



**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

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.

Application stamp-in date and time

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

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

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

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

Organization **Greenville ISD** CDN **116905** Campus [Redacted] ESC **10** DUNS **159172014**

Address **4004 Moulton St., PO Box 1022** City **Greenville** ZIP **75401** Vendor ID **75-6001712**

Primary Contact **Dr. Demetrus Liggins** Email **ligginsd@greenvilleisd.com** Phone **(903)457-2526**

Secondary Contact **Sharon Boothe** Email **boothes@greenvilleisd.com** Phone **(903)457-2526**

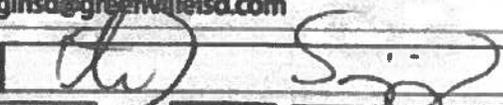
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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. Demetrus Liggins** Title **Superintendent of Schools**

Email **ligginsd@greenvilleisd.com** Phone **(903)457-2526**

Signature  Date **4/24/2020**

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.

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.

Educational research indicates students from low-income backgrounds score below their affluent peers on assessments of reading and math. One of the factors attributed to lower performance levels is a decline of academic skills that occurs over the summer months when school is not in session. The cumulative impact of summer learning loss has been shown to create a gap of up to three grade levels for low income students by fifth grade. To increase the number of school days and reduce the impact of summer slide, Greenville ISD (GISD) is submitting an application to join the Additional Days School Year (ADSY) Planning and Execution program cohort.

The Deputy Superintendent worked with Principals to review Campus Improvement Plans. The team identified elementary schools with a need to raise student achievement scores in reading and math. Four elementary schools serving kindergarten through fifth grade students, were targeted for the initiative. The vast majority of learners in each Greenville ISD elementary school are classified as economically disadvantaged. These learners will be targeted for the ADSY program.

Principals of targeted schools reviewed research and determined the Voluntary Summer Learning Cohort model meets the needs of campus learners and the school. Each campus proposes to offer the extended learning program for twenty-five to thirty days each summer. The voluntary summer school program will begin in 2021 and extend through 2024. The district will utilize formula funding from the state, State Compensatory Education, Title IV, local and other appropriate funding sources including ADSY funding and vendor resources to implement the program.

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.

Under the direction of the Deputy Superintendent, school principals and educators reviewed case studies of voluntary summer programs implemented in urban regions. Based on this research, the team developed a programming framework with the operational design and instructional approaches to improve reading and math achievement for targeted economically disadvantaged learners. Operational Design: The Voluntary Summer School program will begin in 2021 and extend through 2024. Each campus will offer extended learning to kindergarten through fifth grade students during 25 to 30 days of the summer. The Deputy Superintendent will serve as the Project Manager. The Assistant Principal at each ADSY school will serve as Campus Manager. During the planning phase, a steering committee will attend an ADSY kickoff and workshops to learn about voluntary summer programs including summer school, targeted remediation, and jump start models and develop an evidence-based Strategic Plan. Instructional Approach: Academic instruction focusing on reading and math instruction will be offered for three to four hours each day. Certified teachers who taught the grade level during the school year will design academic instruction. In addition, enrichment activities will be conducted two to three hours each day. These collaborative TEKS-based activities will be designed to include hands-on science explorations, robotics activities, social studies service learning projects, physical education activities, and fine arts experiences. Data will be disaggregated for each learner to determine a baseline mastery of skills in reading and math. Student expectations will be analyzed and a learning plan for each student will be created. Educators will design instruction to spiral from the mastery level of the lowest performing student to the mastery of grade level TEKS. Academic and enrichment lessons will be reflective of the student's culture and designed to build academic knowledge and skills, positive interaction strategies, and critical thinking abilities. Students and teachers will monitor data daily to develop a growth mindset and encourage a positive self-image. Targeted Students: The percentage of economically disadvantaged students at participating campuses ranges from 60 to 95%. A process for identifying learners to attend the ADSY program will target economically disadvantaged students failing to meet standards in reading and math on state assessments. The identification process will include attendance and behavior data. Students meeting qualifications will be invited to enroll by the campus Principal.

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.

Summer Learning Programs: GISD offers enrichment programs each summer to extend learning time for high need elementary school learners. (1) During the school year, GISD offers the Afterschool Centers on Education (ACE) program at Bowie, Crockett, and Lamar Elementary schools for high need students. To extend learning, the ACE program is also offered for three weeks during summer months. (2) Greenville ISD offers Bilingual and ESL Programs during the academic year for qualifying English language learners enrolled in prekindergarten (Pre-K) through fifth grade. To extend learning for Pre-K and kindergarten students, the Bilingual and ESL programs are also offered during three weeks of the summer. (3) Carver Elementary hosts a Kids Summer Program for kindergarten through fifth graders during two weeks of the summer break. (4) Carter Elementary hosts a Student Success Initiative boot camp for GISD 5th graders during one week of June. The summer program is offered to prepare learners for STAAR retests. Each extended learning program is held daily for 6 ½ hours.

Extended Day Learning: The ACE after-school program is designed to provide social, educational, and recreational opportunities for students. The program is offered in three GISD campuses serving Pre-K through sixth grade students. During ACE, students participate in a dedicated homework time, instructional remediation projects, fitness activities, and enrichment activities. The program implements a 1:12 teacher to student ratio and is conducted 3 hours daily.

Change Management Initiatives: GISD is an innovative district. The district is in the process of restructuring campuses to offer robotics, STEM, and PTECH programs. All programs are designed to meet the interests and the needs of learners and improve school success. The school uses the Effective Schools Framework to provide a clear vision, a diagnostic process, and outlines effective support strategies. The Superintendent provides flexibility and autonomy to school leaders to create effective instructional systems. Each initiative is supported through recruiting highly qualified personnel, developing high-quality curriculum, and a establishing a positive school culture. GISD has put into place strong district and school leaders with the experience and knowledge to effectively support change and accomplish evidence-based school improvement.

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.

Greenville ISD is a District of Innovation. The district has established numerous school improvement programs at all grade levels to improve student performance and achievement. Innovations include establishing elementary campuses focused on motivating subject matter including an award-winning robotics program, a PTECH high school program, and an elementary STEM academy. The district is a regional leader in establishing early college programs resulting in a high school diploma, industry certification(s) and/or a college degree. The introduction of innovative school structures has resulted in success for students, families, educators, schools, the district, and the community. The Superintendent, Deputy Superintendents, Assistant Superintendents, and Principals fully support the addition of the ADSY Voluntary Summer program as a school improvement initiative in the district. The team has committed to recommending stakeholders to become part of the ADSY Steering Committee and working as a team to develop the Strategic Plan and execute the project. The commitment letter of the Superintendent, Project Manager, and the four campus Principals is included as an attachment to this application.

The Teaching and Learning department is responsible for supporting the development and success of school improvement initiatives. The mission of the department is to provide resources for strategies that assist students most "at-risk" of failing or dropping out of school. The Deputy Superintendent, oversees district instructional support initiatives and provides support to campuses in "closing the gap" between high-performing and low-performing student groups. As a lifelong educator and advocate for at-risk learners, the school leader has played a key role in planning and executing GISD innovations to meet the needs of the diverse student population. The leader has the experience and passion to serve as Project Manager and lead the GISD Steering Committee to design and implement a high quality ADSY Strategic Plan. As a Deputy Superintendent, the administrator has the support and flexibility to work with leadership across all departments and campuses during planning, and the ability. The district leader also has the autonomy to carry out the requirements of the ADSY program during execution of the project. As a student advocate who works tirelessly for children of the district, the educator is excited to have the opportunity to offer a unique summer school program to improve student achievement.

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 strategic planning process is vital to the design and implementation of a successful ADSY Voluntary Summer School program. It will be important for the Project Manager to support the Steering Committee in utilizing the Fidelity of Planning (FOP) process to create a strong ADSY Strategic Plan. The administrator has the authority to make certain the ADSY Planning Rubric guides the planning process and essential academic and operational program components are included. The Deputy Superintendent will keep the GISD Board of Trustees apprised of grant progress throughout the planning year. Upon TEA approval, the administrator will present the ADSY Strategic Plan to the GISD Board of Trustees to ensure the project is recognized as a summer intervention program to be integrated into district and school improvement plans. Integrating the plan into district and campus improvement will designate GISD personnel, instructional resources, and finances to support program execution and continuation.

Effective execution of the project will have a positive impact on student achievement and school success. The Project Manager will be important to successful execution of the Strategic Plan. The campus administrator will work with the Principal to recruit reading and math teachers for academic lessons, and instructors for enrichment activities. Placing high energy, highly qualified educators in ADSY teaching positions will engage students in learning activities to increase attendance. Research studies conducted on effective Voluntary Summer Programs indicates attendance in at least five weeks of summer programming is essential to reduce summer slide and enhance student achievement.

The Campus Project Manager and Deputy Superintendent will be responsible for collecting and submitting project data including student scores on interim and STAAR assessments, attendance and behavior rates, staff attrition, stakeholder satisfaction, and project execution data to the TEA on time and as required. Project data will be used by each campus and the district to determine the impact of the program on participants and stakeholders. The Principal will guide the campus Project Manager and Campus Improvement Committee to make changes to the project based on the data. Continuous data collection including feedback from participants will ensure project timelines, activities, and events are adjusted in a timely manner to meet the needs of participants and to positively impact student achievement and school success.

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.

Under the direction of the Deputy Superintendent, the District Improvement Committee selected four schools to implement the ADSY Planning and Execution program. The team disaggregated data to determine campuses most in need based on the percentage of learners meeting reading and math standards in grades kindergarten through fifth grade. Bowie Elementary, Carver Elementary, Crockett Elementary and Lamar Elementary will participate in the ADSY initiative. Each campus serves a diverse student population and the majority of learners are classified as economically disadvantaged. In addition, selected campuses have a passing rate for STAAR reading and math which is lower than state and district standards. Information used to identify campuses for participation is shown in the list of campuses below.

- Bowie Elementary, campus number 116905102 has an accountability rating of C. The school serves 41% Hispanic, 41% White, 11% African American, and 7% other races. 68% of the student population is economically disadvantaged. 68% of learners met reading standards and 72% of learners met math standards on the 2019 STAAR.
- Carver Elementary, campus number 116905104, has an accountability rating of C. The school serves 70% Hispanic, 17% African American, 8% White, and 5% other races. 95% of the student population is economically disadvantaged. 61% of learners met reading standards and 80% of learners met math standards on the 2019 STAAR.
- Crockett Elementary, campus number 116905103, has an accountability rating of F. The school serves 49% Hispanic, 27% White, 15% African American, and 9% other races. 88% of the student population is economically disadvantaged. 57% of learners met reading standards and 70% of learners met math standards on the 2019 STAAR.
- Lamar Elementary, campus number 116905106, has an accountability rating of C. The school serves 50% White, 30% Hispanic, 13% African American, and 7% other races. 60% of the student population is economically disadvantaged. 73% of learners met reading standards and 80% of learners met math standards on the 2019 STAAR.

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.

Root Problem: The vast majority of learners enrolled in GISD elementary schools are from low income homes and qualify for free or reduced lunch. Economically disadvantaged learners are at risk of school failure because of factors that impede school readiness including limited access to high-quality and developmentally appropriate educational experiences, nutrition, physical fitness activities, and health care. Students who begin school lacking readiness skills fall behind in kindergarten. As the learner progresses through grade levels, standards multiply and become more difficult. As a result, the gap between grade level expectations and student performance widens. To compound the problem, gains made during the regular school year are lost during the summer months when students are not receiving daily instruction.

Solving the Problem: Greenville ISD proposes to design and implement an ADSY Voluntary Summer School program on four elementary school campuses to improve student achievement. District stakeholders studied the impact of extended year programs. The factors impacting student achievement include:

- (1) Attendance is key to program success. All district summer programs are voluntary. Programs are planned based on the needs of students and their families. Data will be used to identify students most in need of extended learning time. These learners will be encouraged to make a decision to attend the summer school program. Parents will enroll students using an online application process;
- (2) GISD utilizes data systems to support a realistic diagnosis of student progress, achievement, attendance, and behavior reports. The proposed project will use this data to monitor participant information and adjust the project accordingly.
- (3) Encouraging students to build talents and interests is important to the development of a content and productive member of the community. During the planning phase, the steering committee will use end-of-school questionnaires that include a family wish list of extracurricular activities. The summer school program will offer activities such as sports, fine arts, clubs, science explorations, and service learning activities based on interest expressed at each campus. In addition, guest speakers, study trips, and college to career events will be held as appropriate;

Statutory/Program Requirements (Cont.)

7. Pilot Approach and Campus Selection: Response continued.

The daily schedule of each summer program includes time for learners to work with adult advocates. This component is integrated into the daily schedule of elementary learners to provide a protected time to build trusting and useful relationships. During planning, each principal will make certain the schedule includes daily mentoring;

(5) The goal of all GISD summer programs is to positively impact student achievement and to ultimately prepare the learner for success in college and a career. The summer school program will provide academic support in reading and math. Teachers will identify TEKS, unpack student expectations, and design lessons to spiral from the lowest performing student to meet grade level standards and beyond; and

(6) Character building activities are incorporated into successful after-school and summer school programs. Each campus will extend the character education program of the campus to assist at-risk learners identify, understand, and self-regulate emotions and to develop strategies to interact with peers and adults.

Implementing ADSY voluntary summer school will provide high need learners with access to high quality instruction to prepare for school success. The program will begin in the summer before kindergarten. Each summer students enrolled in the program will have six weeks of instruction to extend learning. Certified K-5 teachers will build upon achievement gains made during the school year to eliminate summer slide and close achievement gaps.

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 Deputy Superintendent will lead the ADSY Planning and Executing Initiative. The Deputy Superintendent is responsible for planning, implementing, and evaluating all school improvement initiatives in GISD.

The Deputy Superintendent has the experience, background, and ability to lead the Steering Committee to develop the ADSY Strategic Plan: The district administrator leads Campus Improvement Committees each year to develop school improvement plans. Each improvement committee is composed of stakeholders including educators, family representatives, and community members to develop annual Campus Improvement Plans. The Deputy Superintendent leads each committee to use the TEA required Effective Schools Framework (ESF) as a tool to guide planning. The planning tool provides a structure for assessment, instruction, resources, and supports to meet the needs of each campus and to achieve improved student achievement. The EFS framework focuses on creating systems of effective instruction accomplished through positive interactions between students, teachers, and content. This instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. The experience gained from forming school improvement committees will ensure the Deputy Superintendent forms a strong Steering Committee with appropriate membership to innovate school structure and systems to positively impact student achievement. The school leader's experience in guiding teams through intensive planning that integrates prioritized components with program requirements will be key to designing a TEA approved ADSY Strategic Plan.

The Deputy Superintendent has the experience, background, and ability to execute the ADSY project. The school administrator leads the Teaching and learning department with a relentless focus on improving student achievement. As leader of Teaching and Learning, the administrator is responsible for GISD assessment systems, curriculum programs, instructional approaches, professional development offerings, family engagement programs, and evaluation systems. The administrator's commitment letter is the sixth attachment to this application.

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 Deputy Superintendent reports directly to the Superintendent of Schools. This position in the organization will give the Project Manager authority to require essential academic and operational program components are included in the GISD Strategic Plan to meet the requirements of the ADSY Planning Tools and Rubric provided by the TEA. As the leader of the Teaching and Learning department, the Deputy Superintendent works collaboratively with Campus Improvement Committees to plan, implement, and evaluate school improvement initiatives in the district. This position gives the Project Manager direct communication with stakeholder teams to facilitate ADSY program decisions. As a top GISD leader, the Project Manager will have obtain cross-division support for the initiative and the ability to remove barriers to effective program planning and execution. The Deputy Superintendent will work collaboratively with the ADSY Campus Managers to guarantee proposed activities are planned, implemented, and completed as approved in the grant application. The district’s organization structure is included as attachment seven to this application.

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 Deputy Superintendent will work with the District Improvement Committee and participating Campus Improvement Committees to recruit members to serve on the ADSY Steering Committee. The committee will include the campus Principals and Campus Managers from each participating school; school leaders from Financial Services, Human Resources, Facilities, School Leadership, Teaching and Learning, and Communications departments; elementary educators including lead teachers of math, reading, science, and social studies; parents representing the diverse student populations of targeted campuses; educational partners such as the TEA technical assistance vendors, and youth organizations; and community members offering high quality fine arts, physical fitness, enrichment programs. Steering Committee members will attend the ADSY Kickoff and five workshops to learn about the initiative and required components of the Strategic Plan. The committee will work with Deputy Superintendent, Project Manager, TEA technical assistance vendors, and partners to develop a Voluntary Summer School program. During planning, partners will establish a five to six week summer school program and plan engaging, project-based school instruction and enrichment activities to increase academic achievement for diverse economically disadvantaged learners in kindergarten through fifth grade.

ADSY Planning: Under the direction of the Deputy Superintendent, each Campus Improvement Committee will review the Strategic Plan developed by the Steering Committee. The committees will use the ADSY Planning Tools and Rubric to review the plan and make recommendations based on the culture and needs of each participating campus. The Project Manager will submit recommendations to the Steering Committee. The plan will be modified to meet TEA requirements and committee recommendations. The Strategic Plan will be submitted for approval to TEA. Once the plan has been approved, the Superintendent will submit the ADSY Strategic Plan to the GISD Board of Trustees for final approval.

ADSY Execution: In the spring of 2021, Campus Improvement Committees will add the ADSY program to the Campus Improvement Plan. The Project Manager will submit a document to each committee outlining SMART goals, objectives, action steps, personnel, resources, dates for data collection and analysis, and performance targets for the 2021-24 Voluntary Summer School program. The project plan will address all TEA mandatory performance measures to generate reliable data

Statutory/Program Requirements (Cont.)

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

on the effectiveness and efficiency of the ADSY initiative. Greenville ISD will collect data and comply with any evaluation requirements requested by the TEA.

Necessary Adjustments: The Deputy Superintendent will guide the Campus Improvement Committees in utilizing Site-Based-Decision-Making processes to monitor the implementation of the grant project. Data collected to evaluate the project will include: meeting agendas; Kick-off, workshop, and meeting sign-in sheets; contractual agreements with vendors and educational partners to share personnel/resources; scope and sequences in reading and math; collaborative TEKS-based enrichment projects and activities; a daily schedules documenting time in acceleration and enrichment activities; participant surveys; human resources job descriptions, educator and instructor resumes; and facilities plans for executing the summer program. The team will meet at the end of the summer program to review project-level data and participant feedback. The campus-based committee will use the data and feedback to revise grant personnel, resources, activities, events, and timelines to meet performance outcomes at the end of each summer term and to achieve ADSY goals by the end of the grant period.

Communication: Each Campus Improvement Committee will present formative evaluation reports to the GISD District Improvement Committee at the end of the 2021, 2022, 2023 and 2024 summer programs. The team will submit a summative evaluation report to the committee at the end of the grant project in 2024. The district-level team will use the summative report to recommend effective ADSY programs and strategies to be incorporated into future district and campus improvement plans.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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

Additional Days School Year Planning and Execution Program
District or Charter School Network Information Form
Voluntary Summer Learning Cohort (Self-Funded)
Attachment 1

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

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

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year
- Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; add additional schools as relevant below school A
- Incomplete submissions or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 5 interested schools, please submit the below information as an appendix to the Letter of Interest
- Please use the box to enter any special circumstances that these fields do not capture
- Please reach out to ADSY@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm this application is for a self-funded Option 1 Cohort (Summer Learning Program) opportunity	YES
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	YES
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	YES
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Greenville ISD
District or Charter School Network ID Number	116905
Personnel	
Superintendent Name	Dr. Demetrus Liggins
LOI Author Name	Sharon Boothe
LOI Author Title	Deputy Superintendent
LOI Author Phone	(903)457-2526
LOI Author E-mail Address	boothesh@greenvilleisd.com
District ADSY Project Manager Name	Sharon Boothe
District ADSY Project Manager Title	Deputy Superintendent
District ADSY Project Manager Email Address	(903)457-2526
District ADSY Project Manager Phone Number	boothesh@greenvilleisd.com
District Details	
District Overall Performance - Numeric Grade Only	B
Total Students in District	5481
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	250
District Classification (Rural, Urban, Suburban)	suburban
Education Service Center Region	10
Formative or Interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	TBD
Current Student Information System (SIS) in use throughout district (TxEdS, PowerSchool, Skyward, ITCCS, District-made system, etc...)	Skyward
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	Grow Your Own, PTECH, Principal Preparation, School Restructure, Autism Services, Dyslexia Services Grant, etc
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies?	Jul-20
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2016
If district is a District of Innovation, is the requirement for first day of school waived?	Yes
Does the applicant and relevant district and school stakeholders commit to attending the ADSY Kickoff Summit in summer of 2020? (Date and location will be shared as soon as is available)	Yes
School Details	
Elementary (or Lower) School A	Applicant Response
Campus A Name	Bowie Elementary
Campus A ID Number	116905102
Campus A Address	6005 Stonewall St, Greenville, TX 75402
Campus A Total Students	637
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	k
Highest Grade at Campus A (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	180
Anticipated 2020-2021 Total Instructional Days	205
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus A Principal Name	Lauren Habluetzel
Campus A Principal Email Address	habluetzel@greenvilleisd.com
Campus A Principal Phone Number	903-457-2676
Campus A ADSY Project Manager	Miryam Rodarte
Campus A ADSY Project Manager Title	Assistant Principal
Campus A ADSY Project Manager Email Address	rodartem@greenvilleisd.com

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

Campus A ADSY Project Manager Phone Number	903-457-2676
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	C
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	68%
Elementary (or Lower) School B (if applicable)	Applicant Response
Campus B Name	Carver Elementary
Campus B ID Number	116905104
Campus B Address	2110 College St, Greenville, TX 75401
Campus B Total Students	549
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	K
Highest Grade at Campus B (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	180
Anticipated 2020-2021 Total Instructional Days	205-210
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus B Principal Name	Stacie Wilson
Campus B Principal Email Address	Stacie.Wilson
Campus B Principal Phone Number	(903) 457-0777
Campus B ADSY Project Manager	Matthew Hanson
Campus B ADSY Project Manager Title	Assistant Principal
Campus B ADSY Project Manager Email Address	hansonm@greenvilleisd.com
Campus B ADSY Project Manager Phone Number	(903) 457-0777
School Details	
Performance Results and Economic Indicators	
Campus B Overall Performance - Numeric Grade Only	C
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	95%
Elementary (or Lower) School C (if applicable)	Applicant Response
Campus C Name	Crockett Elementary
Campus C ID Number	116905103
Campus C Address	1316 Wolfe City Dr, Greenville, TX 75401
Campus C Total Students	209
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	K
Highest Grade at Campus C (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	180
Anticipated 2020-2021 Total Instructional Days	205-210
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus C Principal Name	Sebastian Bozas
Campus C Principal Email Address	Bozass@greenvilleisd.com
Campus C Principal Phone Number	Richard Burt
Campus C ADSY Project Manager	(903)457-2684
Campus C ADSY Project Manager Title	Assistant Principal
Campus C ADSY Project Manager Email Address	Burtjr@greenvilleisd.com
Campus C ADSY Project Manager Phone Number	(903)457-2684
School Details	
Performance Results and Economic Indicators	
Campus C Overall Performance - Numeric Grade Only	F
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	88%
Elementary (or Lower) School D (if applicable)	Applicant Response
Campus D Name	Lamar Elementary
Campus D ID Number	116905106
Campus D Address	6321 Jack Finney Blvd, Greenville, TX 75402
Campus D Total Students	581
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	k
Highest Grade at Campus D (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	180
Anticipated 2020-2021 Total Instructional Days	205-210
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus D Principal Name	Lucretia Newton
Campus D Principal Email Address	Newtonl@greenvilleisd.com
Campus D Principal Phone Number	903-457-0765
Campus D ADSY Project Manager	Rachel Henson
Campus D ADSY Project Manager Title	903-457-0765
Campus D ADSY Project Manager Email Address	Rachel.Henson@greenvilleisd.com
Campus D ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus D Overall Performance - Numeric Grade Only	C
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	60%
Elementary (or Lower) School E (if applicable)	Applicant Response

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

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	
Anticipated 2020-2021 Total Instructional Days	
2019-2020 First Day of School	
Personnel	
Campus E Principal Name	Enter Text Response
Campus E Principal Email Address	Enter Email Address
Campus E Principal Phone Number	Enter Phone Number
Campus E ADSY Project Manager	Enter Text Response
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Email Address
Campus E ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	



Attachment II: ADSY Planning and Execution Program Assurances

The table below outlines the cohort criteria for both the Voluntary Summer Learning Cohort and the Full Year Redesign Cohort of the ADSY Planning and Implementation Program. By signing this document, the district representative agrees to implement an Additional Days School Year utilizing each of the criteria outlined in their respective cohort.

Cohort Criteria	Voluntary Summer Learning Cohort	Full Year Redesign Cohort
Instructional Criteria	<p>Summer learning experiences must:</p> <ul style="list-style-type: none"> • Include at least 25 days • Include at least 360 operational minutes (6 hours) per day • Include at least 180 instructional minutes (3 hours) dedicated to math and reading per day • Include additional enrichment activities such as arts, science exploration, and sports 	<ul style="list-style-type: none"> • Design a cohesive 210-day program • Update daily master schedule to increase planning time for teachers and enrichment time for students • Add additional days on front-end of school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test
Implementation Date	<ul style="list-style-type: none"> • Voluntary Summer Learning program to be first implemented in the summer of 2021 	<ul style="list-style-type: none"> • Full Year Redesign to start in the summer of 2021 as part of the 2021-2022 school year
Target Students	<ul style="list-style-type: none"> • Campuses may target a subset of students or all students on a campus for the summer learning experience 	<ul style="list-style-type: none"> • Campuses typically target all students on the campus for a full 210-day calendar • Campuses may offer a 180-day track and a 210-day track within a school • There must be at least a full classroom of students participating in the 210-day track to make option feasible
Target Teachers	<ul style="list-style-type: none"> • Instructional minutes of summer program must be taught by a certified Texas teacher • Teachers must be assigned students in a grade level they have taught previously during the school year • Participants must develop a rigorous selection process to recruit high performing and motivated teachers 	<ul style="list-style-type: none"> • Students participating in 210-day program must remain with the same teacher during the 210-day school year
Additional Notes	<p>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.</p>	

Dr. Demetrus Liggins

Printed Name

Signature

Greenville ISD

District Name

April 24, 2020

Date

Voluntary Summer Learning Cohort

Cohort Selection

Superintendent of Schools

Title

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

Attachment III: Letter of Support – District Champion

TO: Texas Education Agency
1807 N. Congress Avenue
Austin, Texas 78701

RE: Letter of Support District Champion, Greenville Independent School District
Application to the 2020-2021 Additional Days School Year Planning and Execution Grant Program

Grant Review Committee:

Greenville Independent School District (GISD) is excited to have an opportunity to partner with the Texas Education Agency (TEA) to develop a Voluntary Summer School Program that will extend learning for kindergarten through fifth grade students in our district. The proposed 2020-2021 Additional Days School Year Planning and Execution Grant Program will provide opportunities for outstanding educators and highly qualified instructors to provide core learning experiences and enrichment activities during a six week voluntary extended learning program. The summer learning journey will ensure all GISD students have the opportunity to

Historically, children from low-income families lose ground in learning over the summer compared to students from affluent homes. Seventy-four percent of learners in GISD are classified as economically disadvantaged according to the district's Texas Academic Performance Report. This number is higher than the state average and has increased significantly over the past five years. To meet the challenge of educating learners from all backgrounds, the district proposes to form a partnership with TEA experts, TEA vetted vendors, and the ADSY cohort of educators. The team will attend trainings, workshops, and cohort meetings to design and implement a voluntary summer program. Each component of the project will be focused on positively impacting student reading and math scores and increasing engagement in school and attendance to achieve school success for all GISD elementary students.

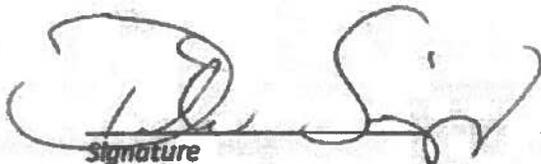
Educational research indicates students with high attendance in five to six-week, voluntary summer learning programs experience improved performance in math and reading. As the Superintendent of Greenville ISD, I fully support this innovative program which will meet our school mission of preparing, inspiring, and empowering students to become responsible citizens who successfully compete in a global society. We sincerely hope the Texas Education Agency will act favorably on this request. Please accept our appreciation for your consideration of this proposal.

Greenville ISD ADSY Elementary District Champion:

Demetrus Liggins, PhD
Printed Name

Greenville ISD
School Name

ASDY District Leader
Role


Signature

April 24, 2020
Date

Superintendent of Schools
Title

Attachment IV: Letter of Support – School Leadership

TO: Texas Education Agency
1807 N. Congress Avenue
Austin, Texas 78701

RE: Letter of Support District Champion, Greenville Independent School District
Application to the 2020-2021 Additional Days School Year Planning and Execution Grant Program

Grant Committee:

Five Greenville ISD elementary principals commit to participating in the Redesign Cohort of the ADSY Planning and Implementation Program to implement a Voluntary Summer Program during the summer of 2021. Grant program responsibilities for each principal will include:

- Select a Campus ADSY Project Manager;
- Work as a cohort with steering committee to design both parts of the Strategic Plan;
- Attend the ADSY Kickoff Summit during the summer of 2020 to build an understanding of program requirements, challenges, and supports;
- Attend five learning community workshops over the course of fall and winter of 2020;
- Attend steering committees meetings during the summer and fall of 2020 to use the Fidelity of Planning (FOP) process to create part one of the Strategic Plan.
- Use the ADSY Planning Tools and Planning Rubric provided by the TEA to ensure all essential academic and operational program components are part of the plan.
- Implement the Voluntary Summer Learning program in the summer of 2021;
- Hire certified Texas teachers for math, reading, science, and social studies instruction and highly qualified instructors for enrichment activities;
- Assign teachers to a grade level they have taught previously during the school year;
- Target a subset of students or all students on a campus for the summer learning experience based on a committee created rubric;
- Administer assessments in the beginning, middle, and end of year to provide evidence of student growth in reading and math academic achievement and interim assessment to accurately measure summer slide;
- Report grades, attendance, and behavior data of participants;
- Coordinate the collection and reporting of project data to determine impact of the program on participants and stakeholders. Project data will include student academic, staff attrition, stakeholder satisfaction, and project execution data; and
- Provide project data to the Project Manager on time and as requested.

Greenville ISD is committed to designing and implementing innovative programs to improve academic achievement and school success for each learner. As the campus leader, I will dedicate school resources, personnel, and time to ensure the ADSY project is designed and implemented with fidelity.

Greenville ISD ADSY Elementary School Leader:

Sebastian Bozas

Printed Name

Digitized by:

Signature.com

STEM Academy @ Crockett Elem.

School Name

4/21/2020 | 7:06 PM CDT

Date

Campus Leader/Cohort Member

Role

Principal

Title

Attachment IV: Letter of Support – School Leadership

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Austin, Texas 78701
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Greenville ISD ADSY Elementary School Leader:

Lauren P. Habluetzel

Printed Name

Documented by:



Signature

Bowie Elementary

School Name

4/21/2020 | 7:01 PM CDT

Date

Campus Leader/Cohort Member

Role

Principal

Title

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Austin, Texas 78701

RE: Letter of Support District Champion, Greenville Independent School District
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Greenville ISD ADSY Elementary School Leader:

Lamar Elementary

Printed Name

DocuSigned by:

Signature

Lucretia Newton

School Name

4/22/2020 | 9:59 AM CDT

Date

Campus Leader/Cohort Member

Role

Principal

Title

Attachment IV: Letter of Support – School Leadership

TO: Texas Education Agency
1807 N. Congress Avenue
Austin, Texas 78701

RE: Letter of Support District Champion, Greenville Independent School District
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Greenville ISD ADSY Elementary School Leader:

Stacie Wilson

Printed Name


Signature

G.W. Carver Elementary

School Name

4/21/2020 | 6:33 PM CDT

Date

Campus Leader/Cohort Member

Role

Principal

Title

Sharon Boothe

◆ sboothe123@sbcglobal.net ◆ 972.268.3801

EDUCATION & CERTIFICATIONS

Masters of Education (M.Ed.) [GPA 4.0], Lamar University, Beaumont, Texas

Bachelor of Science - Business Management [GPA 3.75, Magna Cum Laude], University of Texas at Arlington

Texas Superintendent (EC-12)

Principal (EC-12) • Generalist (EC-4) • Generalist (4-8) • ESL Supplemental (EC-12)

Special Education (EC-12) • TAP Certification • Texas Teacher and Principal Support System (T-TESS & T-PESS) Certification

EDUCATION WORK EXPERIENCE

GREENVILLE ISD, GREENVILLE, TEXAS

June 2017 – Present

Deputy Superintendent, Teaching and Learning

➤ Direct, lead, and supervise the Curriculum and Instruction department for a rural, midsize school district of approximately 5500 diverse students. Particularly, I am responsible for overseeing and leading the following departments and initiatives:

- Assessment and Accountability
- Instructional Technology
- Special Education, 504, and RTI Principals)
- Library & Media Services
- Teaching and Learning
- Counseling Services
- Professional Development
- Advanced Academics, GT, and Advanced Placement
 - Campus Leadership (Principals and Asst.
- Mentor Program
- Bilingual Education, 504
- PEIMS/Student Records

Key Achievements:

- *Implemented a comprehensive framework designed to establish a system of communicating progress toward district goals and initiatives.*
- *Brokered an agreement with in which all GISD seniors will have automatic acceptance into Texas A&M Commerce without having to participate in traditional admissions process and fees.*
- *Established a new College High School campus in partnership with Paris Junior College allowing students to graduate with both a high school diploma and Associates Degree simultaneously.*
- *Implemented a campus instructional coach model to improve instructional quality and capacity for teachers.*
- *Implemented a district Teacher Mentor program model to improve turn-over rate of teachers.*
- *Increased CTE funding by over 2M dollars by adding and adjusting CTE course offerings that align with graduation standards.*
- *Implemented a Curriculum Manual that meets TASBO guidelines.*
- *Acquired grants for expansion of dyslexia and autism program.*

Attachment V: Resume– Proposed ADSY Project Manager

GRAND PRAIRIE ISD, GRAND PRAIRIE, TEXAS

June 2011 – June 2017

Director of Special Services, 2016 - 2017

- Directed and managed the Special Programs that are encompassed under the Special Education Portfolio. Specifically:
 - 504
 - Profound Learning Disability
 - Speech/Communication Disorder
 - Autism
 - Emotional Disturbed
 - Visually Impaired

Key Achievements:

- Established protocol and processes for the identification of 504 and or students that are in need of additional testing and possible supplemental supports, which include: accountability, compliance, and tracking/trending of student progress.
- Collaborated with Private Schools in support of Child Find initiative and Special Education Support.
- Implemented physical restraint protocol, training and process which entailed records maintenance of student and staff regarding physical restraint and track/trend occurrences across district. In turn, trend lines led to additional training and/or processes to be put in place.
- Observe, evaluate and provide feedback to TAP campuses at it related to Leadership and Cluster weekly meetings.

Principal, Ellen Ochoa STEM Academy at Ben Milam, 2013 – 2016

- Opened the first state-of-the-art K -5 STEM Academy in the district. (900 students; 90% Economically Disadvantaged; 74% at-risk; 43% LEP)
- Supervised and led a staff of 80 teachers, paraprofessionals, and other campus staff while managing a multi-hundred-thousand-dollar campus budget of local, state compensatory, federal, and grant funds.

Key Achievements:

- *Campus met student achievement standards for STAAR while obtaining multiple distinctions.*
- *Established community partnerships with Lockheed Martin, University of Texas at Arlington and Dubiski High School.*
- *Brokered a partnership with Discovery Education to develop an Outdoor Learning Center.*
- *Increased student attendance, parent participation, and teacher retention.*
- *Acquired multiple grants that extended the STEM opportunities for all students: 3D printers, Maker Spaces, Project Lead the Way, STEM lab, and more.*

Associate Principal/Dean of Instruction, Grand Prairie High School, June 2011 – January 2013

- Served as the lead associate administrator, overseeing all Assistant Principals, faculty, and staff on a large 6A, Title I suburban high school.

Key Achievements:

- *Received Recognition as the top 10% of comparable high school in Texas along with earning TEA Triple Distinctions (2013).*
- *Increased ESL and Economically Disadvantaged student scores by double digits in Math, English-Language Arts, and Science.*
- *Increased student attendance, graduation rate, and SAT and ACT participation for all students.*
- *Established protocol for Professional Learning Communities (PLC) on campus for every department with emphasis on data disaggregation and lesson development.*

Attachment V: Resume— Proposed ADSY Project Manager

- *Successfully implemented Teacher Advancement Program (TAP) grant throughout all content areas. (First High School to implement into all content areas).*
- *Instituted reflective data analysis sessions for all core subjects that resulted in improved rigor and accountability in the classroom and increased student achievement.*
- *Conducted a school wide audit of students' transcripts; once gaps were identified, a plan was established and deployed to correct current students' course offerings and ensure future students' course offerings were aligned with the state graduation requirements.*

Mansfield ISD, Mansfield, Texas, June 2010 – June 2011

Campus Interventionist, Jobe Middle School

- *Established a program that focused on student growth which included both academics and social and emotional for a campus of 925 students, 22% economical disadvantaged, rural setting.*

Key Achievements:

- *Lead the campus to receive the highest TEA accountability rating for secondary campuses in the entire district for the academic year.*
- *Implemented RTI processes that was adopted district-wide and continues as the district RTI model today.*
- *Implemented a new teacher mentor program that is still being used throughout the district for all new-hires.*
- *Implemented processes that ensured lesson planning included the depth and complexity required to lead student achievement forward which included a walk-through process to observe transition from planning to action in the classroom to student success.*
- *Executed data analysis practice that included evaluation of questions being asked in class and problems being practiced by students to ensure they were aligned to grade level and ensuring students were using the highest level of thinking skills.*

Corsicana ISD, Corsicana, Texas, August 2004 – June 2010

- *Served as Elementary/ESL teacher for grades first, second, and third.*
- *Served as ESL Summer School Principal.*

Grand Prairie ISD, Grand Prairie, Texas, August 2003 – June 2004

- *Served as Elementary/ESL first grade teacher.*

"Sharon moves beyond the transactional aspects of management, and instead actively seeks to develop and align the sense of purpose with the district's mission. Her leadership exemplifies the term "servant leader". Her "why" is to ensure that every student that he comes in contact with achieves their ultimate potential. What a blessing it is to our students to have her in their corner".

- Demetrus Liggins, Greenville ISD Superintendent

Attachment V: Resume– Proposed ADSY Project Manager

TEXAS NATIONAL PCS, IRVING, TX

2001 – 2003

Vice President, Customer Care and Distribution

- Developed a business plan that was presented to venture capitalist that represented proposed customer service model, which included credit and collections, the acquisition, management and distribution of inventory (cell phones and accessories) and recruiting, training and maintaining a customer service/collection staff.
- Managed an initial employee base of 75, which grew to over 150 which involved processes, customer service standards, and collection protocol that met the measures presented to our investment partners.

Key Achievements:

- *Negotiated contract for office space for corporate offices in the DFW area.*
- *Brokered agreements with vendors for furniture, phone equipment for customer service call center and collections call center.*
- *Sourced and negotiated multi-million-dollar contract with multiple cell phone vendors.*
- *Developed training modules that included technology and best practices for stellar customer service.*

STPCS, DBA AS SOL COMMUNICATIONS, SCOTTSDALE, AZ

1998 – 2001

Vice President, Customer Service and Distribution

- Developed a business plan that was presented to venture capitalist that represented proposed customer service model, which included credit and collections, the acquisition, management and distribution of inventory (cell phones and accessories) and recruiting, training and maintaining a customer service/collection staff.
- Managed an initial employee base of 100, which grew to over 200 which involved processes, customer service standards, and collection protocol that met the measures presented to our investment partners.

Key Achievements:

- *Presented distribution, customer service and collections plan to Venture Capitalist to acquire funding necessary to open business.*
- *Negotiated contract (lease and build out) of call center/collection facility, while acquiring economic incentives for build out, staffing and occupancy.*
- *Brokered agreement with cell phone providers and distribution provider to ensure multiple handset offerings as well as just in time (JIT) distribution of products.*
- *Recruited and trained a call center/collection department of over 100 employees prior to launch.*
- *Maintained a 93% collection rate in a business that averaged less than 60% industry wide.*
- *Sold company in 2001 to Voice Stream Communication, which is T-Mobile today.*

“Over the time I've known her, I have found Ms. Boothe to be an excellent communicator and someone who carries a healthy and positive attitude for life. Her clear expectations for administrator-, teacher- and student-performance, as well as her transparent leadership style, proves to be very beneficial in developing and growing staff into better educators”.

- Linda Ellis, GPISD Interim Superintendent

Attachment V: Resume— Proposed ADSY Project Manager

SOUTH MOBILITY, DCS CHARLOTTE, NC

1996 – 1998

Vice President, Customer Service

- Managed a team of over 200 representatives and led them to adopt the vision that this call center would provide exceptional customer service and obtain unprecedented collection percentages for the 2nd largest cellular phone company in the United States.
- Created training material that was utilized to educate employees making certain customer service and collection team members had the knowledge required to answer the majority of customer calls received on the initial call.

Key Achievements:

- *Recruited and trained over 150 call center and 50 collection employees prior to start-up.*
- *Developed a training program that focused on exceptional customer service, unique technology expertise and collection processes that ensured corporate goals would be met.*
- *Obtained an average hold rate of less than three (3) minutes per call.*
- *Recipient of the JD Powers Customer Service Award.*

MARY KAY COSMETICS, SOMERSET, NJ

1978 – 1996

Vice President, North East Distribution Center (1993-1996), Vice President of Information Technology (1990-1993), Director of National Sales (1985-1990), Director of Consultant Records (1980-1985), and Coordinator of Accounts Payable (1978-1980)

- Supervised and led a staff of 120 employees responsible for customer service, order entry/distribution and warehouse management for 24% of Mary Kay Cosmetics annual sales.

Key Achievements:

- *Obtained highest scores awarded for quality control on a consistent basis.*
- *Recognized a 99% order accuracy rate consistently, month to month.*
- *Inventory control audits sustained a 99% accuracy score regularly.*
- *Maintained a zero percent turnover rate of employees.*
- *Went from 19% of US Mary Kay Sales to 24% within the first year.*

COMMUNITY INVOLVEMENT

Habitat for Humanity – 2010 to present, volunteer participant across DFW area

6 Stones – 2004-present, volunteer participant across the Mid Cities Area

Drug Free Greenville – 2017 to present, Member of the Board

Child Advocacy Center – 2017 to present, Member of the Board

“Sharon is a woman of integrity and substance who leads with a laser focus on student achievement, has compassion for all students and staff, and a fierce determination to make a difference.”

- Dr. Elijah Granger, Lancaster ISD Superintendent

Attachment V: Resume– Proposed ADSY Project Manager

PROFESSIONAL AFFILIATIONS

Texas Association of Secondary School Principals
National Association of Secondary School Principals
Texas Association of Elementary School Principals
National Association of Elementary School Principals
Association for Supervision and Curriculum Development

PRESENTATIONS

Teambuilding for Leadership – Lancaster ISD
Cultivating Talent in Instructional Leaders – Lancaster ISD
Leading Leaders – the Marginal, the Good, & the Great – Cedar Hill ISD
Cultivating Talents in Instructional Leaders – Cedar Hill ISD

PROFESSIONAL REFERENCES

Dr. Demetrus Liggins
Superintendent, Greenville ISD
4004 Moulton Street
Greenville, TX 75402
817.360.1119

Dana Jackson
Director of Counseling Services
2372 Merlin Drive
Grand Prairie, TX 75052
972.998.3602

Mary Jane (MJ) Bowman
Director of Literacy, Grand Prairie ISD
4804 Winterview Dr.
Mansfield, TX 76063
817.907.3833

Dr. Billy Snow
Educational Consultant
285 Uptown Blvd. Building 300
Cedar Hill, TX 75104
469.285.0949

Dr. Elijah Granger
Superintendent, Lancaster ISD
422 S. Centre Ave.
Lancaster, TX 75146
972.218.1400

Linda Ellis
Interim Superintendent, Grand Prairie ISD
2602 S. Beltline Rd.
Grand Prairie, TX 75052
214.738.9274

Attachment VI: Letter of Support – ADSY Project Manager.

**TO: Texas Education Agency
1807 N. Congress Avenue
Austin, Texas 78701**

**RE: Letter of Support Project Manager, Greenville Independent School District
Application to the 2020-2021 Additional Days School Year Planning and Execution Grant Program**

The Deputy Superintendent for Greenville Independent School District (GISD) will serve as Project Manager for the grant program. The table below outlines the commitment of the Project Manager to lead the Additional Days School Year Planning and Execution (ADSY) Grant Program. By signing this document, the school leader agrees to implement each of the responsibilities below in developing a Strategic Plan and implementing a Voluntary Summer Learning Program.

As Project Manager, I will commit to overseeing the development of a strategic plan and supervise an effective implementation of the program including:

- Identifying key individuals to participate in the ADSY cross-functional district-level steering committee;
- Recruiting committee members including five cohort principals, the executive director of teaching and learning, the chief financial officer, ADSY campus project managers (assistant principals);
- Leading the team to design both parts of the Strategic Plan;
- Guiding successful implementation of the new instructional model with additional instructional days;
- Coordinating the ADSY Kickoff Summit during the summer of 2020 to build an understanding of program requirements, challenges, and supports and encouraging committee members to build relationships with TEA staff and ADSY vendors.
- Facilitating the team review of design services and fees offered by TEA vetted technical assistance vendors and guiding the committee to determine if the district will contract with a vendor in the planning process;
- Coordinating five additional learning community workshops over the course of fall and winter of 2020 to propel the cohort forward in planning and establish an environment for troubleshooting barriers encountered in the planning process;
- Leading monthly steering committees meetings during the summer and fall of 2020. During meetings, the committee will use the Fidelity of Planning (FOP) process to create part one of the Strategic Plan. The ADSY Planning Tools and Planning Rubric provided by the Texas Education Agency (TEA) will be used to ensure all essential academic and operational program components are part of the plan;
- Submitting the strategic plan to TEA for approval; and
- Presenting the plan to the GISD Board of Trustees for approval.

Once the Strategic Plan has been approved, as Project Manager, I commit to supervising effective implementation of the grant program including:

- Mentoring the cohort of principals to use the strategic plan as an implementation roadmap;
- Working with the committee to identify an assessment administered in the beginning, middle, and end of year to provide evidence of student growth in reading and math academic achievement and interim assessment to accurately measure summer slide;

- Guiding the committee in designing an ADSY Participation Rubric that includes grades, attendance, and behavior data and other factors to use to determine student eligibility for participation in the summer school program;
- Facilitating the development of district systems to monitor targeted student attendance during regular and summer school sessions;
- Submitting summer school dates to the GPISD Board of Trustees in time to make appropriate changes to the upcoming GPISD calendar;
- Overseeing the collection and reporting of project data to determine impact of the program on participants and stakeholders. Project data will include student academic, staff attrition, stakeholder satisfaction, and project execution data; and
- Providing project data to the TEA and the ADSY research team on time and as requested.

GISD intentionally supports dynamic growth, achievement and success for all! As the leader of Teaching and Learning in the district, I fully support the development and implementation of a research-based ASDY program to extend learning time for our learners. Thank you for your consideration of this important project.

GPISD ADSY Project Manager:

Sharon Boothe
Printed Name

Greenville ISD
School Name

Project Manager
Grant Role

Sharon Boothe
Signature

April 24, 2020
Date

Deputy Superintendent
Title

Attachment VII: District/Charter Organizational Chart



GREENVILLE ISD
LEARNING FOR WHATEVER LIFE LEADS

Greenville ISD Professional Organizational Chart

2019-2020

