



**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](mailto:loiapplications@tea.texas.gov).

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

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

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**Required Attachments**

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

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

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

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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

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

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

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

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

**Statutory/Program Requirements**

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

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

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

As the world re-thinks education due to Covid-19, now more than ever, school districts must leverage all possible resources to address the learning needs of students. Spring Branch ISD is applying for the ADSY Planning and Execution Program Grant to take advantage of the resources and statewide networking opportunities that TEA will provide as we think differently about time and systems to increase student achievement at key campuses. We understand the value of thorough planning. This opportunity will provide key campus and district leaders with partnerships to envision how best to use forthcoming additional days funding to provide our students with robust learning opportunities. SBISD core values of Every Child, Limitless Curiosity, and Collaborative Spirit closely align with the ADSY program requirements of meeting the needs of the whole child and look forward to the self expression, health and teamwork that arts education and sports can provide in addition to targeting foundation learning in literacy and mathematics. SBISD is applying as a Voluntary Summer Learning Cohort to extend the school year by at least 25 days for additional instruction and enrichment at three elementary schools that have demonstrated high needs of instructional continuity and support.

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

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

The district will utilize the ADSY program to provide extended learning opportunities to assist targeted students in such a way as to balance the academic needs and the need for enrichment and extensions. The end goal is to better prepare students for success in the upcoming grade level. The core components of our ADSY framework will align with the Superintendent priorities of literacy, mathematics and social-emotional learning.

To address literacy, the district will continue to implement balanced literacy for reading, writing, and phonics instruction. In the area of Language Arts, we will leverage our partnership with Columbia University and connect foundation reading and word skills to the HB3 Reading Academy practices. In the area of Math, we will leverage the current work of blended learning tools through the use of Mind Research Institute’s ST Math and DreamBox adaptive math software.

To address social emotional learning, we will leverage the SBISD “System of Care” team and continue with further character education programming. To address physical education, we will utilize action-based learning labs and moveable furniture that promotes flexibility of learning spaces. Additionally, we will leverage the SBISD “Advanced Movers” program to connect 5th graders to middle school opportunities. To integrate fine arts and performing arts, content directors will design art and music lessons to ensure that all students are provided with multiple opportunities to excel in the area of fine arts.

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.

SBISD provides a variety of targeted summer learning programs each year using all available state compensatory education and federal formula funding, in conjunction with discretionary funds such as 21st Century grants. Whereas the current model of summer programming is offered to all students and implemented at central campus locations, participation in ADSY will allow the three targeted elementary schools to serve their own students at their own schools.

Experience with change management includes the following two examples. First, over the last two years, large scale work has taken place developing systems and structures around professional learning communities and systems of intervention. Due to our commitment of job-embedded learning, we launched multi-year professional development and leadership coaching to assist school teams and leaders at all levels in building capacity to ensure high levels of learning take place for all student groups. Teams engage in identifying essential learning targets, write common formative assessment, and conduct cycles of planning and data reviews regularly. Second, during this period of remote learning due to Covid-19, our system is supporting 35,000 students in both high-tech and low-tech ways. Every campus is navigating significant, large-scale change management situations every day. SBISD has leveraged the robust online learning platform that was in place and a curriculum delivery system. We have further supported students and families through the SBISD “Digital Backpack” that contains weekly lessons aligned to essential standards for the fourth nine weeks.

Here are three key takeaways from our experiences. One, principal leadership is the strongest influence on the success of each campus program. The mere offering of a summer program alone does not guarantee academic improvement; the quality and consistency of the program delivered by highly qualified, certified teachers with a bond to the students and regularity of student attendance makes the difference. Two, enrichment activities were instrumental in maintaining a high level of attendance as opposed to programs offering math and English Language Arts only. Three, the transition to remote learning flowed easily because teachers and leaders were already functioning at high levels in determining how to narrow content, go deeper, and provide students with multiple ways to show their understanding.

**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.

SBISD Superintendent of Schools is in full support of providing schools with the support that is needed to ensure student achievement grows year over year. The Associate Superintendent of Academics, the primary district advocate, is responsible for all aspects of teaching, learning, and student achievement and is equally committed to ensuring that systems and supports are in place for every campus. We offer the following five examples of evidence.

First, our Superintendent priorities were clearly delineated in July 2019 and provided focus and clarity to the entire system. Literacy, numeracy and social emotional learning remain at the forefront for every elementary school.

Second, the District Improvement Plan (DIP) for 2019-2020 was refined for focus and clarity to represent the Board and Superintendent priorities. The DIP outlines specific annual student achievement goals for student performance. Each goal has one clear owner and formative review cycles are in place and monitored.

Third, student achievement data is presented, discussed, and dissected at regular intervals at senior staff meetings to ensure all division owners understand the current state of the district and how to remove any barriers that may impede progress or distract teachers and leaders.

Fourth, to support the Effective Schools Framework process, principals of schools under state or federal intervention cycles present student achievement data to senior staff at regular intervals.

Fifth, student achievement and academic programming updates are presented to the Board of Trustees at regular intervals.

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?

SBISD Leadership is in full support of all program requirements. While all of the components of the Planning and Execution requirements are helpful in leading successful programming that can be replicated at other school sites, the most helpful components to lead this work are the Project Manager and Steering Committee.

The ADSY Project Manager is valuable because SBISD believes that there needs to be one clear owner of the project to ensure fidelity to the program design and delivery. The Director of Interventions will serve as the Project Manager. The director has worked closely with the three targeted schools. Additionally, SBISD has added campus-based positions "Campus Assessment and Intervention Specialist" for the 2020-2021 school year. Each person hired into this role will play a key role in supporting ADSY program development and implementation.

The ADSY Steering Committee is valuable because successful programs that result in increased student performance will require a cross-functional team to regularly meet to ensure that program components are delivered as intended. Maintaining strong cross-functional teams is a best practice. The ADSY model will serve as a benchmark for other large-scale projects.

**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.

SBISD identified three schools to take part in ADSY: Hollibrook Elementary (HBE), Spring Branch Elementary (SBE), and Treasure Forest Elementary (TFE). HBE was selected because significant work has taken place over the last four years due to the TTIPS grant. HBE was historically the lowest performing school in the district, receiving Improvement Required ratings in 2014, 2015, and 2016, as well as Focus School labels in 2015 and 2016. Hollibrook was notified in March 2016 as a TTIPS grant recipient. Since then it has received Met Standards ratings in 2017 and 2018, and in 2019 has transitioned to a school rated “B” during the years of implementing the TTIPS grant. The challenge the district faces with Hollibrook is sustaining its progress in the aftermath of the grant, and to not let it regress to a low-performing school.

SBE was selected because of the sharp decline in 2019 to an “F” rating after Improvement Required ratings in the previous 3 of 5 years. In 2019, the campus earned F ratings in every domain, lagging far behind the district and state achievement levels at the Meets Grade Level or Above and Masters Grade Level standards. When compared to campuses with equivalent levels of poverty, performance ranks toward the bottom with a relative performance rating of “F”. In addition, among the 40 schools in its campus comparison group, Spring Branch Elementary ranks at the very bottom for both Academic Progress and Closing the Gaps.

TFE was selected because of the current “F” combined with Improvement Required ratings in the previous 3 of 4 years. In several of the last 5 years, Treasure Forest was also labeled as a Focus or Priority school under the Federal Accountability system. Treasure Forest received the lowest overall rating score in the district (55), along with the lowest scores in the district in Domain 1 - Achievement (48), Domain 2-A - Academic Growth (56), and Domain 2-B - Relative Performance (50). For Student Achievement, Domain 1, performance lagged far behind the district and state achievement levels at the Meets Grade Level or Above and Masters Grade Level standards. When compared to campuses with equivalent levels of poverty, performance ranks toward the bottom with a relative performance rating of “F”. Treasure Forest Elementary also ranks at the very bottom for both Academic Progress and Closing the Gaps among the 40 schools in its campus comparison group.

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.

SBISD is focused on raising achievement levels for all students with concentrated efforts on accelerating student achievement at “F-rated” schools. What these three campuses have in common is the challenge of language acquisition for a large population of English Language Learners, including newcomers, and gap-closing in the areas of reading and math. The district believes that increased instructional time will raise student achievement. A key problem at Spring Branch Elementary we are attempting to solve is that the majority of teachers are in their first three years of teaching. District department leaders are providing significant job-embedded teacher training and instructional support. Teams have struggled, due to a lack of expertise, to execute and sustain multi-tiered intervention plans for students who have gaps in achievement. Their intervention plans tend to focus on low achieving students, and rigorous instruction for high achieving students has been neglected. Providing additional school days will further support students who need more time to master skills and teachers who will benefit from additional coaching and feedback.

Key problems at Treasure Forest Elementary that we are attempting to solve include a combination of staff turnover and leadership turnover. Currently, an experienced and successful retired principal has returned to TFE as the interim principal. With district instructional support, student achievement is increasing. However due to multiple years of staff turnover, many students have significant gaps in reading and math. Within the TFE attendance zone, there are two shelters for women and their children resulting in many families at TFE with significant social and emotional needs. Parents are highly supportive of the school and seek opportunities to extend the school year. Providing a robust summer learning program to encompass the arts and enrichment will be a blessing for many children. There is a sincere desire at TFE to support all children to be as successful as possible and have meaningful learning experiences that many families are not able to provide.

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

## 7. Pilot Approach and Campus Selection: Response continued.

Hollibrook Elementary has a different type of challenge. While HBE has met with great success utilizing the TTIPS grant, HBE continues to adapt and adjust instructional programming due to their increase of recent arrival students. During the 2019-2020 school year, HBE enrolled 150 newcomer students from Mexico and Central America, many of whom have interrupted educational backgrounds. The HBE newcomer enrollment represents 20% of the entire school population. Additional school days will provide greater opportunities for language acceleration and high quality instruction in reading and math. Because so many students are new to the country, the social aspect of school is critical. Students will greatly benefit from a focus on fine arts, physical education, and enrichment programming.

Overall, SBISD expects all students to grow academically at least one grade or more within a school year. When students enter school below grade level, systems and structures of support are required to accelerate their growth so that they are able to catch up to their same-age peers. SBISD believes this can happen with great teachers, job-embedded professional development, high-quality instructional materials, and instructional programming that balances the social and emotional needs with the academic needs of each student.

## 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.

Kathryn Lee, Director of Intervention Services, will serve as the district ADSY Project Manager. The position of Director of Intervention Services was created in July 2019. The Associate Superintendent of Academics created her position to better coordinate district interventions so that resources could be streamlined and leveraged for the best possible outcomes for students. Ms. Lee's primary purpose is to collaborate with campus and district administrators to build strong systems of intervention, to include data-driven decision-making, progress monitoring, and evidence-based academic and behavior components. Ms. Lee has 30 years of experience in elementary school as a bilingual elementary teacher, a mathematics improvement specialist, an assistant principal and now the Director of Intervention Services. Ms. Lee gained her most relevant experience as the Assistant Principal at Westwood Elementary. For 11 years, Ms. Lee designed, coordinated, and monitored all aspects of school day, after school, and summer program interventions. Because of her previous experiences as a teacher, campus administrator, and now a district leader, Ms. Lee is the ideal leader to coordinate all program operations.

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

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

The district ADSY Project Manager, Kathy Lee, resides in the Academics division and reports directly to the Executive Director of Instructional Services, who in turn, reports to the Associate Superintendent of Academics. The Associate Superintendent of Academics reports directly to the Superintendent of Schools. Ms. Lee’s peers and colleagues, who also report to the Executive Director of Instructional Services, include 10 district-level Directors who oversee the various curriculum and instruction departments (including Humanities K-5, Mathematics, Science, Student Wellness, Performance & Fine Arts, Multilingual, Educational Technology and Innovative Resources Media Services). Directors meet and plan collaboratively on a regular basis. Ms. Lee’s relationship with curriculum directors will be instrumental as she leads the ADSY Program Support Steering Committee. Because Ms. Lee currently leads initiatives to structure summer school and summer program offerings, the responsibility of ADSY Program Management is a natural fit and can be easily integrated into her existing job description. Ms. Lee is respected throughout the district and actively supports teachers and leaders on site. She has established strong contacts in other divisions with whom she will work to coordinate finances, staffing, student safety, transportation and child nutrition services.

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.

At the Senior Staff level, the Associate Superintendent for Academics, will support the development of the ADSY Program and provide regular updates to senior leadership and the Board of Trustees.

The Associate Superintendent of Academics and the Executive Director of Instructional Services will work closely with the district ADSY Project Manager in planning steering committee priorities and actions.

ADSY Project Manager will lead monthly Steering Committee Meetings.

Steering committee members from the campus level will include each principal and the campus ADSY project manager. The role that each principal and campus ADSY project manager will play is critical to the larger committee’s understanding of how the implementation of program components will need to flow so that no time is lost and so that we can ensure the best possible program is built and sustained.

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

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

Steering Committee members from the district level will include:

- Director of Humanities,
- Director of Mathematics,
- Director of Science,
- Director of Student Wellness,
- Director of Performing & Fine Arts,
- Director of Special Education,
- Director of Multilingual,
- Director of Educational Technology,
- Director of Innovative Resources Media Services,
- Director of Accounting,
- Director of Child Nutrition Services, and the
- Director of External Funding and Compliance.

The role that each director will play is critical to ensure that the best programming moves forward and to also recognize and work to eliminate any barriers that may exist. It is through close coordination that students will benefit.

In regards to governance, director meetings are held each Monday. At least once a month, time will be reserved at the end of the agenda so that the Project Manager can discuss needs specific to the ADSY program. The agenda will be built in advance and each director will be expected to have deliverables as determined by the timeline and scope of the program development. The Project Manager is expected to monitor program performance and ensure the ADSY program progresses as intended. The Project Manager will develop and sustain feedback loops with campus staff to ensure their needs are met.

**Equitable Access and Participation**

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

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

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

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

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

District or Charter School Network Information Form

Voluntary Summer Learning Cohort (*Self-Funded*)

Attachment 1

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

Overview

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

Instructions	
<ul style="list-style-type: none"> <li>Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year</li> <li>Input information relevant to the topic in column into <b>column B</b> (light blue cell) and follow the instructions in the cell; add additional schools as relevant below school A</li> <li>Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest</li> <li>Please use the box in row 153 to note any special circumstances that these fields do not capture</li> <li>Please reach out to ADSY@tea.texas.gov with any questions about this document</li> </ul>	
Application	
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	Yes
District or Open Enrollment Charter School Information	
District or Charter School Name	Spring Branch ISD
District or Charter School Network ID Number	101920
Personnel	
Superintendent Name	Dr. Jennifer Blaine
LOI Author Name	Julie Hodson
LOI Author Title	Director, Grants Department
LOI Author Phone	713-870-6188 cell /713-251-2274 office
LOI Author E-mail Address	<a href="mailto:Julie.Hodson@springbranchisd.com">Julie.Hodson@springbranchisd.com</a>
District ADSY Project Manager Name	Kathryn "Kathy" Lee
District ADSY Project Manager Title	Director of Intervention Services
District ADSY Project Manager Email Address	<a href="mailto:Kathryn.Lee@springbranchisd.com">Kathryn.Lee@springbranchisd.com</a>
District ADSY Project Manager Phone Number	713-251-2218
District Details	
District Overall Performance - Numeric Grade Only	88
Total Students in District	34,632
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	390
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	4
Formative or <b>interim assessment</b> planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA MAP, Practice STAAR, running records
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Skyward
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	System of Great Schools District , Cohort 1; 2018-2020 Transformation Zone Implementation, Texas Title I Priority Schools, Cycle 4; Math Innovation Zones District, Texas Education for Homeless Children and Youth; 21st Century Community Learning Centers, Cycle 10 partner with Boys and Girls Club of Greater Houston
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	10/27/2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2016
If district is a District of Innovation, is the requirement for first day of school waived?	Yes
Does the applicant and relevant district and school stakeholders commit to attending the <b>ADSY Kickoff Summit</b> in summer of 2020? ( <i>Date and location will be shared as soon as is available</i> )	Yes
School Details	
Elementary (or Lower) School A	
Campus A Name	Spring Branch Elementary
Campus A ID Number	101920114
Campus A Address	1700 Campbell Road, Houston, TX 77080
Campus A Total Students	608
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	K
Highest Grade at Campus A (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	177

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

Anticipated 2020-2021 Total Instructional Days	202
2019-2020 First Day of School	8/15/2020
<b>Personnel</b>	
Campus A Principal Name	Lynn Austin
Campus A Principal Email Address	<a href="mailto:Lynn.Austin@springbranchisd.com">Lynn.Austin@springbranchisd.com</a>
Campus A Principal Phone Number	713-251-7010
Campus A ADSY Project Manager	Ana Medrano
Campus A ADSY Project Manager Title	Assistant Principal
Campus A ADSY Project Manager Email Address	<a href="mailto:Ana.Medrano@springbranchisd.com">Ana.Medrano@springbranchisd.com</a>
Campus A ADSY Project Manager Phone Number	713-251-7011
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus A Overall Performance - Numeric Grade Only	56
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	93%
<b>Elementary (or Lower) School B (if applicable)</b> Applicant Response	
Campus B Name	Treasure Forest Elementary
Campus B ID Number	101920125
Campus B Address	7635 Amelia Rd, Houston, TX 77055
Campus B Total Students	487
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	K
Highest Grade at Campus B (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	177
Anticipated 2020-2021 Total Instructional Days	202
2019-2020 First Day of School	8/15/2020
<b>Personnel</b>	
Campus B Principal Name	Jerona Williams
Campus B Principal Email Address	<a href="mailto:Jerona.Williams@springbranchisd.com">Jerona.Williams@springbranchisd.com</a>
Campus B Principal Phone Number	713-251-7410
Campus B ADSY Project Manager	Cristina Flores
Campus B ADSY Project Manager Title	Assistant Principal
Campus B ADSY Project Manager Email Address	<a href="mailto:Cristina.Flores@springbranchisd.com">Cristina.Flores@springbranchisd.com</a>
Campus B ADSY Project Manager Phone Number	713-251-7400
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus B Overall Performance - Numeric Grade Only	55
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	95%
<b>Elementary (or Lower) School C (if applicable)</b> Applicant Response	
Campus C Name	Hollibrook Elementary
Campus C ID Number	101920105
Campus C Address	3602 Hollister Rd, Houston, TX, 77080
Campus C Total Students	773
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus C (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	177
Anticipated 2020-2021 Total Instructional Days	202
2019-2020 First Day of School	8/15/2020
<b>Personnel</b>	
Campus C Principal Name	Anabel Taylor
Campus C Principal Email Address	<a href="mailto:Anabel.Taylor@springbranchisd.com">Anabel.Taylor@springbranchisd.com</a>
Campus C Principal Phone Number	713-251-5810
Campus C ADSY Project Manager	<a href="mailto:Criselda.Chavez@springbranchisd.com">Criselda.Chavez@springbranchisd.com</a>
Campus C ADSY Project Manager Title	Assistant Principal
Campus C ADSY Project Manager Email Address	<a href="mailto:Criselda.Chavez@springbranchisd.com">Criselda.Chavez@springbranchisd.com</a>
Campus C ADSY Project Manager Phone Number	713-251-5811
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus C Overall Performance - Numeric Grade Only	82
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	99%
<b>Elementary (or Lower) School D (if applicable)</b> Applicant Response	
Campus D Name	Enter Text Response
Campus D ID Number	Enter Numeric Response
Campus D Address	Enter Address
Campus D Total Students	Enter Numeric Response
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus D (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)

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

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

Additional Days School Year Planning 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**

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

Additional Days School Year Planning Program

District or Charter School Network Information Form

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

Additional Days School Year Planning Program

District or Charter School Network Information Form

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



**Attachment II: ADSY Planning and Execution Program Assurances**

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

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

Jennifer Blaine  
 \_\_\_\_\_  
 Printed Name

  
 \_\_\_\_\_  
 Signature

Spring Branch ISD  
 \_\_\_\_\_  
 District Name

4-17-2020  
 \_\_\_\_\_  
 Date

Voluntary Summer Learning  
 \_\_\_\_\_  
 Cohort Selection

Superintendent of Schools  
 \_\_\_\_\_  
 Title

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



April 23, 2020

Dear ADSY Review Team,

As the world re-thinks education due to Covid-19, now more than ever, school districts must leverage all possible resources to address the learning needs of students. Spring Branch ISD is applying for the ADSY Planning and Execution Program Grant to take advantage of the resources and statewide networking opportunities that TEA will provide as we think differently about time and systems to increase student achievement at key campuses.

As the Associate Superintendent of Academics in Spring Branch ISD, I am committed to the ADSY program at three selected elementary schools to increase student achievement. The campus leaders have various challenges contributing to significant student achievement gaps:

- Over 93% of students served are economically disadvantaged;
- Student mobility rates are at or above 20%
- Considerable increase in the number of immigrant students with interrupted schooling.

SBISD expects all students to grow academically at least one grade or more within a school year. When students enter school below grade level, systems and structures of support are required to accelerate their growth so that they are able to catch up to their same-age peers. SBISD believes this can happen with great teachers, job-embedded professional development, high-quality instructional materials, and instructional programming that balances the social and emotional needs with the academic needs of each student.

I fully commit to supporting the ADSY Program Manager, the Cross-Functional Steering Committee, as well as the campus leadership teams as they build strong programs. Spring Branch ISD is pleased to submit an application for your consideration.

Respectfully,

Kristin Craft, Ed. D.  
Associate Superintendent of Academics

## Academic Division

Dr. Kristin Craft, Associate  
Superintendent

### Every Child

### Collective Greatness

### Collaborative Spirit

### Limitless Curiosity

### Moral Compass

Dr. Jennifer Blaine  
Superintendent of Schools

955 Campbell Road  
Houston, Texas 77024  
[www.springbranchisd.com](http://www.springbranchisd.com)  
Phone (713) 464-1511  
Fax (713) 251-9186

SPRING BRANCH INDEPENDENT SCHOOL DISTRICT



Spring Branch Elementary School

1700 Campbell Houston, TX 77080  
Telephone: 713-251-7000 Fax: 713-251-7015



Lynn Austin  
Principal

Ana Medrano  
Assistant Principal

April 23, 2020

Dear Additional Day School Year Review Team,

Spring Branch Elementary serves a high number (98%) of low socio-economic disadvantaged students. Our teachers work tirelessly to provide the best instruction within the academic year. But as a community of educators, we feel our students need more time in school. A strong summer program would positively impact our students' ability to learn and thrive in the classroom and beyond. We stand ready to be a part of the extended summer program. One of the significant challenges we have faced in recent years is the high number of newcomer immigrants arriving with limited schooling experience. Our summer program will give these and other targeted students an opportunity to continue their education, helping prevent summer slide due to the extended period students are out of school without instruction. The variety of programs we would offer would include hands on, project-based learning so that our students can relate what they are learning to the world around them.

We are committed to networking with other schools and districts within the state as well as collaborating with our own district staff and consultants on all aspects of the project to improve the delivery of services for our students. A consistently strong summer school program provided to our own students on our own campus will be a game changer. We are ready and willing to provide continuity of instruction in a caring and safe environment.

Yours respectfully,

A handwritten signature in black ink, appearing to read 'Lynn Austin'.

Lynn Austin  
Principal  
Spring Branch Elementary



## Spring Branch Independent School District

### Treasure Forest Elementary

7635 Amelia Road, Houston, TX, 77055  
Phone 713-251-7400 • Fax 713-251-9775  
Jerona.Williams@springbranchisd.com

April 23, 2020

Dear Additional Day School Year Review Team,

Our mission statement at Treasure Forest Elementary School is to provide a dedicated learning community educating K-5 scholars through work, rigorous instruction, and excellence in all we do. We strive to ensure every child learns at optimal levels, and we want to continue their learning throughout the year. Our school has a high number of economically disadvantaged students (97%) and English Language Learners (75%). A strong summer program will help our students thrive, and prevent a summer slide for our high needs student population.

We have a high student mobility rate (23%), which furthers the achievement gap. In addition, Treasure Forest Elementary is located in an area that includes several shelters and rehabilitation centers. Providing a safety net for students during the summer will help support students' social and emotional needs, with a warm and familiar environment. We will provide learning opportunities that increase literacy for students as well as math skills. Our program will also focus on exposing students to other opportunities such as music and dance. All of these opportunities will provide the optimal learning experiences that focus on the whole child.

We understand that extended time out of school creates a lasting impact on our students. Our summer program will provide many opportunities for our students, in efforts to help accelerate their learning and close our achievement gap. I acknowledge and affirm the specific roles and responsibilities Treasure Forest Elementary will fulfill in this Additional Days School Year project.

Sincerely,

Jerona Williams

Principal

Treasure Forest Elementary

*Inspiring minds. Shaping lives.*

Dr. Jennifer Blaine, Superintendent of Schools

[www.springbranchisd.com](http://www.springbranchisd.com)



## Spring Branch Independent School District

### HOLLIBROOK ELEMENTARY

3602 Hollister Road; Houston, TX 77080-1845

Anabel Taylor, Principal

Phone (713) 251-5800

Fax (713) 251-5815

April 23, 2020

Dear Additional Day School Year Review Team,

On behalf of Hollibrook Elementary, I write in wholehearted support of our Additional Day School Year project proposal. As an impoverished school community, we recognize the role strong summer programming can play in our students' ability to learn and thrive in the classroom and beyond. Hollibrook has an unusually high number of economically disadvantaged students - 99% qualified for free lunch in 2019 and 2020. We enrolled over 200 newcomer immigrants in the last several years that came from El Salvador, Honduras and Guatemala. Many arrived with limited schooling. A percentage of these students speak Mayan dialects. A carefully crafted summer school program would support our families compassionately and meaningfully by providing educational activities that meet their needs. Specifically, we would provide an accelerated program in language acquisition including reading with a focus on phonics and mathematics instruction. The inclusion of enrichment activities will assist students with learning new English language vocabulary and increase their language retention. We fear that the extended time out of school we are currently experiencing will have a long term and lasting impact on our students. We commit to using this opportunity to prevent further summer slide and close achievement gaps. On behalf of my staff, we pledge to collaborate on all aspects of the project to improve the delivery of services for our students at Hollibrook.

Sincerely,

Anabel Taylor

Principal

Hollibrook Elementary

*Inspiring minds. Shaping lives.*

Dr. Jennifer Blain, Ed.D., Superintendent of Schools

[www.springbranchisd.com](http://www.springbranchisd.com)

# Kathryn S. Lee

10915 Skybird Dr.

• Houston, TX 77064

• 832-439-3008

• kathryn.lee@springbranchisd.com

## PROFILE

- Motivated and dedicated educator with more than 28 years' experience in elementary school.
- Effectively collaborated with supervising principal.
- Motivating leader and team builder, consistently motivating others toward improvement.
- Highly willing to learn, acquire and apply new skills.
- Effective in balancing all responsibilities.
- Developed a strong bond with teachers, students and parents.
- Experience in curriculum development and implementation.

## LEADERSHIP EXPERIENCE

2019-to Present **Director of Intervention Services, Spring Branch ISD, Houston, Texas**  
**Provide leadership to students and staff. Support principal with consistently implementing vision of the campus.**

- Developed, planned, implemented and supervised all aspects of Rtl programs Pk-12.
- Monitored and maintained student achievement data associated with Rtl by providing regular updates to Campus Principals.
- Led district wide staff development for implementation of SSC process for elementary campuses.
- Led a process for evaluating, selecting, and adjusting Rtl instructional resources to support instruction in collaboration with Content Directors and Campus Principals.
- Participated in campus led data dives to review programming and campus needs.
- Provided timely and quality service to principals, instructional specialists and teachers to ensure fidelity to Rtl/SSC implementation.
- Collaborated with Language Arts Director, Dyslexia Coordinator and Assessment Coordinator in District Dyslexia Screening for K-1students.

2008-2019 **Westwood Elementary, Spring Branch ISD, Houston, Texas**  
**Assistant Principal**

Provide leadership to students and staff. Support principal with consistently implementing vision of the campus.

- Support blended learning integration in 1<sup>st</sup> to 4<sup>th</sup> grade and Summit Program in 5<sup>th</sup> grade.
- Proven ability to manage a diverse scope of responsibilities such as discipline, hiring staff, truancy, LPACs, SSCs, 504s and ARDs.
- Effectively supervise staff members using a variety of tools such as PDAS and T-TESS.
- Piloted eStar for 504s at the elementary level and supported with district rollout.
- Participating in District Assistant Principal Evaluation Committee.
- Participating in n2Learning Houston Transformational School Leadership Consortium
- Participated in Houston Leaders for Innovation Cohort
- Created Master schedule that supported teacher-planning time and maximized student learning.

2004-08 **Buffalo Creek Elementary**, Spring Branch ISD, Houston, Texas  
**School Improvement Specialist, Elementary Mathematics**  
Established and maintained a solid mathematics curriculum with teachers and students. Encouraged team approach and collaboration in long range and short term planning.

- Proven ability to analyze data and lead data conferences with teachers to promote differentiated instruction for all students.
- Actively involved in staff development for district and school initiatives such as Designing and Delivering Instruction and district mathematics curriculum
- Member of District Specialists Mathematics Leadership Team for 5 years.

2001-04 **Hollibrook Elementary**, Spring Branch ISD, Houston, Texas  
**School Improvement Specialist, Mathematics Primary**  
Developed expertise in all areas of primary mathematics, including differentiated workstations, assessment and hands on learning.

- Hollibrook School Improvement Specialists Team Leader
- Co-Trainer for the district on Math Their Way.

## **TEACHING EXPERIENCE**

1999-01 **Hollibrook Elementary**, Spring Branch ISD, Houston, Texas  
**Kindergarten, 1<sup>st</sup> Grade Teacher- Bilingual**  
Collaborated with team members in selecting appropriate teaching strategies for students' individual developmental levels.

1996-99 **Edgewood Elementary**, Spring Branch ISD, Houston, Texas  
**1<sup>st</sup> Grade Teacher-Bilingual**  
Effective grade level team leader, served on Campus Improvement Team and member of district Math Communications Committee.

1994-96 **Provident Heights Elementary**, Waco ISD, Waco, TX  
**K-2 Multiage Teacher- Bilingual**  
Successfully created and implemented new bilingual program to a new campus due to district expansion of bilingual education.

1990-94 **Bells Hill Elementary**, Waco ISD, Waco, TX  
**2<sup>nd</sup> Grade Teacher- Bilingual**

1990-90 **Stephen F. Austin Elementary**, Donna ISD, Donna, TX  
**3<sup>rd</sup> Grade Teacher- Bilingual**

## **EDUCATION**

**Masters of Business Administration, Prairie View A & M University, Prairie View, TX, Summer 2008**

**Bachelor of Science in Education, Baylor University, Waco, TX, Fall 1989**

**Major: Elementary Education**

**Minor: Spanish with a specialization in English as a Second Language**

**Certifications: Bilingual and ESL Certified**

**References available upon request**



**Spring Branch ISD**  
Inspiring minds. Shaping lives.

April 23, 2020

Dear Brian Doran, Andrew Hodge and Other Reviewers:

As Director of Intervention, I feel strongly about supporting all campuses in meeting the needs of their students. Throughout my career, I have worked with Title 1 campuses and understand the impact of the summer slide on economically disadvantaged students. As educators, we owe them a way to ensure they are on or above grade level before leaving elementary school so they can pursue advanced coursework beginning in middle school. Additional days in school will help these students to continue improving their reading and math skills. Also, I have witnessed the impact of the lack of enrichment activities in elementary school when our students from Title I schools enter high school extracurricular activities. Many of these students lack the confidence to try new sports, music, or art programs due to a lack of skills.

As district ADSY Project Manager, I am committed to lead and support each principal and campus ADSY project manager in creating an accelerated program that includes a variety of enrichment activities. I plan on collaborating with the ADSY Steering Committee to leverage all district expertise in the various areas of implementation. In the past, I have been a part of several successful summer programs that have helped the campus increase student achievement, attendance rates, and overall student engagement. These programs included the strong implementation of accelerated reading and math, as well as high student interest enrichment activities such as coding, robotics, volleyball, theater, and many others.

I will work with our Director of Purchasing to adhere to district procurement policies as we select our technical service providers. I look forward to coordinating the ADSY project, pledge to monitor its progress and lead the reflective conversations on how we can continuously improve throughout this multi-year iterative process.

Sincerely Yours,

Kathy Lee  
Director of Intervention Services  
Spring Branch Independent School District

**Intervention  
Services  
Department**

Kathy Lee,  
Director of Intervention  
Services

**Every Child**

**Collective  
Greatness**

**Collaborative  
Spirit**

**Limitless  
Curiosity**

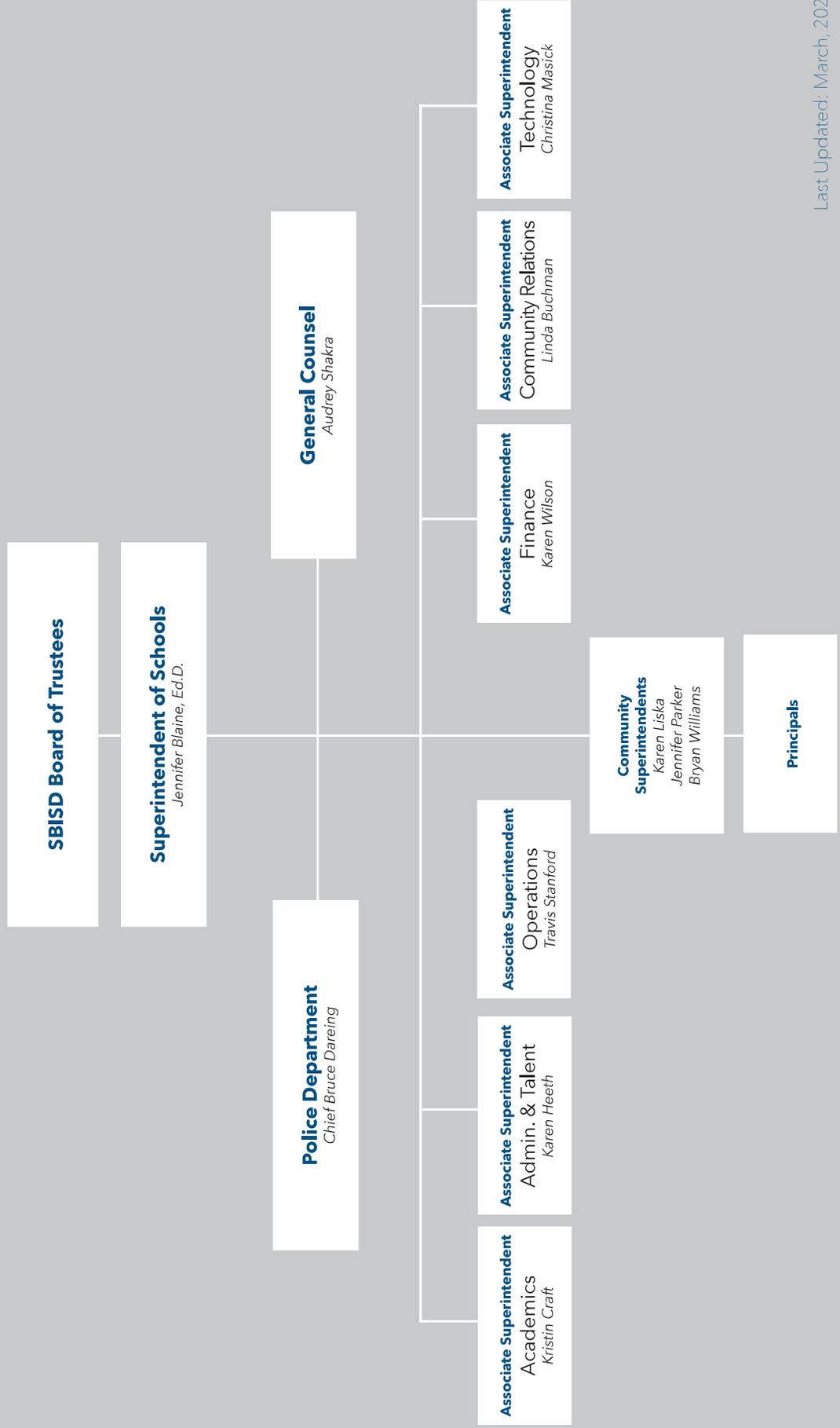
**Moral  
Compass**

**Dr. Jennifer Blaine**  
Superintendent of Schools

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Phone (713) 464-1511  
Fax (713) 251-9186

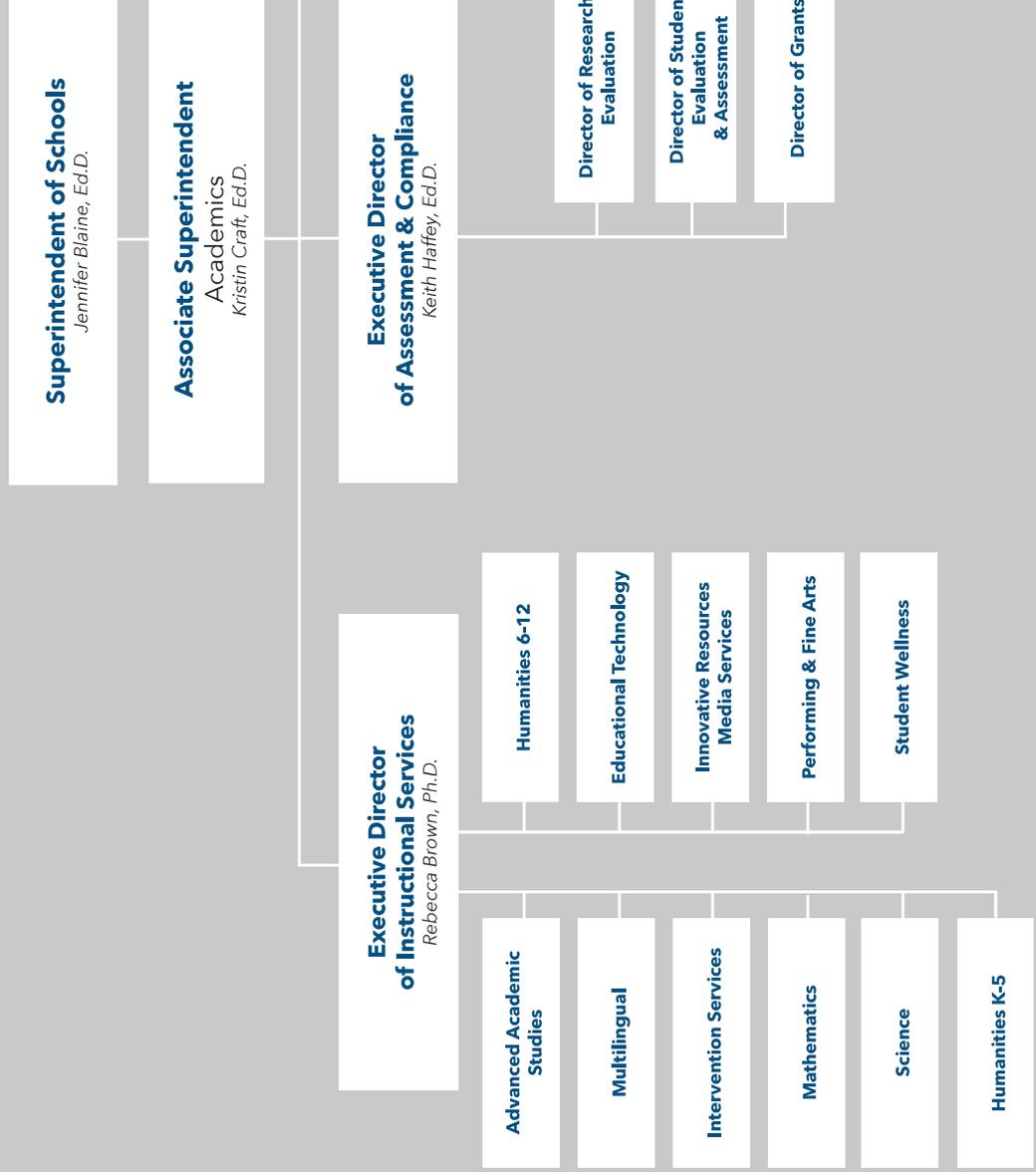


# Spring Branch Independent School District



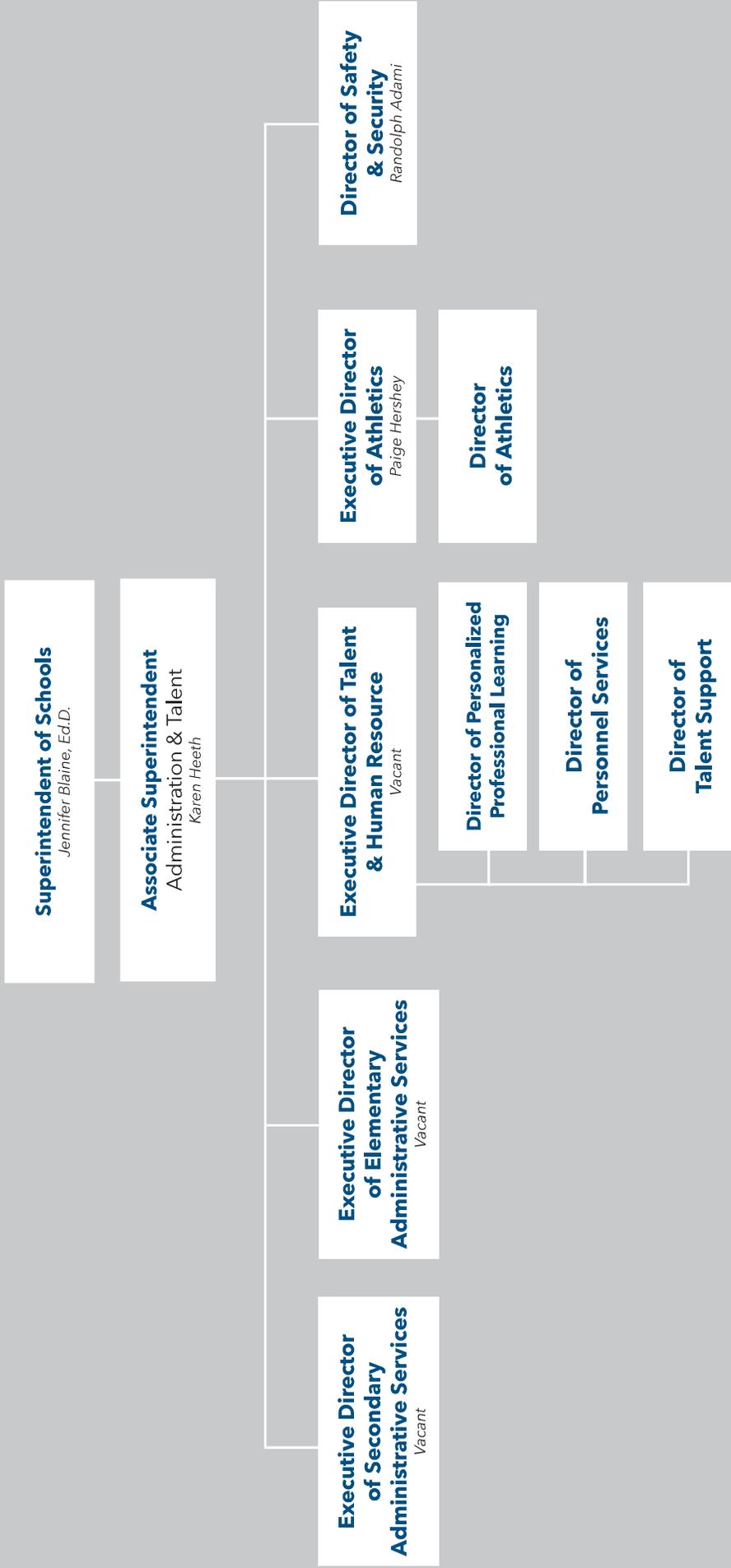


# Spring Branch Independent School District ACADEMICS





# Spring Branch Independent School District ADMINISTRATION & TALENT





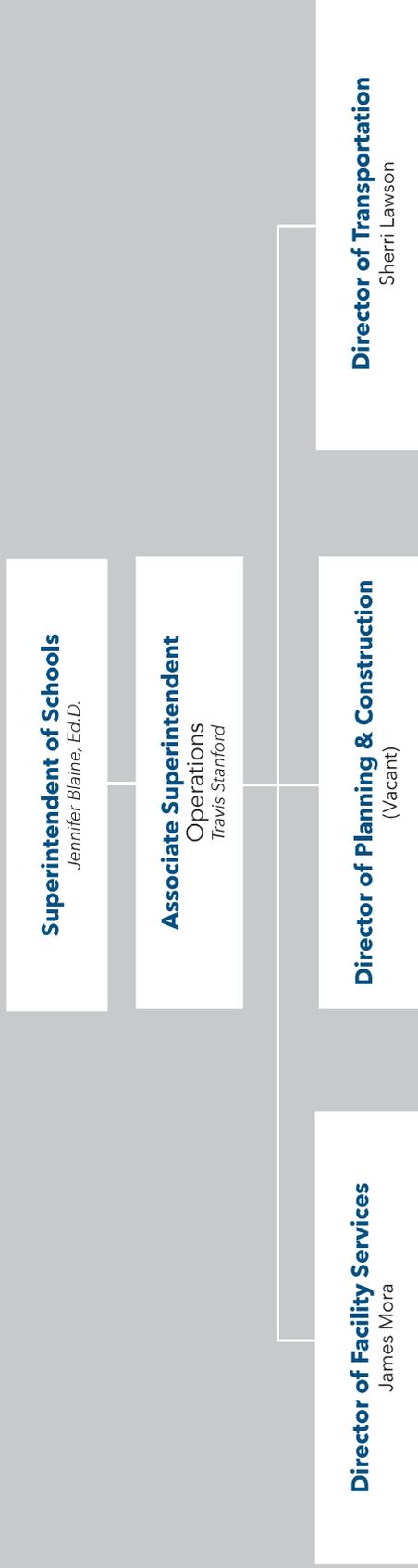
## Spring Branch Independent School District STRATEGIC INITIATIVES & T-2-4 PARTNERSHIPS

**Superintendent of Schools**  
*Jennifer Blaine, Ed.D.*

**Associate Superintendent**  
Strategic Initiatives & T-2-4 Partnerships  
*(Vacant)*

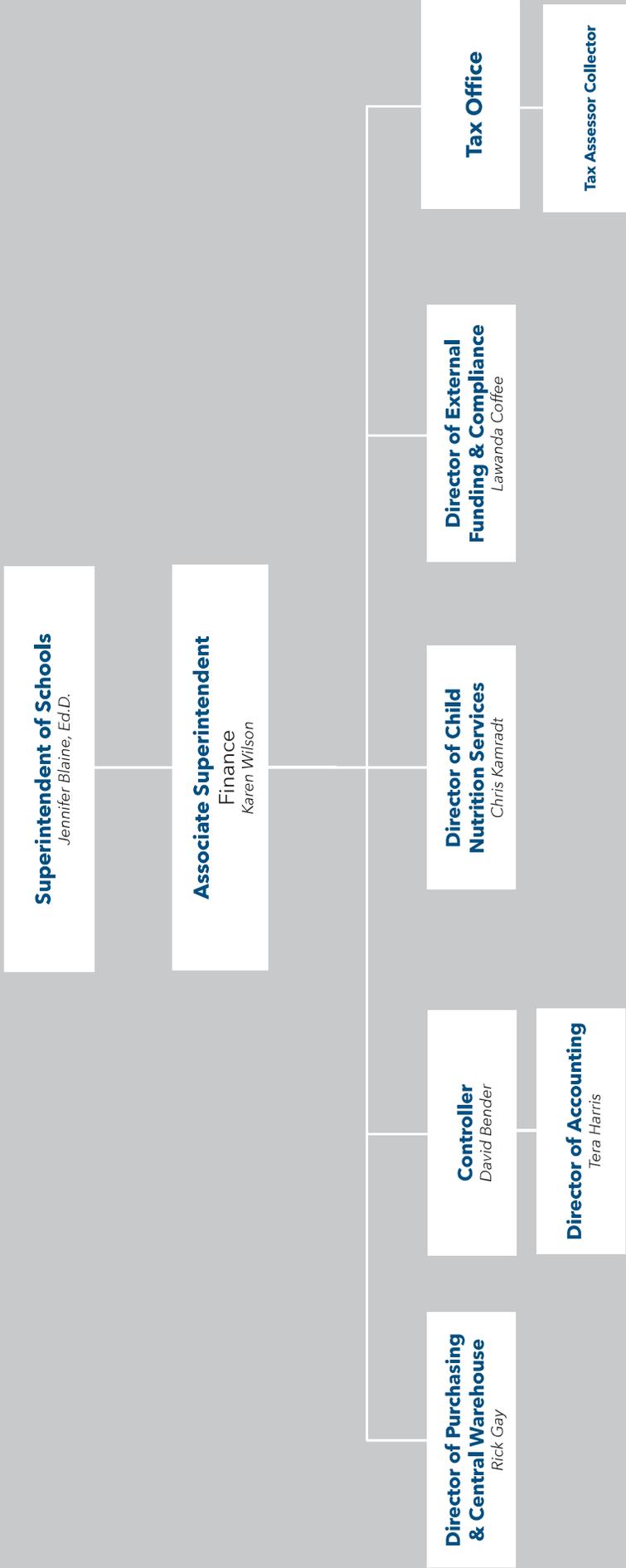


## Spring Branch Independent School District OPERATIONS





**Spring Branch Independent School District**  
**FINANCIAL SERVICES**





## Spring Branch Independent School District COMMUNITY RELATIONS





## Spring Branch Independent School District TECHNOLOGY

