



**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

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**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

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.

Gainesville ISD desires to join the ADSY PEP to address the district's low reading scores in grades 3-5. These scores have remained consistently between 64 and 68 on the STAAR over the last four years at W.E. Chalmers Elementary, 10 points below the state average (grades 2-4), and between 67 and 76 for grade 5 at Robert E. Lee Intermediate (grades 5-6). The district also has an Economic Disadvantaged rate of between 76% and 84% in the same time frame at both campuses. The district also has a significant decrease in reading scores to as low as 46 in grade 6 following a student advancing from grade 5. Gainesville ISD wants to address this literacy issue as part of a Voluntary Summer Learning Cohort. Data shows that students are consistently performing below grade level in all data points used within the district, not just STAAR. Evidence indicates that the problem lies with Tier I instruction. The district believes that additional time with these students would address the Tier I instructional issues, particularly at W.E. Chalmers Elementary. Research by Figlio, Holden, and Ozek (2018) indicate significant positive effects of additional literacy instruction on student reading achievement. To mitigate the literacy issue within Gainesville ISD, the district will utilize additional days through summer learning to provide additional Tier I literacy instruction. Figlio, D., Holden, K. L., & Ozek, U. (2018). Do students benefit from longer school days? Regression discontinuity evidence from Florida's additional hour of literacy instruction. *Economics of Education Review*, 67, 171-183.

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.

Gainesville ISD will implement a summer learning program lasting 25 days following the end of the regular school calendar and targeting students that are below grade level for reading in grades 2 and 3, as demonstrated on at least three data points drawn throughout the academic year. This will allow the district to pilot this program at W.E. Chalmers Elementary before expanding to other campuses during the implementation period. Teachers will be encouraged to develop ways to personalize instruction to each student, leveraging research cited previously by Figlio, Holden, and Ozek.

During the summer learning program, instructional minutes will be broken down with students spending 90 minutes on reading, 90 minutes on mathematics, and 180 minutes of enrichment time which will be developed in consultation with teachers in fine arts, STEM fields, and physical education. In addition, the district wants to see students grow into community leaders and will seek during the strategic planning process to have a community service component to the program, if feasible. The 180 enrichment minutes will be facilitated by college or high school students, under the direct supervision of the certified teachers. The college and high school students will be selected based on their interest in pursuing a career in education.

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.

For the last three years, Gainesville ISD has been partnering with four other school systems around the country through a Teacher and School Leader Incentive grant from the U.S. Department of Education. The Empowering Educators to Excel (E3) grant works to create equity and opportunity to impact student achievement by focusing on the most powerful levers for educator effectiveness and retention. The levers the grant focuses on are as follows:

- instructional leadership teams
- leadership academies
- professional learning communities
- job-embedded individual and peer coaching
- network improvement communities
- building a year-long recruitment and retention system

Through this grant, Gainesville ISD is learning how to leverage its strengths through its constraints. The daily job-embedded professional learning is extremely important in maximizing the impact teachers have on student learning. The district has also adopted an individualized instructional coaching model through job-embedded training and peer coaching to give teachers targeted feedback to help develop instructional practices and improve student outcomes.

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 advocates in the district will be the Superintendent, Assistant Superintendent, and the project manager. Each of these persons has been involved in district wide theories of change at Gainesville ISD or in previous districts, most recently each have been part of the E3 program at Gainesville ISD. The district has included letters of support from each of these persons with this application where they explain their role and commitment to ADSY.

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 believes that the first key component in the PEP is the development of a strategic plan for ADSY. This effort will enable the district to treat ADSY as a stand-alone independent effort within the district while extending resources and best practices from the standard school year. Having a strategic plan in place for ADSY will lead to the summer learning program being a focused time of learning and enrichment. The second component that the district believes will lead to success is the use of a Project Manager. This will lead to success by having a point person at the district level responsible for coordinating ADSY activities. The district has found that having a champion for a project or program does lead to a better outcome for that project or program. The strongest example is the E3 program, which was challenging when first implemented, but over the last three years has been embraced by campus leadership and teachers on every campus through the leveraging of a dedicated person at the district leadership level. Third, the use of a Steering Committee will help make the ADSY summer learning program successful as it will be a catalyst for the persons involved with the summer learning program. This will empower the pilot campus, and the other campuses in future years to use the Steering Committee as a place to explore new concepts, methodologies, and pedagogy that could eventually be brought into the full school year.

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.

The district will be piloting ADSY at W.E. Chalmers Elementary. This campus was selected based on STAAR, benchmark, and related assessments analyzed from the last four years; which show that students are performing below grade level literacy on almost every assessment. In addition, this campus has a high economic disadvantage rate of 80%, which is a key indicator of under performance in reading (McGown, 2016). This campus is best suited for the Voluntary Summer Learning Cohort as it spans grades 2-4, which are key grades to impact future reading development (Blachman et al., 2014).

Blachman, B. A., Schatschneider, C., Fletcher, J. M., Murray, M. S., Munger, K. A., & Vaughn, M. G. (2014). Intensive reading remediation in grade 2 or 3: Are there effects a decade later?. *Journal of educational psychology*, 106(1), 46.

McGown, J. A. M. (2016). Differences in reading performance of Texas elementary school students as a function of economic status, gender, and ethnicity/race: A Texas statewide study. Doctoral dissertation Sam Houston State University, Huntsville, TX.

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.

Gainesville ISD seeks to address a long-standing literacy issue within the district which has been manifesting over the last four school years with seemingly little change, as indicated on multiple district data points and assessments. Additional Days School Year will enable the district to target W.E. Chalmers Elementary, with a pilot approach, where the most impact can be obtained on literacy achievement. ADSY will address the literacy issue at this campus by allowing highly qualified ELA instructors to dedicate focused time to the identified students who are performing low in all of the district data points. This draws upon the previously identified research from Figlio, Holden, and Ozek.

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.

Ms. Amber Rains will serve as the ADSY Project Manager for the district. She has 18 years of experience in education with over half of her experience being in a leadership position. Ms. Rains has a wide range of teaching experiences expanding from grades 1 through 8. She currently serves as the District Coordinator of the ESL/BIL Program as well as the RTI program, both behavior and academics. Overall, Ms. Rains recognizes areas that need improvement, and she is quick to assess and implement a plan of action that will move towards success.

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.

Ms. Rains, as demonstrated in the attached organizational chart, will report directly to the Assistant Superintendent for Curriculum and Instruction. This will enable her to work directly with district administration and access necessary resources for the summer learning 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 Steering Committee will consist of the Project Manager, Assistant Superintendent of Curriculum and Instruction, Director of Special Education, Director of Human Resources and Federal Programs, and the Assistant Principal at W.E. Chalmers Elementary. The committee will be expanded to additional campus administrators in accordance with the ADSY strategic plan and implementation plan. Combined the committee members have more than 50 years of experience in public education. The committee is drawn from every part of district leadership , and thanks to the small size of the district can pull in subject matter experts (e.g. technology, finance, etc.) as needed.

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"/>

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

Additional Days School Year Planning and Execution Program

District or Charter School Network Information Form

Voluntary Summer Learning Cohort (*Self-Funded*)

Attachment 1

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

Overview

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

Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; add additional schools as relevant below school A • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest • Please use the box in row 153 to note any special circumstances that these fields do not capture • Please reach out to ADSY@tea.texas.gov with any questions about this document 	
Application	
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	Yes
District or Open Enrollment Charter School Information	
District or Charter School Name	Gainesville ISD
District or Charter School Network ID Number	49901
Personnel	
Superintendent Name	DesMontes Stewart
LOI Author Name	Reagan Lynch
LOI Author Title	Grant Writer
LOI Author Phone	940-668-3627
LOI Author E-mail Address	rlynch@gainesvilleisd.org
District ADSY Project Manager Name	Amber Rains
District ADSY Project Manager Title	District Coordinator, Intervention Services
District ADSY Project Manager Email Address	arains@gainesvilleisd.org
District ADSY Project Manager Phone Number	940-665-4362
District Details	
District Overall Performance - Numeric Grade Only	78
Total Students in District	2972
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	120
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	XI
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Renaissance Star
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	N/A
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	7/1/2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	28-Feb-17
If district is a District of Innovation, is the requirement for first day of school waived?	Yes
Does the applicant and relevant district and school stakeholders commit to attending the ADSY Kickoff Summit in summer of 2020? (<i>Date and location will be shared as soon as is available</i>)	Yes
School Details	
Elementary (or Lower) School A	
Campus A Name	W. E. Chalmers Elementary
Campus A ID Number	49901107
Campus A Address	600 Radio Hill Rd, Gainesville, Tx 76240
Campus A Total Students	655
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	2
Highest Grade at Campus A (i.e. "5" for 5th grade)	4
2019-2020 Total Instructional Days	173
Anticipated 2020-2021 Total Instructional Days	165
2019-2020 First Day of School	8/14/2019
Personnel	
Campus A Principal Name	Brandon Whiten
Campus A Principal Email Address	bwhiten@gainesvilleisd.org
Campus A Principal Phone Number	940.665.9290

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

Campus A ADSY Project Manager	Amber Rains
Campus A ADSY Project Manager Title	District Coordinator
Campus A ADSY Project Manager Email Address	arains@gainesvilleisd.org
Campus A ADSY Project Manager Phone Number	940.665.4362
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	68
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	80%
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

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


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



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.	

DesMontes Stewart Gainesville ISD _____
 Printed Name District Name Cohort Selection
 4/17/2020 Superintendent
 Signature Date Title

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

To Whom It May Concern:

I will be a champion within Gainesville ISD for ADSY. As the Assistant Superintendent of Curriculum, I serve as the instructional leader for the district providing leadership in the development and maintenance of effectiveness and excellence in the educational programs of the district. I direct the operation, planning, development and administration of all school-based programs in support of the district's mission to ensure that all student are college and career ready. My department provides regular support and guidance to the school administrators and assigned central office personnel, including the effective and efficient operation of the curriculum and instruction department, and the planning, development and implementation of staff development focused on an aligned with district and campus improvement plans.

I support ADSY within GISD because we want our students to be provided with a rigorous academic foundation, while building a strong character, and equipped with skills for life. Our expectation is to graduate students who exhibit grit and determination in all aspects of life, are literate and articulate, and can meaningfully and practically apply knowledge in productive ways.

I look forward to working with TEA and the third-party funder as we strive to improve the lives of all children within our schools.

Sincerely,

A handwritten signature in black ink that reads "LaCreasha Stille". The signature is written in a cursive, flowing style.

LaCreasha Stille

Assistant Superintendent of Curriculum

4/17/2020

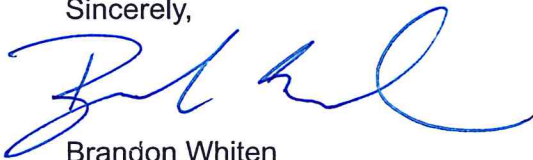
To Whom It May Concern:

I will be a champion within Gainesville ISD for ADSY. As the principal of Chalmers Elementary, I lead our campus on a day to day basis.

I support ADSY within GISD because we have so many students that could benefit from the additional learning. Especially during these times and so much of the year wasted, we need to get the kids back into school and back into a great curriculum.

I look forward to working with TEA and the third-party funder as we strive to improve the lives of all children within our schools.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brandon Whiten', with a large, stylized flourish at the end.

Brandon Whiten

Principal - Chalmers Elementary.

Amber Rains



905 W Star • Gainesville, Texas 76240 • Phone: 580-277-5160 • E-Mail: arains77@yahoo.com

Professional Summary

Dedicated educator with proven experience in planning and coordinating programs and policies at both campus level and district level. With nine years of administrator experience, and 9 years of classroom teacher experience I have strong expertise in development of action plans with the goal of maximizing student achievement.

Experience

District Coordinator of Intervention Services, Gainesville ISD 07/2019- Current

- Coordinate the district BIL/ESL programs
- Coordinate the district Response to Intervention program (academic and behavior)
- Coordinate district wide Positive Behavioral Interventions and Supports
- Collaborate with District Curriculum/Instruction Team on a weekly basis
- Participate in E3 Grant Strategic Planning (year 3 of a 5 year process)
- Present professional development opportunities for teachers and administrators
- Collaborate with district PEIMS department to ensure accuracy of student coding

Dean of Students, Gainesville ISD 08/2018 - 06/2019

- Oversee special program compliance for Intermediate campus and High School Campus
- BIL/ESL coordinator
- Facilitate all ARD, 504, LPAC, and RTI meetings
- Collaborate with teachers to ensure students' needs are being met
- Oversee RTI process for Intermediate campus and High School Campus (Academic and Behavior)
- Participate in E3 Grant implementation (year 2 of a 5 year process)
- Facilitate Student Support Team Meetings each six weeks with teachers
- Assist leadership team at the high school with extra-curricular activities that require an administrator to be present
- Present professional development opportunities for teachers and administrators
- Coordinate both Cooke County Spelling Bee and GISD Spelling Bee

Assistant Principal, Gainesville ISD 08/2016 - 06/2018

- Address campus discipline issues and parent concerns
- Oversee campus wide RTI implementation
- Oversee and track campus attendance- for students and teachers
- Lead the campus PBIS committee
- Evaluate teachers through formal and informal observations (TTESS)
- Present professional development opportunities for teachers

Assistant Principal, Nocona Elementary 08/2013 - 06/2016

- District/Campus Coordinator of Section 504
- Facilitate weekly team meetings with teachers/grade levels
- Facilitate Student Support Team Meetings 3 times each year with each teacher
- Assist principal in decision making and implementation of policies/procedures
- Write policy and procedures for campus as well as for the district
- Oversee the Special Education Department and campus wide RTI
- Address discipline issues and parent concerns
- Evaluate teachers through formal and informal observations (TTESS)
- Present professional development opportunities to teachers



Special Education, Nocona ISD

08/2012-06/2013

- Coordinate all inclusion classrooms in 7/8 grades
- Complete all ARD paperwork for each student
- Collaborate with teachers on inclusion and RTI strategies
- Facilitate ARD meetings on campus
- Testing co-coordinator for campus
- Collaborate with administration where specialized instruction is concerned

K-5 Principal, Gold-Burg ISD

07/2010-08/2012

- Special Education coordinator
- Address all discipline and parent concerns
- Write and Implement local policy/improvement plans
- Evaluate staff through formal and informal observations (PDAS)
- Facilitate parental involvement meetings and activities (Title I)
- Oversee curriculum implementation and provide assistance as needed
- Campus testing coordinator

Teacher, Thackerville Public Schools

08/2008-06/2010

- Teach in self-contained classroom
- District Dyslexia coordinator
- Utilize differentiated instruction
- Coordinator for Elementary Gifted and Talented Program
- Coach Varsity Cheerleading Squad
- Fulfill administrator duties when principal is off campus

Instructional Assistant/Teacher, Gainesville ISD

08/2003-07/2008

- Mentor certified staff where curriculum and discipline were concerned
- Member of campus and district improvement teams
- Assist with master schedule and duty schedules
- Facilitate development of district wide scope and sequence
- Facilitate vertical and horizontal team meetings
- Provide workshops to staff where curriculum and discipline were concerned
- Assist supervising principal with campus decisions and community relations
- Coordinate Family Literacy Night and Teacher Appreciation Week activities

Education

MASTER OF SCIENCE, Education Administration 2006

Texas Woman's University - Denton, Texas

BACHELOR OF SCIENCE, Interdisciplinary Studies 2002

Texas Woman's University - Denton, Texas

ASSOCIATE OF SCIENCE, General Studies 1999



Texas Certifications

Oklahoma Certifications

Principal EC-12

Principal EC-12

Special Education EC-12

Elementary Education 1-8

ESL Supplemental EC-12

Elementary (self-contained) & Reading 1-8

Skills

- Complete tasks promptly
- Organized and detail-oriented
- Effective time management
- Positive learning environment
- Strong team player/collaborator
- Effective curriculum instructor
- Effective behavioral interventionist

References:

Lacreasha Stille, Assistant Superintendent, Gainesville ISD- 817-729-4781

Dee Doshier, Principal Gainesville ISD- 254-717-7990

Dave Glancy, Principal Gainesville ISD- 817-296-9054

Gilpatrick Peyton, Principal Nocona Elementary- 254-749-6980

Tracy Pierce, RTI Instructor Nocona Elementary- 940-825-3151

Kenny Miller, Superintendent Gold-Burg ISD- 940-872-3562

To Whom It May Concern:

I will be a champion for ADSY within Gainesville ISD as the Project Manager devoting at least 50% of my time to the program.

I support ADSY within GISD by way of recognizing this need for extended learning for our students. Literacy achievement continues to be a struggle for many of our learners due to various reasons. I believe offering this extended learning opportunity, where expert teachers can target specific deficits for students as individuals, will help us to bridge the achievement gap and allow more instructional time for our learners. My current role, as the District Coordinator of Intervention Services, has allowed me the opportunity to look at our current intervention practices at each campus. I have been included in the SST Meetings that have taken place on each campus, and I have a good vision of how we need to move forward to truly reach each learner at the individual level.

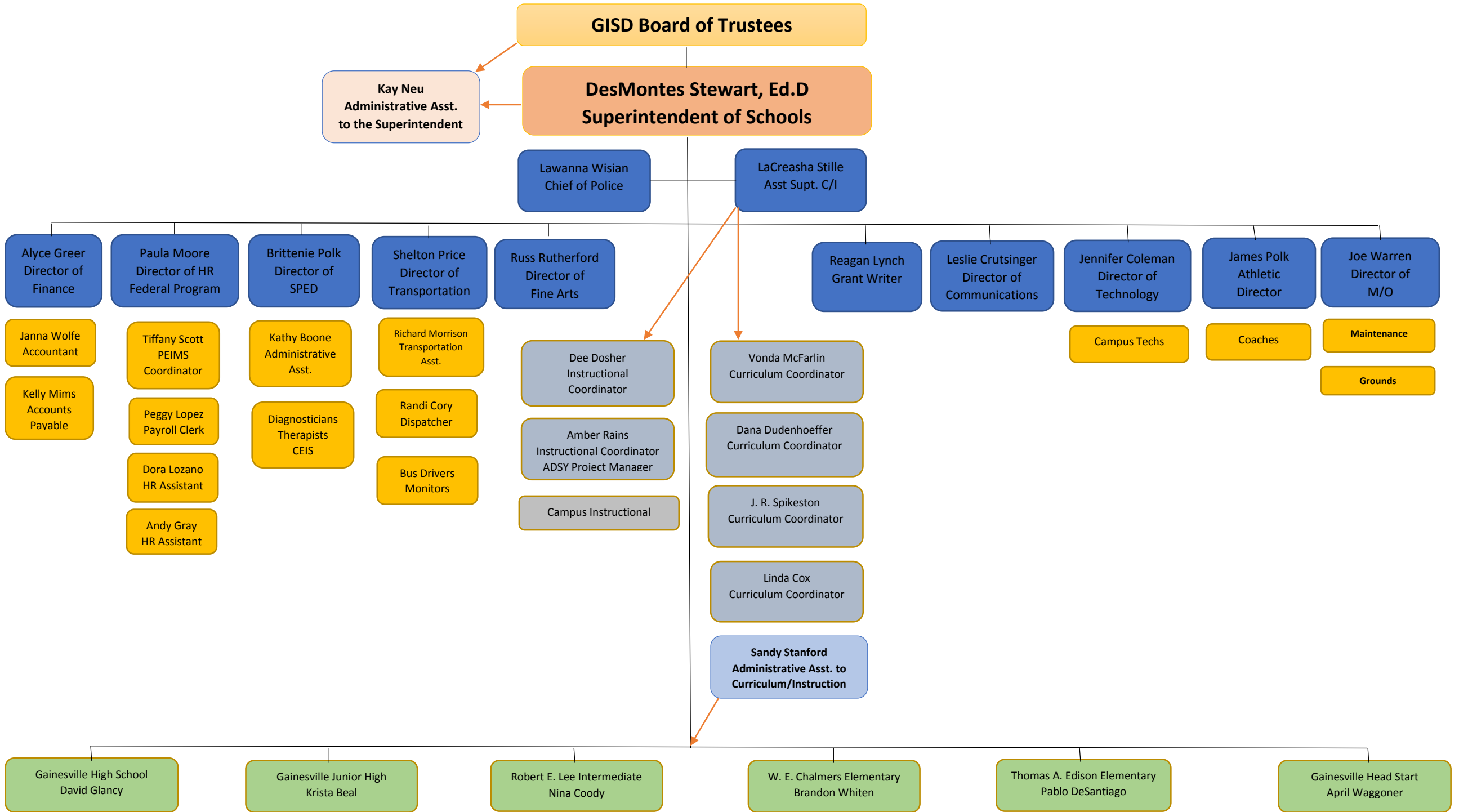
I look forward to working with TEA and the third-party funder as we strive to improve the overall success of all learners within our schools.

Sincerely,

A handwritten signature in cursive script that reads "Amber Rains".

Amber Rains

District Coordinator of Intervention Services



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to the Superintendent

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CEIS

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Transportation Asst.

Randi Cory
Dispatcher

Bus Drivers
Monitors

Dee Doshier
Instructional Coordinator

Amber Rains
Instructional Coordinator
ADSY Project Manager

Campus Instructional

Vonda McFarlin
Curriculum Coordinator

Dana Dudenhoeffer
Curriculum Coordinator

J. R. Spikeston
Curriculum Coordinator

Linda Cox
Curriculum Coordinator

Sandy Stanford
Administrative Asst. to
Curriculum/Instruction

Campus Techs

Coaches

Maintenance

Grounds

Gainesville High School
David Glancy

Gainesville Junior High
Krista Beal

Robert E. Lee Intermediate
Nina Coody

W. E. Chalmers Elementary
Brandon Whiten

Thomas A. Edison Elementary
Pablo DeSantiago

Gainesville Head Start
April Waggoner