



**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

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**

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Digitally signed by Rodney E. Watson
Date: 2020.04.24 14:03:08 -05'00' Date

Shared Services Arrangements

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

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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

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

Statutory/Program Assurances (Cont.)

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

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

Statutory/Program Requirements

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

Check this box if applying for the Full Year Redesign Cohort

Check this box if applying for the Voluntary Summer Learning Cohort

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

Summer slide has been a persistent challenge in Spring ISD, particularly among economically disadvantaged students. On universal screeners from end-of-year 2018–2019 to beginning-of-year 2019–2020, economically disadvantaged students saw decreases in their scale scores in some subjects and grade levels. Moreover, this decline in performance increased by grade level. For this reason, among others, Spring ISD is applying for the Additional Days School Year (ADSY) Planning and Execution grant, as part of the Full Year Redesign cohort.

Spring ISD is challenged with a high percentage of students who qualify for free and reduced-price lunch. According to the district’s 2019–2020 PEIMS submission, Spring ISD’s free and reduced-price lunch rate was 82 percent of the student population. Furthermore, multiple campuses within the district have mobility rates exceeding 30 percent. Given the demographic composition of Spring ISD, there is a strong need to provide continuity of education for the students the district serves, which a full-year redesign would address.

Compounding the typical challenges faced by Spring ISD, students and educators across the country are now grappling with the newly coined COVID-19 slide, which will keep students away from traditional classrooms for twice as long as a typical summer break. In response to this impending slide, Spring ISD is currently in the process of creating a jump start program for the 2020–2021 school year as part of an effort to mitigate the loss of instruction caused by the pandemic.

Joining the Full Year Redesign cohort will allow Spring ISD to build off of the work that will begin this summer. The ADSY Program will enable the district to create a more comprehensive, strategic plan that will promote student growth and provide a model that can be expanded upon and replicated across the district’s 40 campuses.

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.

Spring ISD is proposing to implement the ADSY Program at two specific campuses: Clark Primary and Clark Intermediate Elementary Schools. The two proposed campuses are linked, with Clark Primary serving Prekindergarten through first grade and Clark Intermediate serving second through fifth grade. In addition, Clark Primary offers the district's dual-language program to its students. The district anticipates implementing the Full Year Redesign to provide those campuses with the opportunity to begin the school year early, with classes beginning two weeks prior to the school start for the rest of the campuses in the district. From there, the full-year campuses would then follow the traditional calendar, with the same calendar breaks as the rest of the district for professional development, Thanksgiving, winter holidays, and spring break, and extend into June to meet the 210-day calendar requirement specified by the ADSY grant.

Spring ISD recognizes that the Full Year Redesign will not be an easy task and that all planning considerations hold equal value. Specifically, the district anticipates working closely with the technical assistance team throughout the planning year, thereby ensuring a smooth transition into the redesign. While working with the technical assistance team, the Project Manager will identify ways to gain the support of parents at both campuses to move forward with the full-year redesign. The project manager will collaborate with the Department of Curriculum and Instruction to restructure the curriculum for students at both schools, while maintaining the dual-language program at Clark Primary Elementary School.

Together, the two campuses proposed for the full-year redesign, form the epicenter of Spring ISD's economically disadvantaged and high mobility populations. According to the Texas Academic Performance Report (TAPR), in 2018–2019 Clark Primary Elementary School had an economic disadvantage rate of 91.4 percent and a student mobility rate of 30.7 percent. Clark Intermediate Elementary School was similar, with an economic disadvantage rate of 72.9 percent and a mobility rate of 26.9 percent. Projections for 2020–2021 indicate that the rates of economically disadvantaged students will increase at both campuses. In an effort to mobilize and stabilize both campuses, Spring ISD will strategize by targeting students at both campuses.

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.

Spring ISD has offered a robust summer school program for the last five years, providing all students with opportunities for both academic remediation and enrichment. Additionally, the district has expanded upon the Student Success Initiative for grades 5 and 8. For example, through Spring ISD's Journey into Reading Program, students virtually traveled by riverboat to explore seven rivers, including the Mississippi, Nile, Amazon, and Ob Rivers. At each location, students completed reading, math, music, art, social studies, science, and movement activities, along with recommendations for further reading. In addition, Spring ISD participates in the 21st Century Program, funded by TEA, on ten of its 40 campuses. The purpose of Project S.A.F.E. is to improve student achievement in reading/language arts, math, and science, as well as to improve student attendance, decrease disciplinary infractions/referrals, and increase parent engagement.

Out of these initiatives and others, the primary takeaway for Spring ISD has been the importance of diligent planning. Specifically, initiatives must take in to account the needs of the community and rely heavily on shared planning and design to foster buy-in and sustainability. The district has also found that eliciting support and guidance from educational partners/services often results in more effective programs. In partnering with TEA and the technical vendors, Spring ISD will be able to ensure that the full-year redesigns will be scalable and replicable.

Meeting the needs of the community has also proven essential. Spring ISD believes that the full-year redesigns will benefit the community that the district serves. Spring ISD has purposefully targeted two schools (Clark Primary Elementary School and Clark Intermediate Elementary School) that have the greatest and most urgent need for the benefits associated with an extended year. The assessment requirements of the ADSY Grant dovetail with Spring ISD's current entry-level assessment plans. During the 2018-19 school year, Spring ISD had the highest number of completed TEA Interim Assessments in the state and is therefore very comfortable with the process. The district believes that the grant requirements, coupled with the lessons learned from previous and current initiatives within the district, will enable the successful roll-out of the full-year redesigns at the two proposed campuses.

Statutory/Program Requirements (Cont.)

4. Commitment and Intent from Leadership: Please describe the primary district advocates and why they are committed to the ADSY Program. Please include any examples of evidence that supports this claim.

The primary district advocates include: Dr. Rodney Watson (Superintendent of Schools), Dr. Julie Hill (Chief of Staff), Dr. Lupita Hinojosa (Chief of School Leadership and Student Support), Mrs. Khechara Bradford (Chief of Curriculum and Instruction), Dr. Jennifer Cobb (Assistant Superintendent of Research, Accountability, and Testing), Mrs. Michelle Starr (Assistant Superintendent of Elementary Schools, Zone 1), and Dr. Natasha Watson (Assistant Superintendent of Elementary Schools, Zone 2). Dr. Rodney Watson and the Chiefs, listed above, intend to meet weekly to ensure that the district and divisions that the Chiefs represent are in alignment for all projects, plans, and initiatives. The Chiefs also meet twice a week to ensure that the District’s Theory of Action (TOA) is operationalized. Spring ISD’s Theory of Action is “an aligned curriculum with corresponding progress measures supported by differentiated professional development implemented with fidelity results in increased student achievement.” A Theory of Action team meets weekly and includes the listed Chiefs and Assistant Superintendents. This commitment to meet, collaborate, and ensure that the TOA is occurring with fidelity is evidence of the district’s desire to work in alignment.

With respect to the Additional Days School Year, Spring ISD has already committed to providing a robust summer school plan at all levels. The district is currently developing a jump start program, which will start at the beginning of the 2020–2021 school year, and for which the pandemic has increased the need. The desire of all stakeholders listed here to plan and develop an ADSY for Clark Primary and Clark Intermediate is only the beginning. Spring ISD’s goal for this grant is that it will expand to all campuses and at all levels.

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?

Spring ISD’s previous experience with the planning year from the MIZ grant, and specifically with Engage2Learn, provided a powerful structure that gave the time and space to plan with a cross-functional team and build out an Empowered to Learn model, which started the MIZ campuses off on a strong footing for a blended-learning math model. The district saw further value in this planning when it came to the pandemic and moved all learning online, within Schoology. Through the Empowered Learning model, the district was able to quickly scale and replicate the model to utilize it district-wide. Spring ISD is excited to see that time and money are allocated for planning as the district has found it to be crucial for a successful launch.

The execution requirements will also prove to be extremely helpful in that a progressive rollout helps to incrementally implement portions of the grant at different grade levels at the same time. The district has found that the “all at once” method rarely works and quickly overwhelms teachers, students, and administrators. The execution period also allows Spring ISD to better determine how fast the system can be scaled, based on how well each step is received and implemented.

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.

Clark Primary Elementary School and Clark Intermediate Elementary School will be targeted for this grant. The rationale for selecting these schools was first based on the need of the populations the schools serve. As stated previously, according to the Texas Academic Performance Report (TAPR) for 2019-20, Clark Primary had an economic disadvantaged percent of 91.4% and a mobility rate of 30.7%. Clark Intermediate was similar with an economically disadvantaged percent of 72.9% and a mobility rate of 26.9%. The need for additional days of instruction with these populations is clear. The mobility rates provide a case for a need for continuity on these campuses. Spring ISD hopes that with an extended year, parents will see the need to keep their children at the Clark schools. The full-year redesign provides additional time for instruction as well as a reduction in the need for child care during the summer months. Given that the two campuses are across the street from one another, and that Clark Primary feeds entirely into Clark Intermediate, families that are impacted by this different calendar initially will be in a localized setting.

Spring ISD plans an initial rollout to Prekindergarten and 2nd grade students only, which are the youngest grades levels served by the two campuses. Staggering the implementation will allow for an important initiation into the redesigned school calendars at the two campuses. As students matriculate, the next grade levels will be encompassed. The result will be continuity for those students who initially experience the extended year.

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.

When selecting the schools to include in this program, the unique characteristics of both Clark Primary and Clark Intermediate Elementary Schools were considered, given that they will serve as pilot schools for the ADSY Program. First, there is a great need, based on low student performance and a high economically disadvantaged population. Second, these campuses are in the process of implementing a dual-language program. The dual-language program is currently in its second year in both Prekindergarten and Kindergarten. As these students matriculate, an additional grade level will be added each year, eventually extending to Clark Intermediate Elementary School. The additional days and adjustment to the overall schedule will ensure better implementation of the dual-language model and designate extended time to learn both languages. Finally, these two campuses are in a unique situation in that they will both be geographically competing with a charter school, which will open in the 2020–2021 school year. This charter school offers an extended year and might look attractive to families who want their children enrolled in a longer school year with more opportunity to learn. The potential for parallel schedules at Clark Primary and Clark Intermediate Elementary Schools would potentially allow both schools to reap the benefits of an extended year, while remaining competitive with the neighboring charter school.

The intention of the ADSY program in Spring ISD is to help mitigate the factors that poverty and mobility create, which are likely major components in the root causes of the lower performance at these schools, compared to the district and the state. A large majority of students in Spring ISD already come to the district with added disadvantages, due to the impact of poverty on their learning. They enter Pre-Kindergarten not knowing the alphabet or the fundamentals of pre-reading. Based on the Kindergarten Readiness Indicator on TAPR in 2018-19, Clark Primary Elementary School had only 39 percent of their students who were Kindergarten ready. The campus lags behind the district and the state, who were at 46 percent and 52 percent, respectively. Last year, the district utilized Northwest Evaluation Association (NWEA) MAP Growth as a universal screener for grades 3-8 in reading. According to the End-of-Year results, 54 percent of Clark Intermediate students were below grade in reading, compared to an elementary district average of 40 percent. For STAAR Reading at Clark Intermediate

Statutory/Program Requirements (Cont.)

7. Pilot Approach and Campus Selection: Response continued.

Elementary School, the results were similar with 59 percent at the Approaches level compared to 66 percent for Spring ISD and 78 percent for the state. Other STAAR subjects have similar lagging results. For example, Clark Intermediate Elementary School had had 65 percent of students meeting the Approaches Grade Level in Math, compared to 70 percent for Spring ISD and 82 percent for the state. Writing lags even further behind with 42 percent at Approaches for the campus, 57 percent for Spring ISD and 68 percent for the State. Finally, Science also has similar results with 54 percent at Approaches for the campus, 68 percent for Spring ISD and 81 percent for the State. All of these data point to a need for extended instruction for all students in all subjects. The ADSY Program allows for the additional days that might normally be found through summer school, but makes the additional days a requirement, ensuring better attendance and participation in the extended learning.

Spring ISD has an English Language Learner (ELL) population of 25 percent, indicating that one quarter of the students begin their educational careers without knowing English. Clark Primary and Clark Intermediate Elementary Schools have ELL populations of 31 percent and 28 percent, respectively, which are both higher than the district average. According to the English Language Proficiency Status for 2018–2019 in Domain 3, only 28 percent of Clark Intermediate students met this progress status, which was well below the state target of 36 percent. Similar to the other academic performance measures, it is anticipated that with an extended year, more time on instruction and an ability to have an extended focus on dual-language instruction specifically will benefit students' proficiency levels in both English and Spanish.

Student mobility will also be positively impacted by a Full Year Redesign. Ideally, parents will see that their children will receive more instruction and will therefore make greater gains. Spring ISD also sees a benefit to restructuring the day, to include more time for additional enrichment rotations and recess. It is the district's hope that this restructured day will aid in the development more well-rounded students. Further, Spring ISD believes that the positive impact on students will persuade parents to stay in the community, as these options may not be available at neighboring schools, whether they be charter or public schools. Finally, as a monetary impact for the parents, Spring ISD believes that mobility can be positively impacted by the longer school year and a reduced need for childcare during the summer.

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.

Spring ISD is nominating Katherine Fisher to lead the ADSY Full Year Redesign Program. Ms. Fisher has a wealth of knowledge, having spent a combined 16 years working in Houston ISD and Spring ISD. In her most recent role as Executive Director of Strategic Coaching, she coordinated training all district administrators, while simultaneously overseeing a staff of instructional coaches and managing the professional development building operations. Ms. Fisher has a demonstrated ability to multi-task, working at every level to meet both campus and district needs, all while forging positive relationships with staff.

Ms. Fisher has supported every level of the district, from elementary, to middle, to high schools as an Associate Principal, Response to Intervention Coordinator, and Executive Director of Strategic Coaching. In her role as Associate Principal, Ms. Fisher provided instructional support to the teachers under her supervision. As Response to Intervention Coordinator, she provided all campuses in the district with instructional and programmatic support to help move Tier 3 students forward. Finally, as the Executive Director of Strategic Coaching, Ms. Fisher developed and implemented a plan to train administrators and instructional coaches on learning protocols and structures, to help standardize the engagement and rigor that students experience. At each campus, her work has made a measurable impact on student performance in every role that she has served.

Given Ms. Fisher's strong work ethic and her history of successfully tackling projects that were characterized by having desired outcomes, yet no previous history of implementation to use to guide her, Spring ISD believes that she will excel as the ADSY Project Manager. The district is confident that Ms. Fisher's leadership will ensure successful planning and execution of the ADSY Full Year Redesign Program.

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.

In terms of organizational structure, the Project Manager will directly report to the Chief of Staff, which is where she previously resided. The Chief of Staff is frequently charged with ensuring that new initiatives are planned, organized, and monitored properly, thereby guaranteeing an efficient and productive launch of each initiative. By directly reporting to the Chief of Staff, any delays that may occur will be eliminated. In the Theory of Action team, the Chief of Staff works collaboratively with the Chief of School Leadership and Student Support, as well as the Chief of Curriculum and Instruction, enabling progress to be monitored from different perspectives within the district. Additionally, this organizational structure allows quick access to decisions that need to be made, from an operational standpoint. Finally, the Project Manager will be physically housed at Clark Intermediate Elementary School so that she can be included in the day-to-day operations while overseeing the ADSY Grant planning and implementation.

The Project Manager has previously served on the Theory of Action team. Therefore, she has firsthand knowledge of how decisions are made and the stakeholders included in the decision-making process. Further, the proposed Project Manager has worked at the district level for three of the six years she has been with Spring ISD (16 years of total experience in education), where she coordinated the training of all district administrators and support staff. This experience allowed her to develop strong relationships at both the campus and district level, which will help pave the way for the work that needs to be accomplished for the Full Year Redesigns to succeed at Clark Primary and Clark Intermediate Elementary Schools.

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 following are the steering committee with their experience:

- Ms. Katherine Fisher, Project Manager – 1 year in current position, 6 years in Spring ISD, 18 years in education
- Mr. Torrance Brooks, Clark Intermediate Principal – 3 years as a principal, 3 years in Spring ISD, 22 years in education
- Ms. Cynthia Gomez, Clark Primary – 14 years as a principal, 25 years in Spring ISD, 32 years in education
- Dr. Julie Hill, Chief of Staff – 6 years in current position, 6 years in Spring ISD, 29 years in education
- Dr. Lupita Hinojosa, Chief of School Leadership and Student Support Services – 6 years in current position, 6 years in Spring ISD, 27 years in education
- Ms. Ann Westbrooks, Chief of Finance – 5 years in current position, 14 years in Spring ISD, 14 years in education
- Ms. Khechara Bradford, Chief of Curriculum and Instruction – 1 year in current position, 13 years in Spring ISD, 19 years in education
- Dr. Jennifer Cobb, Asst Superintendent of Research, Accountability, and Testing – 5 years in current position, 5 years in Spring ISD, 20 years in education
- Dr. Natasha Watson, Asst Superintendent of Elementary Schools, Zone 2 – 6 years in current position, 6 years in Spring ISD, 27 years in education
- Ms. Michelle Starr, Asst Superintendent of Elementary Schools, Zone 1 – 5.5 years in current position, 20 years in Spring ISD, 29 years in education
- Ms. Diana Kimberly – Executive Director of Workforce Development – 7 months in current position, 6 years in Spring ISD, 30 years in education
- Dr. Kendall McCarley, Coordinator for Research and Program Evaluation – 4 years in current position, 4 years in Spring ISD, 8 years in education

Statutory/Program Requirements (Cont.)

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

The committee members are cross-functional in that they represent both campus- and district-level administrators, as well as five divisions within Spring ISD, with four of the representatives at the Chief level. This cross collaboration will ensure that all parties are represented in the planning stage of the grant. The Curriculum and Instruction representation will ensure that the curriculum is modified to reflect the change in both the school day and extended year. The presence of School Leadership will ensure that the changes are understood by all stakeholders, from the teachers and principals to the Chiefs. Their involvement will assist in identifying unintended consequences as well as enabling a monitoring system that can be replicated, as additional schools take on this school calendar format. The addition of Finance representation will guarantee that all costs are considered, budgeted for, and planned for as the district moves from the planning stage to the execution stage, all while taking sustainability into consideration. The Assistant Superintendent of Research, Accountability, and Testing will collect and monitor all data points for the grant, including the required elements for grant reporting. Finally, the Chief of Staff, as the Project Champion, will ensure that the committee meets regularly and that required progress is made, while also keeping the Superintendent of Schools informed. Since the Project Manager will directly report to the Project Champion, the Project Champion will be able to assure that all divisions are working collaboratively and in a timely manner. The Chief of Staff will also ensure that communication is ongoing and the Project Manager receives the support needed by any department or division in the district.

Equitable Access and Participation

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

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

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

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

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

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. **Do not enter any cents.**

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.

[Maximum Indirect Cost Workbook](#) link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Direct Administrative Cost Calculation - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

For further guidance, refer to the [Budgeting Costs Guidance Handbook](#) .

Application Part 2:

2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID:		101919	Amendment #:	
Payroll Costs (6100)				
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$ -
2	Educational Aide			\$ -
3	Tutor			\$ -
Program Management and Administration				
4	Project Director		1	\$ 60,000
5	Project Coordinator			\$ -
6	Teacher Facilitator			\$ -
7	Teacher Supervisor			\$ -
8	Secretary/Admin Assistant			\$ -
9	Data Entry Clerk			\$ -
10	Grant Accountant/Bookkeeper			\$ -
11	Evaluator/Evaluation Specialist			\$ -
Auxiliary				
12	Counselor			\$ -
13	Social Worker			\$ -
14	Community Liaison/Parent Coordinator			\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC Specialist/Consultant			\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -
17	ESC Support Staff			\$ -
18	ESC Other: (Enter position title here)			\$ -
19	ESC Other: (Enter position title here)			\$ -
20	ESC Other: (Enter position title here)			\$ -
Other Employee Positions				
21	(Enter position title here)			\$ -
22	(Enter position title here)			\$ -
23	Subtotal Employee Costs:			\$ 60,000
Substitute, Extra-Duty Pay, Benefits Costs				
24	6112 - Substitute Pay			\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -
27	6140 - Employee Benefits			\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ -
30	Grand Total:			\$ 60,000
31	Total Program Costs*:			\$ 60,000
32	Total Direct Admin Costs*:			\$ -
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.				

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

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

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

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

County District Number or Vendor ID: 101919		Amendment #: 0
Professional and Contracted Services (6200)		
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.		
Description of Service and Purpose		Grant Amount Budgeted
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -
2	Service: Technical Assistance Specify purpose: Technical Support as required by the grantee	\$ 100,000
3	Service: Specify purpose:	\$ -
4	Service: Specify purpose:	\$ -
5	Service: Specify purpose:	\$ -
6	Service: Specify purpose:	\$ -
7	Service: Specify purpose:	\$ -
8	Service: Specify purpose:	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 100,000
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -
11	Grand Total:	\$ 100,000
12	Total Program Costs*:	\$ 100,000
13	Total Direct Admin Costs*:	\$ -
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.		

FOR TEA USE ONLY	
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Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID: 101919		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	10,000
2	Grand Total:	\$	10,000
3	Total Program Costs*:	\$	10,000
4	Total Direct Admin Costs*:	\$	-
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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Application Part 2:

2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID: 101919		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$	-
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	-
4	6413 - Stipends for non-employees other than those included in 6419.	\$	-
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$	-
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	-
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$	-
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	-
9	Subtotal of other operating costs (6400) requiring specific approval:	\$	-
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	10,000
11	Grand Total:	\$	10,000
12	Total Program Costs*:	\$	10,000
13	Total Direct Admin Costs*:	\$	-
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

In-state travel for employees does not require specific approval.

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

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

County District Number or Vendor ID:		101919	Amendment #:		0
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	-
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$	-
3			\$ -	\$	-
4			\$ -	\$	-
5			\$ -	\$	-
6			\$ -	\$	-
7			\$ -	\$	-
8			\$ -	\$	-
9			\$ -	\$	-
66XX - Software, capitalized					
10	(Enter description and brief purpose)		\$ -	\$	-
11			\$ -	\$	-
12			\$ -	\$	-
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)		\$ -	\$	-
14			\$ -	\$	-
15			\$ -	\$	-
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)			\$	-
17	Grand Total (sum of all lines):			\$	-
18	Total Program Costs*:			\$	-
19	Total Direct Admin Costs*:			\$	-
<p>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					



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

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

County District Number or vendor ID:	101919	Amendment #	0
Grant Period:	May 15, 2020 to September 30, 2021.	Fund Code/ Shared Services Arrangement:	289/379

Description and Purpose	Source of Funds			
	Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost
1 Payroll Costs	6100	\$ 60,000	\$ -	\$ 60,000
2 Professional and Contracted Services	6200	\$ 100,000	\$ -	\$ 100,000
3 Supplies and Materials	6300	\$ 10,000	\$ -	\$ 10,000
4 Other Operating Costs	6400	\$ 10,000	\$ -	\$ 10,000
5 Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds			N/A	
6	Total Direct Costs:	\$ 180,000	\$ -	\$ 180,000
7	*Indirect Costs:			\$ -
8	Total of All Budgeted Costs :	\$ 180,000	\$ -	\$ 180,000
Shared Services Arrangement				
9	6493	Of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ -	\$ -
Direct Administrative Cost Calculation				
10	Total of All Budgeted Costs (line 8):			\$ 180,000
11	Direct Administration Cap per Program Guidelines (XX%):			0.05
12	Maximum amount allowable for direct administrative costs:			\$ 9,000

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

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

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

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

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

Additional Days School Year Planning and Execution Program

District or Charter School Network Information Form

Voluntary Summer Learning Cohort (*Self-Funded*)

Attachment 1

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

Overview

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

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

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

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

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

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

Additional Days School Year Planning Program

District or Charter School Network Information Form

Additional Days School Year Planning and Execution Program

District or Charter School Network Information Form

Full Year Redesign Cohort (*Grant Funded*)

Attachment 1

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

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

Instructions	
<ul style="list-style-type: none"> • 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 orange cell) and follow the instructions in the cell; add additional schools as relevant below school A • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest • Please use the box in row 153 to note any special circumstances that these fields do not capture • Please reach out to ADSY@tea.texas.gov with any questions about this document 	
Application	
Please confirm this application is for a <i>grant-funded</i> Full Year Redesign opportunity	Applicant Response Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full academic redesign by operating a 210 day calendar with a daily increase in student brain breaks and teacher planning by decreasing daily instructional time and extending it throughout the 210 day calendar?	Yes
District or Open Enrollment Charter School Information	
District or Charter School Name	Applicant Response Spring ISD
District or Charter School Network ID Number	101919
Personnel	
Superintendent Name	Rodney E. Watson
LOI Author Name	Jennifer Cobb, Kendall McCarley
LOI Author Title	Asst. Superintendent of Research, Accountability, and Testing; Coordinator of Research and Program Evaluation
LOI Author Phone	281-891-6380; 281-891-6351
LOI Author E-mail Address	jcobb@springisd.org; kmccarle@springisd.org
District ADSY Project Manager Name	Katherine Fisher
District ADSY Project Manager Title	Executive Director of Strategic Coaching
District ADSY Project Manager Email Address	281-891-6311
District ADSY Project Manager Phone Number	kfisher@springisd.org
District Details	
District Overall Performance - Numeric Grade Only	78
Total Students in District	35348
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	310
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	4
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA MAP, TPRI/TEJAS LEE
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	PowerSchool
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...)	MIZ Grant Program, READ Grant Program, P-TECH Grant & ICIA Program
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	7/1/2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2017
If district is a District of Innovation, is the requirement for first day of school waived?	Yes
Does the applicant and relevant district and school stakeholders commit to attending the ADSY Kickoff Summit in summer of 2020? (<i>Date and location will be shared as soon as is available</i>)	Yes
School Details	
No Response needed in this cell.	
Elementary (or Lower) School A	
Applicant Response	
Campus A Name	Clark Primary Elementary School
Campus A ID Number	101919129
Campus A Address	12625 River Laurel Drive, Houston, TX 77014
Campus A Total Students	494
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus A (i.e. "5" for 5th grade)	1
2019-2020 Total Instructional Days	173
Anticipated 2020-2021 Total Instructional Days	172
2019-2020 First Day of School	8/14/2019
Personnel	

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus A Principal Name	Cynthia Gomez
Campus A Principal Email Address	Cynthiag@springisd.org
Campus A Principal Phone Number	291-891-8603
Campus A ADSY Project Manager	Katherine Fisher
Campus A ADSY Project Manager Title	Executive Director of Strategic Coaching
Campus A ADSY Project Manager Email Address	kfisher@springisd.org
Campus A ADSY Project Manager Phone Number	281-891-6311
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	Not Rated
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	91%
Elementary (or Lower) School B (if applicable)	
Campus B Name	Clark Intermediate Elemetary School
Campus B ID Number	101919116
Campus B Address	1825 Rushworth Drive, Houston, TX 77014
Campus B Total Students	693
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	2
Highest Grade at Campus B (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	173
Anticipated 2020-2021 Total Instructional Days	172
2019-2020 First Day of School	8/14/2019
Personnel	
Campus B Principal Name	Torrance Brooks
Campus B Principal Email Address	Tbrook1@springisd.org
Campus B Principal Phone Number	281-891-8541
Campus B ADSY Project Manager	Katherine Fisher
Campus B ADSY Project Manager Title	Executive Director of Strategic Coaching
Campus B ADSY Project Manager Email Address	kfisher@springisd.org
Campus B ADSY Project Manager Phone Number	281-891-6311
School Details	
Performance Results and Economic Indicators	
Campus B Overall Performance - Numeric Grade Only	63
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	73%
Elementary (or Lower) School C (if applicable)	
Campus C Name	Enter Text Response
Campus C ID Number	Enter Numeric Response
Campus C Address	Enter Address
Campus C Total Students	Enter Numeric Response
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus C (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus C Principal Name	Enter Text Response
Campus C Principal Email Address	Enter Email Address
Campus C Principal Phone Number	Enter Phone Number
Campus C ADSY Project Manager	Enter Text Response
Campus C ADSY Project Manager Title	Enter Text Response
Campus C ADSY Project Manager Email Address	Enter Email Address
Campus C ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School D (if applicable)	
Campus D Name	Enter Text Response
Campus D ID Number	Enter Numeric Response
Campus D Address	Enter Address
Campus D Total Students	Enter Numeric Response
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus D (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus D Principal Name	Enter Text Response
Campus D Principal Email Address	Enter Email Address

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus D Principal Phone Number	Enter Phone Number
Campus D ADSY Project Manager	Enter Text Response
Campus D ADSY Project Manager Title	Enter Text Response
Campus D ADSY Project Manager Email Address	Enter Email Address
Campus D ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School E (if applicable)	
Campus E Name	Enter Text Response
Campus E ID Number	Enter Numeric Response
Campus E Address	Enter Address
Campus E Total Students	Enter Numeric Response
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus E (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
Personnel	
Campus E Principal Name	Enter Text Response
Campus E Principal Email Address	Enter Email Address
Campus E Principal Phone Number	Enter Phone Number
Campus E ADSY Project Manager	Enter Text Response
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Email Address
Campus E ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable	
Clark Primary is a paired school with Clark Intermediate and therefore has no accountability.	



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.	

Printed Name

District Name

Cohort Selection

Signature

Date

Title

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

Spring Independent School District

Office of the Superintendent

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6025



April 17, 2020

Attention: Texas Education Agency Additional Days School Year Planning and Execution Program

Dear Selection Committee:

As Project Champion, the proposed program manager for the Additional Days School Year Planning and Execution Program has my full support to plan and execute the Full Year Redesign, sponsored by the Texas Education Agency. I fully understand the commitment required for this program and will ensure that our district and campus leaders are afforded the resources and training needed to fully implement the program.

Our Spring ISD Team of Eight has a long-term vision for our district commitment to our students and community. Additionally, while Spring ISD's strategic plan, EVERY Child 2025, has launched our journey to stronger student outcomes, we fully recognize that change does not happen overnight and there is still much work to be done. It is our hope that our participation in the Additional Days School Year Planning and Execution Program will bring innovation to our district curriculum and teachers and will ultimately increase student engagement and learning.

I understand that implementing this new program and altering our instructional calendar will require deep reflection and considerable redesign. In addition, moving from a traditional 180-day calendar to a 210-day calendar requires alignment between program resources and the district's vision. As a District of Innovation, we are committed to full transparency and welcome outside partnerships as we re-imagine our school days and years so that we are able to successfully transition our full year redesign to other campuses within the district.

Should you have any further questions or require any additional information, please feel free to contact me via email at jhill12@springisd.org or by phone at 281-891-6393. Thank you in advance for your consideration of Spring ISD's application.

Best Regards,

Julie F. Hill
Chief of Staff
Spring Independent School District



B.F. Clark Primary School

12625 River Laurel, Houston, TX 77014 • Phone: 281-891-8600 • Fax: 281-880-6396

Cynthia Gomez, Principal
Lakeshia Dunevant, Asst. Principal
Courtney Groce, Counselor

Attention: Texas Education Agency Additional Days School Year Planning and Execution Program

To Whom It May Concern:

The overall mission and vision of Clark Primary Elementary School is to provide a student centered learning environment that provides a foundation for students to become life learners. When developing this foundation, students influence their current and future development.

Clark Primary Elementary School welcomes the opportunity to partner with the Texas Education Agency on the Additional Days School Year Planning and Execution Program and the Design and Implementation vendor to propel our students to achieve their highest potential. As a campus, we are constantly striving to support mastery of the learning standards and to encourage our students to take ownership of their learning in a structured environment. We strongly believe the ADSY Program partnership has potential to increase student engagement and address all students, including those who may need alternative learning environments, intervention, and students who master standards.

We believe that becoming a full-year campus will help us better serve our students with in depth instruction and expand our focus of accelerating all students. Participation in the ADSY Program will move us closer to the actualization of our campus's academic goals, while also supporting our mission and vision of cultivating life-long learners. With the support and guidance of the Texas Education Agency, I am confident that Clark Primary Elementary School will be an exceptional addition to the ADSY Program. We appreciate your time and consideration.

Best Regards,

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

Cynthia Gomez
Principal
Clark Primary Elementary School

Spring Independent School District

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6000



April 17, 2020

Attention: Texas Education Agency Additional Days School Year Planning and Execution Program

To Whom It May Concern:

I am writing to enthusiastically support Spring ISD's request to transform Clark Primary Elementary School into a full year campus, following the guidance from the Texas Education Agency's Additional Days School Year Planning and Execution Program. It has been my great honor to supervise Clark Primary Elementary School, under the leadership of principal Cynthia Gomez. Through the support of district leadership, the Design and Implementation vendor, and the knowledgeable staff on her campus, I am confident in our ability to redesign this campus from a 180-day to a 210-day calendar.

Ms. Gomez has successfully developed and implemented a PK-1st Dual Language Program to support the needs of her community. Clark Primary is currently 90% Economically Disadvantaged with an almost 30% mobility rate. Giving her scholars more additional opportunities for success and to complete in a global society is a mission for Principal Gomez. She has created strategic professional learning communities that utilize data to drive instruction. Her student progress monitoring and small group instruction practices have increased student performance. However, after the summer, the students consistently regress.

The traditional school calendar may not be beneficial for all students, particularly those who come from economically disadvantaged backgrounds, so I wholeheartedly support any and all efforts to help this targeted population who may benefit from a different and innovative type of school calendar. I feel that, as educators, we have a responsibility to enact innovative programs when we feel they may help our students achieve success in their earlier years, eventually culminating in them becoming college and career ready, and I believe this program has the potential to do so. I look forward to the level of excellence Clark Primary Elementary School will reach under campus leadership and the Additional Days School Year Planning and Execution Program partnership. Thank you for your consideration.

Best Regards,

Michelle M. Starr

Michelle Starr
Assistant Superintendent
Spring Independent School District

Spring Independent School District

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6000



April 17, 2020

Attention: Texas Education Agency Additional Days School Year Planning and Execution Program

To Whom It May Concern:

The overall mission and vision of Clark Intermediate Elementary School is to improve lives through literacy by providing scholars with differentiated academics and a positive social environment that is fostered by cooperative efforts between the school and the community. Also, Clark Intermediate Elementary School is a school of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment. Our motto is "opening doors through literacy."

To that end, Clark Intermediate Elementary School welcomes the opportunity to partner with the Texas Education Agency on the Additional Days School Year Planning and Execution Program and the Design and Implementation vendor to propel our students to achieve their highest potential. As a campus, we are constantly striving to support mastery of the learning standards and to encourage our students to take ownership of their learning in a structured environment. We strongly believe that, through the ADSY Program partnerships, we have the potential to increase student engagement and address all students, including those who may need alternative learning environments, those who may need remediation, as well as those who have mastered standards.

We believe that becoming a full-year campus would help our campus better serve a larger proportion of our students and expand our focus of closing the achievement gap. Participation in the ADSY Program would move us closer to the realization of our campus's academic goals, while also supporting our mission and vision of cultivating life-long learners. With the support and guidance of the Texas Education Agency, I am confident that Clark Intermediate Elementary School would be an exceptional addition to the ADSY Program. We appreciate your time and consideration.

Best Regards,

Torrance A. Brooks

Torrance A. Brooks
Principal
Clark Intermediate Elementary School



April 17, 2020

Attention: Texas Education Agency Additional Days School Year Planning and Execution Program

To Whom It May Concern:

I am writing to enthusiastically support Spring ISD's request to transform Clark Intermediate Elementary School into a full year campus, following the guidance from the Texas Education Agency's Additional Days School Year Planning and Execution Program. I currently supervise Clark Intermediate Elementary School, under the leadership of principal Torrance Brooks. Through the support of district leadership, the Design and Implementation vendor, and the knowledgeable staff and instructional leadership team on his campus, I am confident in our ability to redesign this campus from a 180-day to a 210-day calendar.

Over the years, Clark Intermediate has encountered several changes in enrollment moving from over 1100 students to 700 students respectively during our districts rezoning. Each year our students come to us with academic gaps and this grant would greatly help our school community. This grant will not only allow for students to maintain an extended focus on academic skills garnered throughout the year; but, also provide more time with teachers who are building their socio-emotional learning. Majority of our students need a safe haven they can call a home away from home.

In closing, as an educator, I realize the traditional school calendar may not be beneficial for all students, particularly those who come from economically disadvantaged backgrounds, so I wholeheartedly support any and all efforts to help this targeted population who may benefit from a different and innovative type of school calendar. I feel that, as educators, we have a responsibility to enact innovative programs when we feel they may help our students achieve success in their earlier years, eventually culminating in them becoming college and career ready, and I believe this program has the potential to do so. I look forward to the level of excellence Clark Intermediate Elementary School will reach under strong campus leadership and the Additional Days School Year Planning and Execution Program partnership. Thank you for your consideration.

Best Regards,

A handwritten signature in dark ink that reads "Natasha R. Watson". The signature is written in a cursive style with large, flowing letters.

Natasha R. Watson, Ed.D.
Assistant Superintendent
Spring Independent School District

Spring Independent School District

Office of the Superintendent

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6025



April 17, 2020

Attention: Texas Education Agency Additional Days School Year Planning and Execution Program

Dear Selection Committee:

Please accept this letter of support on behalf of the Spring ISD Board of Trustees and Dr. Rodney Watson, Superintendent of Schools.

The Spring ISD leadership team has our full support to plan and execute the Additional Days School Year Planning and Execution Grant Program for the Full Year Redesign Cohort, sponsored by the Texas Education Agency. In doing so, we understand the commitment required for this program and will ensure that our district leaders are afforded the resources and training needed to fully implement with fidelity and participate in all elements of this unique and exciting grant opportunity.

Our Spring ISD Team of Eight has a long-term vision for our district commitment to our students and community. Additionally, while Spring ISD's strategic plan, EVERY Child 2025, has launched our journey to stronger student outcomes, we fully recognize that change does not happen overnight and there is still much work to be done. It is our hope that our participation in the Additional Days School Year Planning and Execution Program will bring innovation to our district curriculum and teachers and will ultimately increase student engagement and learning.

We understand that implementing this new program and altering our instructional calendar will require deep reflection and considerable data analysis. In addition, moving from a traditional 180-day calendar to a 210-day calendar requires alignment between program resources and the district's vision. As a District of Innovation, we are committed to full transparency and welcome outside partnerships as we re-imagine our school days and years so that we are able to successfully transition our full year redesign to other campuses within the district.

Should you have any further questions about Spring ISD and our Team of Eight's commitment to supporting this initiative, please don't hesitate to reach out to us. Thank you in advance for your consideration of Spring ISD's application.

Best Regards,

**Rhonda
Newhouse**

Digitally signed by
Rhonda Newhouse
Date: 2020.04.23
14:17:17 -05'00'

Rhonda R. Newhouse, Board President
Spring Independent School District

**Rodney E.
Watson**

Digitally signed by
Rodney E. Watson
Date: 2020.04.23
10:31:11 -05'00'

Rodney E. Watson, Ph.D.
Superintendent of Schools

KATHERINE FISHER

1942 Eastmont Lane, Missouri City, TX 77489 · (713) 292-7454

katfish_31@yahoo.com

EXPERIENCE

AUGUST 2018 – PRESENT

LEAD EXECUTIVE DIRECTOR OF STRATEGIC COACHING, SPRING ISD

While working in the Department of Chief of Staff, I began as a Lead Development Specialist. In November 2018, I was promoted to Executive Director of Strategic Coaching.

- Coordinate, oversee, facilitate, and monitor district-wide professional development aligned to the district's strategic plan and department's Key Performance Indicators
- Interface with over 90 math and literacy coaches; Development Specialists; and Professional Development Facilitators to ensure strategic coaching and teacher development is implemented in an effort to improve teacher performance that impacts student achievement
- Collaborate with department Chiefs and Assistant Superintendents weekly to review data sets, identify campus needs and supports, and operationalize district goals
- Create and present department updates monthly to the district's Board of Trustees

JUNE 2017 – AUGUST 2018

RESPONSE TO INTERVENTION COORDINATOR, SPRING ISD

- District Alternative Education Program Coordinator (DAEP)
- Instrumental in the development and monitoring of Spring ISD's attendance initiative, *Everyday Counts*
- District-wide Summer School Coordinator of over 3,000 students
- Monitored the facilitation of the Collaborative Student Support Process (CSSP) to ensure at-risk students were provided timely intervention and coding using the eSchool platform
- Collaborated with various departments liaisons including the 504, Special Education, and Multilingual to evaluate student data and prescribe targeted intervention

FEBRUARY 2014 – MAY 2017

ASSOCIATE PRINCIPAL, SPRING ISD (DEKANEY HIGH SCHOOL)

- Supervised the building operation of 270 staff members
- Appraised teachers using T-TESS
- Coached and provided feedback to English Language Arts and History teachers to ensure implementation of district identified best practices and instructional strategies
- Facilitated campus Professional Learning Communities (PLCs), held teacher and student data conferences, and conducted targeted professional development

EDUCATION

2011-2013

MASTERS OF EDUCATIONAL LEADERSHIP, UNIVERSITY OF ST. THOMAS

- Grade Point Average: 3.8

1997-2001

BACHELOR OF BUSINESS ADMINISTRATION, TEXAS SOUTHERN UNIVERSITY

CERTIFICATIONS

- 2016-Present Property & Casualty Insurance License
- 2014-Present Principal Certification
- 2008-Present Master Reading Teacher Certification (MRT)
- 2002-Present Elementary Education (EC-4)

REFERENCES

- Dr. Julie Hill, Supervisor
jhill@springisd.org
(713) 891-6393
- Pamela Farinas, Former Supervisor
pfarinas@springisd.org
(832) 971 – 0756
- Tarrynce Robinson, Former Supervisor
(512) 731 – 7476
- Dr. Rick Fernandez, Former Supervisor
(713) 636 - 4300

Spring Independent School District

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6000



April 17, 2020

Attention: Texas Education Agency Additional Days School Year Planning and Execution Program

Additional Days School Year Planning and Execution Program Committee:

I am excited for the opportunity to participate in the Additional Days School Year Planning and Execution Program. I have spent the last six years working with teachers and students in Spring ISD to fulfill the goals set forth by the district's strategic plan, EVERY Child 2025. I look forward to continuing to execute our strategic plan initiatives to help Clark Intermediate Elementary School and Clark Primary Elementary School become full-year campuses that will increase the likelihood of student success for the learners at those campuses.

I have held many roles throughout the district that have had a direct impact on student achievement at the campus level. Specifically, over the course of the last six years I have served as an Associate Principal, Response to Intervention District Coordinator, Designated Principal, and Executive Director of Strategic Coaching. In the summer of 2017, as the Response to Intervention District Coordinator, I oversaw the district's summer school program. While in this role, we were successfully able to remediate and enrich skillsets for over 3,000 students in grades Pre-Kindergarten – 12th grade. This effort improved the district's overall graduation rate and satisfied promotional standards for advancement to the next grade level.

Over the past two years in my current role as the Executive Director of Strategic Coaching, I lead teams that focus on coaching teachers to increase student achievement and provide professional development district-wide. Specifically, the team implements strategies and techniques from *Leverage Leadership* to achieve target goals outlined by the district's strategic plan and Board of Trustees. This year, we successfully had 100% participation in training of teachers, administrators, and executive support staff on the SpringWay Systems and Routines in an effort to implement a consistent structure across the district.

Working with the Additional Days School Year Planning and Execution Program staff and the Technical Assistance vendors as thought partners during the planning and execution phases will help ensure that our implementation plan is executed with fidelity. With over 15 years of experience, coupled with my existing strong and well-established relationships with teachers and campus administrators, will contribute greatly to my ability to drive change at the Full Year Redesign campuses. I believe this is a unique opportunity to successfully redesign the proposed campuses and to potentially promote program replication across the district as we move forward.

Please do not hesitate to contact me via email at kfisher@springisd.org or by phone at (713) 292-7454, should you have any questions or require additional information.

Best Regards,

Katherine Fisher

Katherine Fisher
Executive Director of Strategic Coaching
Spring Independent School District

Superintendent of Schools
Rodney E. Watson, Ph.D.

Chief of Staff
Julie F. Hill, JD

Chief Financial Officer
Ann Westbrooks

Chief of School Leadership and Student Support Services
Lupita Hinojosa, Ed.D.

Chief of Curriculum & Instruction
Khechara Bradford

Asst. Superintendent for Elementary Schools – Zone 1
Michelle Starr

Asst. Superintendent for Elementary Schools – Zone 2
Natasha Watson, Ed.D.

Asst. Superintendent of Research, Accountability, & Testing
Jennifer Cobb, Ed.D.

ADSY Project Manager
Katherine Fisher

Executive Director of Workforce Development
Diana Kimberly

Principal, Clark Primary Elementary School
Cynthia Gomez

Principal, Clark Intermediate Elementary School
Torrance Brooks

Coordinator, Research & Program Evaluation
Kendall McCarley, Ph.D.