Year Planning and Execution Program

District or Charter School Network Information Form

Full Year Redesign Cohort (*Grant Funded*)

Attachment 1

**This tab should only be completed by Full Year Redesign Cohort applicants as described in the Program Overview*

Letter of Interest for 2020-2021 ADSY Planning and Execution Program

Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year • Input information relevant to the topic in column into column B (light orange cell) and follow the instructions in the cell; add additional schools as relevant below school A • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest • Please use the box in row 153 to note any special circumstances that these fields do not capture • Please reach out to ADSY@tea.texas.gov with any questions about this document 	
Application	
Please confirm this application is for a <i>grant-funded</i> Full Year Redesign opportunity	Applicant Response Choose "Yes" or "No"
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Choose "Yes" or "No"
Does your district intend to implement a full academic redesign by operating a 210 day calendar with a daily increase in student brain breaks and teacher planning by decreasing daily instructional time and extending it throughout the 210 day calendar?	Choose "Yes" or "No"
District or Open Enrollment Charter School Information	
District or Charter School Name	Applicant Response Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District ADSY Project Manager Name	Enter Text Response
District ADSY Project Manager Title	Enter Text Response
District ADSY Project Manager Email Address	Enter Phone Number
District ADSY Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	Enter Text Response
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	Enter Date (mm/dd/yy)
Is the district a District of Innovation?	Choose "Yes" or "No"
If district is a District of Innovation, what year was the plan implemented?	Enter Text Response
If district is a District of Innovation, is the requirement for first day of school waived?	Choose "Yes" or "No"
Does the applicant and relevant district and school stakeholders commit to attending the ADSY Kickoff Summit in summer of 2020? (<i>Date and location will be shared as soon as is available</i>)	Choose "Yes" or "No"
School Details	
No Response needed in this cell.	
Elementary (or Lower) School A	
Applicant Response	
Campus A Name	Enter Text Response
Campus A ID Number	Enter Numeric Response
Campus A Address	Enter Address
Campus A Total Students	Enter Numeric Response
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus A (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus A Principal Name	Enter Text Response
Campus A Principal Email Address	Enter Email Address

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus A Principal Phone Number	Enter Phone Number
Campus A ADSY Project Manager	Enter Text Response
Campus A ADSY Project Manager Title	Enter Text Response
Campus A ADSY Project Manager Email Address	Enter Email Address
Campus A ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School B (if applicable)	
Campus B Name	Enter Text Response
Campus B ID Number	Enter Numeric Response
Campus B Address	Enter Address
Campus B Total Students	Enter Numeric Response
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus B (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus B Principal Name	Enter Text Response
Campus B Principal Email Address	Enter Email Address
Campus B Principal Phone Number	Enter Phone Number
Campus B ADSY Project Manager	Enter Text Response
Campus B ADSY Project Manager Title	Enter Text Response
Campus B ADSY Project Manager Email Address	Enter Email Address
Campus B ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School C (if applicable)	
Campus C Name	Enter Text Response
Campus C ID Number	Enter Numeric Response
Campus C Address	Enter Address
Campus C Total Students	Enter Numeric Response
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus C (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus C Principal Name	Enter Text Response
Campus C Principal Email Address	Enter Email Address
Campus C Principal Phone Number	Enter Phone Number
Campus C ADSY Project Manager	Enter Text Response
Campus C ADSY Project Manager Title	Enter Text Response
Campus C ADSY Project Manager Email Address	Enter Email Address
Campus C ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School D (if applicable)	
Campus D Name	Enter Text Response
Campus D ID Number	Enter Numeric Response
Campus D Address	Enter Address
Campus D Total Students	Enter Numeric Response
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus D (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus D Principal Name	Enter Text Response
Campus D Principal Email Address	Enter Email Address
Campus D Principal Phone Number	Enter Phone Number
Campus D ADSY Project Manager	Enter Text Response

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus D ADSY Project Manager Title	Enter Text Response
Campus D ADSY Project Manager Email Address	Enter Email Address
Campus D ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School E (if applicable)	
Campus E Name	Enter Text Response
Campus E ID Number	Enter Numeric Response
Campus E Address	Enter Address
Campus E Total Students	Enter Numeric Response
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus E (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
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Campus E Principal Name	Enter Text Response
Campus E Principal Email Address	Enter Email Address
Campus E Principal Phone Number	Enter Phone Number
Campus E ADSY Project Manager	Enter Text Response
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Email Address
Campus E ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable	



Attachment II: ADSY Planning and Execution Program Assurances

The table below outlines the cohort criteria for both the Voluntary Summer Learning Cohort and the Full Year Redesign Cohort of the ADSY Planning and Implementation Program. By signing this document, the district representative agrees to implement an Additional Days School Year utilizing each of the criteria outlined in their respective cohort.

Cohort Criteria	Voluntary Summer Learning Cohort	Full Year Redesign Cohort
Instructional Criteria	Summer learning experiences must: <ul style="list-style-type: none"> include at least 25 days include at least 360 operational minutes (6 hours) per day include at least 180 instructional minutes (3 hours) dedicated to math and reading per day include additional enrichment activities such as arts, science exploration, and sports 	<ul style="list-style-type: none"> Design a cohesive 210-day program Update daily master schedule to increase planning time for teachers and enrichment time for students Add additional days on front-end of school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test
Implementation Date	<ul style="list-style-type: none"> Voluntary Summer Learning program to be first implemented in the summer of 2021 	<ul style="list-style-type: none"> Full Year Redesign to start in the summer of 2021 as part of the 2021-2022 school year
Target Students	<ul style="list-style-type: none"> Campuses may target a subset of students or all students on a campus for the summer learning experience 	<ul style="list-style-type: none"> Campuses typically target all students on the campus for a full 210-day calendar Campuses may offer a 180-day track and a 210-day track within a school There must be at least a full classroom of students participating in the 210-day track to make option feasible
Target Teachers	<ul style="list-style-type: none"> Instructional minutes of summer program must be taught by a certified Texas teacher Teachers must be assigned students in a grade level they have taught previously during the school year Participants must develop a rigorous selection process to recruit high performing and motivated teachers 	<ul style="list-style-type: none"> Students participating in 210-day program must remain with the same teacher during the 210-day school year
Additional Notes	Please note: The criteria outlined above exceed the requirements to obtain HB3 additional days funding. However, they have been developed to align with existing research on how summer learning leads to improved student outcomes and are therefore required by districts applying to this application to participate in the ADSY cohort.	

Liesa Land
 Printed Name
Liesa Land
 Signature

Brownwood ISD
 District Name
4/24/2020
 Date

Voluntary Summer Learning
 Cohort Selection
Deputy Superintendent
 Title

Note: This form must be signed by an authorized district official on record with TEA Grants.



April 15, 2020

To Whom It May Concern,

I, Jenny Swanzy, Director of Elementary Curriculum at Brownwood I.S.D., am writing this letter in support of the Additional Day School Year grant. As the elementary curriculum coordinator, I am excited to possibly have the opportunity to implement the Voluntary Summer School Program.

I have been in education as a teacher, principal and now Director for a total of 30 years. It is always exciting to embark on new adventures that will benefit our students. As the project manager of this grant, I will provide at least 50% of my time working with the strategic planning committee and pursuing innovative strategies for our students to attend additional school days providing them with an opportunity to close gaps and have supplemental support.

Sincerely,

A handwritten signature in dark ink that reads "Jenny Swanzy". The signature is written in a cursive style with a large, looped "J" and "S".

Jenny Swanzy
Director of Elementary Curriculum/Project Manager



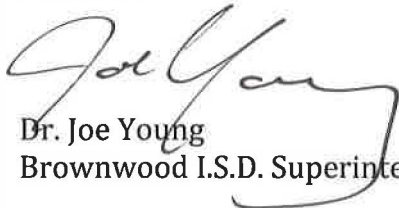
April 15, 2020

To Whom It May Concern,

I, Dr. Joe Young, Superintendent of Brownwood I.S.D., am writing this letter in support of the Additional Day School Year grant. Brownwood I.S.D. is aspiring to be a district that will implement the Voluntary Summer School Program. Brownwood I.S.D. is a rural school that has about 65% low socio economic status. Providing a minimum of twenty-five days of extra support to our Pk-3 students who are struggling would be a tremendous asset.

Brownwood I.S.D is looking forward to this opportunity and will work diligently with our strategic planning committee and project manager to assure this program to be successful and benefit our students.

Sincerely,



Dr. Joe Young
Brownwood I.S.D. Superintendent

Jenny Mays Swanzy

1308 Willis St, Brownwood, TX 76801

Phone: 325-200-9423 E-Mail: jenny.swanzy@brownwoodisd.org

Experience

Director of Elementary Curriculum 2018-present

- Facilitated and participated in action coaching alongside teachers and principals
- Coordinated elementary professional development – literacy and math; data desegregation using Lead4Ward and Eduphoria
- Implemented standards-based writing rubrics PK-6
- Established leadership learning walks PK-6 focusing on common best practices aligned to T-TESS
- Participated in Texas Instructional Leadership frameworks and Effective Schools Framework in efforts to target improvement for schools A-F within the district
- Developed systematic district-wide formative assessment through standards-based curriculum-based assessments and building teacher leadership capacity
- Participant - HB3 Reading Academies pilot spring 2020

Principal, Woodland Heights Elementary, Brownwood ISD 2010-2019

- Instructional leadership: literacy and math specialization, certified T-TESS appraiser, instructional coaching, curriculum and vertical alignment, Professional Learning Communities, Growth Mindset practices
- School improvement: chaired campus improvement committee, focus the campus on continuous, on-going campus improvement, facilitated annual comprehensive needs assessment
- Student management: Implementation of Positive Behavior Intervention Supports (PBIS), Integration of student leadership roles and focus of Covey's 8 Habits across the campus
- Management of fiscal, administrative, and facilities functions
- Personnel management/Human Resources
- School and community relations: worked to build strong relationships between school and the community through family and community involvement
- Supervisory responsibilities: supervise, evaluate, and make recommendations to superintendent for all staff assigned to campus
- Special programs supervisor: special education, 504, Response to Intervention, English as a Second Language, Gifted and Talented

Principal, North Ward Elementary, Brady ISD

2000-2010

- Developed and implemented a district recognized RTI model

- Recipient of Region XV LRE/AGC multiple year grant funds, resulting in development and implementation of Smart Start, a community outreach and collaboration project between PK, community faith-based preschool, child care Head Start, community resources and families.
- Implemented Texas Early Education Model (TEEM), received Texas School Readiness Certification
- PK Expansion and School Readiness integration planning, including effective school wide inclusion and parental involvement practices
- State leadership team member-TEPSA Programs & Services and TEPSA Technology Ad Hoc Committee.

Reading Specialist – First Grade Brady ISD

2000-2002

- Targeted ARI program for first grade students – small group instruction for accelerated reading development
- Instructional coaching
- Implemented practices from Texas Reading Academies for first grade

Assistant Principal, Brady Elementary, Brady ISD

1999-2000

- Lead the reading curriculum alignment grade K-5
- Charged with monitoring student discipline, attendance, & special programs
- Lead the campus improvement committee
- Organized and implemented our campus Accelerated Reading Intervention (ARI) program

Classroom Teacher, grades K, 2nd, 3rd, 4th, and 5th, Bryan and Brady ISD

1989-1999

- All classroom teacher responsibilities assumed

Education

Angelo State University

1996

- Masters of Arts in Teaching-Texas Reading Specialist Certification grades PK-12
- Masters of Education-Texas Mid Management Certification – Grades PK-12

Texas A & M University

1990

- B.S. - Curriculum & Instruction with areas of specialization/endorsements in Early Childhood, Reading, and Math

Awards & Accomplishments

- 2017- led one of 2 elementary schools in Region 15 named High Performing Reward School by Texas Education Agency
- District Executive Board – Texas Elementary Principals and Supervisors Association 2019-2020
- TEPSA active member, leadership steering committee, volunteer - "Storm the Capitol"

- District President, Texas Elementary Principals and Supervisors Association 2006-2008
- TEP SAN of the Year-2008 – district 15
- Nominee - HEB Educator of Excellence Award-2008-2009

References:

Dr Joe Young, Superintendent, Brownwood ISD

Liesa Land, Deputy Superintendent, Brownwood ISD

Dr. Hector Martinez. Superintendent, Brady ISD

Dedra Carter, Reading consultant, ESCXV

Kimber Bennett, BISS Counselor and colleague

Additional References available on request



P O Box 730
Brownwood TX 76804-0730
Phone (325) 643-5644 Fax (325) 643-5640

April 15, 2020

To Whom It May Concern,

I, Allison Northcutt, Principal of Northwest Elementary at Brownwood I.S.D., am writing this letter in support of the Additional Day School Year grant. As the campus principal, I am excited to possibly have the opportunity to implement the Voluntary Summer School Program. I have worked at Northwest Elementary as an assistant principal and currently as a first-year principal at this campus, and I believe this extension of learning would be of utmost value to my students.

The low socio economic status at Northwest Elementary is about 82% and having the opportunity to provide these students with additional days in the summer would give these students not only an enhanced academic opportunity, but also would provide supplemental opportunities such as fine arts, STEM, and physical activity, that some might not otherwise experience/enjoy. Providing these experiences would have the potential of changing the trajectory of my students' academic success for years to come.

Sincerely,

A handwritten signature in dark ink that reads "Allison Northcutt". The signature is written in a cursive style.

Allison Northcutt
Northwest Elementary Principal

