



**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

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 **11:59 p.m. CT, April 27, 2020**.

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):

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 Digitally signed by Sabrina M. Mathis
Date: 2020.04.25 11:57:05 -05'00' 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.

Italy Independent School District desires to join the Additional Days School Year (ADSY) program as a participant of the Voluntary Summer Learning Cohort. Italy ISD is located in Italy, TX, a small rural town in Ellis County 44 miles south of Dallas, Texas. The town’s main focus of economic development derives from its agriculture and farming activities. Based on current 2019-2020 PEIMS data, Italy ISD has 640 total enrolled students. 387 or 61% are considered economically disadvantaged, 51 or 8% are English Learners, and 261 or 41% are considered at-risk.

Italy ISD’s only elementary campus, Stafford Elementary, was rated as a D campus defaulting in Domain III Closing the Gaps. Over the last five years, Stafford Elementary has seen a decline in student academic achievement. As the downturn continued, students started new school years academically behind their grade level counterparts decreasing their academic readiness by one to two years each year. Eventually, affected elementary students may enter the secondary level showing the same level of academic unpreparedness, which will affect overall graduation rates. By adding additional days through the ADSY program, Italy ISD seeks to provide authentic, in-depth learning experiences emphasize math and reading through student engagement and social emotional learning.

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.

The majority of students that graduate from Italy ISD have never traveled by plane or by train. Many have never stayed in a hotel or went for a vacation. This lack of exposure can contribute to a deficiency in understanding the perspectives of different cultures. To support the reduction of learning loss over the summer, Italy ISD is devoted to providing an academic enrichment program that extends learning by exposing at-risk students to hands-on, real-life experiences outside of the standard resources provided locally. These activities would include participation in lessons and activities that aren't as equally accessible to rural areas as to urban and suburban school settings. STEM-focused lessons designed to support reading and math through project-based learning and small group activities will be the focus of the summer program. Enrichment activities that involve exposing elementary students to career fields such as robotics, business management, health and medicine, and travel and hospitality are just a few of the areas that will be emphasized.

By facilitating age-appropriate instruction through small groups, educators will provide students with authentic learning opportunities that support differentiated learning styles. Educators will also strengthen social-emotional learning through problem-solving strategies that require teamwork and self-motivation. Students would have the opportunity to interact with individuals currently employed in STEM-related fields to discuss educational requirements, observe job expectations, and what interests them the most about what they do. Students would then have the opportunity to use acquired knowledge from experts in the field and their teacher to extend their learning through PBL activities done in the classroom.

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 entire current administrative team within Italy ISD is fairly new to the district with veteran administrator being the elementary principal. The elementary principal has been in Italy ISD for just over a year and half. With the entire administrative team being new to the district, this meant a change in culture and a shift in management systems. This shift included how instruction was delivered along with opportunities for intervention. Mandatory before and after school intervention times were included in weekly schedules. Expectations for summer school participation were also revisited.

Key takeaways from this process include ensuring that key stakeholders are represented during planning meetings or have an opportunity to provide suggestions and voice concerns. This is done in a variety ways through campus education improvement committees and district education improvement committees in which staff members, parents and community members are equally involved in the decision making process. This process of open communication and shared decision making will be beneficial towards the implementation of ADSY because it safeguards a collective vision of academic achievement for Stafford elementary students.

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.

The primary district advocates are the Superintendent of Italy ISD and the District Director of Teaching and Learning. They are committed to the ADSY program because since joining the district, each individual has worked endlessly to streamline educational opportunities necessary to promote academic achievement and instructional excellence. A few of their efforts include securing instructional resources in all subjects that align with the TEKS, piloting a dual credit program to provide additional opportunities for high school students, and introducing Advanced Placement courses at the high school level. The Director of Teaching Learning also serves as the District Coordinator for School Improvement for Stafford elementary, overseeing school improvement efforts for the campus. The district superintendent continuously provides opportunities for staff to achieve instructional and career goals by creating partnerships with local colleges and universities as well as the local ESC.

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?

The District Diagnostic Tool and the District Decision Making Time Line would be the most helpful components because they both would serve as the foundation for the decision making process. The Decision Making Time Line would also ensure that the program expectations progress along at a pace that provides for accountability and adjustment if required.

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.

Stafford Elementary

Italy ISD's decision to select Stafford Elementary School was based on the campus's 2018-2019 state performance rating of a D, defaulting in Domain III Closing the Gaps. By adding additional days through the Voluntary Summer Learning Cohort, Italy ISD seeks to provide STEM-related, authentic, in-depth learning experiences that emphasize math and reading. This goal can be achieved by providing an extended school year program with meaningful, engaging, and social-emotional learning practices, making Stafford Elementary a suitable choice for cohort selection.

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.

Over the last five years, Stafford Elementary has seen a continued decline in student academic achievement. As the downturn continued, students started new school years academically behind their grade level counterparts. During the school year, Stafford elementary educators provided meaningful instruction to support student learning and catch low performing students up to speed based on the confines of the traditional school year calendar. Without enhanced targeted instructional support through the summer, students already at-risk for graduating decrease their academic readiness by one to two years each year, therefore, continuing the cycle. Eventually, affected elementary students enter the secondary level showing the same level of academic unpreparedness, which affects overall graduation rates. By adding additional days through the Voluntary Summer Learning Cohort, Italy ISD seeks to solve this loss of learning by exposing students to new enrichment experiences that will increase grade-level mastery, extend academic preparedness, and increase social-emotional wellness.

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.

Italy ISD seeks to hire an instructional coordinator to also serve as the ADSY Project Manager. The district instructional coordinator would be crucial to serve in this capacity based on their first hand knowledge of campus data, instructional needs and student performance data. At this time, a project manager has not been identified but Italy ISD will utilize the following abbreviated job criteria to identify and select an ADSY Program Manager.

- Supports the philosophy and vision of the school system in which he or she is employed.
- Facilitates the professional and intellectual development of teachers and aides.
- Helps to build positive relationships between teachers and administrators.
- Communicates, implements, and demonstrates practices in instruction that are known to improve teaching and education in general.
- Communicates information between students, teachers, administrators and the community in general.
- Supports the value of education within society as a whole.
- Puts various tutoring programs into place and recruits teachers to host them.

Fives years of successful reading or math teaching experience and leadership experience will also be required as well as experience with adult learning styles.

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 Instructional Coordinator would be under the leadership of the district Director of Teaching and Learning who coordinates all curriculum resources, district professional development and campus administrative supervision. This will allow the Program Manager to have access to useful resources necessary to implement and lead a successful extended year summer program.

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 will be comprised of members of the District Educational Improvement Committee. These individuals serve in a collaborative decision-making process as a governing body responsible for making decisions in the best interest of the district, making them the right committee members for this role. Members of the District Educational Improvement Committee include teachers from each campus with years of experience ranging from 2 years to 20 (reading and math) or more years as well as school and district administrators. Community members of the DEIC include local business representatives, city council members, parents of students, and current students. The committee will be governed by policies BQ (LEGAL) and (LOCAL), Planning and Decision Making Process, and BQA (LEGAL), (LOCAL), and (REGULATION), Planning and Decision Making Process: District Level.

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"/>