



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

NOGA ID

Authorizing legislation

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

Application stamp-in date and time

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

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

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

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

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization **Grand Prairie ISD** CDN **057910** Campus ESC **10** DUNS **079332763**

Address **2602 S. Belt Line Road** City **Grand Prairie** ZIP **75052** Vendor ID **175-6001697**

Primary Contact **Patricia Lewis** Email **Patricia.Lewis@gpisd.org** Phone **(972)237-5532**

Secondary Contact **Ray Wilks** Email **Ray.Wilks@gpisd.org** Phone **(972)237-5502**

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 **Linda Ellis**

Title **Superintendent of Schools**

Email **linda.ellis@gpisd.org**

Phone **(972)237-5300**

Signature

Date **April 23, 2020**

Shared Services Arrangements

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

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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

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

Statutory/Program Assurances (Cont.)**Full Year Redesign Cohort Assurances (required for Full Year Redesign Cohort applicants only):**

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

Statutory/Program Requirements

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

☐ Check this box if applying for the Full Year Redesign Cohort

☒ Check this box if applying for the Voluntary Summer Learning Cohort

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

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 improve student achievement for economically disadvantaged student groups, Grand Prairie ISD (GPISD) is submitting an application to join the Additional Days School Year (ADSY) Planning and Execution program cohort.

The Deputy Superintendent for Innovation and School Improvement worked with Area Superintendents and Principals to review Campus Improvement Plans. The team identified elementary schools with a need to raise student achievement scores in reading and math. Five elementary schools were targeted for the initiative. These schools are: Hector P Garcia Elementary, Juan N Seguin Elementary, Bowie Fine Arts Academy, Ervin C Whitt Elementary, and David Daniels Academy of Science. Each elementary school serves students in first through fifth grade. At least seventy-three percent of learners in each elementary school are classified as economically disadvantaged. The campus Principal in each school is eager to extend learning into the summer months to positively impact student achievement in reading and math.

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.

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.

GPISD is located in the Dallas-Ft. Worth metropolitan region. Under the direction of the Deputy Superintendent, Area Superintendents and Principals 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 approach to improve reading and math achievement for targeted economically disadvantaged learners. **OPERATIONAL DESIGN:** The Deputy Superintendent will serve as the Project Director. A Program Manager will be interviewed and designated based on the job description included in this application. The Assistant Principal of each targeted campus will serve as Campus Manager to oversee daily implementation of the ADSY program. Each campus will offer the voluntary summer school program for at six hours per day and at least twenty-five days. The ADSY program will begin in 2021 and extend through 2024. **INSTRUCTIONAL APPROACH:** Academic instruction focusing on reading and math TEKS for kindergarten through fifth grade students will be offered for three to four hours each day of the ADSY program. Certified teachers who taught the grade level during the school year will be selected to design academic instruction and teach in the summer program. Student data will be disaggregated for each learner to determine a baseline mastery of skills in reading and math. A learning plan for each student will be created. Educators will design lessons to spiral from the mastery level of the lowest performing student to meet grade level standards and beyond. Collaborative learning experiences reflective of the learner's culture will be developed to build academic knowledge and skills, positive interaction strategies, and critical thinking abilities. In addition, collaborative TEKS-based enrichment activities will be offered up to three hours each day. These activities will be designed to include hands-on science explorations, service learning projects, physical education activities, and fine arts experiences. Extended time in standards based acceleration and enrichment activities will move students forward to achieve academic goals. Teachers will administer interim assessments and monitor progress using data folders. **TARGETED STUDENTS:** The vast majority (73% to 94%) of learners in each targeted school are economically disadvantaged. A rubric for inviting learners to the ADSY program will be designed to target economically disadvantaged students failing to meet standards in reading and math on state assessments. The rubric will include behavior and attendance rates.

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.

GPISD has extensive experience in providing school year and summer programs to increase learning time and improve student achievement. The School Improvement staff works with the Teaching and Learning department to collaboratively design extended learning programs focusing on improved student achievement. (1) Summer Learning Programs: GPISD offers Camp Invention each summer to elementary school learners. The program is a high-energy, hands-on STEM camp. Students enrolled in the camp are introduced to environmental challenges. During camp, peers team up to explore STEM concepts while competing in zip line races, building parachutes, and playing hybrid hover ball games. During the last days of camp, students use new learning to create, prototype, protect, and pitch an invention designed to solve an environmental problem. The district also offers Theatre Camp to learners in kindergarten through sixth grade. Classes taught in theatre camp include costumes and makeup, prop making, acting, improvisation, theatre games, song and dance, and set design. Theatre camp ends with a performance. Certified GPISD teachers instruct six hours per day in each four day camp. (2) Extended Day Learning: The Beyond the Bell after-school program is designed to provide social, educational, and recreational opportunities for elementary students. The program is offered in twenty GPISD campuses serving prekindergarten through fifth grade students. Each day, students participate in a dedicated homework time, fun and fitness activities, and STEM activities. The program implements a 1:17 teacher to student ratio each school day from the ringing of the last bell until 6:30 PM. (3) Change Management Initiatives: GPISD has established twenty-four schools and programs of choice. Every choice program begins with a vision for restructuring the campus to improve student performance and success. The district has developed a sophisticated process of transforming low performing schools into high achievement campuses. The system is designed to provide 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. GPISD has put into place strong school leadership with the experience and knowledge to effectively support change and accomplish research-based school reform.

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.

Grand Prairie ISD is a leader in innovation. The district has established numerous schools of choice and programs of choice at all grade levels to improve student performance and achievement. Schools of choice include a Montessori campus, a campus charter offering world languages, a fine arts academy, and STEAM and STEM academies. Programs of choice such as sports medicine, firefighting, nursing, veterinary technician, education and leadership, and horticulture begin prerequisite courses in elementary which continue through secondary grade levels resulting in a high school diploma, industry certification(s) and/or a college degree. The innovative school structures have resulted in success for students, families, educators, schools, the district, and the community. The Superintendent, Deputy Superintendents, Assistant Superintendents, Area Superintendents and Campus Principals are committed to adding the ADSY Voluntary Summer School Program as a program of choice for economically disadvantaged learners failing to master reading and math TEKS. Students will enroll in the summer school program at one of the five targeted ADSY campuses through the GPISD on-line application system. Commitment letters for the Superintendent, Deputy Superintendent, and campus Principals are included as attachments to this application.

The Innovation and School Improvement department is responsible for supporting the development and success of schools and programs of choice. The mission of the department is to provide resources for strategies that assist students most "at-risk" of failing and/or dropping out of school. The Deputy Superintendent of Innovation and School Improvement, 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, implementing, and evaluating GPISD schools and programs of choice to meet the needs of the diverse student population. The leader has the experience and passion to lead the GPISD committee in designing and executing a high quality Additional Day School Year (ADSY) Strategic Plan. As a Deputy Superintendent, the administrator has the support and flexibility to work with leadership across all departments and campuses and the ability and autonomy to carry out the requirements of the ADSY program. As a student advocate, the educator is excited to offer a unique and evidence-based summer school program to improve student achievement for high need learners.

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 Deputy Superintendent to support the Project Manager and 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. In addition, it will be the responsibility of the district administrator to submit the Strategic Plan to TEA for evaluation and approval. The Deputy Superintendent will keep the GPISD Board of Trustees apprised of grant progress throughout the planning year. Upon TEA approval, the administrator will present the ADSY Strategic Plan to the GPISD Board to ensure the project is recognized as a district initiative to be integrated into district and school improvement plans. The rigorous planning phase will ensure a research-based Strategic Plan is created to guarantee student and program success. Integrating the plan into district and campus improvement will designate GPISD 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 Principal will be key to successful ADSY implementation. The school leader will be responsible for guiding the ADSY Campus Manager to ensure daily project tasks are implemented on-time and as required. The administrator will be responsible for recruiting highly qualified reading and math teachers and assigning them to grade levels where they have documented success with high need learners. Placing high energy, highly qualified educators with the ability to motivate at-risk learners in ADSY positions will engage learners in learning and increase student attendance to improve student performance.

Each Principal will oversee administration of interim and state assessments to provide evidence of student growth and achievement. The Project Managers will collect and submit project data including student grades, attendance and behavior rates, staff attrition, stakeholder satisfaction, and project execution data and to the TEA on time and as required. Project data will be used to determine the impact of the program on participants and stakeholders and make timely changes to guarantee program success. ADSY project success will ensure the program is continued past the project period.

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, GPISD Principals and the District Educational Improvement Committee selected five schools to implement the ADSY Planning and Execution program. All GPISD schools serve a majority of economically disadvantaged students. The team analyzed data to determine campuses with the highest percentage of learners failing to meet reading and math standards in kindergarten through fifth grade. Garcia Elementary, Seguin Elementary, Bowie Fine Arts Academy, Whitt Elementary, and David Daniels Academy of Science 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:

(1) Hector P Garcia Elementary serves 89% Hispanic, 1% African American, 9% White, and 1% other races. 92% of the student population is economically disadvantaged. 71% of learners met reading standards and 73% of learners met math standards on the 2019 STAAR;

(2) Juan N Seguin Elementary serves 80% Hispanic, 7% African American, 9% White, and 4% other races. 89% of the student population is economically disadvantaged. 63% of learners met reading standards and 77% of learners met math standards on the 2019 STAAR;

(3) Bowie Fine Arts Academy serves 80% Hispanic, 9% White, 7% African American, and 4% other races. 94% of the student population is economically disadvantaged. 82% of learners met reading standards and 80% of learners met math standards on the 2019 STAAR;

(4) Ervin C Whitt Elementary serves 58% Hispanic, 22% African American, 17% White, and 3% other races. 73% of the student population is economically disadvantaged. 83% of learners met reading standards and 87% of learners met math standards on the 2019 STAAR;

(5) David Daniels Academy of Science serves 53% Hispanic, 37% African American, 9% White, and 1% other races. 93% of the student population is economically disadvantaged. 72% 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.

An economically disadvantaged student is defined as one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. More than 80% of learners in elementary schools selected for the ADSY initiative are from low income homes. The vast majority of learners in each campus targeted for the ADSY initiative qualifies for free or reduced lunch: Hector Garcia Elementary (92%), Seguin Elementary (89%), Bowie Fine Arts Elementary (94%), Whitt Elementary (73%), and David Daniels Academy of Science (93%).

Root Problem: In grades pre-kindergarten through third grade, students learn to read and to understand fundamental math concepts and skills. By fourth grade, instruction is focused on using these basic reading and math proficiencies to comprehend information and solve complex problems. The majority of economically disadvantaged learners have limited access to high-quality and developmentally appropriate educational experiences, nutrition, physical fitness activities, and health care. As a result, many students of poverty begin school lacking readiness skills and fall behind in kindergarten. As the learner progresses through early elementary grade levels, student expectations multiply and become more complex. 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.

Pilot Approach to Solve Root Cause: Implementing an ADSY Voluntary Summer School will provide high need learners with access to high quality instruction to extend learning, decrease achievement gaps, and increase student performance. The ADSY Voluntary Summer School program will begin in the summer before kindergarten. Each summer students enrolled in the program will have six weeks of instruction to jump start learning. Certified K-5 teachers will build upon achievement gains made during the school year to eliminate summer slide and close achievement gaps. Multiple evidence-based factors of the ADSY initiative will be designed to solve the root cause of the problem:

(1) Attendance is key to program success. 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

Statutory/Program Requirements (Cont.)**7. Pilot Approach and Campus Selection: Response continued.**

using an on-line application process. ADSY programs to motivate attendance will be designed during planning;

(2) GPISD 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. Students and teachers will review a data folder daily. This will enable teachers to design individualized lessons. The approach will also build student responsibility, a growth mindset, and self-esteem;

(3) Encouraging students to build talents and interests is important to the development of a well-rounded individual. 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;

(4) The daily schedule of successful Voluntary Summer School includes time for learners to work with adult advocates. This component is executed during the daily schedule to guarantee an allocated time to build trusting and useful relationships. During planning, each principal will make certain the schedule includes daily mentoring;

(5) The goal of all GPISD programs is to positively impact student achievement to prepare learners 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 ADSY 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.

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 for Innovation and School Improvement will lead the ADSY Planning and Executing Initiative. **PLANNING:** The district administrator has the experience, background, and ability to successfully oversee the creation of the ADSY Strategic Plan. Each year, the district administrator guides teams of stakeholders to develop Campus Improvement Plans using the Effective Schools Framework (ESF). This TEA required framework for school improvement provides a structure for assessment, instruction, resources, and supports to meet the needs each school and to achieve improved student achievement. The ESF instructional plan includes effective, well-supported teachers, high-quality curriculum, and positive school culture. Successful experience in forming planning committees and integrating prioritized components into school improvement plans will ensure the ADSY Strategic Planning phase is completed on time and as required by TEA. **EXECUTING THE PLAN:** The administrator is responsible for planning, implementing, and evaluating all school improvement initiatives in GPISD. The administrator has successfully managed grant funded school improvement programs including but not limited to PTECH Success, School Action, School Transformation, JET, Grow Your Own, Principal Preparation, and School Redesign grants. The Deputy Superintendent's resume is an attachment of this application.

A Project Manager will be appointed. Fifty percent of the school leader's day will be allocated to coordinating daily tasks essential to planning and implementing the summer school initiative. A job description created by the GPISD Human Resources outlines job responsibilities. The ADSY Project Manager must demonstrate competence and success in maintaining a relentless focus on improving student achievement. Because effective instruction is a key component to project success, the school leader selected will have extensive and successful experience in collaborating with the GPISD Teaching and Learning Department to positively impact student learning in elementary grade levels. The GPISD administrator selected will also have successful experience in collaborating with TEA to successfully manage a grant program including submitting data and reports on time in the manner requested. A full job description is attached.

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.

District Organizational Structure: The Deputy Superintendent of Innovation and School Improvement reports directly to the Superintendent of Schools. The Deputy Superintendent will direct the ADSY Planning and Execution initiative. The ADSY Project Manager selected will report directly to the Deputy Superintendent.

Rationale for Placement: The Deputy Superintendent works with all GPISD leaders including Deputy Superintendents, Assistant Superintendents, Area Superintendents, and Principals to collaboratively design school improvement initiatives. This cross-division collaboration will provide the Project Manager with access to top GPISD leaders to support the initiative and remove barriers to effective program planning and execution. The Deputy Superintendent is also responsible for assisting targeted campuses to create Campus Improvement Plans with innovative, evidence-based initiatives geared to improve student achievement. Reporting directly to the Deputy Superintendent will guarantee proposed activities are included in campus plans. Inclusion in the Campus Improvement Plan will ensure campuses devote personnel and resources to the initiative and will make certain the initiative is planned, implemented, and evaluated as approved in the TEA grant 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 for Innovation and School Improvement will work with Principals and Campus Improvement Committees to recruit members to serve on the ADSY Steering Committee. The committee will include: Principals and Project Managers from each participating school; leaders representing Innovation and School Improvement, Teaching and Learning, Academics, Assessment and Research, and Business Operations; 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. The Steering Committee will attend the ADSY Kickoff and up to five workshops to learn about the initiative and required components of the Strategic Plan. The committee will work with Deputy Superintendents, the Project Manager, campus Project Managers, 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 and Project Manager, each Campus Improvement Committee will review the Strategic Plan developed by the Steering Committee. The team will use the ADSY Planning Tools and Rubric to evaluate the plan and add recommendations to meet campus needs. The Project Manager will submit recommendations to the Steering Committee. The plan will be modified to meet TEA requirements based on campus-based 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 GPISD 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 ADSY 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. GPISD 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 six week project 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 the ADSY goals by the end of the grant period.

Communication: Each Campus Improvement Committee will present formative evaluation reports to the GPISD Educational Improvement Committee at the end of the 2021, 2022, 2023 and 2024 summer programs. The campus-based teams will submit a summative evaluation report to the committee at the end of the grant project in 2024. The GPISD Educational Improvement Committee 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

Barrier

Group

Barrier

Group

Barrier

Group

Barrier

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

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

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

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

Instructions	
<ul style="list-style-type: none"> Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year Input information relevant to the topic in column B (light blue cell) and follow the instructions in the cell; add additional schools as relevant below school A Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest Please use the box in row 153 to note any special circumstances that these fields do not capture Please reach out to ADSY@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	YES
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	YES
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	YES
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Grand Prairie ISD
District or Charter School Network ID Number	57910
Personnel	
Superintendent Name	Linda Ellis
LOI Author Name	Patricia Lewis
LOI Author Title	Deputy Supt Innovation & School Improvement
LOI Author Phone	(972)237-5532
LOI Author E-mail Address	patricia.lewis@gpisd.org
District ADSY Project Manager Name	TBDD
District ADSY Project Manager Title	TBD
District ADSY Project Manager Email Address	TBD
District ADSY Project Manager Phone Number	TBD
District Details	
District Overall Performance - Numeric Grade Only	B
Total Students in District	29547
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	300
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, iTCES, 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...)	PTECH, Grow Your Own, ICIIA, Principal Preparation, School Action, Autism Services, Dyslexia Services, CTE Reserve, JET, ECHS, 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?	Jun-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	Hector P Garcia Elementary
Campus A ID Number	57910124
Campus A Address	2444 Graham St, Grand Prairie, TX 75050
Campus A Total Students	571
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	170
Anticipated 2020-2021 Total Instructional Days	195 to 205
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus A Principal Name	Martin Zamarripa
Campus A Principal Email Address	Martin.Zamarripa@gpisd.org
Campus A Principal Phone Number	(972)237-0001
Campus A ADSY Project Manager	Aimee Friesenhahn
Campus A ADSY Project Manager Title	Assistant Principal

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

Campus A ADSY Project Manager Email Address	Aimee.Friesenhahn@gpsd.org
Campus A ADSY Project Manager Phone Number	(972)237-0001
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	92%
Elementary (or Lower) School B (if applicable)	
Campus B Name	Juan N Seguin Elementary
Campus B ID Number	57910128
Campus B Address	1450 SE 4th St, Grand Prairie, TX 75051
Campus B Total Students	410
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	170
Anticipated 2020-2021 Total Instructional Days	195-205
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus B Principal Name	Amanda Rodriguez
Campus B Principal Email Address	Amanda.Rodriguez@gpsd.org
Campus B Principal Phone Number	(972)522-7100
Campus B ADSY Project Manager	Veronica Dixon
Campus B ADSY Project Manager Title	Assistant Principal
Campus B ADSY Project Manager Email Address	Veronica.Dixon@gpsd.org
Campus B ADSY Project Manager Phone Number	(972)522-7100
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	89%
Elementary (or Lower) School C (if applicable)	
Campus C Name	Bowie Fine Arts Academy
Campus C ID Number	57910102
Campus C Address	425 Alice Dr, Grand Prairie, TX 75051
Campus C Total Students	542
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus C (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	170
Anticipated 2020-2021 Total Instructional Days	195-205
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus C Principal Name	Ana Holland
Campus C Principal Email Address	ana.holland@gpsd.org
Campus C Principal Phone Number	(972)262-7348
Campus C ADSY Project Manager	Whitney Lorio
Campus C ADSY Project Manager Title	Assistant Principal
Campus C ADSY Project Manager Email Address	Whitney.Lorio@gpsd.org
Campus C ADSY Project Manager Phone Number	(972)262-7348
School Details	
Performance Results and Economic Indicators	
Campus C Overall Performance - Numeric Grade Only	C
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	94%
Elementary (or Lower) School D (if applicable)	
Campus D Name	Ervin C Whitt Elementary
Campus D ID Number	57910126
Campus D Address	3320 S Edelweiss Dr, Grand Prairie, TX 75052
Campus D Total Students	621
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	170
Anticipated 2020-2021 Total Instructional Days	195-205
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus D Principal Name	April Wyatt
Campus D Principal Email Address	April.Wyatt@gpsd.org
Campus D Principal Phone Number	(972)264-5024
Campus D ADSY Project Manager	Russ Tribble
Campus D ADSY Project Manager Title	Assistant Principal
Campus D ADSY Project Manager Email Address	Russ.Tribble@gpsd.org
Campus D ADSY Project Manager Phone Number	(972)264-5024
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	73%

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

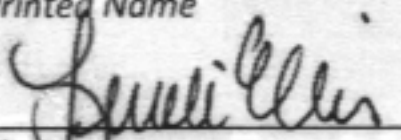
Elementary (or Lower) School E (if applicable)	Applicant Response
Campus E Name	David Daniels EL Academy of Science
Campus E ID Number	57910104
Campus E Address	801 SW 19th St, Grand Prairie, TX 75051
Campus E Total Students	381
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	K
Highest Grade at Campus E (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	170
Anticipated 2020-2021 Total Instructional Days	195-205
2019-2020 First Day of School	19-Aug-19
Personnel	
Campus E Principal Name	Marva Maynard-Walter
Campus E Principal Email Address	Marva.Maynard-Walter@gpsd.org
Campus E Principal Phone Number	(972) 264-7803
Campus E ADSY Project Manager	Candice McCartney
Campus E ADSY Project Manager Title	Assistant Principal
Campus E ADSY Project Manager Email Address	Candice.McCartney@gpsd.org
Campus E ADSY Project Manager Phone Number	(972) 264-7803
School Details	
Performance Results and Economic Indicators	
Campus E Overall Performance - Numeric Grade Only	D
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	93%
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	



Attachment II: ADSY Planning and Execution Program Assurances

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

Cohort Criteria	Voluntary Summer Learning Cohort	Full Year Redesign Cohort
Instructional Criteria	Summer learning experiences must: <ul style="list-style-type: none"> include at least 25 days include at least 360 operational minutes (6 hours) per day include at least 180 instructional minutes (3 hours) dedicated to math and reading per day include additional enrichment activities such as arts, science exploration, and sports 	<ul style="list-style-type: none"> Design a cohesive 210-day program Update daily master schedule to increase planning time for teachers and enrichment time for students Add additional days on front-end of school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test
Implementation Date	<ul style="list-style-type: none"> Voluntary Summer Learning program to be first implemented in the summer of 2021 	<ul style="list-style-type: none"> Full Year Redesign to start in the summer of 2021 as part of the 2021-2022 school year
Target Students	<ul style="list-style-type: none"> Campuses may target a subset of students or all students on a campus for the summer learning experience 	<ul style="list-style-type: none"> Campuses typically target all students on the campus for a full 210-day calendar Campuses may offer a 180-day track and a 210-day track within a school There must be at least a full classroom of students participating in the 210-day track to make option feasible
Target Teachers	<ul style="list-style-type: none"> Instructional minutes of summer program must be taught by a certified Texas teacher Teachers must be assigned students in a grade level they have taught previously during the school year Participants must develop a rigorous selection process to recruit high performing and motivated teachers 	<ul style="list-style-type: none"> Students participating in 210-day program must remain with the same teacher during the 210-day school year
Additional Notes	Please note: The criteria outlined above exceed the requirements to obtain HB3 additional days funding. However, they have been developed to align with existing research on how summer learning leads to improved student outcomes and are therefore required by districts applying to this application to participate in the ADSY cohort.	

Linda Ellis
 Printed Name

 Signature

Grand Prairie ISD
 District Name
 April 23, 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



2602 S. Belt Line Rd.
Grand Prairie, Texas 75052
972.264.6141
www.gpisd.org

Linda Ellis
Interim Superintendent of Schools

April 23, 2020

Texas Education Agency
1701 No. Congress Avenue
Austin, TX 78701

RE: GPISD Letter of Support, 2020-2021 Additional Days School Year Planning and Execution Grant Program

Grant Review Committee:

Grand Prairie ISD, a district of almost 30,000 students is committed to providing a quality education to all students, regardless of race, socioeconomic status, or physical zip code. On a personal level, I am going to always make decisions that positively impact student success. Implementing additional school days is one of those key decisions.

There are definitely numerous bright spots across our district, and I am proud each and every day of the accomplishments made by our students and staff. However, there also exists serious inequities in academic performance within our district. Five underperforming elementary campuses characterized by an economically disadvantaged student population of more than 80% report significant achievement gaps between children of poverty and students from affluent homes. As the interim Superintendent, I refuse to accept these outcomes.

Through collaboration with a TEA supported vendor, the GPISD Leadership Team will work with five Elementary School Principals and a designated Project Manager to plan during the 2020-21 school year to execute a highly effective Voluntary Summer Learning program. The team will attend a summer ADSY Kickoff Summit and Learning Communities training to study characteristics and impacts of high quality cohort models including summer learning, targeted remediation and jump start programs. Program days will be designed by the team to include additional reading and math learning experiences as well as fine arts, science exploration, and sports enrichment activities. Instructional minutes of summer program will be taught by highly qualified Texas teachers. District recruitment strategies and policies will be restructured to recruit high performing and motivated teachers. Enrichment activities will be taught by instructors with credentials in their field and successful experience with at-risk learners. The Voluntary Summer Learning program will be first implemented in the summer of 2021. The Project Manager will work with principals to collect and submit all required data collections, including implementing interim assessments to evaluate student progress and summer slide.

GPISD is committed to planning for a successful implementation of a Voluntary Summer Learning program during the summer of 2021, as our students in greatest need deserve nothing less from us. We are excited about the opportunity to work with TEA, and we are excited to see our students realize their true potential through extended days in interactive and collaborative learning experiences. GPISD is committed to a quality education for ALL students, and this is a big step in making that commitment a reality.

Sincerely,

Linda Ellis
Interim Superintendent of Schools
Grand Prairie ISD

Attachment IV: Letter of Support – School Leadership**Grand Prairie ISD Voluntary Summer Learning Cohort**

The table below outlines the commitment of GPISD Elementary Principals in the Redesign Cohort of the Additional Days School Year (ADSY) Planning and Implementation Program.

Strategic Plan	<ul style="list-style-type: none"> • 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.
Implementation	<ul style="list-style-type: none"> • 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.

By signing this document, I agree to implement each of the responsibilities of the ADSY Planning and Implementation Program. I am committed to designing the Strategic Plan and implementing a Voluntary Summer Learning Program that begins in 2021 and continues through 2024.

GPISD ADSY Elementary School Leader 4:

Martin Zamarripa

Printed Name



Signature

Garcia Elementary

School Name

April 24, 2020

Date

Voluntary Summer Learning Cohort

Cohort Selection

Principal

Title

Attachment IV: Letter of Support – School Leadership

Grand Prairie ISD Voluntary Summer Learning Cohort

The table below outlines the commitment of GPISD Elementary Principals in the Redesign Cohort of the Additional Days School Year (ADSY) Planning and Implementation Program.

Strategic Plan	<ul style="list-style-type: none">• 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.
Implementation	<ul style="list-style-type: none">• 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.

By signing this document, I agree to implement each of the responsibilities of the ADSY Planning and Implementation Program. I am committed to designing the Strategic Plan and implementing a Voluntary Summer Learning Program that begins in 2021 and continues through 2024.

GPISD ADSY Elementary School Leader:

Amanda Rodriguez

Printed Name

Amanda Roriguez

Signature

Seguin Elementary

School Name

4/25/2020

Date

Voluntary Summer Learning Cohort

Cohort Selection

Principal

Title

Attachment IV: Letter of Support – School Leadership

Grand Prairie ISD Voluntary Summer Learning Cohort

The table below outlines the commitment of GPISD Elementary Principals in the Redesign Cohort of the Additional Days School Year (ADSY) Planning and Implementation Program.

Strategic Plan	<ul style="list-style-type: none">• 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.
Implementation	<ul style="list-style-type: none">• 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.

By signing this document, I agree to implement each of the responsibilities of the ADSY Planning and Implementation Program. I am committed to designing the Strategic Plan and implementing a Voluntary Summer Learning Program that begins in 2021 and continues through 2024.

GPISD ADSY Elementary School Leader:

<u>Ana Holland</u> <i>Printed Name</i>	<u>Bowie Fine Arts Academy</u> <i>School Name</i>	<u>Voluntary Summer Learning Cohort</u> <i>Cohort Selection</i>
<u>Ana Holland</u> <i>Signature</i>	<u>4/26/2020</u> <i>Date</i>	<u>Principal</u> <i>Title</i>

Attachment IV: Letter of Support – School Leadership

Grand Prairie ISD Voluntary Summer Learning Cohort

The table below outlines the commitment of GPISD Elementary Principals in the Redesign Cohort of the Additional Days School Year (ADSY) Planning and Implementation Program.

Strategic Plan	<ul style="list-style-type: none"> • 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.
Implementation	<ul style="list-style-type: none"> • 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.

By signing this document, I agree to implement each of the responsibilities of the ADSY Planning and Implementation Program. I am committed to designing the Strategic Plan and implementing a Voluntary Summer Learning Program that begins in 2021 and continues through 2024.

GPISD ADSY Elementary School Leader:

April D. Wyatt
Printed Name
April D. Wyatt
Signature

Whitt Fine Arts Academy

School Name

April 24, 2020
Date

Voluntary Summer Learning Cohort

Cohort Selection

Principal

Title

Attachment IV: Letter of Support – School Leadership**Grand Prairie ISD Voluntary Summer Learning Cohort**

The table below outlines the commitment of GPISD Elementary Principals in the Redesign Cohort of the Additional Days School Year (ADSY) Planning and Implementation Program.

Strategic Plan	<ul style="list-style-type: none"> • 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.
Implementation	<ul style="list-style-type: none"> • 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.

By signing this document, I agree to implement each of the responsibilities of the ADSY Planning and Implementation Program. I am committed to designing the Strategic Plan and implementing a Voluntary Summer Learning Program that begins in 2021 and continues through 2024.

GPISD ADSY Elementary School Leader 1:

Marva Maynard-Walker
Printed Name

David Daniels Academy of Science & Math
School Name

Voluntary Summer Learning Cohort
Cohort Selection

Marva Maynard-Walker
Signature

4/24/2020
Date

Principal
Title

Attachment V - ADSY Project Manager Job Description

Job Title: Additional Days School Year Project Manager.
Reports To: Deputy Superintendent of School Improvement
Dept./School: School Improvement/Ed Center
Funding Source: Federal Funds

Wage/Hour Status: Exempt
Pay Grade: Admin 5
Date Revised: 4/2020

PRIMARY PURPOSE

The ADSY Project Manager will provide educational leadership resulting in improvement in student achievement and school performance during the summer learning initiative. Candidate must demonstrate competence and success in maintaining a relentless focus on improving student achievement.

EDUCATION, EXPERIENCE AND CERTIFICATION

Master's Degree from accredited University;
Standard Principal, Mid-Management or other appropriate Texas certificate.(Preferred)
(5) years classroom teaching experience

SPECIAL KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of curriculum and instruction
Knowledge of State and Federal School Improvement Processes
Ability to develop and meet timelines for completion of projects, tasks, and activities
Willingness to accept feedback from stakeholders, colleagues and supervisors in order to continuously improve practices related to job responsibilities
Effective organizational, interpersonal, and communication skills
Data analysis

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES

- **LEAD** the development of the ADSY Strategic Plan and the implementation of the program
- **ASSIST** principals in leading the ongoing campus effort to implement the ADSY Grant.
- **ASSIST** campuses in identifying student instructional needs and developing and monitoring instructional planning and programs to address identified needs with ADSY Grant funding.
- **MONITOR** the implementation of the campus ADSY Grant and provide feedback on the quality of effectiveness.
- **ASSIST** in coordinating the grants goals and objectives as required by the ADSY Grant.
- **MAINTAIN** records of ADSY Grant activities through the completion and monitoring
- **MAINTAIN** records of ADSY Grant activities through the completion and monitoring performance measures
- **ENSURE** that the appropriate ADSY Grant information and resources for teachers are available to implement all ADSY Grant requirements and activities as stipulated in the Grant.
- **ASSIST** in planning and implementing an effective campus-based staff development program that meets the ADSY Grant goals and addresses the needs of the staff.
- **ASSIST** campus principal in planning and implementing effective supervision and evaluation of the ADSY Grant.
- **WORK** collaboratively with district staff and campus staff to develop and maintain a positive school climate as it pertains to the ADSY Grant.
- **KEEP** abreast of educational development and the literature in the ADSY Grant and utilize the research to make recommendation for changes.
- **ASSIST** the hiring process of personnel for ADSY Grant positions.

Attachment V - ADSY Project Manager Job Description (continued)

- **PERFORM** other tasks and assume other responsibilities as assigned
- **MANAGE** day-to-day operational aspects of the ADSY grant program including budget oversight
- **ENSURE** that the proposed activities are planned, implemented, and completed as approved in the grant application
- **ENSURE** equipment and supplies are purchased, properly documented and placed into service.
- **ESTABLISH** a strong relationship with key stakeholders, both internally and externally including looking for community-based organizations and partners that could contribute toward the success of the grant requirements
- **USE** appropriate and effective techniques to encourage community and parent involvement.
- **DEMONSTRATE** awareness of school-community needs and initiate activities to meet those needs.

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

Transportation: Maintain reliable transportation in order to meet varied obligations within the district and in the greater community.

Please note: A portion (.5 FTE) of this position is grant-funded. Continuation of employment is strictly contingent upon satisfactory performance and continuation of grant funding.

Patricia Glenice Lewis

10909 Fieldstone Street
Denton, Texas 76207

Cell: 469-245-2120
Email: pat.lewis1958@yahoo.com

Leader of Teaching & Learning, Student Achievement, & Implementation

Highly qualified, experienced and accomplished professional educator with over 30 years of service in student achievement, teacher effectiveness and organizational success. Valued advisor to the superintendent and cabinet and trusted resource at all levels. Innate ability to clearly communicate with, plan, educate and unite team members to work toward and accomplish a common goal. Skilled at compliance and performance measures at the district, region, state and national levels.

Areas of Expertise

Teaching & Learning	Curriculum & Instruction	Compliance
Student Achievement	Grants	Data Analysis
Budget	CSCOPE	Planning
Teacher Advancement Program	State & Federal Programs	Communication
Staff Development	Closing the GAP	Site Visits
Performance-Based Monitoring Analysis System (PBMAS)		Summer School
Supplemental Education Services (SES)		Classroom Teacher

PROFESSIONAL EXPERIENCE

GRAND PRAIRIE INDEPENDENT SCHOOL DISTRICT , Grand Prairie, TX	2012-Present
<i>Executive Director of School Improvement</i>	January 2012-June 2012
<i>Chief School Improvement Officer</i>	July 2012-July 2014
<i>Assistant Superintendent of School Improvement</i>	July 2014-June 2016
<i>Deputy Superintendent of School Improvement & Innovation</i>	July 2016-Present

Responsible for district professional and leadership development, assessment and research, career and technical education, early education initiatives, and implementation and effectiveness of the TAP System. Provide service and support for campuses in school improvement for state and federal accountability system. Oversees summer instructional programs, all federal programs/ budgets, college readiness and teacher evaluation training/monitoring. Serves on Superintendent Cabinet.

LANCASTER INDEPENDENT SCHOOL DISTRICT , Lancaster, TX	2003- 2012
<i>Director of School Improvement</i>	2009 – Present
<i>Director of Teaching and Learning</i>	2004 – 2009
<i>Math Coordinator</i>	2003 – 2004

Attachment V – Project Director Resume: GPISD Deputy Superintendent of Innovation and School

Responsible for facilitating the design, development, writing, implementation and evaluation of curriculum including instructional planning guides, resources, programs, and staff development that results in increased student achievement, school improvement and teacher effectiveness.

Accomplishments

Six Recognized Schools	Teacher Advancement Program
Instructional Planning Guides	Curriculum Alignment
Tiered Staff Development Model	Academic Competitions
Campus Site Visits	Academic Improvement Plans
Reading First	Neighborhood Walks
Town Hall Meetings	Parent Academies
Program Evaluation	Budgeting Strategies & Reporting
Compliance Reporting to TEA and Federal Government	
Authorization for International Baccalaureate Primary Years, Middle Years & Diploma Programs	

DALLAS INDEPENDENT SCHOOL DISTRICT, Dallas, Texas 1981- 2003
Instructional Specialist (Areas 2& 5) 2001-2003
Classroom Teacher (Grades 2&3; 5th & 8th grade math) 1981-2001

Responsible for increasing the content knowledge of teachers and administrators through coaching, model teaching and professional development. Ensured the acceleration of students in mastering the grade level and math standards through utilization of the lesson cycle, effective planning, relevant life experiences, technology and resources.

Accomplishments

100% Student Promotion Rate	95+% Passing Rate on Standardized Tests
Curriculum Writing	Staff Developer in Mathematics
Campus Support	Aligned Instructional Resources
Effective Instructional Strategies	Data Analysis
Gifted and Talented Pull Out Teacher	

EDUCATION AND CREDENTIALS

University of Phoenix, Phoenix, Arizona
Master of Education in Curriculum and Instruction

Jackson State University, Jackson, Mississippi
Bachelor of Science in Education

Certification: Texas Teacher
Endorsement: Gifted and Talented

LEADERSHIP EXPERIENCES & TRAINING

Presenter at the National Alliance of Black School Educators National Conference, Texas Alliance of Black School Educators Conference, District Award of Teacher Excellence Conference, National Institute for Excellence in Teaching(NIET) National Conference, Region 10, Association of Compensatory Educators of Texas, Texas Association of School Boards, Texas School Law Retreat, Grand Prairie ISD, and Lancaster ISD.

2017-2018 NIET Educator Advisory Board

2018-2019 NIET Educator Advisory Board

Recent Trainings: Region 10 State and Federal Program Directors, CSCOPE Administrators, AVID District Implementation Coordinators, Teacher Advancement Program, International Baccalaureate, Margaret Kilgo, and Response to Intervention., TAIS, District Coordinator of School Improvement.

References Available Upon Request

Attachment VI: Letter of Support – ADSY Project Manager/Advocate:**Grand Prairie ISD Voluntary Summer Learning Cohort**

The table below outlines the commitment of the GPISD Project Manager for the ADSY Planning and Implementation Program. By signing this document, the Project Manager agrees to implement each of the responsibilities below in developing a Strategic Plan and implementing a Voluntary Summer Learning Program.

Strategic Plan	<p>As Project Manager, I will commit to overseeing the development of the ADSY strategic plan including:</p> <ul style="list-style-type: none"> • 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 GPISD Board of Trustees for approval.
Implementation	<p>Once the Strategic Plan has been approved, as Project Manager, I commit to supervising effective implementation of the grant program including:</p> <ul style="list-style-type: none"> • 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.

The mission of the School Improvement department is to provide resources for strategies that assist students most "at-risk" of failing and/or dropping out of school. As Deputy Superintendent of Innovation and School Improvement, it is my responsibility to oversee district instructional support initiatives through grant programs, and provide 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, I have the experience and passion to lead the committee in designing a high quality Additional Day School Year (ADSY) Strategic Plan. As a Deputy Superintendent, I have the support and flexibility to work with leadership across all departments and campuses and the ability and autonomy to carry out the requirements of the ADSY program.

GPISD is a learning community vigorously pursuing student success. I am committed to the creation of a high quality Strategic Plan and to an effective project implementation. Thank you for considering our application to launch an exciting extended learning experience for our learners.

GPISD ADSY Project Manager:

Patricia Lewis
Printed Name

Patricia Lewis
Signature

Grand Prairie ISD
School Name

April 21, 2020
Date

Voluntary Summer Learning Cohort
Cohort Selection

Deputy Supt. of Innovation
and School Improvement
Title

Attachment VII: District/Charter Organizational Chart

Grand Prairie ISD Organizational Chart

