



**2020-2021 Additional Days School Year Planning and Execution Program
Letter of Interest (LOI) Application Due 5:00 p.m. CT, April 1, 2020**

NOGA ID

Authorizing legislation

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

Application stamp-in date and time

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 **5:00 p.m. CT, April 01, 2020**.

Grant period from

May 1, 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.

Benavides Independent School District (BISD) would like to join the Full Year Redesign Cohort of the Additional Days School Year Planning and Execution Program. BISD is in the midst of a bold redesign effort centered around our in-district charter partnership with the School Innovation Collaborative (SIC). The network model with SIC includes a component for redesigning the school calendar and schedule to maximize learning opportunities for both staff and students. The elementary team is also excited to align this effort with available extended year funding available through HB 3.

As a rural district, it is imperative that we maximize every resource available to our students. This includes every minute available in the school year. Given the new in-district charter partnership, our district is poised to leverage the school calendar in order to improve student outcomes. We believe this grant and the associated technical assistance will position the district to implement the school year redesign with success.

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.

While much of the specific programmatic planning will take place once we have the anticipated program manager onboarded, we have identified several aspects of the instructional and operational approach which we intend to use as core instructional and operational elements of the ADSY program.

Instructional Approach:

Benavides Elementary School aims to add at least 25 additional school days with a minimum of 360 operations and 180 instructional minutes per day dedicated to math and reading. Our vision is for these additional school days to be incorporated into an earlier summer start and targeted spring break remediation academy - Benavides Summer Eagle Academy and Benavides Spring Break Academy respectively. Our leadership team anticipates using these two initial opportunities in year one to create the case for creating a school-wide extended school year with a significant increase in instructional time prior to Spring testing.

The Summer Eagle Academy will consist of 20 instructional days over four weeks. Academically, students will focus on reading mastery through 20 days of intensive reading curriculum. The program will utilize the high-quality curriculum "Teaching Reading in 100 Easy Lessons" and will leverage support from the Texas Reading Academies. Teachers, school leaders, and district leaders will monitor student progress and program effectiveness the NWEA MAP Fluency Assessment. Leaders will ensure that needed professional development for staff is aligned with the planned programming. In addition to a focus on literacy, our program will include time dedicated to social and emotional learning. We will replicate a one hour block focused on social and emotional development that was designed in alignment with Yale University's Center for Emotional Intelligence and high-quality curriculum - RULER.

The Benavides Spring Break Academy will be in session for each of the five days currently designated as spring break on the

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.

The School Innovation Collaborative (SIC) recently planned and executed a vacation academy at one of the campuses it operates in San Antonio Independent School District. This vacation academy is very similar to what is being proposed for Benavides Elementary and illustrates clear experience designing and running an extended learning time program. The key takeaways from this experience includes effective communication to staff and families, the creation of systems and practices to ensure that students attend the academy, developing a master schedule, and designing effective professional development for staff.

The leadership of Benavides Independent School District and Benavides Elementary School (in collaboration with the leadership of School Innovation Collaborative) have spent the past 8 months working to develop and implement an in-district charter partnership. The planning and implementation of this partnership represents significant experience in large systemic change management. The most important takeaways from this experience has been facilitating cross-functional design and planning sessions and thoughtfully incorporating involvement from the board of trustees as well as the larger community.

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.

Marisa Chapa, Superintendent
 Superintendent Chapa is incredibly committed to the additional days school year program (ADSY). ADSY has the ability to be thoughtfully aligned with our district of innovation plan which is evidence that the district has been interested in expanding the school year prior to ADSY becoming available. The leadership team believes extended learning time is a key lever in pursuit of the board of trustees Lone Star Governance student outcome goals, specifically around reading and math. Superintendent Chapa is enthusiastic about increasing instructional time while decreasing the summer slide.

Doug Dawson, School Innovation Collaborative, Executive Director (charter partner)
 Mr. Dawson is a proponent of extended learning time, especially when it is designed in strategic alignment against predetermined student outcome goals. Further evidence of commitment can be illustrated by the alignment between the ADSY program and the performance measures that are incorporated into the in-district charter.

Anacita Sugalan, School Leader
 Ms. Sugalan is dedicated to the mission of the ADSY program and is determined to successfully implement extended learning time on her campus in support of equitable access to instruction for all students. ADSY is aligned to principal Sugalan’s campus vision for student success with a priority placed on reading and math. Principal Sugalan plans to incorporate time for additional coaching as well as setting up model classrooms for observation.

Megan Corriea, Director of ADSY
 The School Innovation Collaborative has identified Megan Corriea to be the ADSY project manager for both Benavides Elementary School and Falfurrias Elementary School. Megan is currently a Master Teacher at a School Innovation Collaborative (SIC) campus in partnership with the San Antonio Independent School District and she is completing a 1-year leadership residency program and she has extensive experience designing instructional systems. Additionally, as a master t

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?

Benavides ISD believes the clear expectations for extended learning time will set up the program for success. There could be easier, less productive structures to create additional learning time. The expectation of at least an additional 25 days creates alignment around the difficult issues while keeping a focus on the instructional time that benefits students.

We believe the requirement to bring aboard a project manager - Director of Extended Learning - is also a critical component that will lead to the success of our program. Districts have traditionally assigned similar projects to existing staff who are at capacity. The dedicated leadership capacity from this experienced individual will create a thoughtful and cross-functional environment for us to plan and execute this work with fidelity.

Our team also believes the additional opportunities for teacher professional development will be exceptionally helpful in leading to a successful program. Specifically, we are enthusiastic about adding additional days to the start of our school year to improve our outcomes for students. We believe that the work we will accomplish is an opportunity to serve as a best-practice model for reading instruction through a teaching lab.

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.

Benavides Elementary School: This campus is the only campus in the district with the grade levels authorized to receive funding from this grant. This campus has spent the past year implementing it's partnership as an in-district charter with the School Innovation Collaborative as the operating partner.

The district has already demonstrated a commitment to innovation and altering the start date of the school year with the district of innovation plan that was implemented in 2018.

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.

In implementing the ADSY program, this district is attempting to address low student outcomes, specifically reading, in entry testing grade-levels. In the 2018-19 school year, Benavides Elementary School (BES) received a score of 75 out of 100 overall on the state accountability system. Diving deeper into the data from the same year we see that only 37% of students meet or master grade-level in reading. That number goes up slightly to 43% for math. BES received its lowest scores in the domain of closing achievement gaps, a 63 out of 100. When it comes to students labeled as economically disadvantaged, the percentage of students who meet or surpass grade-level standards drops from 37% to 31% in reading and from 43% to 38% in math. It is incredibly important for us to intentionally target supports to all students to address overall achievement concerns as well as issues related to closing the gaps.

We remain concerned that the realities of summer slide impact our students on a greater scale than the statewide average. The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade. Achievement within our district will be greatly improved if we are able to support our students by offering instructional opportunities more consistently throughout the calendar year.

Through this program we also hope to improve upon our educator development and retention. The ADSY program will enable us to thoughtfully plan and implement a co-teaching reading lab model. While we expect this to result in quick student outcome improvements, we also expect to be able to better support our educators.

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 School Innovation Collaborative has identified Megan Corriea to be the ADSY project manager for both Benavides Elementary School and Falfurrias Elementary School. Megan is currently a Master Teacher at a School Innovation Collaborative (SIC) campus in partnership with the San Antonio Independent School District. Beyond her exceptional results in the classroom, she is completing a 1-year leadership residency program and she has extensive experience designing instructional systems and implementing change management.

Additionally, Megan brings experience teaching at a school with a balanced school calendar and experience teaching at the SIC vacation academy. This gives her direct knowledge with developing a high-quality learning environment for students during additional school days. It also positions her to share positive experiences and implementation challenges redesigning and implementing a balanced school calendar.

Megan will join SIC as the Director of Extended Learning. In this role she will initially lead our extended learning initiatives at Benavides Elementary School and Falfurrias Elementary School. As we develop best practices, Megan's role will expand to identify innovations for extended learning time to be implemented across all of the SIC campuses.

Please refer to Megan's resume (attached).

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.

Megan will join the School Innovation Collaborative (SIC) as a full time employee with the title: Director of Extended Learning. In this role she will initially lead the planning and implementation of our extended learning initiatives at Benavides Elementary School and Falfurrias Elementary School.

As we develop best practices, Megan’s role will expand to identify innovations for extended learning time to be implemented across all of the SIC campuses. Megan’s continued employment will be based on a performance contract mutually agreed upon by SIC and each district’s superintendent. The performance contract will serve to transparently guide the project manager’s decision making process and create alignment to the role charter.

As part of the partnership, School Innovation Collaborative serves as the in-district charter partner with autonomy over the school calendar. Therefore, the district and SIC felt is as imperative that this person report to SIC as the partner. The partner placement of Megan’s position will enable her to gain influence and the cross-functional support of school and district leaders throughout the process. While the director of extended learning will report directly to the executive director of SIC, she will have dotted line reporting to the superintendent and principal relative to each campus implementing ADSY. As an authorized in-district charter management organization, SIC has ultimate authority and autonomy over the school calendars and schedules at its partnership campuses.

Please refer to the Director of Extend Learning role charter for more information.

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 advisory committee for the ADSY program will be the same committee that advises on the in-district charter partnership between School Innovation Collaborative and Benavides Elementary School. This structure will create a cross functional and strategic alignment between this program and the general operation of our campus partnership.

Role of the Advisory Committee:
The advisory committee exists to support and provide recommendations to the network leader and campus leadership teams aligned to student outcome goals, the campus charter and strategic priorities. The key responsibilities of the committee include:

- Support the development of goals and strategic priorities for the school year as well as alignment among individual initiatives and strategies, monitoring progress toward goals, and monitoring implementation of the campus charter
- Serve as a liaison between campus, district, and partner leadership,
- Serve as a liaison to community stakeholders

Committee Composition:
The composition of the committee includes the following:

- 2 teacher/staff representatives
- 2 family representatives
- 1 community representative
- 1 BISD board representative

This composition will allow for community and board input while giving teachers and parents enough agency to build buyin for the program. The BISD board representative will provide feedback on the broader community vision and serve as a liason to the remaining members of the school board.

Statutory/Program Requirements (Cont.)

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

Committee Governance & Expectations:
 The committee will be managed by the Director of Extended Learning and she will be their main point of contact. Committee members will also have interactions with the school principal and district superintendent, especially throughout the planning process of the work. The committee will also operate under the following expectations:

- Meet monthly
- Commit at least 1 hour a week to engaging with stakeholders
- Attend at least 75% of the committee meetings
- Attend Lone Star Governance training (2 day workshop)

ADSY Committee Alignment:
 The purpose of the committee will be to strategically set specific outcome and implementation goals with the Director of Extended Learning. They will have informal governance authority to monitor the work that the district is doing. This includes setting and holding regular meetings with presentations from staff related to the program work, collaborative planning sessions, and specific monitoring sessions so the committee may be kept up-to-date regarding all information in a manner that is timely enough to thoughtfully incorporate any feedback they may have.

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"/>

Benavides Elementary School Application Responses

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.

Benavides Independent School District (BISD) would like to join the Full Year Redesign Cohort of the Additional Days School Year Planning and Execution Program. BISD is in the midst of a bold redesign effort centered around our in-district charter partnership with the School Innovation Collaborative (SIC). The network model with SIC includes a component for redesigning the school calendar and schedule to maximize learning opportunities for both staff and students. The elementary team is also excited to align this effort with available extended year funding available through HB 3.

As a rural district, it is imperative that we maximize every resource available to our students. This includes every minute available in the school year. Given the new in-district charter partnership, our district is poised to leverage the school calendar in order to improve student outcomes. We believe this grant and the associated technical assistance will position the district to implement the school year redesign with success.

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.

While much of the specific programmatic planning will take place once we have the anticipated program manager onboarded, we have identified several aspects of the instructional and operational approach which we intend to use as core instructional and operational elements of the ADSY program.

Instructional Approach:

Benavides Elementary School aims to add at least 25 additional school days with a minimum of 360 operations and 180 instructional minutes per day dedicated to math and reading. Our vision is for these additional school days to be incorporated into an earlier summer start and targeted spring break remediation academy - Benavides Summer Eagle Academy and Benavides Spring Break Academy respectively. Our leadership team anticipates using these two initial opportunities in year one to create the case for creating a school-wide extended school year with a significant increase in instructional time prior to Spring testing.

The Summer Eagle Academy will consist of 20 instructional days over four weeks. Academically, students will focus on reading mastery through 20 days of intensive reading curriculum. The program will utilize the high-quality curriculum "Teaching Reading in 100 Easy Lessons" and will leverage support from the Texas Reading Academies. Teachers, school leaders, and district leaders will monitor student progress and program effectiveness the NWEA MAP Fluency Assessment. Leaders will ensure that needed professional development for staff is aligned with the planned programming. In addition to a focus on literacy, our program will include time dedicated to social and emotional learning. We will replicate a one hour block focused on social and emotional development that was designed in alignment with Yale University's Center for Emotional Intelligence and high-quality curriculum - RULER.

The Benavides Spring Break Academy will be in session for each of the five days currently designated as spring break on the district calendar. Academically, students will focus on math remediation throughout the Academy. Our leadership team will plan to implement a high-quality curriculum, such as Reflex Math, for this program. To assess student progress and program effectiveness, each participating student will complete TEA's interim assessments.

Operational Design:

Our operational design will be built around a redesigned 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 testing. Unique to our design will be our collaboration with Falfurrias Elementary School in Brooks County ISD. Falfurrias Elementary is also an in-district charter campus with an active partnership with the School Innovation Collaborative. The proposed plan is for SIC to hire a dedicated project manager who will support the planning and implementation of ADSY across both Benavides and Falfurrias which will allow us to create a more robust program than other small rural districts. Programming will ensure students participating in the 210-day program will remain with the same teacher during the 210-day school year.

Our operations will comply with HB 3 requirements for additional school days funding for elementary schools. This additional funding, up to a half-day funding for elementary students, will allow for the development of a revised staff salary schedule and contract to incorporate teacher incentive funding.

The partnership with SIC will allow for the district to share a Director of Extended Learning to serve as the ADSY project manager. This individual will serve as the operations coordinator for the program to ensure that classroom teachers and school leadership are able to focus entirely on delivering high-quality instruction. The role charter for this individual is attached to the application.

Target Student Population:

Our current intention is to take a phase-in approach beginning with 2nd and 3rd-grade. This will help us improve the % of students who are on or above grade level by the start of 3rd and 4th grade. However, our goal is to expand the program across the school once we have successfully implemented and evaluated successes with the pilot launch.

Our student body at the elementary school is reflective of Texas' rural district - giving us hope this initiative can serve as a beacon for the over 900 small, rural districts.

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.

The School Innovation Collaborative (SIC) recently planned and executed a vacation academy at one of the campuses it operates in San Antonio Independent School District. This vacation academy is very similar to what is being proposed for Benavides Elementary and illustrates clear experience designing and running an extended learning time program. The key takeaways from this experience includes effective communication to staff and families, the creation of systems and practices to ensure that students attend the academy, developing a master schedule, and designing effective professional development for staff.

The leadership of Benavides Independent School District and Benavides Elementary School (in collaboration with the leadership of School Innovation Collaborative) have spent the past 8 months working to develop and implement an in-district charter partnership. The planning and implementation of this partnership represents significant experience in large systemic change management. The most important takeaways from this experience has been facilitating cross-functional design and planning sessions and thoughtfully incorporating involvement from the board of trustees as well as the larger community.

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.

- Marisa Chapa, Superintendent
 - Superintendent Chapa is incredibly committed to the additional days school year program (ADSY). ADSY has the ability to be thoughtfully aligned with our district of innovation plan which is evidence

that the district has been interested in expanding the school year prior to ADSY becoming available. The leadership team believes extended learning time is a key lever in pursuit of the board of trustees Lone Star Governance student outcome goals, specifically around reading and math. Superintendent Chapa is enthusiastic about increasing instructional time while decreasing the summer slide.

- Doug Dawson, School Innovation Collaborative, Executive Director (charter partner)
 - Mr. Dawson is a proponent of extended learning time, especially when it is designed in strategic alignment against predetermined student outcome goals. Further evidence of commitment can be illustrated by the alignment between the ADSY program and the performance measures that are incorporated into the in-district charter.

- Anacita Sugalan, School Leader
 - Ms. Sugalan is dedicated to the mission of the ADSY program and is determined to successfully implement extended learning time on her campus in support of equitable access to instruction for all students. ADSY is aligned to principal Sugalan's campus vision for student success with a priority placed on reading and math. Principal Sugalan plans to incorporate time for additional coaching as well as setting up model classrooms for observation.

- Megan Corriea, Director of ADSY
 - The School Innovation Collaborative has identified Megan Corriea to be the ADSY project manager for both Benavides Elementary School and Falfurrias Elementary School. Megan is currently a Master Teacher at a School Innovation Collaborative (SIC) campus in partnership with the San Antonio Independent School District and she is completing a 1-year leadership residency program and she has extensive experience designing instructional systems. Additionally, as a master teacher, Megan supported the implementation of and taught classes in an extended year scenario at Bowden Elementary School in San Antonio.
 - Megan will join SIC as the Director of Extended Learning. In this role she will initially lead our extended learning initiatives at Benavides Elementary School and Falfurrias Elementary School. As we develop best practices, Megan's role will expand to identify innovations for extended learning time to be implemented across all of the SIC campuses. Megan is excited about the prospect of designing and implementing a program that will help to narrow our student achievement gaps.

The leaders identified above are all committed to the success of strategically incorporating additional days to the school year. Dr. Chapa and Mr. Dawson have been working together for the past 8 months to build a sustainable charter partnership between Benavides ISD and the School Innovation Collaborative. This is a commitment to innovation at all levels. The planning and implementation of new initiatives has been conducted with intentionality around identified goals.

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?

Benavides ISD believes the clear expectations for extended learning time will set up the program for success. There could be easier, less productive structures to create additional learning time. The expectation of at least an additional 25 days creates alignment around the difficult issues while keeping a focus on the instructional time that benefits students.

We believe the requirement to bring aboard a project manager - Director of Extended Learning - is also a critical component that will lead to the success of our program. Districts have traditionally assigned similar projects to existing staff who are at capacity. The dedicated leadership capacity from this experienced individual will create a thoughtful and cross-functional environment for us to plan and execute this work with fidelity.

Our team also believes the additional opportunities for teacher professional development will be exceptionally helpful in leading to a successful program. Specifically, we are enthusiastic about adding additional days to the start of our school year to improve our outcomes for students. We believe that the work we will accomplish is an opportunity to serve as a best-practice model for reading instruction through a teaching lab.

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.

Benavides Elementary School: This campus is the only campus in the district with the grade levels authorized to receive funding from this grant. This campus has spent the past year implementing its partnership as an in-district charter with the School Innovation Collaborative as the operating partner.

The district has already demonstrated a commitment to innovation and altering the start date of the school year with the district of innovation plan that was implemented in 2018.

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.

In implementing the ADSY program, this district is attempting to address low student outcomes, specifically reading, in entry testing grade-levels. In the 2018-19 school year, Benavides Elementary School (BES) received a score of 75 out of 100 overall on the state accountability system. Diving deeper into the data from the same year we see that only 37% of students meet or master grade-level in reading. That number goes up slightly to 43% for math. BES received its lowest scores in the domain of closing achievement gaps, a 63 out of 100. When it comes to students labeled as economically disadvantaged, the percentage of students who meet or surpass grade-level standards drops from 37% to 31% in reading and from 43% to 38% in math. It is incredibly important for us to intentionally target supports to all students to address overall achievement concerns as well as issues related to closing the gaps.

We remain concerned that the realities of summer slide impact our students on a greater scale than the statewide average. The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade. Achievement within our district will be greatly improved if we are able to support our students by offering instructional opportunities more consistently throughout the calendar year.

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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 School Innovation Collaborative has identified Megan Corriea to be the ADSY project manager for both Benavides Elementary School and Falfurrias Elementary School. Megan is currently a Master Teacher at a School Innovation Collaborative (SIC) campus in partnership with the San Antonio Independent School District. Beyond her exceptional results in the classroom, she is completing a 1-year leadership residency program and she has extensive experience designing instructional systems and implementing change management.

Additionally, Megan brings experience teaching at a school with a balanced school calendar and experience teaching at the SIC vacation academy. This gives her direct knowledge with developing a high-quality learning environment for students during additional school days. It also positions her to share positive experiences and implementation challenges redesigning and implementing a balanced school calendar.

Megan will join SIC as the Director of Extended Learning. In this role she will initially lead our extended learning initiatives at Benavides Elementary School and Falfurrias Elementary School. As we develop best practices, Megan's role will expand to identify innovations for extended learning time to be implemented across all of the SIC campuses.

Please refer to Megan's resume (attached).

ADSY Program Support: Project Manager – Please describe where within the district's organizational 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.

Megan will join the School Innovation Collaborative (SIC) as a full time employee with the title: Director of Extended Learning. In this role she will initially lead the planning and implementation of our extended learning initiatives at Benavides Elementary School and Falfurrias Elementary School.

As we develop best practices, Megan's role will expand to identify innovations for extended learning time to be implemented across all of the SIC campuses. Megan's continued employment will be based on a performance contract mutually agreed upon by SIC and each district's superintendent. The performance contract will serve to transparently guide the project manager's decision making process and create alignment to the role charter.

As part of the partnership, School Innovation Collaborative serves as the in-district charter partner with autonomy over the school calendar. Therefore, the district and SIC felt it is as imperative that this person report to SIC as the partner. The partner placement of Megan's position will enable her to gain influence and the cross-functional support of school and district leaders throughout the process. While the director of extended learning will report directly to the executive director of SIC, she will have dotted line reporting to the superintendent and principal relative to each campus implementing ADSY. As an authorized in-district charter management organization, SIC has ultimate authority and autonomy over the school calendars and schedules at its partnership campuses.

Please refer to the Director of Extended Learning role charter for more information.

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 advisory committee for the ADSY program will be the same committee that advises on the in-district charter partnership between School Innovation Collaborative and Benavides Elementary School. This structure will create a cross functional and strategic alignment between this program and the general operation of our campus partnership.

Role of the Advisory Committee:

The advisory committee exists to support and provide recommendations to the network leader and campus leadership teams aligned to student outcome goals, the campus charter and strategic priorities. The key responsibilities of the committee include:

- Support the development of goals and strategic priorities for the school year as well as alignment among

individual initiatives and strategies, monitoring progress toward goals, and monitoring implementation of the campus charter

- Serve as a liaison between campus, district, and partner leadership,
- Serve as a liaison to community stakeholders

Committee Composition:

The composition of the committee includes the following:

- two teacher/staff representatives
- two family representatives
- a community representative
- BISD board representative

This composition will allow for community and board input while giving teachers and parents enough agency to build buyin for the program. The BISD board representative will provide feedback on the broader community vision and serve as a liason to the remaining members of the school board.

Committee Governance & Expectations:

The committee will be managed by the Director of Extended Learning and she will be their main point of contact. Committee members will also have interactions with the school principal and district superintendent, especially throughout the planning process of the work. The committee will also operate under the following expectations:

- Meet monthly
- Commit at least 1 hour a week to engaging with stakeholders
- Attend at least 75% of the committee meetings
- Attend Lone Star Governance training (2 day workshop)

ADSY Committee Alignment:

The purpose of the committee will be to strategically set specific outcome and implementation goals with the Director of Extended Learning. They will have informal governance authority to monitor the work that the district is doing. This includes setting and holding regular meetings with presentations from staff related to the program work, collaborative planning sessions, and specific monitoring sessions so the committee may be kept up-to-date regarding all information in a manner that is timely enough to thoughtfully incorporate any feedback they may have.

Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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

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

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Budget Summary

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

Application Part 2:

2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID:		066901	Amendment #:		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	
Academic/Instructional					
1	Teacher				
2	Educational Aide				
3	Tutor			\$	-
Program Management and Administration					
4	Project Director	0	1	\$	75,000
5	Project Coordinator			\$	-
6	Teacher Facilitator			\$	-
7	Teacher Supervisor			\$	-
8	Secretary/Admin Assistant			\$	-
9	Data Entry Clerk			\$	-
10	Grant Accountant/Bookkeeper			\$	-
11	Evaluator/Evaluation Specialist			\$	-
Auxiliary					
12	Counselor			\$	-
13	Social Worker			\$	-
14	Community Liaison/Parent Coordinator			\$	-
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$	-
16	ESC Coordinator/Manager/Supervisor				
17	ESC Support Staff			\$	-
18	ESC Other: (Enter position title here)			\$	-
19	ESC Other: (Enter position title here)			\$	-
20	ESC Other: (Enter position title here)			\$	-
Other Employee Positions					
21	(Enter position title here)			\$	-
22	(Enter position title here)			\$	-
23	Subtotal Employee Costs:			\$	75,000
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$	-
25	6119 - Professional Staff Extra-Duty Pay			\$	60,000
26	6121 - Support Staff Extra-Duty Pay			\$	-
27	6140 - Employee Benefits			\$	35,000
28	61XX - Tuition Remission (IHEs only)			\$	-
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$	95,000
30	Grand Total:			\$	170,000
31	Total Program Costs*:			\$	170,000
32	Total Direct Admin Costs*:			\$	-
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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

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

Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID: 066901		Amendment #: 0
Professional and Contracted Services (6200)		
<p>NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>		
Description of Service and Purpose		Grant Amount Budgeted
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -
2	Service: Technical Assistance Specify purpose: TEA-Vetted Technical Assistance	\$ 160,000
3	Service: Partnership Support Service Specify purpose: In-district Charter Partnership Support	\$ 40,000
4	Service: Specify purpose:	\$ -
5	Service: Specify purpose:	\$ -
6	Service: Specify purpose:	\$ -
7	Service: Specify purpose:	\$ -
8	Service: Specify purpose:	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 200,000
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -
11	Grand Total:	\$200,000
12	Total Program Costs*:	\$ 160,000
13	Total Direct Admin Costs*:	\$ -
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>		

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Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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County District Number or Vendor ID: 066901		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	10,000
2	Grand Total:	\$	10,000
3	Total Program Costs*:	\$	10,000
4	Total Direct Admin Costs*:	\$	-
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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Application Part 2:

2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID: 066901		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$	-
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	-
4	6413 - Stipends for non-employees other than those included in 6419.	\$	-
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$	-
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	-
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:		
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	-
9	Subtotal of other operating costs (6400) requiring specific approval:	\$	-
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	20,000
11	Grand Total:	\$	20,000
12	Total Program Costs*:	\$	20,000
13	Total Direct Admin Costs*:	\$	-
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

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Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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County District Number or Vendor ID:		066901	Amendment #:		0
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	-
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$	-
3			\$ -	\$	-
4			\$ -	\$	-
5			\$ -	\$	-
6			\$ -	\$	-
7			\$ -	\$	-
8			\$ -	\$	-
9			\$ -	\$	-
66XX - Software, capitalized					
10	(Enter description and brief purpose)		\$ -	\$	-
11			\$ -	\$	-
12			\$ -	\$	-
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)		\$ -	\$	-
14			\$ -	\$	-
15			\$ -	\$	-
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)			\$	-
17	Grand Total (sum of all lines):			\$	-
18	Total Program Costs*:			\$	-
19	Total Direct Admin Costs*:			\$	-
<p>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					



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Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program
Authorized by: Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS

County District Number or vendor ID:	066901	Amendment #	0
Grant Period:	May 1, 2020 to September 30, 2021.	Fund Code/ Shared Services Arrangement:	289/379

Description and Purpose	Source of Funds			
	Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost
1 Payroll Costs	6100	\$ 170,000	\$ -	\$ 170,000
2 Professional and Contracted Services	6200	\$ 160,000	\$ -	\$ 160,000
3 Supplies and Materials	6300	\$ 10,000	\$ -	\$ 10,000
4 Other Operating Costs	6400	\$ 20,000	\$ -	\$ 20,000
5 Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds			N/A	
6	Total Direct Costs:	\$ 360,000	\$ -	\$ 360,000
7	*Indirect Costs:			\$ -
8	Total of All Budgeted Costs :	\$ 360,000	\$ -	\$ 360,000
Shared Services Arrangement				
9	6493	Of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ -	\$ -
Direct Administrative Cost Calculation				
10	Total of All Budgeted Costs (line 8):			\$ 360,000
11	Direct Administration Cap per Program Guidelines (XX%):			0.05
12	Maximum amount allowable for direct administrative costs:			\$ 18,000

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

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

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

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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**
- 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	Applicant Response
Please confirm this application is for a <i>grant-funded</i> Full Year Redesign 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 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?	Yes

District or Open Enrollment Charter School Information

District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Benavides Independent School District
District or Charter School Network ID Number	66901
Personnel	
Superintendent Name	Marisa Chapa
LOI Author Name	Marisa Chapa
LOI Author Title	Superintendent
LOI Author Phone	(361) 256-3003
LOI Author E-mail Address	mchapa@benavidesisd.net
District ADSY Project Manager Name	TBH - Megan Correia
District ADSY Project Manager Title	TBH - Director of Extended Learning
District ADSY Project Manager Email Address	TBD
District ADSY Project Manager Phone Number	(361) 256-3003

District Details

District Overall Performance - Numeric Grade Only	87
Total Students in District	319
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	22
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	2
Formative or interim assessment planning to be used for ADSY grade levels; if known (NWEA MAP, Renaissance Star, STAAR, etc.)	NWEA MAP & TEA Interim Assessments
Current student information system (SIS) in use throughout district (i.e. PowerSchool, Skyward, iSIS, etc.)	Enter Text Response
Current or former TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc.)	Governance, Grow Your Own
Has the district been awarded a grant in May 2020? When does the district expect to be able to contract with technical assistance providers, if awarded a grant?	By 8/1/2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	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 available)	Yes

School Details

Elementary (or Lower) School A	No Response needed in this cell.
Campus A Name	Benavides Elementary School
Campus A ID Number	66901041
Campus A Address	BENAVIDES, TX 78341-0916
Campus A Total Students	152
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)	6
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	8/19/19

Personnel

Campus A Principal Name	Anacita Sugalan
Campus A Principal Email Address	asugalan@benavidesisd.net
Campus A Principal Phone Number	361-256-3030
Campus A ADSY Project Manager	Anacita Sugalan
Campus A ADSY Project Manager Title	Principal
Campus A ADSY Project Manager Email Address	asugalan@benavidesisd.net
Campus A ADSY Project Manager Phone Number	361-256-3030

School Details

Performance Results and Economic Indicators

Campus A Overall Performance - Numeric Grade Only	75
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	86%

Elementary (or Lower) School B (if applicable)

Elementary (or Lower) School B (if applicable)	Applicant Response
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)	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
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)	Applicant Response
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>	

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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.	

Marisa Chapa, Ed.D.
Printed Name

Benavides ISD
District Name

Full Year Redesign Cohort
Cohort Selection

Marisa Chapa
Signature

April 10, 2020
Date

Superintendent
Title

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



**BENAVIDES INDEPENDENT SCHOOL
DISTRICT**

106 West School St. P.O. Drawer P Benavides, TX 78341-0916 Ph: 361/256-3003 Fax 361-256-3002

April 6, 2020

Commissioner Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

As the superintendent of Benavides Independent School District, it is my pleasure to submit this letter of support with Doug Dawson, Executive Director of our charter partner, for the Additional Days School Year Planning and Execution Program.

The potential resources provided through this program will allow us to implement a summer learning program, and design a calendar with additional days at the front of the year for a full 210-day program.

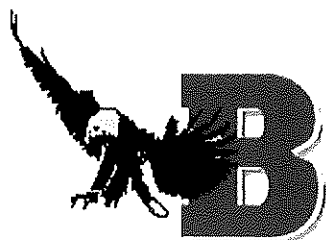
I have full confidence in the abilities of our team and our partners engaged in this work that this program will create great learning opportunities in our community. Thank you for the opportunity to submit our application.

Sincerely,

Marisa Chapa

Dr. Marissa Chapa
Superintendent
Benavides ISD

Douglas Dawson
Executive Director
School Innovation Collaborative



**ENAVIDES INDEPENDENT SCHOOL
DISTRICT**

106 West School St. P.O. Drawer P Benavides, TX 78341-0916 Ph: 361/256-3003 Fax 361-256-3002

April 6, 2020

Commissioner Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

As the Principal of Benavides Elementary School District, it is my pleasure to submit this letter of support for the Additional Days School Year Planning and Execution Program.

The potential resources provided through this program will allow us to implement a summer learning program, and design a calendar with additional days at the front of the year for a full 210-day program. I have full confidence in the abilities of our team and our partners engaged in this work that this program will create great learning opportunities in our community. Thank you for the opportunity to submit our application.

Sincerely,

Dr. Anacita Sugalan
Principal
Benavides Elementary School, Benavides ISD

Network Role Charter
Director of Extended Learning

[About Role Charters](#)

Role

The Director of Extended Learning is a cabinet-level position within the School Innovation Collaborative that will work with a diverse set of stakeholders, including school staff, students, parents, and community members, to plan and implement an extended school year program.

Responsibilities

Program Implementation

- Coordinate with stakeholders to design and execute a comprehensive ADSY implementation plan
- Develop monthly reports for Executive Director and Superintendents
- Selecting ADSY pilot staff and support staff
- Lead the development of the instructional design of the ADSY program
- Lead the development of the operational design of the ADSY program
- Coordinate with finance teams to ensure alignment with HB 3 additional school days funding

ADSY Committee Coordination

- Manage the collaborative selection of committee members
- Develop committee agendas (and disseminate meeting information)
- Facilitate committee meetings

Communication

- Establish and maintain open channels of communication and professional relationships with students, parents, teachers, principals and other school personnel related to the ADSY program
- Maintain a communication system that effectively collects and disseminates information related the ADSY program to key stakeholders

ADSY Grant Management

- Serve as the grant project manager, ensuring all requirement are met
- Collaborate with a grant provided technical assistance provider
- Complete grant requirements

Performance Monitoring	
Key Measures & Performance Tasks	
Program Implementation	<ul style="list-style-type: none"> → By April of 2021, each campus has successfully completed a ADSY program plan for implementation Fall 2021
ADSY Committee	<ul style="list-style-type: none"> → Conducts at least 4 committee meetings per campus → At least 80% of committee members find the meeting a “Productive use of Time”
Student Success	<ul style="list-style-type: none"> → Campus target for ADSY interest and enrollment is met
Grant Implementation	<ul style="list-style-type: none"> → 90% of implementation benchmarks are complete on time → 100% of all grant reports and requirements are completed on time → 100% of grant funding
Decision Making	
Responsible	Influence
<ul style="list-style-type: none"> → Manage ADSY stakeholder relationships → Developing and executing ADSY program implementation plan → Overseeing the coordination and facilitation of the ADSY advisory committee → Development of ADSY related communication and reports 	<ul style="list-style-type: none"> → Developing and executing the ADSY grant budget → SIC annual strategic planning and priority setting

Megan Correia

6234 Travis Summit ↗ San Antonio, TX 78244 ↗ (860) 857-1887 ↗ megan.correia3@gmail.com

Master Teacher/Teacher Leader/Principal Intern/Curriculum Writer

Lamar Elementary – San Antonio, TX

2017 – current

- Analyze performance data, including data dashboards, in order to provide targeted instruction based on students' individual needs
- Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and align to state standards, reflect accommodations for learning style differences, and show written evidence of preparation as required
- Present subject matter according to the guidelines established by the Texas Education Agency, board policies, and administrative regulations
- Work with other staff members to determine instructional goals, objectives, and methods according to district requirements
- Work with special education teachers to modify curricula as needed for special education students as identified in Individual Education Plans (IEP).
- Use technology to strengthen the teaching/learning process
- Plan and monitor the workflow of instructional assistants and volunteers
- Help students analyze and improve study methods and habits
- Conduct ongoing assessments of student achievement through formal and informal assessment
- Use effective communication skills to present information accurately and clearly to students, parents, and staff
- Maintain positive and professional relationships with colleagues, students, parents, and community members

- Develop and implement partnerships within the community to meet school need

- Contribute to schoolwide initiatives that impact school improvement and student achievement goals

- Develop and present presentations and professional development for staff, families, and community partners

- Improve teacher performance and classroom structure through individual coaching and collaboration

- Wrote district curriculum for grade level math content

- Managed district level Google classroom during online learning

Teach for America/Middle School Social Studies ESL Teacher

Nathaniel Green Middle School — Providence, RI

2016 - 2017

- ◆ Selected as one of 5,300 accepted candidates out of 50,000 applicants (11% acceptance rate) to join a corps of education advocates dedicated to teaching and leading in low-income school districts
- ◆ Participated in a five-week intensive teacher training institute in Philadelphia to practice teaching English and Math to elementary students.
- ◆ Creates a classroom environment that provides for student involvement in the learning process and enables each student to achieve learning objectives.
- ◆ Participates in district and school-based professional development activities.
- ◆ Plans and conducts activities for a balanced program of instruction, demonstration and work time that provides students with opportunities to learn, observe, question, and investigate.

- ◆ Instructs students individually and in groups using various teaching methods such as lectures, discussions, and demonstrations.
- ◆ Adapts teaching methods and instructional materials to meet students' varying needs and interests, including intellectual, social, emotional, and moral development
- ◆ Takes all necessary safety precautions to protect students, equipment, materials, and facilities.
- ◆ Develops and maintains positive and cooperative interactions and communications with students, parents, colleagues and community.
- ◆ Monitors and assesses student progress from a variety of sources and adjusts student instruction accordingly.
- ◆ Use research-based teaching and learning practices to ensure cognitive, affective, and/or psychomotor learning and transfer including blended learning
- ◆ Makes recommendations about appropriate accommodations for all types of formal assessments.
- ◆ Makes recommendations to mainstream staff about the types of accommodations, adaptations, special resources, courses, classes, and classroom adjustments that are appropriate for each ESL student.

Operations Manager, Event Fundraising Coordinator, and Sales Trainer

Renegade Fitness — Pawcatuck, CT

2014 - 2016

- ◆ Recruited, hired, trained, and scheduled all employees
- ◆ Conducted ongoing sales training
- ◆ Managed all social media and email correspondence
- ◆ Managed customer database
- ◆ Implemented marketing campaigns to assist in lead generation and sales

Franchise Owner

Brickhouse Cardio Club — Westerly, RI

2012 - 2015

- ◆ Head Instructor, Operations, and Finance manager as well as Event and Fundraising coordinator.
- ◆ Recruit, hire, train, schedule, and conduct ongoing training for fitness instructors.
- ◆ Interact with members and prospects via face to face, phone, social media, and email correspondence.

Chosen by Brickhouse President and CEO to be the corporate representative, opening day support, and mentor for new franchise locations in the Northeast.

EDUCATION & ADDITIONAL ACTIVITIES

Doctor of Education – Curriculum, Instruction, and Assessment 2018-present

Walden University – Minneapolis, MN

Principal Certification, 2020

iTeach Texas

Elementary Education Master of Arts in Teaching, 2016-2017

Rhode Island College – Providence, RI

Bachelor of Arts in Human Development and Family Studies, 2010 – 2016

American Military University – Charles Town, WV

Associates in Accounting, 2005 – 2009

Ashworth College – Norcross, Georgia

April 27th, 2020

Commissioner Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Morath:

As I expect to accept the tentatively created position of Director of Extended Learning with the School Innovation Collaborative, it is my pleasure to submit this letter of support for the Additional Days School Year Planning and Execution Program. I am very excited about the opportunity to design and implement this critical work.

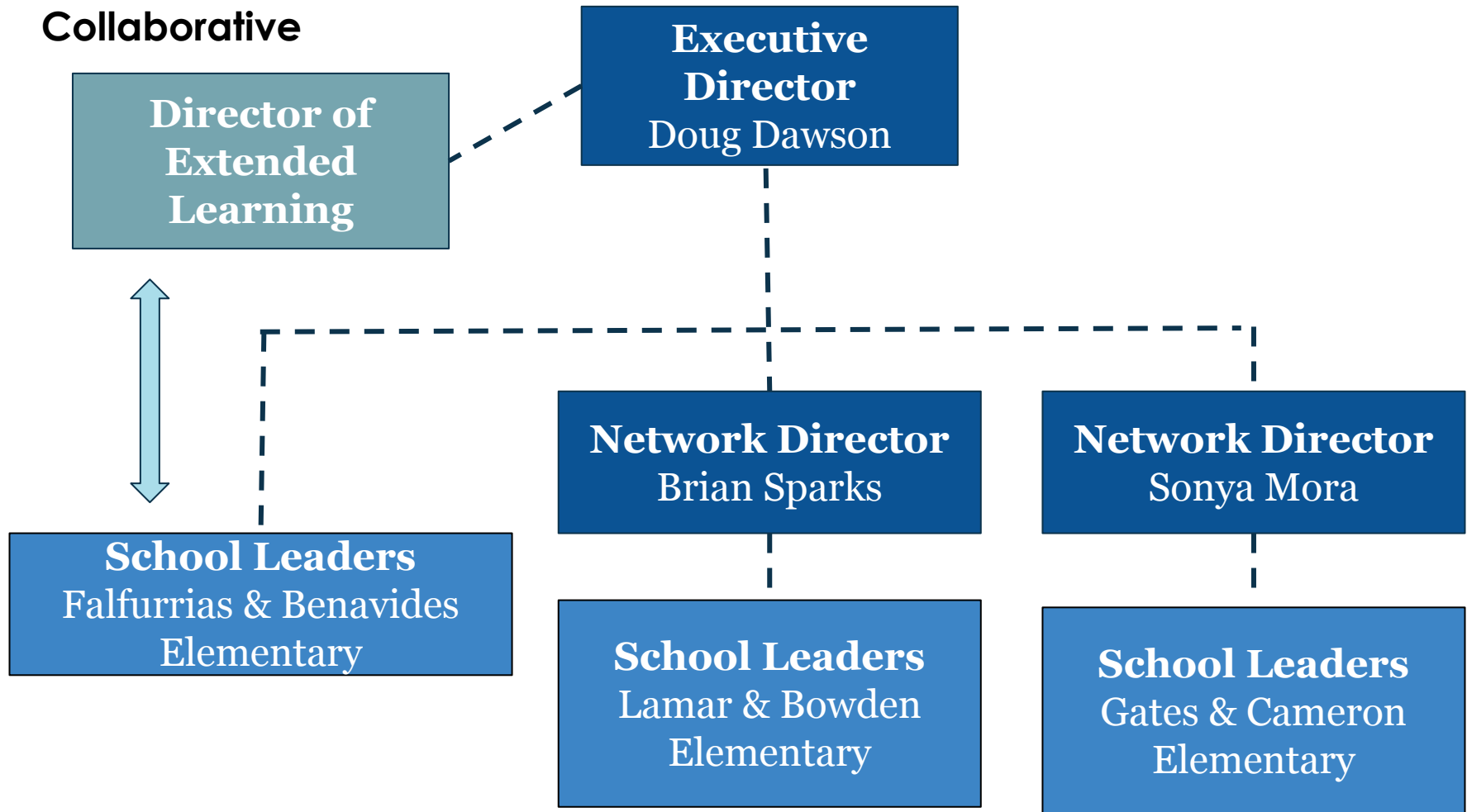
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Sincerely,

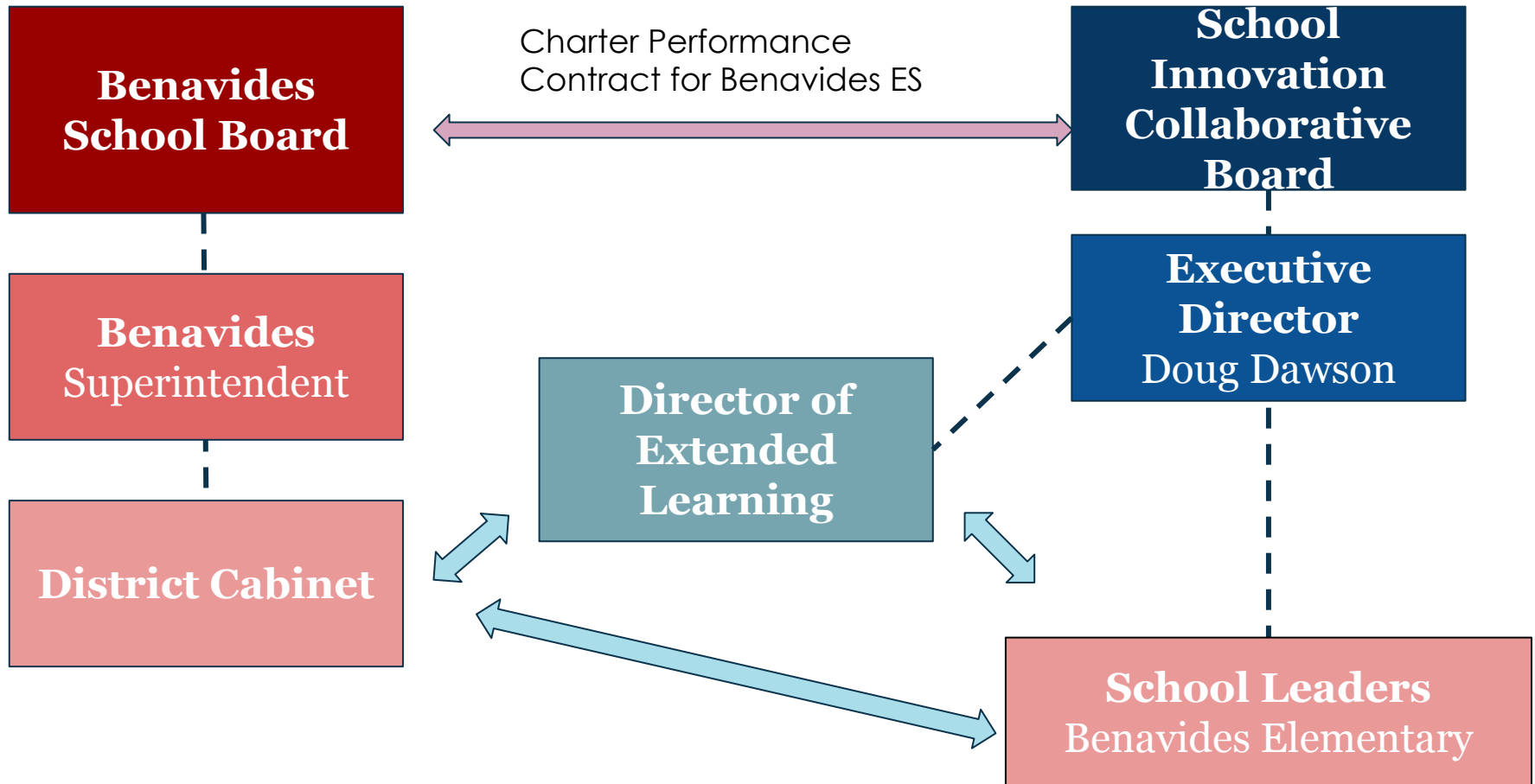


Megan Correia
Director of Extended Learning (to be hired)
School Innovation Collaborative

School Innovation Collaborative



Benavides ES



Falfurrias ES

