



**2020-2021 Additional Days School Year Planning and Execution Program
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 27, 2020**

NOGA ID [Redacted]

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 27, 2020**.

Application stamp-in date and time

Grant period from **May 15, 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): [Redacted]

Applicant Information

Organization **Sonora ISD** CDN **218901** Campus **Sonora Element** ESC **15** DUNS **04-640-755**

Address **807 S Concho** City **Sonora** ZIP **76950** Vendor ID **1-756002465**

Primary Contact **Ross Aschenbeck** Email **ross.aschenbeck@sonoraisd.net** Phone **325-387-6940**

Secondary Contact **Michael Kissire** Email **Michael.kissire@sonoraisd.net** Phone **325-387-6940**

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 **Ross Aschenbeck** Title **Superintendent**

Email **ross.aschenbeck@sonoraisd.net** Phone **325-387-6940**

Signature *Ross Aschenbeck* Date **04/27/2020**

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.

Sonora ISD is applying as a Voluntary Learning Cohort. Sonora ISD is a rural school district serving all of Sutton County. We have one PK-6 elementary school serving 415 students, 64% of them are economically disadvantaged. Sonora elementary campus is a "B" rated campus, but was labeled as targeted support. The goal for SES is to become an "A" rated district by ensuring that we close the learning gaps within all sub populations. In our small rural community we need to have a summer program that can address the needs of our students and allows more time to bridge the learning gap so that all students are on a level playing field.

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.

We are proposing a 360 minute operational day that would include 180 minutes for math and reading, and a additional 120 minutes for STEM exploration and physical activity.

Our proposed schedule would include:

- 30 minute breakfast
- 90 minute reading block
- 30 minute physical activity
- 90 minute Math Block
- 30 minute Lunch
- 90 minute STEAM Exploration

Our instructional resources for reading would include our current Pearson Texas My View Reading Adoption, Education Galaxy, Really Great Reading Phonics Program, Epic Online Reading Resource, Lexia Core 5 Reading software, and Reading Horizons Discovery.

Our math instructional resources include materials form our EnVision curriculum resource, Education Galaxy, and Fast Focus and Countdown supplemental materials.

Targeted students would include any k-2 students listed as At-Risk on end of year TPRI, or does not score at least a 70% mastery of grade level math TEKS on the EOY Performance Assessment aligned with grade level math TEKS and has the recommendation of the CARE team committee. Grade 3-5 students who do not score Meets level on each of the Math/Reading STAAR and/or has failed at least one six weeks and also has the recommendation of the CARE team will qualify as well.

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.

Please see the attached Impact Statement from the previous summer program Camp Good Samaritan. This program will not be offered in Sonora ISD anymore due to the economic impact caused by covid-19. Sonora ISD was partnered with Camp Good Samaritan for 7 years. The summer program was housed at our Intermediate Campus. They hired SISD teachers and staff to run the program. I always knew deep down in my heart that if SISD could run the extended summer program, we could do an even better job. We know curriculum and we know how to run interventions. We just needed a funding source to become even better. We worked very hard to bring back a calendar that will have 180 instructional days, so we would qualify for the extended day program. We have great interventionists that sometimes say, I just needed more time and I could have had 100% mastery of the TEKS.

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.

Again, the Sutton County Community relies on the summer feeding program and summer school programs provided in the past. The Camp Good Sam advisory board has been a strong advocate for children for the past 7 years. This advocacy committee consists of pastors, bankers, district judge, business leaders, administrators and teachers who all support the need of providing structure and instruction to our students who need support during the summer months. By being able to receive grant funds we will be able to continue to provide this structure to our children who need it the most. Sonora ISD is committed to run the extended learning experience and to provide children with activities that we all know, won't take place in many homes, especially our economically disadvantaged homes. We are committed to closing the achievement gaps.

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?

In our decision making process, utilizing the steering committee, that is already in place for Camp Good Sam, we feel that section 5.3 Execution Performance Management and Metrics will be the most difficult challenge laying ahead, because of the covid-19 set back. The committee determined we were on track for another banner year academically. Nevertheless, we feel as soon as we begin seeing data again with the Beginning of Year Assessments or BOY, we will get a good target to start with. These BOY's will start our Care Teams, see attached "Intervention Process, Care Team"

Moreover, SISD uses end of unit assessments at the end of each unit within the YAG. After BOY's drive the first intervention teams, each unit drives the intervention groups and at the end of the year, the STAAR or benchmark is used to show the gaps in students learning. The extended summer program will target these gaps and in theory, close the gaps for these targeted students, so they are on track the following year. Well designed, individualized learning using year long data will lead to a successful extended year program.

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.

Rationale: This Campus is labeled "Targeted Support"
Sonora Elementary School is the only elementary school in Sonora ISD. Why this school is suited is because the district scored a 100% in closing the gaps, where as the elementary school scored 76% on closing the gaps. When you only have 14 indicators for the domain, it becomes a very thin line of margin between being great and failing. This opportunity will ensure success for all students and we are committed to that success.

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.

For example, in the closing the gaps domain, Sonora elementary only hit 11 of 14 indicators. However, the data tells us that there is such a fine line in a yes and a no. Concluding, we do not want to be close, we want to make sure that all student groups are higher than the targets. The white students were the root cause of why the elementary did not close the gaps. Of the three indicators missed, white students did not hit the English or the Math mark in closing the gaps. The other was the continuously enrolled students. Concluding, we have to afford all students who qualify through the year the opportunity for extended day school as well. We want all students at "meets" grade level.

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.

The ADSY Project Manager will be Laura Valeriano. As campus lead counselor, Laura has the motivation and commitment to solve the issues our elementary campus has. It is imperative that she has a strong role in driving change and improvement on this campus. She already works well with the teachers and support staff. Laura is not only counselor certified but she is a certified administrator as well. Before coming to Sonora Elementary, Laura was the 504 director at Crockett County Consolidated School, so she is very well versed in special programs as well. Moreover, we are adding an additional counselor position to the elementary next year, which will give her the time needed to work on the project. We feel that she will be able to dedicate 50% of her time in coordinating the decision making process for the ADSY. The reading interventionist, will serve as the campus facilitator. As head of the Care Team process, they are the chief officer in responding to deficits in learning and achievement gaps. They collaborate with teachers and the math interventionist to identify students who are in need of further support and will provide the support of this program.

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.

The project manager will respond to the Campus Principal in our district's chain of command. The project manager will direct the campus teachers. As lead counselor of the elementary, she already reports to the campus principal within the chain of command, and she will coordinate the flow of information to the campus teachers. Remember, we are a small district and every teacher knows the project manager very well. Please see attached organizational chart.

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.

The ADSY Program Steering Committee consisting of the community and school group that ran the former summer program, will still meet monthly to help guide the campus extended day program. Therefore, these hard working individuals can continue to provide guidance as we work toward continuous school improvement. However, the specific individuals who will steer the campus guidance are Wheless Baker and Christina Barker, who are the current interventionists for the campus. They provide additional guidance to the CARE team and special programs director regarding a child's academic performance and response to intervention. They coordinate and organize specialized education plans for students in need of interventions and will be able to identify students in need of the program through care team guidance and academic performance through out the year. Due to the current covid-19 school closings, we have not met with teachers to discuss additional days. When it is safe to meet with teachers in person, we will discuss our intent and reasoning with teachers. We look to having further discussion with teachers who express interest in being a part of this program. We will ask certified math and reading teachers to volunteer during the first year of implementation.

Statutory/Program Requirements (Cont.)

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

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"/> |



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. | |

Ross Aschenbeck
 Printed Name
Ross Aschenbeck
 Signature

Sonora ISD
 District Name
4/23/20
 Date

Voluntary Summer Learning
 Cohort Selection
Superintendent
 Title

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



807 S. Concho
Sonora, Texas 76950
(325) 387-6940
FAX: (325) 387-5090

Ross Aschenbeck, Superintendent

April 23, 2020

Letter of Support for Voluntary Extended Day Program

To whom it may concern:

Sonora ISD is in full support of extending our Kindergarten through grade 5 elementary calendar. As a district with 64% economically disadvantaged students in our elementary school, it is imperative that we close the achievement gap between the economically disadvantaged and our non-economically disadvantaged students, as stated in the every student succeeds act. I believe by extending our school calendar we can achieve this. Research shows that the achievement gap only widens when students who are at risk become disengaged during the summer months. I am convinced that if the Sonora elementary team can have these 25 extra days, they will close the gaps and become an A rated campus. Please accept this letter of support and grant us the extended day program.

Sincerely,

A handwritten signature in cursive script that reads 'Ross Aschenbeck'.

Ross Aschenbeck

SISD Superintendent

Sonora Elementary School

807 S. Concho Ave. Sonora, Tx 76950 (325) 387-6940
Michael Kissire, Principal

April 27, 2020

Re: Letter of Support for Voluntary Extended Day Program

To Whom It May Concern:

It would be in the best interests of our students to extend the Kindergarten through grade 5 elementary calendar. Since our campus was identified by TEA as an Additional Target Support school in the 2018-2019 Accountability Summary, our data has indicated a downward trend in meeting our Target Score in Academic Achievement and Academic Growth in Reading and Math STAAR. It is essential to our school to address these performance indicators and the potential decline due to the current COVID-19 extended school closures. Extending our school calendar in 2020-2021 will help enable us to meet the needs of our students. We currently have 64% economically disadvantaged student population in our elementary school. A recent study in 2015 by the NWEA (Northwest Evaluation Association) found that students in grades 3-5 lost, on average, about 20% of their school year gains in reading and 27% of their school year gains in math during the summer break. I am confident that with the Voluntary Extended Day Program that we will be able to meet the needs of our most vulnerable students. Please accept this letter of support.

Professionally,



Michael Kissire



ADSY Project Manager Duties

Responsibilities:

1. Works collaboratively with assigned classroom teachers to establish realistic and measureable objectives related to student learning.
2. Works with teachers to analyze and interpret student data and use findings to develop and apply instructional strategies designed to meet the individual needs of students.
3. Develops curricular support materials as needed.
4. Disseminates information regarding current research and significant developments on the state and national levels.
5. Compiles, maintains, and files all reports, records, and other documents required.
6. Complies with policies established by federal and state law, State Board of Education rule, and local board policy.
7. Addresses the specific needs of a particular child when regular classroom instruction is not sufficient.
8. Consults frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instruments as a base.
9. Chairs Care Team meetings to address student academic concerns and sends parent notices.
10. Designs interventions and writes lesson plans detailing methods and materials.
11. Assists in the evaluation of ongoing programs and makes recommendations for change.
12. Assists teachers and other administrators and/or supervisors in implementing the school reading program.
13. Helps teachers diagnose reading strengths and weaknesses and match these skills with appropriate techniques and materials.
14. Keeps the parents informed as to the purposes and progress of the reading program.
15. Works with support staff and school administrators to facilitate the coordination of the reading program with the total curriculum.
16. Promotes interest in reading.
17. Collects data for all Special Education referrals.
18. Performs other responsibilities to ensure the Additional Days School Year Program operates effectively.
19. Follows district safety protocols and emergency procedures.

Sonora Elementary School

807 S. Concho Ave. Sonora, Tx 76950 (325) 387-6940
Michael Kissire, Principal

April 27, 2020

To Whom It May Concern:

As Project Manager of the Additional Days School Year (ADSY) for Sonora Elementary, I am expressing the need for extending the Kindergarten through Fifth Grade school calendar during the 2020-2021 school year. Our campus student population is 64% economically disadvantaged. This societal gap has a direct impact on student learning and is more pronounced during the Summer Break period. During the Summer Break students are often disengaged, unattended, and don't experience academic challenges that keep their minds stimulated. Many times this period is the leading culprit in the "academic gaps" that we must overcome at the beginning of each school year. Minimizing this gap will lead to jump-starting the students' success as they begin their next grade level, which presents emotional struggles of its own.

The 2020-2021 school year will present struggles never before encountered on our campus. The current COVID-19 school closure has caused us to lose approximately 30% of our academic days in class. Teachers are working hard to provide rigorous academic materials to the students in a home-based learning model. Despite our best efforts, there is no substitute for live, face-to-face instruction between teachers and students. When we resume school in the fall semester, students will have not had face-to-face instruction for almost five consecutive months. Teachers will be challenged with making up the lost ground from the previous grade level before they will be able to proceed with new grade level appropriate concepts. This loss in instructional time will relate to the need for additional days at the conclusion of the school year. In turn, it will minimize the time of disengagement prior to the following year.

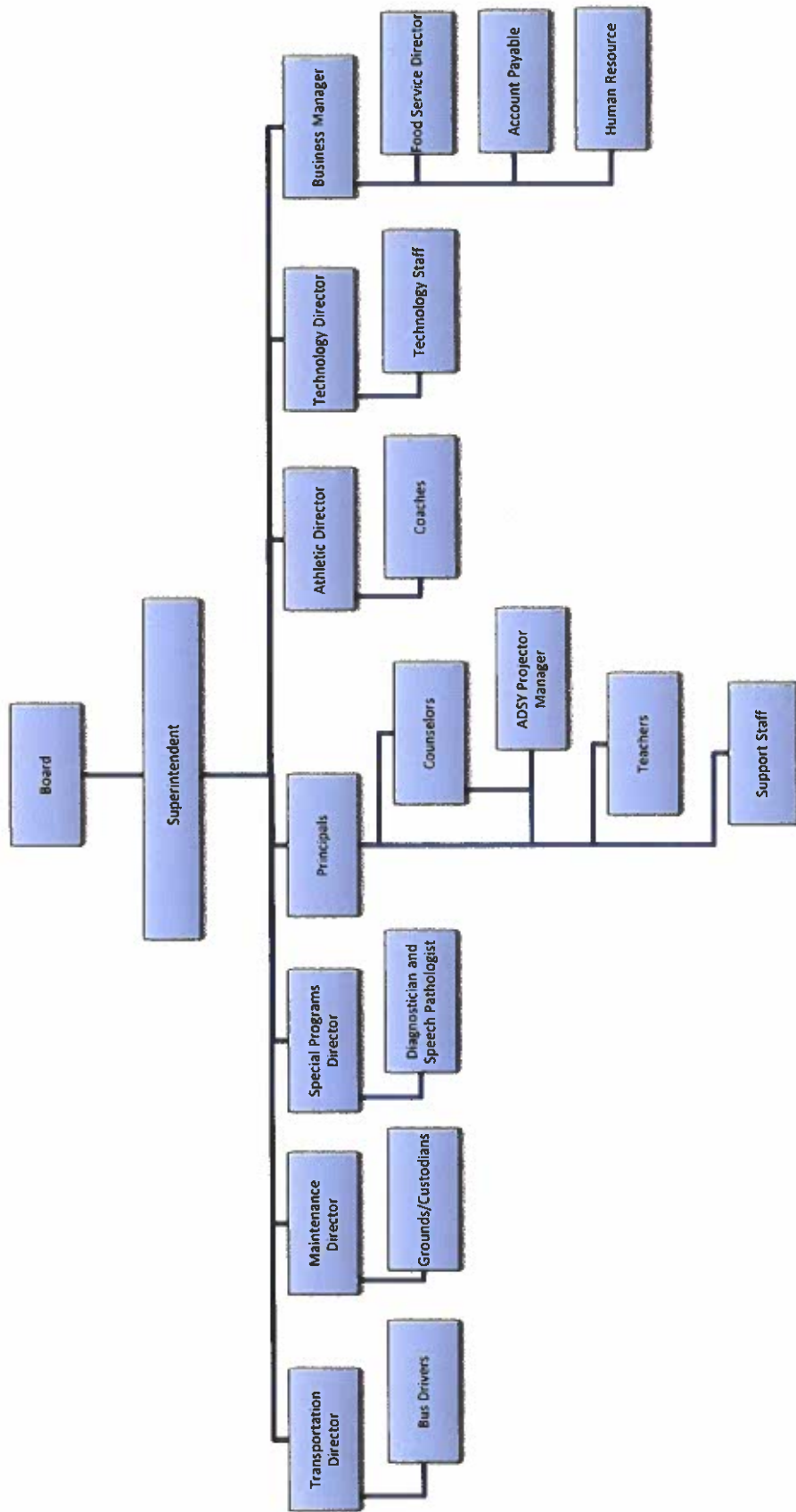
There is a legitimate need for an Additional Days School Year for Sonora Elementary. We have many challenges ahead of us in "normal" times. The current dilemma that the country is experiencing presents a completely new set of challenges toward educating children. As we go forward, we continue to develop innovative ways to serve the needs of children. The ADSY is one more tool that will help us do that.

Thank you for any consideration allowed.

Professionally,


Laura Valeriano





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

Instructions

- 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 blue 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 | 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 | Sonora ISD |
| District or Charter School Network ID Number | 218-901 |
| Personnel | Applicant Response |
| Superintendent Name | Ross Aschenbeck |
| LOI Author Name | Ross Aschenbeck |
| LOI Author Title | Superintendent |
| LOI Author Phone | 325/387-6940 Ext 3001 |
| LOI Author E-mail Address | ross.aschenbeck@sonoraisd.net |
| District ADSY Project Manager Name | Michael Kissire |
| District ADSY Project Manager Title | Elementary Principal |
| District ADSY Project Manager Email Address | michael.kissire@sonoraisd.net |
| District ADSY Project Manager Phone Number | 325/387-6940 Ext 3101 |
| District Details | Applicant Response |
| District Overall Performance - Numeric Grade Only | A |
| Total Students in District | 772 |
| Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year | Enter Numeric Response |
| 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...) | STAAR Interims and TEKS End of Units |
| Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iCCCS, 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...) | ESC 15 TASA Chair, Superintendent of the Year, Superintendent Mentor, Host ESC 15 board trainings and back to school inservices |
| 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? | 6/1/2020 |
| Is the district a District of Innovation? | Yes |
| If district is a District of Innovation, what year was the plan implemented? | 5/15/2017 |
| 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? (Date and location will be shared as soon as is available) | Yes |
| School Details | Applicant Response |
| Elementary (or Lower) School A | Applicant Response |
| Campus A Name | Sonora Elementary |
| Campus A ID Number | 103 |
| Campus A Address | 907 S. Concho Sonora, TX 76950 |
| Campus A Total Students | 421 |
| 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) | 5 |
| 2019-2020 Total Instructional Days | 169 |
| Anticipated 2020-2021 Total Instructional Days | 180 |
| 2019-2020 First Day of School | 8/20/2019 |
| Personnel | Applicant Response |
| Campus A Principal Name | Michael Kissire |
| Campus A Principal Email Address | michael.kissire@sonoraisd.net |
| Campus A Principal Phone Number | 325/387-6940 Ext. 3101 |

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

| | |
|--|--|
| Campus A ADSY Project Manager | Laura Valeriano |
| Campus A ADSY Project Manager Title | Elementary Counselor |
| Campus A ADSY Project Manager Email Address | laura.valeriano@sonoraisd.net |
| Campus A ADSY Project Manager Phone Number | 325/387-6940 Ext. 3103 |
| School Details | |
| Performance Results and Economic Indicators | |
| Campus A Overall Performance - Numeric Grade Only | B |
| Percent of Students at Campus A Eligible for Free or Reduced Price Lunch | 64% |
| Elementary (or Lower) School B (if applicable) | |
| Applicant Response | |
| Campus B Name | |
| Campus B ID Number | |
| Campus B Address | |
| Campus B Total Students | Enter Numeric Response |
| Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K) | |
| 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) | |
| Applicant Response | |
| 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) | |
| Applicant Response | |
| 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 |
| 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 |

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

| 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> | |
| | |