



**2020-2021 Additional Days School Year Planning and Execution Program
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 20, 2020**

NOGA ID

Authorizing legislation

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

Application stamp-in date and time

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

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

TEA must receive the application by **11:59 p.m. CT, April 20, 2020**.

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.

Ambassadors Preparatory Academy (APA) wants to join the Additional Days School Year (ADSY) Planning and Execution Program as a Voluntary Summer Learning Cohort because of identified needs to improve student academic performance. We serve an underprivileged community where existing gaps in academic performance have been identified. The percentage of students not achieving at the "Meets" level of academic achievement on the 2018-2019 STAAR tests identified our campus for needing improvement and the need to close the achievement gap. In addition, 88% of our students are economically disadvantaged and 8% of our students qualify for Special Education. Because of these variables, the majority of our students are affected by the impact of summer slide or loss of instruction during the summer months. By providing our students with 30 additional days of full-time summer instruction, they will have more time to improve their learning, and to be able to achieve the "meets" and "masters" level on the STAAR tests. The 30 additional days of instruction will allow us to work collaboratively with TEA on innovative strategies and best practices to improve the academic performance of our students. Our faculty and staff are open to rethink campus systems and to work collaboratively with TEA to develop a process and framework to ensure that academic content is rigorous and aligned to the needs of the students. Students will also have an opportunity to participate in co-curricular activities using the STEAM classes for science, technology, engineering, arts, mathematics, and sports. However, reading and math will include at least 180 minutes of instruction each day. Therefore, the specific and unique needs of our students can be extended during the summer program to impact student academic achievement. It is also important to implement the ADSY program so that our certified teachers will have extended time to continue the use of professional development as it relates to the use of the data-driven instructional cycle, as well as innovative best practices for teaching and learning. In summary, we need the extra 30 days of summer instruction in order to improve the academic achievement of our students.

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.

Ambassadors Preparatory Academy is devising an ADSY Program design for a full day of instruction for each of the 30 additional days of the Voluntary Learning Summer Cohort. The daily bell schedule is currently under consideration to make the most of the full instructional day with at least 6 hours of instruction. A calendar will be submitted to our school board for approval prior to the beginning of the program in the summer of 2021. For these 30 additional days, our master schedule will reflect 180 minutes of dedicated time for reading and math. During this dedicated time, students will work in a blended learning environment with homogenous students' small groups led by the teacher and heterogeneous groups working cooperatively in workstations. Additionally, during the summer school day, students will have enrichment opportunities. Students may select from a broad menu of classes from the STEAM concept and sports. We are targeting students that did not perform at the "Meets" level of academic achievement on the STAAR tests for enrollment in the summer program. Students not being promoted to the next grade level in 1st and 2nd grade will be enrolled in the program as well. The teachers in the program will be the same ones who were teaching the selected students during the regular school year. This ensures continuance in innovative, evidence based best instructional practices, and data-driven planning. The Project Manager is expected to work with teachers to evaluate district systems as identified by TEA to adopt processes and frameworks that will improve student academic achievement. Our goal is to have at least 80% of our students mastering the "Meets" level as measured by interim assessments, 3-8 STAAR and 1st-2nd grade TPRI. All administrators, faculty and staff are committed to track attendance and to expect daily attendance of at least 97% of the students enrolled in the program. A survey will be conducted on week 2 of the program to track teachers and stakeholders' satisfaction, and a second one on week 4. We are aiming to have at least 80% of overall satisfaction with an increase of 10% at the end of the program.

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.

For the last 3 years, Ambassadors Preparatory Academy (APA) has had a 4 weeks summer program with a half a day of instruction from Monday through Thursday. This program was intended to serve students not eligible for promotion or not meeting the "Meets" level of academic achievement on the math and reading STAAR test. At least 60% of students on campus are below grade level, and we do not have enough students achieving the "Meets" level on the STAAR tests. 88% of students attending our school are identified as economically disadvantaged students and fall into the "summer slide" concept. The main take away from these past half a day summer school experiences is that our students need more instructional time in order to attend their various needs. However, our efforts have had barriers due to limited funds. We did not have the necessary funding to offer a full day of instruction in the summer program. In addition, we have implemented an after-school program of extended learning time that is offered Monday through Thursday from 3:30 P.M. to 4:15 P.M. for tutorials, and enrichment activities. Improvements to the teacher to student ratio would make this initiative more effective. However, the culture of having this enrichment program provides us with a very valuable asset that we can add to the Volunteer Learning Summer Cohort program. The same faculty will be in charge to lead enrichment activities for the students enrolled in the Volunteer Summer Learning Cohort.

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 advocates are the school board, the superintendent, the Targeted Improvement Plan team, the curriculum instructional coordinator and the campus faculty and staff. The school board is committed by supporting and considering the approval of all relevant components and it is willing to allow innovation to re-think district systems to ensure the success of the Volunteer Summer Learning Cohort. The Targeted Improvement Plan team will advise the operation of the summer program to ensure that all activities are aligned with the goals stated in the Targeted Improvement Plan; several of its members will also serve in the steering committee. The superintendent responsibilities entail overseeing the entire district activities with emphasis on the programs that are having a significant impact on the student academic progress. For this reason, the ADSY is a priority for the Superintendent and the entire school. The Curriculum Instructional Coordinator is going to be the Project Manager. In this capacity, the Curriculum Instructional Coordinator will lead the planning, implementation and operation of the campus ADSY program in collaboration with TEA. This role entails the responsibilities of data-driven instruction specialist, innovative professional development coordinator, PLCs lead coordinator, teacher appraiser and the general coordination of the program. As a direct report to the Superintendent, the Curriculum Instructional Coordinator will commit fifty percent (50 %) of his time to the ADSY, which makes this program a priority to the position. A job description for the title of Curriculum Instructional Coordinator with responsibilities is included.

5. Commitment and Intent from Leadership: What components of the Planning and Execution requirements does the district believe will be most helpful in leading to a successful program and why?

The most helpful components of the planning and Execution requirements are the additional 30 days of instructional time and the dedicated 180 instructional minutes for reading and math. The additional 30 instructional days will be used to reteach not mastered objectives in order to take students to the "Meets" performance level of academic achievement. As noted, before, most of our school population did not perform well in the standard tests and highly require more time to be promoted to "Meets" and "Masters" levels of academic achievement. In addition, 88 % of students are considered as economically disadvantaged; this low-income background can have a big impact on the summer learning loss or "summer slide". If we can offer a full day of instruction, with at least 6 hours of duration, for each of the 30 additional days, we will have a positive impact in reducing the summer slide of our students. On the other hand, including at least 180 instructional minutes (3 hours) dedicated to math and reading per day are essential to the success of our Voluntary Summer Learning Cohort Program. We are expecting to enroll approximately 150 students for the summer program. These students will be chosen for the summer program because of not meeting the "Meets" level of academic performance in the reading and math STAAR. Therefore, a dedicated time of 180 minutes on a daily basis will provide opportunities for our students to participate in a blended learning environment to improve their learning to perform at the "meets" and "masters" level in the STAAR tests.

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.

Ambassadors Preparatory Academy is a district with only one charter school campus. The rationale to implement an ADSY Program by applying to the Volunteer Summer Learning Cohort has two premises. First, our school did not have enough students performing at the "Meets" level of academic achievement in the 2018-2019 STAAR tests, which we are addressing with the implementation of data driven instruction. To this date, thanks to data driven instruction, teachers have been able to focus instruction to serve the unique needs of students in a more effective way. We are showing constant progress throughout the three benchmarks that have been administered during the current 2019-2020 school year. Therefore, our campus is very well suited for the Volunteer Summer Learning Cohort because the additional 30 days of summer will provide students with more time to continue this positive growth trend and to be able to perform at the "Meets" and "Masters" levels of academic achievement in the STAAR tests.

In addition, our campus currently offers extended time learning through the after-school program, during the regular school year, from Monday through Thursday from 3:15 to 4:15 pm. If we continue to provide enrichment opportunities to more students during the summer, they will be more likely to overcome the summer learning loss. As noted, before, our school has a population of around 88% of students considered economically disadvantaged. The effects of the "summer slide" can be extreme on this group of students. One big advantage of our campus is that we already have an experienced group of faculty and staff that have been providing enrichment opportunities to all students on campus. This same faculty is available to put their expertise and background at the service of students enrolled in the Voluntary Summer Learning cohort making Ambassadors Preparatory Academy a very well-suited campus for this program.

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.

We are a charter school with just one campus. As noted, before, the campus name is Ambassador Preparatory Academy that serves students from Pre-K to the 8th grade. Our main problem is that we did not have the state expected number of students performing at the "Meets" level of academic achievement in the 2018-2019 STAAR. By launching the ADSY program we are attempting to solve this problem by providing 30 additional days of instruction that is designed, by following the data driven instructional cycle, to fulfill the specific needs of every single student. This strategy will have the greatest impact on our students' learning and will enable them to perform at the "Meets" level of academic performance in the STAAR tests.

In each of the additional 30 days of instruction, our teachers will use the data-driven instructional cycle. This instrument allows teachers to identify root causes of not mastery and to address them effectively. With the information generated During PLCs in the regular school year and the data from the latest STAAR tests and summative assessments, teachers will carefully design lesson plans intended to address the unique needs of every student exerting a significant impact on their learning. Thus, during the 30 additional school days, students will receive instruction that is tailored to each student's needs. This instruction will be delivered using innovative and evidence based best instructional practices that teachers have been implementing during the current school year and recommendations from TEA.

Statutory/Program Requirements (Cont.)

7. Pilot Approach and Campus Selection: Response continued.

Additionally, the dedicated 180 minutes for reading and math in each of the 30 additional days of instruction will allow teachers to focus on those skills that are the precise areas in which we do not have enough students performing at the "Meets" level. By planning instruction to address highly missed and highly tested math & reading TEKS, students will be able to center on TEKS that they are struggling with. Therefore, as students show growth in these highly tested and highly missed TEKS, they will experience an enormous positive impact on their learning. As a result, a higher number of students will be performing at the "Meets" and "Masters" level of academic achievement in the STAAR tests.

In summary, the implementation of ADSY, Volunteer Summer Learning Cohort will provide us with 30 additional days to give our students more time to move up to the "Meets" level of academic achievement on the STAAR tests. We will continue using the data-driven instructional cycle to plan instruction for the 30 additional days to improve the quality of instruction, which in turn will impact the learning of our students enabling them to perform at the "Meets" and "Masters" level of academic achievement in the STAAR tests. In addition, we are open and ready to rethink any system for teaching and learning that will impact student progress.

8. ADSY Program Support: Project Manager - Who will lead this work at the district by serving as the ADSY Project Manager, and why is this person right for this role? Include information about the experience, background, and ability to drive student results of the ADSY Project Manager. If a Project Manager has not been identified, please provide information about how you will identify and select an ADSY Program Manager.

The project manager will be Mr. Ramiro Florez who is the current district Curriculum and Instructional Coordinator. Mr. Florez has experience and is certified as school administrator in elementary and middle school campuses with enrollment of more than 600 students. He has served as Formative Assessment Coordinator, Co-Test Coordinator, Teacher Appraiser, PLC Coordinator, 504 Coordinator and Chair of Special Population Committees. Mr. Florez is currently leading the implementation of the data-driven program in our district. Although joining the district in January of the current year, the student progress charts from the spring semester benchmarks already show a positive trend in most subjects and grades. Mr. Florez's positive contribution of making assessment data available to teachers has helped them to focus their instruction to serve the needs of students more effectively, which has yielded a positive trend of academic growth by the students. Mr. Florez is also well versed and experienced in instruction thanks to a background of more than 15 years as classroom teacher in elementary and middle school campuses.

Mr. Florez also has a high academic foundation with a bachelor's degree in engineering and a master's in science. He also has a background as a scientist in the private and state sector. Mr. Florez has training and experience in strategic thinking and decision-making. He is very receptive to coaching and advice from the superintendent. He has a proven record on our campus from his result-oriented style. His experience and administrative skills will enable him to successfully run our ADSY 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.

The district Curriculum and Instructional Coordinator and prospective Project Manager is currently housed on the third floor next to the dean of students and strategically placed right above the 3rd-8th grade core teachers’ classrooms. He also has immediate access to the library, theater, and counselor’s office just by climbing down a few steps. This layout facilitates frequent encounters with teachers, students and other supervisors. There are no barriers with the superintendent since he reports directly to her. Also, the superintendent office is located on the ground floor next to the access of the building. Her office is next door from the boardroom making team meetings very feasible due to proximity. All program constituents are based in close proximity making the decision process a smooth one from the geographical standpoint.

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.

Dr. Patricia Williams, District Superintendent/Principal: She has over 30 years of experience in education which ranges from all levels of learning and subject matter. She submitted the application to TEA to organize this charter school. Her commitment to this program and to the success of students' achievement is paramount. She is very supportive of the ADSY program.

Mr. Ramiro Florez, District Curriculum Instructional Coordinator: Mr. Florez has training and more than 15 years of experience in strategic thinking and decision-making. He is very receptive to coaching and advice from the superintendent, faculty, staff and parents. He has a proven record on our campus of his result-oriented style. His experience and administrative skills will enable him to successfully run our ADSY program. He is very supportive of the ADSY program.

Mr. Rhante Lubrico, District Assistant Principal/Testing Coordinator: He has been with the district for more than 10 years. He joined the school as a classroom teacher and has demonstrated ongoing commitment for student’s achievement through a change process. He is very supportive of the ADSY program.

Mr. Rex Rivera, District Special Education Coordinator: He has served as Special Education Coordinator for more than 10 years. He is very dedicated to his students and committed to their academic success. He is very supportive of the ADSY program.

Statutory/Program Requirements (Cont.)

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

Mrs. MA Fhey Alagban, K-2nd grade Team: She has served at the school for more than 10 years. Her accountability for excellence exceeds expectations. She is very knowledgeable regarding early childhood education. She is very supportive of the ADSY program.

Mr. Richards, 3rd-8th grade Math Teacher: He has also served for more than 10 years at school. He is a very talented teacher and skillful in addressing students' needs. He has built a very good rapport with the faculty, administration, students and parents. He is very supportive of the ADSY program.

Mrs. Anita Donatto, Fine Arts Team Leader: She is a very dedicated teacher and she is always in the search of innovative strategies to serve her students. She is also very supportive of the ADSY program.

This group of professionals brings a broad array of skills and experiences that makes this committee very strong. All school areas are represented in this committee ensuring an appropriate level of leadership and representation across district departments. This representation across the district guarantees that the unique needs of the students will be carefully attended. Most members have served in the school for at least five years ensuring commitment and meaningful relationships with the community. This committee will be governed and chaired by the district superintendent, Dr. Pat Williams, who in turn reports to the school board. The program will be directed by Ramiro Florez, ADSY Project Manager. In addition, the steering committee will monitor the implementation and operation of the program.

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 and Execution Program
 District or Charter School Network Information Form
 Voluntary Summer Learning Cohort (Self-Funded)
 Attachment 1
**This tab should only be completed by Voluntary Summer Learning Cohort applicants as described in the Program Overview*

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

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; add additional schools as relevant below school A
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest
- Please use the box in row 153 to note any special circumstances that these fields do not capture
- Please reach out to ADSY@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm this application is for a <i>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	Yes

District or Open Enrollment Charter School Information

District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Ambassadors Preparatory Academy
District or Charter School Network ID Number	84804

Personnel

Superintendent Name	Dr. Patricia Williams
LOI Author Name	Ramiro Florez
LOI Author Title	Curriculum Instructional Coordinator
LOI Author Phone	832-769-1148
LOI Author E-mail Address	rflorez@apagalv.org
District ADSY Project Manager Name	Ramiro Florez
District ADSY Project Manager Title	Curriculum Instructional Coordinator
District ADSY Project Manager Email Address	rflorez@apagalv.org
District ADSY Project Manager Phone Number	832-769-1148

District Details

District Overall Performance - Numeric Grade Only	60
Total Students in District	280
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	150
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	Region 4
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR interims, STAAR released.
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
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...)	Special education, School improvement, ESSA.
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 ?	June, 2020
Is the district a District of Innovation?	No
If district is a District of Innovation, what year was the plan implemented?	NA

If district is a District of Innovation, is the requirement for first day of school waived?	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>	YES
School Details	
Elementary (or Lower) School A	Applicant Response
Campus A Name	Ambassador Preparatory Academy
Campus A ID Number	084804-101
Campus A Address	5001 Avenue U, Galveston, TX 77551
Campus A Total Students	Enter Numeric Response
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)	8
2019-2020 Total Instructional Days	167
Anticipated 2020-2021 Total Instructional Days	172
2019-2020 First Day of School	26/08/19
Personnel	
Campus A Principal Name	Dr. Patricia Williams
Campus A Principal Email Address	pawilliams@apagalv.org
Campus A Principal Phone Number	409-877-3711
Campus A ADSY Project Manager	Ramiro Florez
Campus A ADSY Project Manager Title	Curriculum Instructional Coordinator
Campus A ADSY Project Manager Email Address	florez@apagalv.org
Campus A ADSY Project Manager Phone Number	832-769-1148
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	60
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	88%
Elementary (or Lower) School B (if applicable)	Applicant Response
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)	Applicant Response
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)	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)
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
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)	Applicant Response
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
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	



Attachment II: ADSY Planning and Execution Program Assurances

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

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

Patricia Williams
 Printed Name

 Signature

Ambassadors Preparatory Academy
 District Name
 April 8, 2020
 Date

Voluntary Summer Learning
 Cohort Selection
 Superintendent
 Title

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

April 7, 2020

Mr. W. Scott Erwin
Manager, Competitive Grant Unit
Grants Administration Division
Grant Compliance and Administration
Texas Education Agency

Dear Mr. Scott,

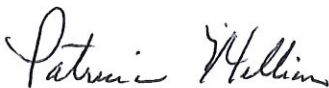
The Additional Days School Year Summer Learning Cohort has a goal of increasing students' academic achievement which is aligned with the goals of Ambassadors Preparatory Academy. As superintendent/Principal, I am an advocate and support all components of this initiative. We have noted that student achievement levels drop during the summer months, the ADSY program would address this "summer slide."

Currently, our school serves a population of 88% economically disadvantaged students and 8% of our students qualify for special education. Our school is focused on a targeted improvement plan that would be enhanced if students could attend school for an additional 30 days. This time would allow for additional instruction and enrichment. A targeted subset of students in reading and math would be major focus areas. In addition, this program would allow for additional enrichment activities including arts, science exploration, technology and sports for all interested students.

I am committed to support the Project Manager in the decision making process and to implement the program. The Project Manager will have my advice to cultivate his strategic-thinking and the use of data to drive instruction. A strong steering committee will be appointed to represent a cross section of the school. The program will include additional professional development for steering committee members and for certified teachers who will be employed for the implementation of the program. This professional development will focus on innovative, evidence-based best instructional practices.

Also, the school board, parents, faculty and staff all agree that the ADSY initiative would support increased academic achievement of our students. Please inform me if you need additional information regarding our readiness and commitment to implement the ADSY Summer Learning Cohort under the leadership of Texas Education Agency.

Sincerely,



Dr. Patricia Williams
Superintendent/Principal
Ambassadors Preparatory Academy

April 7, 2020

Mr. W. Scott Erwin
Manager, Competitive Grant Unit
Grants Administration Division
Grant Compliance and Administration
Texas Education Agency

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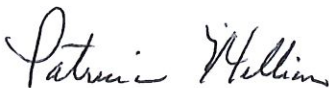
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Sincerely,



Dr. Patricia Williams
Superintendent/Principal
Ambassadors Preparatory Academy

Family of Communities United in Service (FOCUS), Inc.
Ambassadors Preparatory Academy
Job Description

Job Title: Curriculum and Instructional Coordinator/ ADSY Program Manager

Reports to: Superintendent/Principal

Major Job Goals:

- Collaborates with team members, school staff, and stakeholders to develop curriculum, instruction, assessments and professional development resources in the specified content areas.
- Support school-based staff and facilities in the collaborative interaction of staff, parents, and students to promote effective instructional practices and student achievement of rigorous curriculum in the specified content areas.

Qualifications:

- Bachelor's degree in education or related field
- 3+ years of teaching experience
- Experience in curriculum and instruction development

Special Knowledge/ Skills:

- Ability to analyze data
- Combination of expertise in curriculum and instruction
- Strong verbal and written communication skills
- Ability to work in team environment
- Knowledge of effective differentiated learning, equitable practices, and culturally relevant curriculum
- Ability to successfully collaborate with staff, parents and students

Performance Responsibilities:

- Teacher and Staff Appraiser

- Additional Days School Year Project- Manager
- Develop programs for data-driven instruction (Ex: Eduphoria)
- Use of quantitative and qualitative data
- Provide professional development for curriculum and instruction
- Monitor the scope and sequence for core subject areas
- Monitor differentiated instruction
- Support teachers with lesson planning
- Develop calendars for teacher meetings both horizontal and vertical
- Model best practices for curriculum and instruction
- Analyze student test data
- Review and recommend textbooks and other educational materials
- Observe work of teaching staff to evaluate performance, and to recommend changes that could strengthen teaching skills
- Recommend teaching techniques and the use of different or new technologies
- Train teachers and other staff on new content or programs
- Prepare, organize, and coordinate benchmark test at the end of each 9 weeks
- Assist with the Targeted Improvement Plan
- Perform other duties as requested by the Superintendent/Principal

The statements contained herein describe the scope of the responsibility and essential functions of this position but should not be considered to be an all-inclusive listing of work requirements. Individuals may perform other duties as assigned. Nothing in this job description restricts management’s right to assign and reassign duties and responsibilities to this job at any time unless restricted by a negotiated contract.

Any employee not covered by a negotiated contract agreement in an “at-will” employee. *Either the school district or the employee can terminate the employment relationship at will, with or without cause, so long as there is no violation of applicable federal or state law. The school district can define the number of days’ notice required of terminating employees.*

A signed copy of this job description should be placed in the employee’s personnel file.

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of _____.

Job Title

Signature of Supervisor: _____ **Date:** _____

Signature of Employee: _____ **Date:** _____

April 14, 2020

Mr. W. Scott Erwin
Manager, Competitive Grant Unit
Grants Administration Division
Grant Compliance and Administration
Texas Education Agency

Dear Mr. Scott,

I write on behalf of Ambassadors Preparatory Academy in support of the proposal to the Texas Education Agency for a grant to fund our Voluntary Summer Learning program to reduce the number of students not achieving the “Meets” level on state standards tests and reduce the impact of the summer slide on students learning in the subsequent school year. I strongly support this grant application and the focus on reducing the number of students not meeting criteria in the STAAR tests by increasing the instructional time 25 days, and focusing on data-driven instruction.

We are a charter school which has ran a summer program for the last three years, has taken steps to the full implementation of data-driven instruction, and it is already showing a positive trend in the progress of students. At the time, limited funds are constraining our efforts to benefit more students, and thus, to assist them in improving their academic performance.

Through this letter, I acknowledge specific roles for when this proposal is funded; I expect my role in our Voluntary Summer Learning Program to include:

- Leading Professional Learning communities.
- Leading data-driven instruction
- Appraising teachers
- Serving as a General Manager of the program

I look forward to working with you in reducing the number of students not meeting criteria in state tests and the impact of the summer slide. The awarding of this grant will greatly contribute to eliminate our constraints in achieving these objectives.

Sincerely,



Ramiro Florez, M.Sc.
Curriculum Instructional Coordinator
Ambassadors Preparatory Academy

Family of Communities United in Service, Inc. (F.O.C.U.S., Inc.)
d.b.a. Ambassadors Preparatory Academy

Organizational Chart

