



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

NOGA ID [Redacted]

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

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): **N/A**

**Applicant Information**

Organization **Aldine Independent School District** CDN **101902** Campus **101-902-154** ESC **4** DUNS **073898017**  
 Address **2520 W. W. Thorne Blvd.** City **Houston** ZIP **77073** Vendor ID **74-6001110**  
 Primary Contact **Adrian Bustillos** Email **abustillos@aldineisd.org** Phone **281-985-6318**  
 Secondary Contact **Stacey Smith** Email **sasmith3@aldineisd.org** Phone **281-985-7554**

**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 **Dr. Tamika Alford-Stephens** Title **Chief Financial Officer**

Email **tralford-stephens@aldineisd.org** Phone **281-985-7333**

Signature *Tamika Alford-Stephens* Date **04/27/2020**



**Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

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

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements

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

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



**Statutory/Program Assurances (Cont.)**

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

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

**Statutory/Program Requirements**

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

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

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

Aldine ISD launched a new, five-year strategic plan, A New Way Forward, in August 2020. The district's plan is rooted in creating choices and opportunities for students and families. The district's vision is to ensure all students receive a dynamic and unparalleled education that guarantees choices and opportunities today and in the future. To that end, the district strives daily to cultivate innovation across all programs and schools so teachers can create meaningful, rigorous learning experiences for every student, in every grade and subject. A New Way Forward includes anchor goals including: all students will learn in highly rated schools, all rising first graders will enter school ready and all third graders will read on or above grade level. As one of the largest, most diverse districts in Texas, Aldine must set the bar high for teaching and learning. The additional Days School Year (ADSY) Planning and Execution Grant will allow the district to explore and design a new choice and opportunity for students that is directly aligned to the district's strategic plan. The district's ultimate goal is to close the achievement gap for economically disadvantaged students by preventing the summer slide in learning since the district is composed of 89% Economically Disadvantaged students. In addition grant funds will allow the district to serve its other students populations including 74% Hispanic and 24% African American. Adding instructional days to decrease the length of summer, we believe, will increase academic achievement for all. Aldine's ADSY planning and execution approach will be a 210 day full-year redesign.



**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.

Redesigning a school model with the additional days, we believe, will positively impact academic achievement and streamline operational design. The district is designing the program to tie directly into all five of the district's strategic priorities: student achievement, school culture, mission-driven leadership, organizational efficiency, and community engagement, and outreach. The district believes the new school calendar will create daily professional learning communities for teachers during the instructional day since lack of planning time for teachers to share model lessons on reading and math, ample time to disaggregate data, and develop high quality instruction have been identified as potential barriers to positive student outcomes.. By adding enrichment programs to our campuses, the district will be able to provide another outlet for students to grow in the arts and take brain breaks from rigorous content. The additional recess time will allow students to release their energy so that they can refocus learning on reading and math. By concentrating on effective planning for teachers, students will benefit from tailored lessons designed to address specific needs. The district's goal is to ensure students who are economically disadvantaged, English language learners, have disabilities and are African American or Hispanic will see an increase in achievement, academic growth, and a decrease in achievement gaps. The district believes students will be excited to come to school knowing that each day will include enrichment courses possibly in performing arts, music, or art.

The district's operational design will include evaluating teacher contracts, teacher staffing, transportation, food services, and costs that emerge for additional school days. Increasing the number of school days will have a direct impact on the teacher duty schedule. As such, the district will compensate teachers accordingly. New staffing models for campuses that participate in the ADSY will be designed and developed to provide enrichment courses for students. Furthermore, transportation and food service options will create new plans to support the additional days calendar. The planning year for 2020-2021 will allow Aldine sufficient time to collaborate with a steering committee to develop a comprehensive plan that supports and enhances the district's other strategic initiative to ensure successful implementation.

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.

As part of Aldine's vision to provide students with a dynamic and unparalleled education, the district applied for and was accepted into the System of Great Schools through the Texas Education Agency. In order to continue their SGS work, the district launched the Office of Transformation. A new Chief Transformation Officer was hired to lead the Office of Transformation. The primary role of the Chief Transformation Officer is to create choices and opportunities for students and families by re-imagining schools through the lens of new school design models, innovative approaches or creating partnerships. In addition to creating a new office, the district is developing a school performance framework to rate schools using a tiered approach. The school performance framework will assist in the decision making process for potential school actions. Aldine has also launched two ACE demonstration schools in the district, Worsham and Goodman Elementary schools. Students who attend the ACE demonstration schools have additional extended learning time at the end of each day. Teachers attended professional development prior to the school year and embedded a social emotional learning program throughout the curriculum. Other school actions include two TEA school action fund planning grants for Hall Center for Education and MacArthur High School. Aldine is also applying for school action continuation dollars to implement a new school redesign for Hall Center education. MacArthur High School is planning for a new instructional model to meet the school's student outcome goals.

The aforementioned actions are all aimed at improving school performance and implementing rigorous curriculum and instruction. The district has learned that extending the school day and embedding SEL supports keep students highly engaged in their learning journeys. We will use these takeaways as we plan for the implementation of ASDY .



**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.

Aldine ISD Superintendent, Dr. LaTonya M. Goffney, is the district’s primary advocate in driving the district’s mission and vision. She ensures her team strives to implement innovative ways of teaching students. This includes, but is not limited to, re-imagining ways in which schools provide high quality instruction to improve student achievement, school culture, and mission driven leadership. The district’s Chief Transformation Officer also advocates to create new school models to improve student outcomes as well as the number of A and B schools. Elementary School Assistant Superintendents are champions behind the ADSY. Their discussions with the campus principals on ways to increase reading, math, recess, and enrichment has created excitement for all involved.

Aldine has begun the process of reimagining summer opportunities for students. During the 2018 – 2019 school year, six elementary school sites implemented a summer learning program that included an enrichment program along with core content learning. Students received core content instruction in the mornings and transitioned to art, music, or dance in the afternoon. Summer 2020 will look similar and includes stem activities and mindful exercises.

Should the district be selected to receive the ADSY grant, staff will continue to reimagine ways for students to access summer opportunities that reduce the summer slide.

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?

Developing a successful program on any campus takes a dedicated team that is open to innovative thinking. All components are important to the planning and execution of the ADSY, but Aldine believes the following components will be the most helpful. A steering committee with cross functional district leadership in making informed decisions brings voice to the table. The additional day school year will impact our entire community. A representative from each department is required to ensure all relevant information is brought forth for successful implementation. The committee will be guided by a strategic rollout plan that will include milestones to ensure all deadlines are being met. Breaking the process into two phases provides the steering committee with feedback from stakeholders and TEA. In addition to forming a committee, planning with rubrics will provide guidance to both the project manager and steering committee. Additional support from a technical assistance provider provides additional support to planning and designing. Furthermore, being given the opportunity to partner with a technical assistance provider will provide another lens of considerations the district may not have thought about previously.. This includes additional knowledge, resources, and lessons learned from other districts. Connecting our school district to other districts across the state and nation who have successfully implemented similar programs will provide models that the district may consider. Planning resources to support cohort planning tools are needed to implement the planning process. Supplementing the district with five resource tools provides a blueprint of where to start and to move towards.

Aldine believes the components described above will be critical to the success of an ADSY program.



**Statutory/Program Requirements (Cont.)**

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

Aldine plans to implement ADSY at Vines Primary School and Ermel Elementary (same feeder pattern). TEA accountability data for 2019 indicates Ermel Elementary school received a grade of C in student achievement, academic growth and closing the gaps. The district's draft school performance framework rates Ermel Elementary as a "Reinforce" campus for support. Because research indicates that the impact of students not receiving quality instruction during summer break may create a gap of up to three grade levels for low income students by fifth grade, the district wants to provide the much-needed opportunity for our early childhood students at Vines Primary to close gaps in literacy and numeracy providing solid foundational skills. Vines Primary School offers a Dual Language program to promote early bilingualism and enhance cognitive skills. The success of the Dual Language program has been challenged due to students entering school with little to no pre-literacy skills. The leadership team at Vines Primary has identified limited time for effective differentiation as a key factor for not achieving academic success with all students. Recent data shows that only 47% of kindergarten students at Vines Elementary, met or mastered the district's end of year reading expectations for 2019. A new approach to reaching all students with a focus on strengthening the dual language program at Vines Primary is greatly needed. It is equally important these supports transfer to the receiving school, Ermel Elementary, to ensure continued success.

By including Ermel Elementary as part of the Additional School Days Program, the kindergarten cohort from Vines would continue with the same or similar support systems and school structures when they enter first grade. A continuance of the model will not only strengthen the Dual Language program, but address deficiencies that may hinder all students in their elementary years in reading and math. Teachers and students will benefit from brain breaks during the school day and 30 additional days of academic instructional time that the new model provides. At the end of the 18-19 school year, 60% of Ermel's 3rd grade students taking STAAR Reading in Spanish were able to pass at the Approaches level. Only seven Limited English Proficient (LEP) students exited the bilingual program. The possibilities of a collaboration between the two campuses, with an intentional redesign of the instructional programs, are limitless.

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.

Aldine students take an end of year assessment that provides students with their reading levels, Lexile and quantile score. When students return at the beginning of the school year, many of the student's reading levels, Lexile, and quantile scores drop as indicated by the beginning of the year diagnostic assessment results. The amount of time to regain math and reading fluency foundation skills from the previous school pushes students further behind. Furthermore, a loss in fluency and foundation skills puts Economically disadvantaged students and students of color even further behind. When schools provide instructional resources to students to continue learning during the summer months without assistance from the schools, some families are not able to support their students in reading and math. Parents become frustrated due to their inexperience and lack of knowledge to teach foundational skills, such as learning how to read. Setting a schedule for students to learn is difficult without support from an educator. The lack of knowledge in creating step-by-step reading processes may discourage students and parents to read over the summer months. Math skills that students lose are base counting, addition, subtraction, multiplication without frequent exposure and scaffolding to build upon student knowledge. Students experience a loss of practice and fluency skills without a certified teacher over the summer days. The ADSY grant will allow Additional day school year opportunities for schools to continue reading, writing, math skills, and SEL social emotional support year-round. The chance for students to have access to a certified teacher to continuously scaffold reading and math processes, support the leveling of the playing field for all students, and provides a level playing field to education. Schools will have the opportunity to extend Reading and math programs and opportunities to extend out topics to further build upon foundational skills and connect the learning to real-world experiences. The number of students who are not reading on grade level from elementary to middle school increase the percent of students not reading on grade level. The students are not able to catch up to their peers, which widens the achievement gap at a higher rate, and lowers the chance of a student graduating from high school. Furthermore, extending enrichment programs will allow students to become a more well-rounded student and stimulate creative thinking and self-expression.



**Statutory/Program Requirements (Cont.)**

7. Pilot Approach and Campus Selection: Response continued.

All students will have the opportunity to participate in enrichment activities instead of targeted intervention for reading and math. Lower performing students will no longer be left behind in enrichment activities that support reading and math skills. The development ability of students who attend enrichment courses will tie to student growth in reading and math. Costs associated with summer enrichment programs do not meet the needs of students in poverty. This puts the district's most economically disadvantaged students at a loss for new learning skills. If selected for the ADSY grant, schools will incorporate new enrichment courses to close the gap, while that supplementing foundational learning skills for all students at their campuses. Application of concepts and skills for students (i.e. to putting learning into action) will support the overall learning process. Allowing teachers to have daily professional learning communities to disaggregate data will allow them to tailor instruction and grow target student's skill development at a faster rate.

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

The ADSY is a transformational endeavor. The district's Chief Transformation Officer has been charged with leading this work and serving as the designated program manager. His leadership over the past three years in Aldine and in a previous district makes him the perfect person to oversee the work. He is skilled at leading school redesign models. In addition, he has led the planning, design and support for two school action fund projects. He has collaborated with various technical assistance providers through other school action fund opportunities. The Chief Transformation Officer calendars weekly and bi-weekly meetings with technical assistance provided. This assists him in creating and planning ideas prior to working with the steering committees. This ultimately leads to more effective steering committee meetings. He has demonstrated his ability to work with all departments to bring projects from planning and design into implementation.

Systemic changes are required to implement the ADSY. As outlined above, the Chief Transformation Officer has the skills to effectively implement and monitor.



**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.

Aldine’s organizational structure uses a Chief model design. Direct reports to the Superintendent include the Deputy Superintendent, Chief of Schools, Chief Academic Officer, Chief Financial Officer, Chief Human Resource Officer, Chief Communications Officer, Chief of Strategic Initiatives and Accountability, Chief Transformation Officer, and General Counsel. These direct reports comprise the Superintendent’s core leadership team. This team meets weekly to discuss the district’s progress towards the outlined strategic priorities. All discussions by the core team are grounded in closing the achievement for all students.

The Chief Transformation Officer, who will serve as the ADSY program manager, has direct access to the Superintendent and core team. The Chief Transformation Officer will be responsible for Board communication and presentations as communicating the additional day school year to the Board of Trustees is one of the most important steps in moving the plan forward. The CTO’s ability to collaborate with the core team will also be an integral part of moving the work forward. He will lead the decision-making process in determining the design of a 210 day school year calendar to support reading, math, recess, and enrichment. Any barriers that do arise will be addressed immediately. The aforementioned decision-making process will streamline the steering committee’s work to create a new instructional calendar, financial plan, operating plan, and academic plan.

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.

Aldine believes that leadership matters. To this end, it is important the district has the right and the importance of having the right stakeholders included in the decision-making process. Our steering committee will have up to twenty (20) district and campus leaders. The individuals selected are key members of the Superintendent’s core team, Assistant Superintendents, Executive Directors, Directors, and the campus principals. There is a balance of old and new on the committee. Many members of the steering committee have a knowledge of the historic context of the district, while others are new to their roles and can offer fresh perspectives. This will allow for balance of the steering committee from each person’s role and expertise will bring all vantage points to be represented at the table as decisions are made. All steering committee members currently work cross-functionally with other departments. A rapport has already been established between members of the steering committee. Our core team members receive direct reports from each of their respective departments to support subcommittees when needed. The Chief Financial Officer and her team oversee the district budget. Her experience provides guidance in creating a financial model to develop a successful budget plan that impacts salaries, operation cost, and other miscellaneous expenses. The Chief Academic Officer and Executive Directors are developing new instructional approaches for our teachers. Additional research from the academics’ team provide new programming for schools. This includes enrichment support and design from our Directors of Visual and Performing Arts and Physical Education. The academic team is one of most important departments in creating a 210-day calendar. Our Chief of Schools and the Assistant Superintendents are leaders in the district. They outline the vision and direction of the schools which provides alignment with the assurances of the ADSY program. The knowledge and support of the Schools Office is critical in implementing the program in 2021-2022. Communicating the actions of the steering committee will be led by our Chief Communications Officer. The Chief Communications Officer and Chief of Strategic Initiatives and Accountability oversee the development and deployment the school calendar. The Chief Communications Officer leads the district in messaging the brand to our Board members, district employees and community.



**Statutory/Program Requirements (Cont.)**

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

The governance of the steering committee will be led by the Chief Transformation Officer (CTO). Project governance will follow an initiation of the ADSY, developing the plan, planning the execution, monitoring, decision making, meeting assurances, and final implementation deliverables. Weekly meetings will be secured to launch the project. The CTO will use his project planning document to record all actions, due dates, milestones, and next steps. In addition, the CTO will create subcommittees and meet with the subcommittees bi-weekly to assist in planning and design all with the added support of the technical assistance providers. He will gather data and present the information to the Superintendent and core team weekly. Communicating the project to the Superintendent and core team every week will create accountability with moving the project forward. The final approval of the school calendar and actions will rest with the Board of Trustees.

- Steering Committee Members
- LEAD: Chief Transformation Officer
  - Deputy Superintendent (oversees Operations)
  - Chief Financial Officer
  - Chief of Schools
  - Chief Academic Officer
  - Chief Communications Officer
  - Chief of Strategic Initiatives and Accountability
  - Elementary School Assistant Superintendent
  - Primary School Assistant Superintendent
  - Executive Director of Family and Community Engagement
  - Executive Director Human Resources
  - Executive Director Elementary Teaching and Learning
  - Executive Director Technology
  - Director Visual Arts
  - Director Performing Arts
  - Director of Athletics
  - Vines Primary Principal
  - Ermel Elementary Principal

**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"/>



**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).

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**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.

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**Professional and Contracted Services 6200**

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

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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

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**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.

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**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:		101902	Amendment #:	N/A
<b>Payroll Costs (6100)</b>				
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$ -
2	Educational Aide			\$ -
3	Tutor			\$ -
<b>Program Management and Administration</b>				
4	Project Director			\$ -
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			\$ -
<b>Auxiliary</b>				
12	Counselor			\$ -
13	Social Worker			\$ -
14	Community Liaison/Parent Coordinator			\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
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)			\$ -
<b>Other Employee Positions</b>				
21	Chief Transformation Officer		1	\$ 86,445
22	Transformation Program Manager		1	\$ 40,729
23	<b>Subtotal Employee Costs:</b>			<b>\$ 127,174</b>
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24	6112 - Substitute Pay			\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -
27	6140 - Employee Benefits			\$ 16,714
28	61XX - Tuition Remission (IHEs only)			\$ 3,960
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			<b>\$ 20,674</b>
30	<b>Grand Total:</b>			<b>\$ 147,848</b>
31	<b>Total Program Costs*:</b>			<b>\$ 147,848</b>
32	<b>Total Direct Admin Costs*:</b>			<b>\$ -</b>
*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.				

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

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
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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: 101902		Amendment #: N/A	
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> 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.			
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:		
2	6291 consulting services Specify purpose: assigned technical assistance provider from TEA	\$	166,924
3	Service: Specify purpose:	\$	-
4	Service: Specify purpose:	\$	-
5	Service: Specify purpose:	\$	-
6	Service: Specify purpose:	\$	-
7	Service: Specify purpose:	\$	-
8	Service: Specify purpose:	\$	-
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$</b>	<b>166,924</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$	-
11	<b>Grand Total:</b>	<b>\$</b>	<b>166,924</b>
12	<b>Total Program Costs*:</b>	<b>\$</b>	<b>166,924</b>
13	<b>Total Direct Admin Costs*:</b>		
*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.			

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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: 101902		Amendment #: N/A	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	25,228
2	<b>Grand Total:</b>	<b>\$</b>	<b>25,228</b>
3	<b>Total Program Costs*:</b>	<b>\$</b>	<b>25,228</b>
4	<b>Total Direct Admin Costs*:</b>	<b>\$</b>	<b>-</b>
<p><b>*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.</b></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: 101902		Amendment #: N/A	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
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.	\$	60,000
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	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	\$	<b>60,000</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	-
11	<b>Grand Total:</b>	\$	<b>60,000</b>
12	<b>Total Program Costs*:</b>	\$	<b>60,000</b>
13	<b>Total Direct Admin Costs*:</b>	\$	-
<p><b>*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.</b></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**

**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:		101902	Amendment #: N/A	
<b>Capital Outlay (6600)</b>				
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$ -
<b>66XX - Computing Devices, capitalized</b>				
2	(Enter description and brief purpose)		\$ -	\$ -
3			\$ -	\$ -
4			\$ -	\$ -
5			\$ -	\$ -
6			\$ -	\$ -
7			\$ -	\$ -
8			\$ -	\$ -
9			\$ -	\$ -
<b>66XX - Software, capitalized</b>				
10	(Enter description and brief purpose)		\$ -	\$ -
11			\$ -	\$ -
12			\$ -	\$ -
<b>66XX - Equipment, furniture, or vehicles</b>				
13	(Enter description and brief purpose)		\$ -	\$ -
14			\$ -	\$ -
15			\$ -	\$ -
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
16	(Enter description and brief purpose)			\$ -
17	<b>Grand Total (sum of all lines):</b>		\$	-
18	<b>Total Program Costs*:</b>		\$	-
19	<b>Total Direct Admin Costs*:</b>		\$	-
<p><b>*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.</b></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:	101902	Amendment #	N/A
Grant Period:	May 15, 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	\$ 147,848	\$ -	\$ 147,848
2 Professional and Contracted Services	6200	\$ 166,924	\$ -	\$ 166,924
3 Supplies and Materials	6300	\$ 25,228	\$ -	\$ 25,228
4 Other Operating Costs	6400	\$ 60,000	\$ -	\$ 60,000
5 Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds			N/A	
6	<b>Total Direct Costs:</b>	<b>\$ 400,000</b>	<b>\$ -</b>	<b>\$ 400,000</b>
7	*Indirect Costs:			\$ -
8	<b>Total of All Budgeted Costs :</b>	<b>\$ 400,000</b>	<b>\$ -</b>	<b>\$ 400,000</b>
<b>Shared Services Arrangement</b>				
9	6493	Of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ -	\$ -
<b>Direct Administrative Cost Calculation</b>				
10	Total of All Budgeted Costs (line 8):			<b>\$ 400,000</b>
11	Direct Administration Cap per Program Guidelines (XX%):			0.05
12	Maximum amount allowable for direct administrative costs:			<b>\$ 20,000</b>

*\*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	
Letter of Interest for 2020-2021 ADSY Planning and Execution Program	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year</li> <li>Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; add additional schools as relevant below school A</li> <li>Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest</li> <li>Please use the box in row 153 to note any special circumstances that these fields do not capture</li> <li>Please reach out to ADSY@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	<b>Applicant Response</b>
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Choose "Yes" or "No"
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180	Yes
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022	Choose "Yes" or "No"
<b>District or Open Enrollment Charter School Information</b>	<b>Applicant Response</b>
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
<b>Personnel</b>	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District ADSY Project Manager Name	Enter Text Response
District ADSY Project Manager Title	Enter Text Response
District ADSY Project Manager Email Address	Enter Phone Number
District ADSY Project Manager Phone Number	Enter Email Address
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Formative or <i>interim</i> assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR	Enter Text Response
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, ITCCS, District-made system,	Enter Text Response
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended	Enter Text Response
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given	Enter Date (mm/dd/yy)
Is the district a District of Innovation?	Choose "Yes" or "No"
If district is a District of Innovation, what year was the plan implemented?	Enter Text Response
If district is a District of Innovation, is the requirement for first day of school waived?	Choose "Yes" or "No"
Does the applicant and relevant district and school stakeholders commit to attending the <b>ADSY Kickoff Summit</b> in summer of 2020?	Choose "Yes" or "No"
<b>School Details</b>	
<b>Elementary (or Lower) School A</b>	<b>Applicant Response</b>
Campus A Name	Enter Text Response
Campus A ID Number	Enter Numeric Response
Campus A Address	Enter Address
Campus A Total Students	Enter Numeric Response
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus A (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus A Principal Name	Enter Text Response
Campus A Principal Email Address	Enter Email Address
Campus A Principal Phone Number	Enter Phone Number
Campus A ADSY Project Manager	Enter Text Response
Campus A ADSY Project Manager Title	Enter Text Response
Campus A ADSY Project Manager Email Address	Enter Email Address
Campus A ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School B (if applicable)</b>	<b>Applicant Response</b>
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)
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School C (if applicable)</b>	<b>Applicant Response</b>
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)
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School D (if applicable)</b>	
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)
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School E (if applicable)</b>	
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)
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	



Additional Days School Year Planning and Execution Program	
Letter of Interest for 2020-2021 ADSY Planning and Execution Program	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year</li> <li>Input information relevant to the topic in column into <b>column B</b> (light orange cell) and follow the instructions in the cell; add additional schools as relevant below school A</li> <li>Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest</li> <li>Please use the box in row 153 to note any special circumstances that these fields do not capture</li> <li>Please reach out to ADSY@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	<b>Applicant Response</b>
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	Yes
Does your district intend to implement a full academic redesign by operating a 210 day calendar with a daily increase in student	Yes
<b>District or Open Enrollment Charter School Information</b>	<b>Applicant Response</b>
District or Charter School Name	Aldine Independent School District
District or Charter School Network ID Number	101-902
<b>Personnel</b>	
Superintendent Name	Dr. LaTonya M. Goffney
LOI Author Name	Adrian Bustillos
LOI Author Title	Chief Transformation Officer
LOI Author Phone	281-985-6318
LOI Author E-mail Address	<a href="mailto:abustillos@aldineisd.org">abustillos@aldineisd.org</a>
District ADSY Project Manager Name	Adrian Bustillos
District ADSY Project Manager Title	Chief Transformation Officer
District ADSY Project Manager Email Address	<a href="mailto:abustillos@aldineisd.org">abustillos@aldineisd.org</a>
District ADSY Project Manager Phone Number	281-985-6318
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	B rated school district
Total Students in District	67,000
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	1,150
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	ESC 4
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR	Renaissance, Circle for Pre-K, district benchmarks
Current Student Information System (SIS) in use throughout district (TxES, PowerSchool, Skyward, ITCCS, District-made system,	eSchools
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended	Lone Star Governance, System of Great Schools
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given	6/9/2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2017-2018 school year
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?	Yes
<b>School Details</b>	<b>No Response needed in this cell.</b>
<b>Elementary (or Lower) School A</b>	<b>Applicant Response</b>
Campus A Name	Vines EC/PK/K
Campus A ID Number	101-902-154
Campus A Address	7220 Inwood Park Dr. Houston, TX, 77088
Campus A Total Students	624
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)	K
2019-2020 Total Instructional Days	173
Anticipated 2020-2021 Total Instructional Days	174
2019-2020 First Day of School	8/20/2019
<b>Personnel</b>	
Campus A Principal Name	Linda Reed
Campus A Principal Email Address	<a href="mailto:lareed@aldineisd.org">lareed@aldineisd.org</a>
Campus A Principal Phone Number	281-878-7950
Campus A ADSY Project Manager	Adrian Bustillos
Campus A ADSY Project Manager Title	Chief Transformation Officer
Campus A ADSY Project Manager Email Address	<a href="mailto:abustillos@aldineisd.org">abustillos@aldineisd.org</a>
Campus A ADSY Project Manager Phone Number	281-985-6318
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus A Overall Performance - Numeric Grade Only	B
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	96%
<b>Elementary (or Lower) School B (if applicable)</b>	<b>Applicant Response</b>
Campus B Name	Ernel Elementary
Campus B ID Number	101-902-121
Campus B Address	7103 Woodsman TRL Houston, TX, 77040
Campus B Total Students	512
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	1
Highest Grade at Campus B (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	173
Anticipated 2020-2021 Total Instructional Days	174
2019-2020 First Day of School	8/20/2019
<b>Personnel</b>	
Campus B Principal Name	Martha Escalante
Campus B Principal Email Address	<a href="mailto:mescalante@aldineisd.org">mescalante@aldineisd.org</a>
Campus B Principal Phone Number	713-466-5220
Campus B ADSY Project Manager	Adrian Bustillos
Campus B ADSY Project Manager Title	Chief Transformation Officer
Campus B ADSY Project Manager Email Address	<a href="mailto:abustillos@aldineisd.org">abustillos@aldineisd.org</a>
Campus B ADSY Project Manager Phone Number	281-985-6318
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus B Overall Performance - Numeric Grade Only	B
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	89%
<b>Elementary (or Lower) School C (if applicable)</b>	<b>Applicant Response</b>
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)
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School ID (if applicable)</b>	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)
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School ID (if applicable)</b>	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)
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	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
<b>Instructional Criteria</b>	Summer learning experiences must: <ul style="list-style-type: none"> <li>include at least 25 days</li> <li>include at least 360 operational minutes (6 hours) per day</li> <li>include at least 180 instructional minutes (3 hours) dedicated to math and reading per day</li> <li>include additional enrichment activities such as arts, science exploration, and sports</li> </ul>	<ul style="list-style-type: none"> <li>Design a cohesive 210-day program</li> <li>Update daily master schedule to increase planning time for teachers and enrichment time for students</li> <li>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</li> </ul>
<b>Implementation Date</b>	<ul style="list-style-type: none"> <li>Voluntary Summer Learning program to be first implemented in the summer of 2021</li> </ul>	<ul style="list-style-type: none"> <li>Full Year Redesign to start in the summer of 2021 as part of the 2021-2022 school year</li> </ul>
<b>Target Students</b>	<ul style="list-style-type: none"> <li>Campuses may target a subset of students or all students on a campus for the summer learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Campuses typically target all students on the campus for a full 210-day calendar</li> <li>Campuses may offer a 180-day track and a 210-day track within a school</li> <li>There must be at least a full classroom of students participating in the 210-day track to make option feasible</li> </ul>
<b>Target Teachers</b>	<ul style="list-style-type: none"> <li>Instructional minutes of summer program must be taught by a certified Texas teacher</li> <li>Teachers must be assigned students in a grade level they have taught previously during the school year</li> <li>Participants must develop a rigorous selection process to recruit high performing and motivated teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in 210-day program must remain with the same teacher during the 210-day school year</li> </ul>
<b>Additional Notes</b>	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.	

Tamika Alford-Stephens  
Printed Name

Aldine 150  
District Name

Full Year Redesign Cohort  
Cohort Selection

Tamika Alford-Stephens  
Signature

4-27-2020  
Date

Chief Financial Officer  
Title

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



2520 W.W. Thorne Blvd.  
Houston, TX 77073

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info@aldineisd.org

[aldineisd.org](http://aldineisd.org)

TO: Texas Education Agency

FROM: Superintendent Dr. LaTonya M. Goffney, Aldine ISD

DATE: April 25, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Additional Days School Year Planning and Execution Grant

This letter is to express support for Aldine ISD's application for additional day's school year planning and execution grant for Vines Primary and Ermel Elementary schools as part of the 2020-2021 school year. As the Superintendent for Aldine ISD, I am committed to bold actions to transform our district. Core to my vision is increasing the number of A and B schools while also increasing choices for parents and students to ensure they can find the best fit schools for their needs. We are excited to be part of System of Great Schools and the opportunity it provides in helping inform our vision for increasing school choice and leveraging autonomy in pursuit of higher student achievement growth achievement for our diverse student body. We know to address summer slide for our diverse student body a change needs to happen. This starts with strong leadership at our campuses. The lack of summer learning opportunities in the area will increase for students in the Vines Primary and Ermel Elementary schools with additional learning days. I believe that the additional day's school year planning and execution grant, paired with our participation in System of Great Schools and with the leadership of our Office of Transformation, provides an incredibly timely and valuable opportunity for Aldine ISD and the students of Vines Primary and Ermel Elementary school.

As a district of nearly 67,000 students comprised of great diversity including 22% African American, 73% Hispanic, and 87% economically disadvantaged, we are excited to explore a full redesign 210 school day calendar. I am highly supportive and excited about the potential of this planning grant to help us identify a model to decrease summer slide, increase summer learning opportunities, and increase student achievement.

Sincerely,

Dr. LaTonya M. Goffney  
Superintendent of Schools  
Aldine ISD



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# ERMEL ELEMENTARY



TO: Texas Education Agency

FROM: Dr. Martha Escalante

DATE: April 25, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Additional Days School Year Planning and Execution Grant

This letter is to express support for Aldine ISD's application for additional day's school year planning and execution grant for Ermel Elementary school as part of the 2020-2021 school year. As a School Assistant Superintendent of Elementary for Aldine ISD, I am committed to planning and executing a full redesign 210 day calendar. Ermel Elementary is 91% economically disadvantage, 8% African American and 86% Hispanic. We can improve student achievement, close gaps, and increase academic growth for all students with additional learning days. The planning and execution grant allows the campus to address summer slide for our diverse student body. This starts with strong leadership at our campuses. A new principal will lead the school during the 2020 -2021 school year. The lack of summer learning opportunities in the area will increase for students in Ermel Elementary schools by moving to additional learning days. I believe that the additional day's school year planning and execution grant provides a valuable opportunity for Aldine ISD and the students of Ermel Elementary school.

We are excited to explore a full redesign 210 school day calendar. I am highly supportive and excited about the potential of this planning and execution grant to help us identify a model to decrease summer slide, increase summer learning opportunities, and increase student achievement.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Martha Escalante".

Dr. Martha Escalante  
Ermel Elementary Principal  
Aldine ISD

---

7103 Woodsman Trail  
Houston, Texas 77040  
Phone (713)466-5220  
FAX (713) 856-4256

Principal: Dr. Martha Escalante  
Assistant Principal: Lori Brooks  
Aldine Independent School District

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Adrian Bustillos

[adbustil@gmail.com](mailto:adbustil@gmail.com)

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Profile

14 years' experience as a professional instructional leader. Ability to direct projects from concept to fully operational status. Goal-oriented individual with strong leadership capabilities. Organized, highly motivated, and detail-directed problem solver, Proven ability to work unison with staff, faculty and students.

Education

PhD Student, Curriculum and Instruction, New Mexico State University (In Progress)  
M.Ed, Educational Leadership and Foundations, University of Texas at El Paso  
BS, Biological Science, University of Texas at El Paso  
Principal Certification  
Science 8-12 Certification  
Pharmacy Technician Certification (expired)

Relevant Experience & Accomplishments

**Chief Transformation Officer**

- System of Great Schools Liaison for Aldine ISD
- Launched Office of Transformation in Aldine ISD
- School Action Fund Planning Grant design and implementation
- Chief Innovation boot camps through TEA

**Executive Director**

- System of Great Schools Liaison for El Paso ISD
- Developing School Performance Framework for school actions
- Redesign schools with bold aggressive actions
- Creating policy to create outside partnerships
- Launching unified enrollment system through transformation
- Creating school autonomy for campus leaders

**Assistant Principal**

- Increased scores for Biology by 5%
- Increased EOC scores for Algebra I by 8%
- Helped design and build a 60 computer learning and assessment lab
- Member of the Campus Improvement Team (CIT)
- Member of the Campus Instructional Leadership Team (CIL'I)
- Administrator of the Health Science Technology, Math, & Science Department
- Administer of at-risk students



- Develop programs for student success
- Oversaw all testing and developed a testing team
- Work with the members of the community
- ILD and T-Tess certified
- Cognitive Coaching trained
- EOC trained

### **Science Teacher**

- Department chair during the 2007-2008 school year
- Professional Learning Community Facilitator 2007-2008
- Curriculum Writer for Science
- Wings Teacher Mentor Program
- STOP trainer and Slop trained
- Member of the Campus Instructional Leadership Team (CILT) 2007-2008
- Member of the Campus Improvement Team (CIT) 2007-Current
- Member of the Limited English Proficiency (LEP) team 2006-2008
- Professional Learning Community Leader over 12 colleagues.
- Dramatically increased scores.
- Designed service development plans and conducted operation assessments.
- Counseled students on goals and objectives.
- Formulated, wrote, and implemented lesson plans for three content areas.

## Employment

### **Chief Transformation Officer**

**October 2019 – Current**

- Oversees the Office of Transformation
- System of Great Schools Liaison
- School Action Fund Planning Grant design and implementation
- Chief Innovation boot camps through TEA
- Part of the School Performance Framework team
- Work with technical assistance providers through TEA
- District and Board member listen and learn school tours

### **Executive Director Office of Transformation**

**January 2019 – Current**

- Oversees the new Office of Transformation
- Create and submit the TEA Transformation Zone Plan Grant

- Create and submit the TEA School Transformation Fund Grant
- Present at district wide leadership events
- System of Great Schools district leader
- Budget Authority for Transformation Planning and Implementation Grant
- Select and hire the Office of Transformation positions
- Work with vendors to support and create sustainability through RFP's
- Launch the Leadership Design Institute
- Launch the Teacher Leadership Pipeline
- Launch the Talent Instructional Transformation
- Lead the 1882 partnership for School Transformation Fund
- Develop a Memo of Understanding between partnerships
- Working to become a District Authorizer for 1882 partnerships
- School visits to learn and implement new strategies
- RGO replication opportunities for 1882 partnerships

#### **Transformation Zone Planning Facilitator**

**January 2018 – December 2018**

- Oversee the new Office of Transformation
- Create and submit the TEA Transformation Zone Plan Grant
- Create and submit the TEA School Transformation Fund Grant
- Present at district wide leadership events
- System of Great Schools district leader
- Budget Authority for Transformation Planning and Implementation Grant
- Select and hire the Office of Transformation positions
- Work with vendors to support and create sustainability through RFP's
- Launch the Leadership Design Institute
- Launch the Teacher Leadership Pipeline
- Launch the Talent Instructional Transformation
- Lead the 1882 partnership for School Transformation Fund
- Develop a Memo of Understanding between partnerships
- Working to become a District Authorizer for 1882 partnerships
- School visits to learn and implement new strategies
- RGO replication opportunities for 1882 partnerships

#### **Facilitator High School Division**

**January 2018**

- Assist the Assistant Superintendent for High Schools
- Work with High School campus leaders
- Monitor and support high school master schedules
- Complete hotline reports
- Review campus wide reports
- Support and assistant at district wide professional development

#### **Assistant Principal, El Paso High School, El Paso, Texas**

**July 2014 – January 2018**



- 
- Assisted Principal in all duties to run the school
  - Over saw all state assessments including STAAR EOC, TELPAS, TSI, ACT, PLAN, SAT and PSAT
  - Ensure students are in the Correct cohort for graduation
  - Administrator responsible for science, math, & CTE courses
  - Provide instructional technology development to all content areas
  - Develop and build the master schedule
  - Administrator in charge of athletics , and assisted with Chair paper work
  - Evaluated and observed teachers and front Office staff daily
  - Work and maintained budget for El Paso HS
  - Oversee counseling department for guidance and instruction
  - Dual Credit coordinator
  - AdvancED team leader towards accreditation
  - Oversee American School Counselor RAMP Recognition

**Assistant Principal, Jefferson/Silva Health Magnet HS, El Paso, Texas September 2011 – June 2014**

- Assisted Principal in all duties to run the school
- Over saw all state assessments including STAAR EOC, TELPAS, SAT, Accuplacer/TSI, ACT, PLAN, and PSAT
- Ensure students are in the Correct cohort for graduation
- Administrator responsible for science, math, & health science technology courses
- Provide instructional technology development to all content areas
- Develop and build the master schedule
- Administrator at athletic events
- Evaluated and observed teachers and front office staff daily
- Work and maintained budget for Jefferson/ Silva Health Magnet IIS
- Oversee counseling department for guidance and instruction . Dual Credit coordinator

**Assistant Principal El Paso HS, El Paso, Texas**

**November 2009 – August 2011**

- Assisted Principal in all duties to run the school
- Over saw all state assessments including TAKS, TEI.PAS, Accuplacer, ACT, PLAN, and PSAT
- Ensure students are in the correct cohort for graduation
- Administrator at ARD meetings
- Provide instructional technology development to all content areas
- Learned and helped build the master schedule
- Administrator at athletic events

**District Science Coach, El Paso ISD, El Paso, Texas July 2009 – November 2009**

- Worked with campus instructional coaches to improve science learning, technology, and state assessments
- Developed curriculum and instruction for science content areas
- Held district wide staff development for science teachers

**Science Teacher, Austin High School, El Paso, Texas August 2006 – June 2009**

- Taught Biology, Pre/AP Biology, Chemistry, IPC., and Science TAKS classes . Worked with the Alternative Education students and the Inclusion class

**Pharmacy Technician, Walgreens, El Paso, Texas**

- Directed personnel an worked effectively with other employees
  - Hard working, precise, and compassion for patients
  - Senior Technician in charge of scheduling, ordering, maintaining inventory
-





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Houston, TX 77073

281.985.6204  
info@aldineisd.org

[aldineisd.org](http://aldineisd.org)

TO: Texas Education Agency

FROM: Linda Reed, Vines Primary Principal

DATE: April 25, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Additional Days School Year Planning and Execution Grant

This letter is to express support for Aldine ISD's application for additional day's school year planning and execution grant for Vines Primary school as part of the 2020-2021 school year. At the primary level, our ultimate goal is to have students end their kindergarten year with the knowledge and skills needed to be successful in first grade. Many of our incoming kindergarten students enter without a strong foundation in literacy and numeracy due to lack of opportunity for an early childhood education, the focus of which is these essential skills. The extension of the school year will be beneficial for our students by providing them with additional time to learn, improve, and master the literacy and numeracy foundational skills that are needed for success not only in kindergarten, but also throughout their academic careers. By extending the school year, teachers will have greater instructional opportunity to assess students' current knowledge, deliver spiraled instruction at a pace responsive to the needs of students, and solidify student understanding of prerequisite literacy and numeracy concepts. Our students will have the advantage of engaging fully in instruction of the TEKS, as laid out by TEA and Aldine, without the barrier of lacking the foundational knowledge upon which the Kindergarten curriculum is based. Our leadership team consists of diverse levels of experience and rich backgrounds, all of which contribute to a dedicated group of leaders whose primary focus is to increase academic achievement and produce a group of first grade ready scholars that will leave Vines with the foundational skills needed to be successful throughout their academic careers.

I am excited to explore a full redesign 210 school day calendar. I am highly supportive and excited about the potential of this planning grant to help us identify a model to decrease summer slide, increase summer learning opportunities, and increase student achievement.

Sincerely,

**Linda A. Reed**

Linda A. Reed, Principal



2520 W.W. Thorne Blvd.  
Houston, TX 77073

281.985.6204  
info@aldineisd.org

[aldineisd.org](http://aldineisd.org)

TO: Texas Education Agency

FROM: Adrian Bustillos, Chief Transformation Officer

DATE: April 25, 2020

RE: Letter of Support for Aldine ISD – 2020-2021 Additional Days School Year Planning and Execution Grant

This letter is to express support for Aldine ISD's application for additional day's school year planning and execution grant for Vines Primary and Ermel Elementary schools as part of the 2020-2021 school year. As the Chief Transformation Officer for Aldine ISD, I am committed to bold actions to transform our district. I am excited to be part of System of Great Schools and the opportunity it provides in helping inform our vision for increasing school choice and leveraging autonomy in pursuit of higher student achievement growth achievement for our diverse student body. The action to plan and execute a full redesign 210 day school calendar is transformative. I am excited to lead the work for the district. The endless possibilities to design a new calendar with enrichment and extended recess will lead to greater student success. The opportunity to work with our district team to determine academic programs, a financial plan, and work with technical assistance providers moves the district to rethink the way we do schools. I believe that the additional day's school year planning and execution grant, paired with our participation in System of Great Schools and with my leadership, provides an incredibly timely and valuable opportunity for Aldine ISD and the students of Vines Primary and Ermel Elementary school.

I am highly supportive and excited about the potential of this planning grant to help us identify a model to decrease summer slide, increase summer learning opportunities, and increase student achievement.

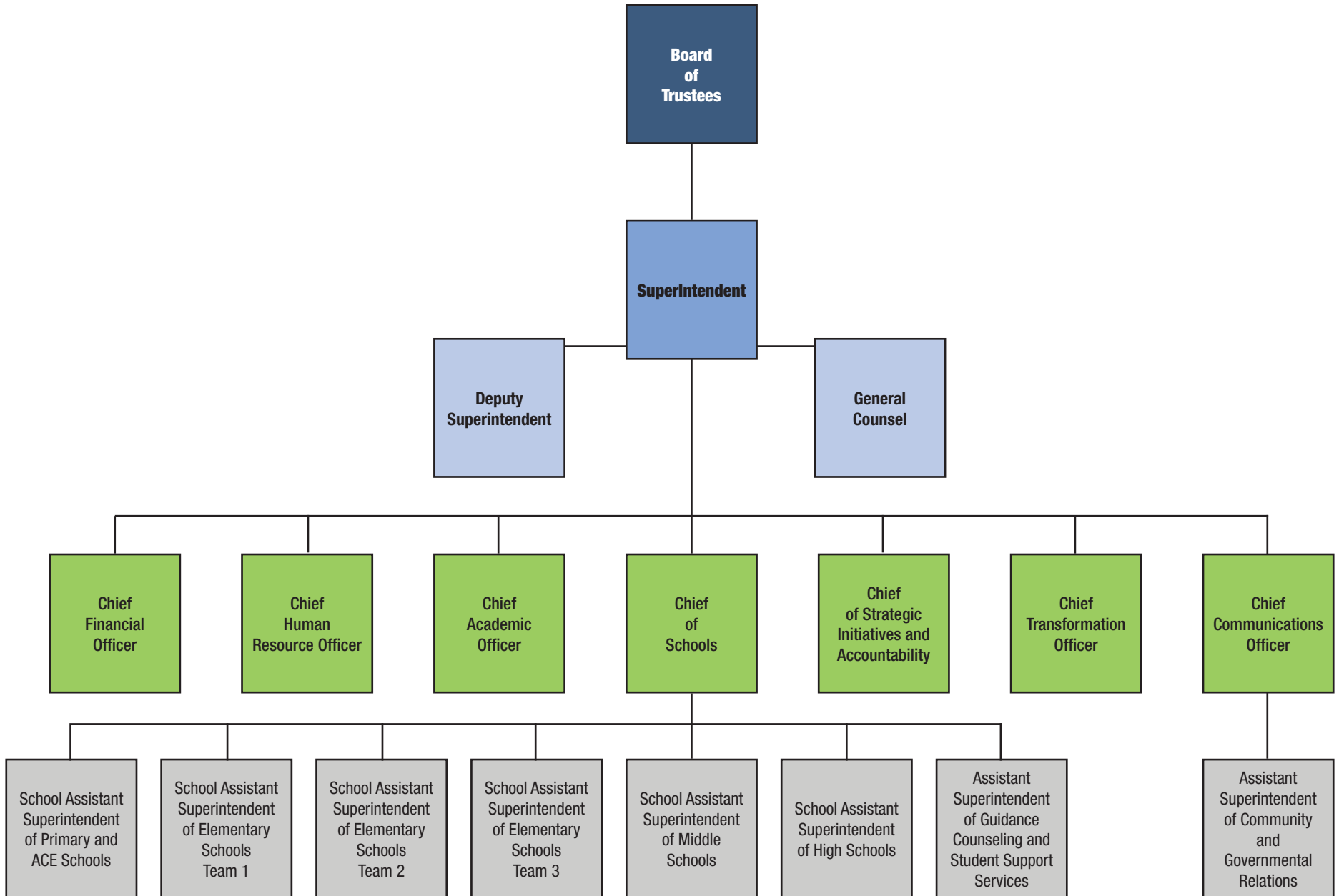
Sincerely,

A handwritten signature in blue ink that reads 'Adrian Bustillos'.

Adrian Bustillos  
Chief Transformation Officer  
Aldine ISD



# Aldine ISD Executive Leadership Team



# Aldine ISD Executive Leadership Team

