



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

NOGA ID [ ]

Authorizing legislation

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

Application stamp-in date and time

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 27, 2020**.

Grant period from **May 15, 2020-September 30,2021**

Pre-award costs permitted from **Not Applicable**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All required attachments as discussed in Program Guidelines

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [ ]

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions  Debarment and Suspension Certification  
 General and application-specific Provisions and Assurances  Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  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.

Southside ISD is applying for the Full Year Redesign. Southside ISD has a need to redefine the academic program for the students in SISD. Summer slide is a real phenomenon for Southside students and has had a significant effect on literacy rates and academic outcomes. The Full Year Redesign option offers Southside a unique opportunity to close the opportunity gap for economically disadvantaged students by extending the school year and increasing the amount of time spent on the academic core as well as movement, enrichment, and intervention. Due to lagging academic performance in recent years, the master schedules have not allowed for adequate play time nor the integration of enrichment studies. An extended school year will enable students to continue receiving instruction on grade level standards with minimal disruption to the learning cycle. The additional time to focus on more play for primary students as well as research-based enrichment programs for the arts will contribute to academic growth for all students. The teaching staff would greatly benefit from high-quality professional development that focuses on the needs of Southside learners.

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

2. ADSY Program Design: Describe the type of programming the district anticipates implementing as a part of the ADSY Program. For instance, a district may include proposed plans around instructional approach, operational design, target students, etc. Districts are advised to review Cohort Requirements in the application for reference.

The campuses selected in Southside ISD for this program are elementary campuses which are Title I campuses with more than 80% of the student population eligible for free and reduced lunch. Due to the high number of economically disadvantaged students, Southside will design the ADSY program to target all students in participating schools, including low SES students, at-risk students, English Learners, and Special Education Students. The anticipated operational design would involve offering professional development opportunities throughout the year for teachers to plan for high level quality instruction and for enrichment opportunities for the students of grades 1-5.

Students will be evaluated throughout the school year in all academic areas. Improved multi-tiered systems of support and data-driven remediation is a focus for the district. Currently, a disproportionate number of students are under-achieving and in need of intervention support. Extending the school year will empower the district to implement evidence-based, multisensory approaches to literacy and mathematics while also taking into account the socio-emotional needs of the whole child. The program selection will be based on the steering committee and based on best practices.

3. ADSY Program Design: Describe any prior experience with summer learning programs, extended learning time, or large change management initiatives within the district and include any relevant takeaways from implementing those programs that will be helpful in the implementation of ADSY.

The district has had limited summer programming in the recent past and realizes that this is a distinct area for growth. The opportunity to look at best practices and successful models over the planning year will enable Southside to build a new, research-based program for students. The campuses have participated in after hours, extended year, and Saturday extended learning in the past, primarily focusing on students in the testing grades. In terms of summer school, there has not been a coordinated district effort with high expectations for all students, teachers, and campus leadership.

At individual schools, strides have been made in terms of intervention during the school day. Mid-year data at the elementary schools that had designed a schoolwide intervention block indicated that students were making increased growth in reading. However, the COVID pandemic interrupted that progress and Southside teachers and school leaders acknowledge that there is an urgent need now more than ever to accelerate growth for our underserved students.

The district is committed to making a coordinated effort that positively impacts students. This planning year will allow for site visits to schools and programs by the steering committee to learn more about the positive impact of intentional programming at extended year schools.

**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 superintendent has included his letter in the application demonstrating he is a champion for the implementation of this project. Mr. Eads, district superintendent, is very supportive of the process of extending the learning time for students and planning time for the educators. There is a letter attached. The local board of managers continues to monitor academic progress for all students and student populations for academic growth. The board of managers has committed to the training that they participated in through TEA and Region 20 service center.

The campus principal of the selected campuses have also attached their support of the full year redesign project.

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 most helpful element of the program will be time to learn about research based programs to enhance the learning opportunities for the students in Southside ISD. The fact that there will be a dedicated professional to lead the full year redesign effort for the district will assure that this project will have attention and follow through at all levels. The district leadership can review successful models of extended year that currently exist. The research shows that countries that have extended year and shorter breaks for students have higher levels of academic achievement.

The grant for planning will allow for deeper understanding by all instructional leaders and better preparation for implementation of the full year redesign process. Southside ISD will work with TEA approved technical assistance providers and vendors to assure higher levels of academic achievement for students. A model for deep, sustainable change is needed to allow for improved academic performance and social emotional growth for the students at each of the campuses.

The focus on students in grades 1-5 will allow for the building of a strong academic foundation for the students as they progress through secondary school and post secondary school.

**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 campuses were selected based on the need for academic improvement.

Pearce Elementary - high level of economically disadvantaged and under performance in academics as demonstrated by STAAR. 18-19 accountability rating F

Gallardo Elementary - high level of economically disadvantaged and under performance in academics as demonstrated by STAAR. 18-19 accountability rating F

Heritage Elementary - high level of economically disadvantaged and under performance in academics as demonstrated by STAAR. 18-19 accountability rating F

Freedom Elementary - high level of economically disadvantaged and under performance in academics as demonstrated by STAAR. 18-19 accountability rating F

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.

The district is attempting to solve the problem of persistent low student academic achievement by investing in professional development about research-based practices for academic learning as well as effective designs for master schedules. As mentioned previously, summer slide is a very real problem for the Southside population. In addition, Southside students do not have adequate enrichment opportunities in sports and recreation as well as the arts. The ADSY Program would enable Southside to integrate enrichment throughout the school year. This enrichment will contribute to academic growth and reinvigorated commitment by the staff to liberal arts education.

**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.

Dr. Jennifer Green has more than 25 years of experience in education working with Title I schools and innovative programs. She began her career in Del Valle ISD in the 1990s as a bilingual educator and was part of the staff when Hillcrest Elementary received a Texas, then a National Blue Ribbon. While at Hillcrest, Dr. Green supervised the after school tutoring and summer school programs for several years. The afterschool program provided strategic, data-driven remediation for targeted students. The summer school program had a dual emphasis on intervention and enrichment. Both programs were well-funded and very well-attended.

Following her time at Del Valle, Dr. Green moved out of state and worked for many years as a laboratory school teacher and an instructional coach. Model Laboratory School in Richmond, Kentucky is a high-achieving K-12 school that integrates arts and humanities into all subjects. While teaching at the lab school, Dr. Green collaborated with college professors each year to provide enriching programs and units of instruction that focused on the inclusion of drama, music, dance, and foreign languages. She also participated in the planning and implementation of summer enrichment programs for several years at the lab school, while funding permitted.

In the next phase of her career, Dr. Green worked as an instructional coach at a Title I school in Danville, Kentucky. She was fortunate to have a coaching partner who focused on math while she focused on literacy. During her tenure at Hogsett Elementary, the staff was trained by the Arts Literacy Project from Brown University on how to enhance language arts instruction through the visual and performing arts. Dr. Green created and supervised a school-wide Response to Instruction (Rtl) program while at Hogsett. During Rtl time, each student received 60 additional minutes of arts-infused intervention in reading or arts-infused acceleration. Though many schools consider Rtl to be Response to Intervention, Hogsett embraced the philosophy that a Response to Instruction approach means focusing on growth for each and every student in the school. This philosophy emphasizes multisensory learning experiences and project-based learning that empowers each child.

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

9. ADSY Program Support: Project Manager – Please describe where within the district’s organization structure the ADSY Project Manager will reside and the rationale for this placement. Please include information about how this will allow the Program Manager to facilitate ADSY program decisions, obtain cross-division support and access leadership to remove barriers.

The ADSY Project Manager will participate in school leadership professional communities at the district and school level. As a small district with just four elementary schools and one early childhood center, it will be critical that central office leaders consistently participate in conversations about the redesign of the school year. The manager should consider the voices of district leadership in all decisions in a unified effort to improve opportunities for all elementary students in the district. Currently, Dr. Green is the READ literacy coach for Southside Elementary. The 15-month position is grant-funded through TEA and has focused on professional development and coaching for 60 teachers on the Science of Teaching Reading. Dr. Green has built strong working relationships with her cohort of teachers and their leadership teams. She has READ participants at every elementary school in Southside ISD.

Throughout the year, the manager will also team with school leadership to regularly meet and discuss issues particular to each school. A district approach will be endorsed with the understanding that the individual schools have differing needs as well as school climates. It will be critical that the manager is able to build rapport with all stakeholders. Strong relationships and shared vision will be critical components of Southside’s success with this initiative.

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 steering committee will be led by the Assistant Superintendent of Student Services and Innovative Programs. The project Manager, Dr. Green, will set the agenda for the meetings and provide research based practices as well as lead professional learning opportunities for the campus leadership.

The campus leadership at each of the selected campuses have expressed the desire to be a part of a dramatic change process to enhance the learning opportunities for the students. Because of the strong working relationship between the campus principals and the program manager and the dramatic changes in the reading program that took place during the past year as part of the READ grant, the principals and Dr. Green will work well together to plan for the full year redesign. Teachers who have demonstrated high skill levels will be invited to be a part of the steering committee.

Dr. Bell, the Assistant Superintendent of Student Services and Innovative Programs also has years of experience in school improvement. She worked in Elgin ISD and Splendora ISD where all of the campuses were able to exit school improvement. The steering committee will also have a representative from Palo Alto Community College from the teacher preparation department and well as a representative from Texas A&M San Antonio who will advise on current trends and best practices in education.



**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"/>

**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:			Amendment #:	
<b>Payroll Costs (6100)</b>				
	<b>Employee Position Title</b>	<b>Estimated # of Positions 100% Grant Funded</b>	<b>Estimated # of Positions Less than 100% Grant Funded</b>	<b>Grant Amount Budgeted</b>
<b>Academic/Instructional</b>				
1	Teacher			\$ -
2	Educational Aide			\$ -
3	Tutor			\$ -
<b>Program Management and Administration</b>				
4	Project Director			\$ -
5	Project Coordinator	1	0	\$ 80,000
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	(Enter position title here)			\$ -
22	(Enter position title here)			\$ -
23	<b>Subtotal Employee Costs:</b>			<b>\$ 80,000</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			\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			<b>\$ -</b>
30	<b>Grand Total:</b>			<b>\$ 80,000</b>
31	<b>Total Program Costs*:</b>			<b>\$ 80,000</b>
32	<b>Total Direct Admin Costs*:</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.

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

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

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

County District Number or Vendor ID: 0		Amendment #: 0	
<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	Service: Technical Assistance Providers approved by TEA Specify purpose: ADSY Design and Implementation	\$	85,000
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>85,000</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$	-
11	<b>Grand Total:</b>	\$	<b>85,000</b>
12	<b>Total Program Costs*:</b>	\$	85,000
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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County District Number or Vendor ID: 0		Amendment #: 0	
<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:	\$	10,000
2	<b>Grand Total:</b>	<b>\$</b>	<b>10,000</b>
3	<b>Total Program Costs*:</b>	<b>\$</b>	<b>10,000</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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County District Number or Vendor ID: 0		Amendment #: 0	
<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.	\$	25,000
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>\$</b>	<b>25,000</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	-
11	<b>Grand Total:</b>	<b>\$</b>	<b>25,000</b>
12	<b>Total Program Costs*:</b>	<b>\$</b>	<b>25,000</b>
13	<b>Total Direct Admin Costs*:</b>	<b>\$</b>	<b>-</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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County District Number or Vendor ID:		0	Amendment #:		0
<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>					
<b>FOR TEA USE ONLY</b>					
Changes on this page have been confirmed with:				On this date:	
Via telephone/fax/email (circle as appropriate)				By TEA staff person:	

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

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

County District Number or vendor ID: 0		Amendment # 0
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	\$ 80,000	\$ -	\$ 80,000
2	Professional and Contracted Services	6200	\$ 85,000	\$ -	\$ 85,000
3	Supplies and Materials	6300	\$ 10,000	\$ -	\$ 10,000
4	Other Operating Costs	6400	\$ 25,000	\$ -	\$ 25,000
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds				N/A	
6	<b>Total Direct Costs:</b>		\$ 200,000	\$ -	\$ 200,000
7	*Indirect Costs:				\$ -
8	<b>Total of All Budgeted Costs :</b>		\$ 200,000	\$ -	\$ 200,000
<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):				\$ 200,000
11	Direct Administration Cap per Program Guidelines (XX%):				0.05
12	Maximum amount allowable for direct administrative costs:				\$ 10,000

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

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

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

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



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"> <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>	
Application	
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Applicant Response No
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?	Choose "Yes" or "No"
District or Open Enrollment Charter School Information	
District or Charter School Name	Applicant Response Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
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
District Details	
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 <b>interim assessment</b> planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	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 Learning Grant Program etc...)	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 district <b>procurement policies</b> ?	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? ( <i>Date and location will be shared as soon as is available</i> )	Choose "Yes" or "No"
School Details	
Elementary (or Lower) School A	
Campus A Name	Applicant Response 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)
Personnel	
Campus A Principal Name	Enter Text Response
Campus A Principal Email Address	Enter Email Address
Campus A Principal Phone Number	Enter Phone Number

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

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>	
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>	
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

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
<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 Program

District or Charter School Network Information Form

**Additional Days School Year Planning and Execution Program**

District or Charter School Network Information Form

Full Year Redesign Cohort (Grant Funded)

Attachment 1

*\*This tab should only be completed by Full Year Redesign Cohort applicants as described in the Program Overview*

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

Instructions	
<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>	
Application	
Please confirm this application is for a <i>grant-funded</i> Full Year Redesign opportunity	Applicant Response Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full academic redesign by operating a 210 day calendar with a daily increase in student brain breaks and teacher planning by decreasing daily instructional time and extending it throughout the 210 day calendar?	Yes
District or Open Enrollment Charter School Information	
District or Charter School Name	Applicant Response Southside ISD
District or Charter School Network ID Number	CDN 015 917
Personnel	
Superintendent Name	Mark Eads
LOI Author Name	Genese Bell
LOI Author Title	Assistant Superintendent
LOI Author Phone	210-882-1600 ext 5163
LOI Author E-mail Address	<a href="mailto:genese.bell@southsideisd.org">genese.bell@southsideisd.org</a>
District ADSY Project Manager Name	Genese Bell
District ADSY Project Manager Title	Assistant Superintendent
District ADSY Project Manager Email Address	210-882-1600 ext 5163
District ADSY Project Manager Phone Number	<a href="mailto:genese.bell@southsideisd.org">genese.bell@southsideisd.org</a>
District Details	
District Overall Performance - Numeric Grade Only	C
Total Students in District	5850
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	2100
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	20
Formative or <b>interim assessment</b> planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	F & P reading, istation
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Skyward but changing to Assender
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	Lone Star Governance, READ Grant,
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	August-September
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2019
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 <b>ADSY Kickoff Summit</b> in summer of 2020? (Date and location will be shared as soon as is available)	Yes
School Details	
<b>No Response needed in this cell.</b>	
Elementary (or Lower) School A	
Applicant Response	
Campus A Name	Gallardo Elementary
Campus A ID Number	015 917 106
Campus A Address	1300 Del Lago Parkway, San Antonio, TX 78221
Campus A Total Students	566
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	1
Highest Grade at Campus A (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	175
Anticipated 2020-2021 Total Instructional Days	180
2019-2020 First Day of School	13-Aug-19
Personnel	
Campus A Principal Name	Karen Feldman
Campus A Principal Email Address	<a href="mailto:karen.feldman@southsideisd.org">karen.feldman@southsideisd.org</a>

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus A Principal Phone Number	210-852-8002
Campus A ADSY Project Manager	Jennifer Green
Campus A ADSY Project Manager Title	Literacy Coach
Campus A ADSY Project Manager Email Address	<a href="mailto:jennifer.green@southsideisd.org">jennifer.green@southsideisd.org</a>
Campus A ADSY Project Manager Phone Number	210-882-1600 ext 5163
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus A Overall Performance - Numeric Grade Only	F
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	88%
<b>Elementary (or Lower) School B (if applicable)</b>	
Applicant Response	
Campus B Name	Pearce Elementary
Campus B ID Number	015 917 102
Campus B Address	19190 HWY 281 S. #3, San Antonio, TX 78221
Campus B Total Students	463
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	175
Anticipated 2020-2021 Total Instructional Days	180
2019-2020 First Day of School	13-Aug-19
<b>Personnel</b>	
Campus B Principal Name	Brenda Gonzales
Campus B Principal Email Address	<a href="mailto:brenda.gonzales@southsideisd.org">brenda.gonzales@southsideisd.org</a>
Campus B Principal Phone Number	210-279-3182
Campus B ADSY Project Manager	Jennifer Green
Campus B ADSY Project Manager Title	Literacy Coach
Campus B ADSY Project Manager Email Address	<a href="mailto:jennifer.green@southsideisd.org">jennifer.green@southsideisd.org</a>
Campus B ADSY Project Manager Phone Number	210-882-1600 ext. 5163
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus B Overall Performance - Numeric Grade Only	F
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	84%
<b>Elementary (or Lower) School C (if applicable)</b>	
Applicant Response	
Campus C Name	Heritage Elementary
Campus C ID Number	015 917 104
Campus C Address	3223 S. Loop 1604. E., San Antonio, TX 78264
Campus C Total Students	472
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	1
Highest Grade at Campus C (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	175
Anticipated 2020-2021 Total Instructional Days	180
2019-2020 First Day of School	13-Aug-19
<b>Personnel</b>	
Campus C Principal Name	Elise Puente
Campus C Principal Email Address	<a href="mailto:elise.puente@southsideisd.org">elise.puente@southsideisd.org</a>
Campus C Principal Phone Number	210-508-4975
Campus C ADSY Project Manager	Jennifer Green
Campus C ADSY Project Manager Title	Literacy Coach
Campus C ADSY Project Manager Email Address	<a href="mailto:jennifer.green@southsideisd.org">jennifer.green@southsideisd.org</a>
Campus C ADSY Project Manager Phone Number	210-882-1600 ext 5163
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus C Overall Performance - Numeric Grade Only	F
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	91%
<b>Elementary (or Lower) School D (if applicable)</b>	
Applicant Response	
Campus D Name	Freedom Elementary
Campus D ID Number	015 917 105
Campus D Address	3845 S. Loop 1604 E., San Antonio, TX 78264
Campus D Total Students	581
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	1
Highest Grade at Campus D (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	175
Anticipated 2020-2021 Total Instructional Days	180
2019-2020 First Day of School	13-Aug-19
<b>Personnel</b>	
Campus D Principal Name	Thomasina Montana
Campus D Principal Email Address	<a href="mailto:thomasina.montana@southsideisd.org">thomasina.montana@southsideisd.org</a>
Campus D Principal Phone Number	210-744-8664
Campus D ADSY Project Manager	Jennifer Green

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus D ADSY Project Manager Title	Literacy Coach
Campus D ADSY Project Manager Email Address	<a href="mailto:jennifer.green@southsideisd.org">jennifer.green@southsideisd.org</a>
Campus D ADSY Project Manager Phone Number	210-882-1600 ext 5163
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus D Overall Performance - Numeric Grade Only	F
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	85%
<b>Elementary (or Lower) School E (if applicable)</b>	
Campus E Name	Applicant Response
Campus E ID Number	Enter Text Response
Campus E Address	Enter Numeric Response
Campus E Total Students	Enter Address
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	Enter Numeric Response
Highest Grade at Campus E (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Choose Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Numeric Response
<b>Personnel</b>	
Campus E Principal Name	Enter Date (dd/mm/yy)
Campus E Principal Email Address	Enter Text Response
Campus E Principal Phone Number	Enter Email Address
Campus E ADSY Project Manager	Enter Phone Number
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Text Response
Campus E ADSY Project Manager Phone Number	Enter Email Address
<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
<b>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</b>	



**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"> <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>
Implementation Date	<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>
Target Students	<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>
Target Teachers	<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>
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.	

Genese G. Bell  
Printed Name  
Genese G. Bell  
Signature

Southside ISD  
District Name  
April 27, 2020  
Date

Full Year Redesign  
Cohort Selection  
Asst. Superintendent  
Title

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



# SOUTHSIDE

INDEPENDENT SCHOOL DISTRICT

*Soaring to Excellence!*

1460 Martinez Losoya Rd  
San Antonio, TX 78221  
(210) 882-1600  
Fax (210) 626-0101  
[www.southsideisd.org](http://www.southsideisd.org)

Texas Education Agency  
Brian Doran, Manager of Additional Days School Year  
Division of Innovative Instructional Models  
[Brian.Doran@tea.texas.gov](mailto:Brian.Doran@tea.texas.gov)

Dear Mr. Doran,

I am writing to express my commitment to support the implementation of the Additional Days School Year Planning and Execution Program grant (ADSY). Southside ISD has a need to expand the educational learning time for students and the planning/professional development time for our educators through the Full Year Redesign.

I understand the Southside ISD will participate in a year-long planning process in school year 2020-2021 to plan for ADSY implementation, if the grant is awarded. This will include the designation of a project manager and access to technical assistance vendors to assist with Design & Implementation, Finance & Operations, and Academic components.

Our districts goal, through ADSY, will be to enter the execution phase at the end of the planning phase and to work with the Texas Education Agency to effectively monitor program performance, improved SISD programs and ultimately improve outcomes for all of SISD participating students. I am excited to be a Champion for ADSY.

Sincerely,

Mark E. Eads  
Superintendent of Schools  
Southside ISD

---

OFFICE OF THE SUPERINTENDENT

**Mark E. Eads**  
Superintendent of Schools

BOARD OF MANAGERS

**Dolores Sendejo**  
Board President

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Board Secretary

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**Jesse Hernandez**  
Board Member





# **SOUTHSIDE**

**INDEPENDENT SCHOOL DISTRICT**  
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1460 Martinez Losoya Rd  
San Antonio, TX 78221  
(210) 882-1600  
Fax (210) 626-0101  
[www.southsideisd.org](http://www.southsideisd.org)

Texas Education Agency  
Brian Doran, Manager of Additional Days School Year  
Division of Innovative Instructional Models  
[Brian.Doran@tea.texas.gov](mailto:Brian.Doran@tea.texas.gov)

Dear Mr. Doran,

I am writing to express my support for the Additional Days School Year (ADSY) grant. As Principal of Gallardo Elementary School (GES), I will advocate, assist in planning, and work to implement ADSY. Gallardo Elementary is located in Southside ISD in San Antonio, Texas. There are just over 550 students in grades 1-5 that attend GES.

The demographics are: 495 or 87% Economically Disadvantaged  
369 or 65% At-Risk  
86 or 15% English Language Learners  
120 or 23% Mobility Rate

By expanding our school year, GES can decrease the impact of summer slide and improve the academic and enrichment opportunities for our students.

For School Year (SY) 18-19 44% of the teachers had 5 years or less of teaching experience. By increasing the planning/professional development time for our educators through the Full Year Redesign, GES staff will be prepared to teach the students.

Sincerely,

Karen Feldman  
Principal of Gallardo Elementary School  
Southside ISD

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**Mark E. Eads**  
Superintendent of Schools

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Genese Bell <genese.bell@southsideisd.org>

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**Re: Additional Days School Year Planning Grant (ADSY) FULL YEAR REDESIGN**

1 message

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**Karen Feldman** <karen.feldman@southsideisd.org>  
To: Genese Bell <genese.bell@southsideisd.org>

Mon, Apr 27, 2020 at 9:37 AM

Hello Dr. Bell,

I support the initiatives of the ADSY grant.

Thank you Dr. Bell.

Sincerely,

**Karen Feldman**  
**Principal**  
**Julian C. Gallardo Elementary**

**Beaks Up Keep Soaring**



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Brian Doran, Manager of Additional Days School Year  
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[Brian.Doran@tea.texas.gov](mailto:Brian.Doran@tea.texas.gov)

Dear Mr. Doran,

I am writing to express my support for the Additional Days School Year (ADSY) grant. As Principal of Pearce Elementary School (PES), I will advocate, assist in planning, and work to implement ADSY. WM Pearce Elementary is located in Southside ISD in San Antonio, Texas. There are just over 450 students in grades 1-5 that attend PES.

The demographics are: 389 or 84% Economically Disadvantaged  
290 or 62% At-Risk  
96 or 20% English Language Learners  
71 or 16.9% Mobility Rate

By expanding our school year, PES can decrease the impact of summer slide and improve the academic and enrichment opportunities for our students.

For School Year (SY) 18-19 48% of the teachers had 5 years or less of teaching experience. By increasing the planning/professional development time for our educators through the Full Year Redesign, PES staff will be prepared to teach the students.

Sincerely,  
*Brenda Gonzales*

Brenda Gonzales  
Principal of Pearce Elementary School  
Southside ISD

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**Mark E. Eads**  
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Brian Doran, Manager of Additional Days School Year  
Division of Innovative Instructional Models  
[Brian.Doran@tea.texas.gov](mailto:Brian.Doran@tea.texas.gov)

Dear Mr. Doran,

I am writing to express my support for the Additional Days School Year (ADSY) grant. As Principal of Heritage Elementary School (HES), I will advocate, assist in planning, and work to implement ADSY. Heritage Elementary is located in Southside ISD in San Antonio, Texas. There are just over 440 students in grades 1-5 that attend HES.

The demographics are: 428 or 90.7% Economically Disadvantaged  
319 or 67.6% At-Risk  
127 or 26.9% English Language Learners  
106 or 22.3% Mobility Rate

By expanding our school year, HES can decrease the impact of summer slide and improve the academic and enrichment opportunities for our students.

For School Year (SY) 18-19 41.5% of the teachers had 5 years or less of teaching experience. By increasing the planning/professional development time for our educators through the Full Year Redesign, HES staff will be prepared to provide our students with high quality instruction they need to be successful.

Sincerely,

Elise Puente  
Principal of Heritage Elementary School  
Southside ISD

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Texas Education Agency  
Brian Doran, Manager of Additional Days School Year  
Division of Innovative Instructional Models  
[Brian.Doran@tea.texas.gov](mailto:Brian.Doran@tea.texas.gov)

Dear Mr. Doran,

I am writing to express my support for the Additional Days School Year (ADSY) grant. As Principal of Freedom Elementary School (FES), I will advocate, assist in planning, and work to implement ADSY. Freedom Elementary is located in Southside ISD in San Antonio, Texas. There are just over 580 students in grades 1-5 that attend FES.

The demographics are: 496 or 85.4% Economically Disadvantaged  
414 or 71.3% At-Risk  
137 or 23.6% English Language Learners  
83 or 16.5% Mobility Rate

By expanding our school year, FES can decrease the impact of summer slide and improve the academic and enrichment opportunities for our students.

For School Year (SY) 18-19 28.3% of the teachers had 5 years or less of teaching experience. By increasing the planning/professional development time for our educators through the Full Year Redesign, FES staff will be prepared to teach the students.

Sincerely,

Thomasina Montana  
Principal of Freedom Elementary School  
Southside ISD

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4/27/2020

Southside ISD Mail - Re: Additional Days School Year Planning Grant (ADSY) FULL YEAR REDESIGN



Genese Bell <genese.bell@southsideisd.org>

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**Re: Additional Days School Year Planning Grant (ADSY) FULL YEAR REDESIGN**

1 message

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**Thomasina Montana** <thomasina.montana@southsideisd.org>  
To: Genese Bell <genese.bell@southsideisd.org>

Mon, Apr 27, 2020 at 9:10 AM

I agree with the letter.

**Thomasina Montaña**  
Principal  
Freedom Elementary

Southside ISD ....Soaring to Excellence!

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*Curriculum Vitae*

**Jennifer Green, Ed.D.**

2451 Oakline Drive; San Antonio, Texas 78232

*jgreengersh@gmail.com or jennifer.green@southsideisd.org*

(859) 248-8653

**PROFESSIONAL PROFILE**

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- Accomplished career as a National Board Certified elementary teacher, bilingual and ESL educator, reading interventionist, and literacy coach.
- Extensive background preparing and leading teachers as a laboratory school teacher, instructional coach, district literacy coach, and professor of teacher education.
- Broad expertise in bilingual and dual language education; English as a Second Language methods, classroom management, culturally responsive pedagogy, teacher leadership, research-based literacy practices, and reading intervention.

**EDUCATION**

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**Doctor of Education in Educational Leadership**

**2016**

University of Kentucky

Lexington, Kentucky

Dissertation: *The Phenomenon of Teacher Leadership and Cross-Cultural Confusions: What Teachers Narratives Reveal about Intergroup Communication*

**Master of Education in Bilingual and Multicultural Special Education**

**2001**

University of Texas

Austin, Texas

**Bilingual and Cross-Cultural Language Acquisition Degree**

**1994**

University of California

San Diego, California

**Bachelor of Science in Spanish**

**1990**

Georgetown University

Washington, DC

**CERTIFICATIONS**

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Elementary Self-Contained

Bilingual/ESL Grades (1-8)

Elementary Education Program Consultant

National Board Certified Middle Childhood Generalist

## **POST-SECONDARY TEACHING EXPERIENCE**

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### **Assistant Professor of Teacher Education**

Weber State University

**2018-2019**

Ogden, Utah

- *Culturally Responsive Teaching*
- *Reading in the Primary Grades, K-2*
- *Reading in the Intermediate Grades, 3-6*
- *Language Arts Instruction in the Elementary Schools*
- *Exploring Teaching*
- *Elementary Practicum*

### **Adjunct Professor**

University of the Cumberlands

**2017-2018**

Williamsburg, Kentucky

- *Teaching ESL in a Multicultural Society*
- *Reading and Writing through ESL*

### **Adjunct Professor**

Eastern Kentucky University

**2005-2017**

Richmond, Kentucky

- *Assessment Methods for English Language Learners*
- *Cultural Competence with English Language Learners and their Families*
- *English as a Second Language Methods and Materials*
- *Foreign Language Teaching Methods, P-12*
- *Spanish 101 and 102*

## **PROFESSIONAL EXPERIENCE**

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### **READ District Literacy Coach**

Southside ISD

**2019-2020**

San Antonio, Texas

### **Instructional Coach**

Hogsett Elementary School

**2015-2018**

Danville, Kentucky

### **3rd Grade Teacher**

Model Laboratory School, Eastern Kentucky University

**2003-2015**

Richmond, Kentucky

### **Interventionist and Comprehensive Basic Services Provider**

Child Development Center

**2001-2003**

Greenville, North Carolina

### **4<sup>th</sup>-5<sup>th</sup> Grade Bilingual Teacher**

Hillcrest Elementary

**1994-2001**

Austin, Texas



## **PUBLICATIONS**

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### **Peer-Reviewed Journal Articles**

- Green, J. (forthcoming). Testimonio: Artful inquiry into the counter-stories of the oppressed. In J. Crossman & S. Bordia (Eds.), *EE handbook of qualitative research methodologies in workplace contexts*. Cheltenham, UK: Edward Elgar Publishing.
- Green, J. (2019). Under the cloud of deportation threat: Testimonios reveal impact on mixed-status families. *Hispanic Journal of Behavioral Sciences*, 41(2) 127–144.  
<https://doi.org/10.1177/0739986319837205>
- Green, J. (2019). Teacher leadership and communication among diverse colleagues: Why cultural competence counts. *Journal of School Leadership*, 29(3), 210-228.  
<https://doi.org/10.1177/1052684619836822>
- Green, J. (2018). Unveiling the storied lives of teachers through qualitative bricolage. *Qualitative Research Journal*, 18(4), 316-329. [https://doi: 10.1108/QRJ-D-17-0004](https://doi:10.1108/QRJ-D-17-0004)
- Green, J. (2017). Cross-cultural confusions amongst diverse colleagues: What teachers' narratives reveal about intergroup communication. *Discourse: Studies in the Cultural Politics of Education*, 40(3), 386-398. <https://doi:10.1080/01596306.2017.1349737>
- Madden, A., Townsend, J. S., & Green, J. (2011). Book bag buddies. *Science and Children*, 49(3), 42.

### **Web-Based Publications**

- Green, J. and Holman, J. (2017). The challenge of summarizing expository text in the intermediate grades. *Kentucky Teacher*. <http://www.kentuckyteacher.org/subjects/literacy/2018/03/the-challenge-of-summarizing-expository-text-in-intermediate-grades>

## **CONFERENCE PRESENTATIONS**

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**International Literacy Association Annual Conference** (New Orleans, LA) October 2019  
Cultivating the Skill of Summarizing Informational Text: Meeting the Needs of All Learners through Differentiated Literacy Centers

**Association of American Colleges and Universities Annual Conference** (Pittsburgh, PA) March 2019  
Using Protocols to Facilitate Sensitive Conversations about Diversity with Undergraduate Students

<b>Diversity Conference</b> (Weber State University; Ogden, UT) Deportation Threat and the Impact on Mixed-Status Immigrant Families	October 2018
<b>Kentucky Reading Association Annual Conference</b> (Louisville, KY) Deepening Content Knowledge through Leveled Literacy Centers: Meeting the Needs of All Learners	October 2017
<b>WIDA National Conference Annual Conference</b> (Atlanta, GA) Enhancing Interaction for P-12 English Language Learners	October 2014
<b>Kentucky Education Association Annual Conference</b> (Louisville, KY) Mentoring the Next Generation of Teachers: What is your Role as a Teacher Leader?	June 2014
<b>Kentucky World Language Association Annual Conference</b> (Lexington, KY) Multisensory Approach to Learning a World Language	September 2010

## **PROFESSIONAL DEVELOPMENT PRESENTATIONS**

<b>Reading Excellence and Academics Development (READ)</b> The Science of Teaching Reading; multiple days of training throughout the school year as designed by TEA.	July 2019-present San Antonio, Texas
<b>Southside Independent School District</b> Metacognitive Strategies for Struggling Comprehenders	January 2020 San Antonio, Texas
<b>Southside Independent School District</b> Administering the Fountas & Pinnell Benchmark Assessment to Early Readers	January 2020 San Antonio, Texas
<b>Danville Independent School District</b> Deepening ELs' Content Knowledge through Academic Conversations	February 2018 Danville, Kentucky
<b>Danville Independent School District</b> Deepening Content Knowledge through Centers: Meeting the Needs of All Learners	September 2017 Danville, Kentucky
<b>Danville Independent School District</b> Word Study Strategies for Struggling Readers	June 2017 Danville, Kentucky
<b>Danville Independent School District</b> Supporting ELLs in the Classroom	November 2016 Danville, Kentucky

<b>Hogsett Elementary School</b>	June 2016
Cross-cultural Conversations with Students, Families and Colleagues	Danville, Kentucky
<b>Hogsett Elementary School</b>	June 2016
Jump into Writer’s Workshop Using the CraftPlus Model	Danville, Kentucky
<b>Hogsett Elementary School</b>	May 2016
Design Thinking for MGH	Danville, Kentucky
<b>Danville Independent School District</b>	June 2016
Literacy Centers in the Primary Classroom	Danville, Kentucky
<b>Berea Independent School District</b>	June 2012
Energizing Instruction with Small Group Stations & Projects	Berea, Kentucky
<b>Berea Independent School District</b>	June 2008
Literature Circles and Guided Reading: A Blended Approach	Berea, Kentucky

**AWARDS AND HONORS**

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<b>Danville Independent School District</b>	May 2016
People’s Choice Award for Hogsett Elementary School	Danville, Kentucky
<b>Eastern Kentucky University, Model Laboratory School</b>	June 2010
Teaching and Scholarship Award	Richmond, Kentucky



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April 25, 2020

Texas Education Agency  
Brian Doran, Manager of Additional Days School Year  
Division of Innovative Instructional Models  
[Brian.Doran@tea.texas.gov](mailto:Brian.Doran@tea.texas.gov)

Dear Mr. Doran,

I am writing to express my support for Southside Independent School District's application for the Additional Days School Year (ADSY) grant. I want to commend the Texas Education Agency for creating this grant to support districts in need of innovative measures to close the opportunity gap. Southside ISD is a strong candidate for this program for a variety of reasons and I believe the district is poised to effectively plan and implement an extended school year program.

I am currently the Reading Excellence and Academies Development (READ) literacy coach in Southside. Throughout the 2019-2020 school year, I have worked closely with TEA, Southside administrators, and 55 elementary school teachers on professional development (PD) and literacy practices related to the Science of Teaching Reading (STR) competencies. The READ grant required that teachers participate in more than 60 hours of PD (face-to-face and virtual) in addition to multiple classroom visits, coaching sessions, and artifact submissions. I frequently met and planned with the leadership teams in Southside and can assure you that the community is committed to professional growth and academic progress for students.

There are many current initiatives in Southside that demonstrate willingness and readiness to respond to data and innovate. For example, in conjunction with the READ grant, primary school teachers across the district faithfully implemented evidence-based, multisensory approaches to phonological awareness and phonics, which are foundational skills for reading. In addition, all schools in the district worked diligently to improve the multi-tiered systems of support and data-driven remediation practices by classroom teachers. Two of the four elementary schools implemented new, schoolwide approaches to intervention that impressed me with their breadth and

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**Mark E. Eads**  
Superintendent of Schools

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depth. I feel confident that these efforts can and will continue to produce sustainable growth in students.

As my vita shows, my professional background involves educational leadership, literacy development, effective practices for language learners, and culturally responsive pedagogy. I have also dedicated scholarly work and professional learning to school and community partnerships. I taught for many years at an arts and humanities laboratory school and was an instructional coach at a Title I school that took part in the integration of arts literacy techniques into the language arts block. These personal experiences make me a strong believer in innovation and enrichment for all students.

Again, many thanks to TEA for responding to national and international research that demonstrates that extending the school year, improving the knowledge base of teachers, and increasing movement and enrichment opportunities can improve long-term outcomes for underserved populations. Substantive, sustained state finance reform such as this will counteract the negative effects that summer slide has on low-income youth. I certainly hope that Southside students and families benefit from this opportunity for years to come.

Regards,

Jennifer Green, Ed.D.  
READ Literacy Coach  
Southside ISD

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**Mark E. Eads**  
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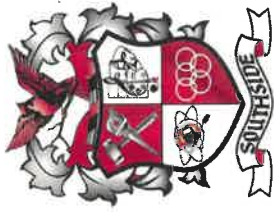
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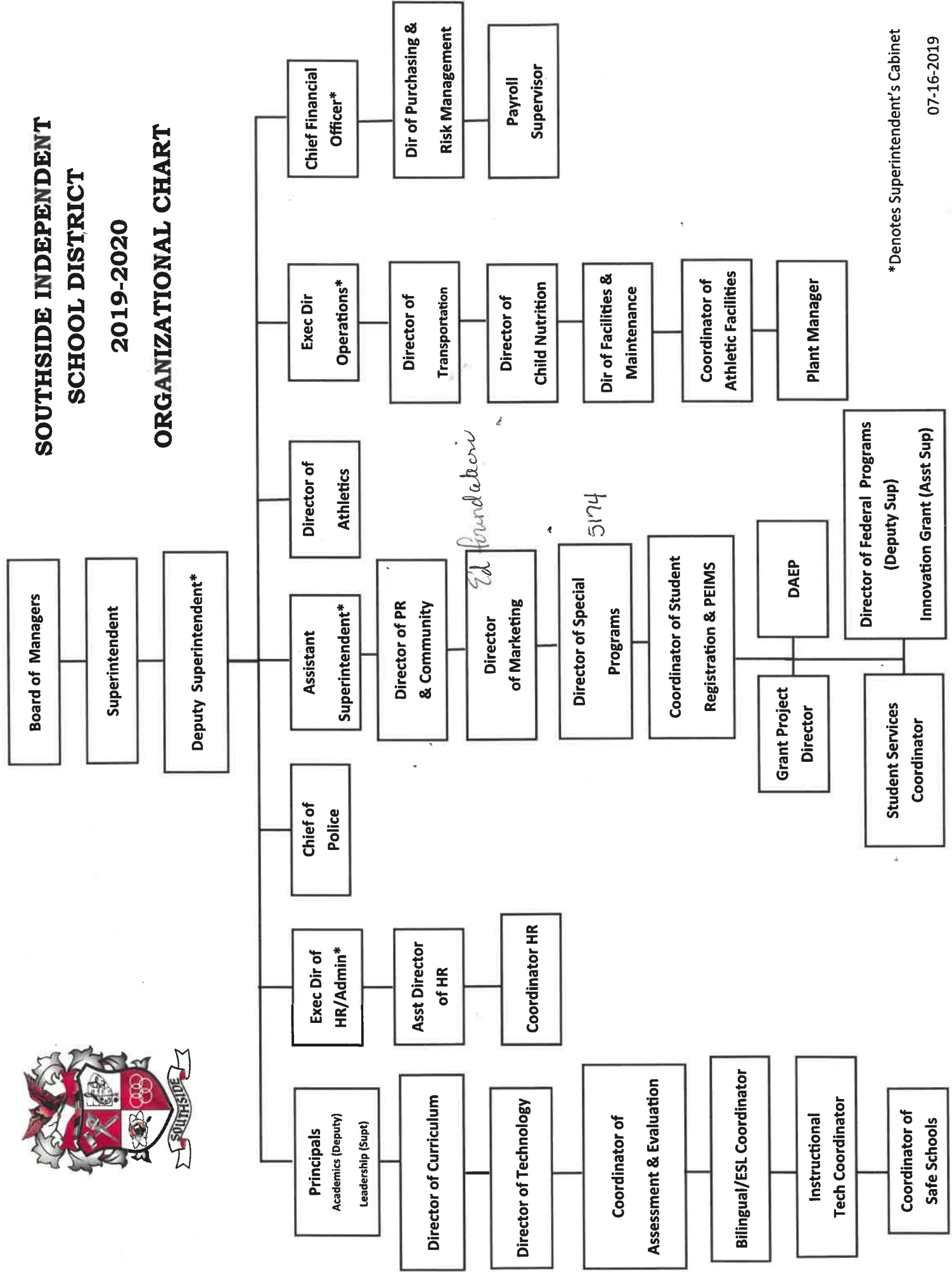
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**SOUTHSIDE INDEPENDENT  
SCHOOL DISTRICT  
2019-2020  
ORGANIZATIONAL CHART**



*Ed foundation*

*5174*

\*Denotes Superintendent's Cabinet

07-16-2019

*Community Health Nurses, Counselors, Raise Up \**