

Welcome

Welcome to the Learning Acceleration Support Opportunities (LASO) 25-26 Cycle 4 application.

This consolidated application streamlines school system's access to grant funding, allotments, and in-kind supports and services across 15 opportunities.

Introduction

This application includes 15 initiatives available for school systems to apply for in LASO Cycle 4.

To ensure an informed selection, please follow these steps:

- **Review Program Guidelines:** Examine the program guidelines and resources for each initiative to understand its purpose, eligibility requirements, and assurances.
- **Engage Internal Teams:** Consult with key stakeholders (e.g., board, superintendent, district leaders, campus leaders etc.) to determine which initiatives best align with your school system's needs and capacity.
- **Select Initiatives:** Identify the initiatives that best support your local priorities.
- **Complete the Application:** Submit responses only for the initiatives your school system chooses to apply for.

Review each initiative by clicking the links to its program guidelines below:

Curriculum & Instruction Serving Grants

- [Leadership & Instructional Foundations for Texas \(LIFT\)](#)
 - *LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS*
- [LIFT Add-On: School Improvement PLC Support \(LIFT SI PLC\)](#)
 - *(available only for Title I Comprehensive, Targeted, and Addtl Targeted)*
- [School Improvement Curriculum and Instruction Support Grant \(SI CISG\)](#)
 - *(available only for Title I Comprehensive, Targeted, and Addtl Targeted)*
- [Blended Learning Grant \(BLG\)](#)
 - *Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort*
- [AP Computer Science Principles \(APCSP\)](#)

Education and Training

- [PREP Program Allotment](#)
 - [PREP Residency Preservice Program](#)
 - [PREP Grow Your Own \(GYO\) Program](#)
 - [PREP Mentorship Program](#)
- [Texas Strategic Staffing for Residencies \(TSS\) Grant](#)

More Time

- [Additional Days School Year Planning & Execution Program \(ADSY PEP\)](#)
 - *Two Cohorts: Full Year Redesign and Summer Learning*

Innovative School Models - Launch Grants

- [School Action Fund \(SAF\)](#)
- [Navigating Excellence through Targeted Supports \(NEXT\)](#)
- [Early College High School \(ECHS\)](#)
- [Pathways in Technology Early College High School \(P-TECH\)](#)
- [Virtual and Hybrid Program Accelerator \(VHPA\)](#)

Additional Resources and Considerations

Additional Resources

- [Initiative One-Pagers](#): Provides school systems with a concise summary of each initiative in LASO Cycle 4.
- [Eligibility & Prioritization Matrix](#): Provides eligibility and prioritization criteria that will enable a school system to predict the likelihood of receiving an award.
- [Initiative Selection Tool](#): Provides a Scenario map to guide selection of the right fitting initiative based on need.
- [Role and Responsibilities Insight Tool](#): Identifies the types of responsibilities for each role and show where roles overlap across initiatives.

Key Considerations for Submission

- Each school system may submit only one application. If multiple applications are submitted, only the most recent submission (based on timestamp) will be accepted.
- The application must be signed by the superintendent to be considered formally submitted. Only signed applications will be scored and considered for award. If the superintendent is unavailable to sign by the deadline, email LASO@texas.tea.gov for guidance.
- School systems have 60 days to complete the application. The application opens on October 3, 2025, and must be submitted by December 3, 2025, at 5:00 PM CT.

Overview

General School System Information

Select the ESC region that serves the school system.

ESC Region:

ESC 10: Richardson

School System:

MANARA ACADEMY-(057844)

School System Contact Information

Enter the contact information for the employee who is completing this application.

Note: There may be multiple roles at the school system completing different sections of this application - this entry is for the primary contact.

School System Employee Name:

Denise Sudan

School System Employee Title:

Superintendent

School System Employee Email:

dsudan@manaraacademy.org

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:

Denise Sudan

Superintendent Email:

dsudan@manaraacademy.org

School System Calendar

For the 2026–27 school year, select the option that best describes your school system’s instructional calendar:

- 165 or more instructional days
- Fewer than 165 instructional days
- Fewer than 165 instructional days in 2026–27, but planning to transition to 165 or more days in a future year

LASO Cycle 4 Assurances

As the applicant, the school system hereby agrees to:

- Commit to all assurances associated with the initiatives they intend to apply for.
Failure to agree to these assurances may prevent the school system from completing the application or being considered for awards.

- Ensure the superintendent approves participation in all selected initiatives.

If assurances are not met or the school system disengages from the supports/initiatives provided, TEA may impose conditions on the award, including terminating participation or reducing awarded funds.

- Meet the [General and Fiscal Guidelines](#).

The school system certifies its commitment to all assurances listed above?

- Yes
 No

Initiative Selection

Below is the list of initiatives available in LASO Cycle 4. Review the [program guidelines](#) and [one-pagers](#) with key information for each initiative. Then select the set of initiatives that best meet your school system’s local needs and priorities.

Curriculum & Instruction Grants

- Leadership and Instructional Foundations for Texas (LIFT)
- LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)
- School Improvement Curriculum and Instruction Support Grant (SI CISG)
- Blended Learning Grant (BLG)
- Advanced Placement Computer Science Principles (APCSP)

Education & Training Allotments and Grant

- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Texas Strategic Staffing for Residencies (TSS) Grant

More Time Grants

- Additional Days School Year Planning & Execution Program (ADSY PEP) Grant

Innovative School Models - Launch Grants

- School Action Fund (SAF)
- Navigating Excellence through Targeted Supports (NEXT)
- Early College High School (ECHS)
- Pathways in Technology Early College High School (P-TECH)
- Virtual and Hybrid Program Accelerator (VHPA)

Leadership and Instructional Foundations for Texas (LIFT)

Initiative Description:

LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for school systems to adopt **high-quality instructional material (HQIM)** and implement **Bluebonnet Learning (BL)** over multiple years.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system’s acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Commit to selecting and implementing a [State Board of Education \(SBOE\)](#)-approved high-quality instructional material (HQIM) in the 2027–28 school year.

OR

- Commit to implementing a Bluebonnet Learning (BL) product in the 2026–27 school year.

Note: Participation in other grant programs does not disqualify applicants but may be considered during prioritization.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Commit to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the “Implementation Phase”) OR committing to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year (if applying to the “Planning Phase”).
- Contract with an Approved Provider from the LASO Cycle 4 State Approved Provider List for LIFT.
- Submit Approved Provider contracts and required funding summary reports to TEA.
- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Appoint a designated LIFT lead as the primary point of contact and identify at least two additional contacts.
Note: The primary point of contact should be the equivalent of a senior academic team member or principal manager.
- Participate in required TEA-led activities, including a grant kick-off and communities of practice.
- Engage relevant school system and campus leaders, including special programs leadership, as well as teachers, instructional coaches, and special population educators in upfront training, implementation support, and coaching.
- Participate in a needs assessment of current instructional practices and materials.
- Establish or refine systems for instructional leadership, schoolwide routines, and observation and feedback.
- Submit all required grant deliverables, including instructional framework artifacts, implementation plans, school system-level instructional materials transition plan, campus-level implementation action plans, classroom, campus, and school system-level observation data and student outcomes data and progress updates as requested by the Approved Provider or the TEA.
- Participate in TEA-administered surveys and/or focus groups, as requested.
- Use grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
- Permit Approved Providers access to campuses to provide in-person support.
- Ensure teachers have sufficient planning time and use the required protocols.
- Provide print materials for all participating teachers and students.
- Follow the year-long scope and sequence for the instructional materials.
- Meet the minimum number of instructional minutes for the instructional materials.
- Ensure that a number of instructional leaders, aligned with the school system size, will actively participate in monthly implementation support and coaching provided by the Approved Provider.
- Ensure that the school system cabinet regularly engages in data reflection/performance management routines.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
 No

Leadership and Instructional Foundations for Texas (LIFT) (cont.)

Initiative Specific Questions for the Leadership and Instructional Foundations for Texas (LIFT) Grant

For each content area below, please indicate your district’s current intention regarding the implementation of high-quality instructional materials (HQIM).

You may select different options for each content area.

K–5 English or Spanish Language Arts and Reading (ELAR/SLAR)

1. For which activity are you seeking LIFT technical assistance support in K-5 ELAR or SLAR?

- Implement **Bluebonnet Learning K–5 ELAR** in 2026–27 and/or **Bluebonnet Learning K-5 SLAR** if approved by SBOE
 Select an **SBOE-approved HQIM** during the planning year in 2026-27 and implement that HQIM in 2027-28
 Neither of the above

K–5 Mathematics

2. For which activity are you seeking LIFT technical assistance support in K-5 Math?

- Implement **Bluebonnet Learning K–5 Math** in 2026–27 and/or **Bluebonnet Learning K-5 Math (Spanish)** if SBOE approved

- Select an **SBOE-approved HQIM** in 2026-27 during the planning year in 2026-27 and implement that HQIM in 2027-28
- Neither of the above

Secondary Mathematics

3. For which activity are you seeking LIFT technical assistance support in 6-8 and/or Algebra I Mathematics, or Geometry or Algebra II if approved by SBOE?

- Implement **Bluebonnet Learning Secondary Math** in 2026–27
- Select an **SBOE-approved HQIM** during the planning year in 2026-27 and implement that HQIM in 2027-28
- Neither of the above

Leadership and Instructional Foundations for Texas (LIFT) (cont.)

Initiative Specific Questions for the Leadership and Instructional Foundations for Texas (LIFT) Grant

For each content area below, please indicate your school system’s current intention regarding the implementation of high-quality instructional materials (HQIM).

The LIFT grant provides monthly implementation support and coaching from a State-Approved Provider. By applying for this grant, your organization is committing to active participation in this support, specifically for instructional leaders – both at the campus and school system levels. Each participating campus must have one leader receiving coaching. Each of the participating campus and school system leaders must be directly involved in supporting teachers with the implementation of selected instructional materials. Additionally, the school system leader must be directly involved in supporting the campus leaders.

4. How many campus principals will the school system commit to receiving monthly implementation support and coaching visits from the Approved Provider?

Total number of principals to be coached :

5. How many school system-based instructional leaders (e.g. principal managers, executive director of instruction, associate superintendent) will the school system commit to receiving monthly implementation support and coaching visits from the Approved Provider?

Total number of leaders to be coached:

6. Does the school system commit to having, or working towards having, 165+ instructional days in the 2026-2027 academic year?

- Yes
- No

7. Has the school system implemented a CER OER product in previous academic years?

- Yes
- No

8. Enter the contact information for the school system’s primary point of contact for the LIFT grant.

Name:	<input style="width: 250px;" type="text" value="Senta Wilson"/>
Email:	<input style="width: 250px;" type="text" value="swilson@manaraacademy.org"/>
Phone:	<input style="width: 250px;" type="text" value="972-304-1155"/>

9. Enter the contact information for the school system’s secondary points of contact for the LIFT grant.

Name:

Email:

Phone:

Name:

Email:

Phone:

LIFT School Improvement PLC (LIFT SI PLC)

Initiative Description:

The LIFT School Improvement PLC Support grant is a targeted, Title I-funded initiative designed to enhance implementation support for campuses participating in the Leadership and Instructional Foundations for Texas (LIFT) program that are also identified for School Improvement. This grant provides additional resources, such as expanded PLC facilitation, increased observation and feedback, and individualized coaching to strengthen instructional systems and ensure effective use of high-quality instructional materials (HQIM). The goal is to deepen and sustain effective instructional practices by reinforcing the conditions necessary for strong HQIM implementation, ultimately improving student outcomes on federally identified campuses.

Review the Eligibility Criteria, Initiative Assurances, and Initiative Requirements listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Eligible campuses include campuses that are Title I served with a 2025 federal accountability identification, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Comprehensive campuses in their second year of identification (Comprehensive Reidentified or Comprehensive Progress) are also eligible. Campuses must remain in operation during the grant cycle and remain Title I served for the 2026-27 school year.

Note: A school system is eligible to apply to both Leadership and Instructional Foundations for Texas (LIFT) and LIFT SI PLC Support grants, but if both are awarded, the school system must select the same Approved Provider for both LIFT and the LIFT SI PLC Support grant.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Implement a Bluebonnet Learning (BL) product in the 2026–27 school year.
- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Contract with the same provider from the LASO Cycle 4 State Approved Provider list that is providing technical assistance for the LIFT program for PLC supports.
- Engage relevant school system and campus leaders, as well as teachers and instructional coaches, in upfront training, implementation support, and coaching.

Note: These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

- Submit all required grant deliverables for each school year for the life of the grant.
- Submit provider contracts and required funding summary reports to TEA.
- Appoint a designated lead as the primary point of contact and identify at least two additional contacts.
- Permit Approved Providers access to campuses to provide in-person support.
- Ensure teachers have sufficient planning time and use the required protocols.
- Provide print materials for all participating teachers and students.
- Follow the year-long scope and sequence for instructional materials.
- Meet the minimum number of instructional minutes for the instructional materials.
- Use grant funds in alignment with the required allocation structure and ensure all expenditures support the goals of the LIFT program.
- Participate in required TEA-led activities, including a grant kick-off.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- Provide an additional campus leader—distinct from those supported through the LIFT Program—who will directly support teachers or campus leaders implementing the selected instructional materials.

1. Does the school system agree to meet the Eligibility Criteria, Initiative Assurances, and Initiative Requirements listed above?

- Yes
- No

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Activity Selection for the LIFT School Improvement PLC (LIFT SI PLC) Initiative

Select the activities for which the school system is seeking LIFT SI PLC Support technical assistance for.

- Bluebonnet Learning K–5 ELAR or Bluebonnet Learning K–5 SLAR if SBOE approved in 2026–27
- Bluebonnet Learning K–5 Math or Bluebonnet Learning K-5 Math (Spanish) if SBOE approved in 2026–27
- Bluebonnet Learning Secondary Math in 2026–27

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the Bluebonnet Learning K–5 ELAR and/or SLAR Activity

1. Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the Bluebonnet Learning K–5 ELAR and/or SLAR Activity.

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

MANARA ACADEMY-(057844101)
MANARA STEM ACADEMY - ARLINGTON-(057844102)

2. Indicate the number of campus leaders that will be receiving PLC support, 1-2 per campus.

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material.

These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

MANARA ACADEMY-(057844101): 2
MANARA STEM ACADEMY - ARLINGTON-(057844102): 2

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the Bluebonnet Learning K–5 Math and/or K-5 Math (Spanish) Activity

1. Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the Bluebonnet Learning K–5 Math and/or K-5 Math (Spanish) Activity.

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

MANARA ACADEMY-(057844101)
MANARA STEM ACADEMY - ARLINGTON-(057844102)

2. Indicate the number of campus leaders that will be receiving PLC support, 1-2 per campus.

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material.

These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

MANARA ACADEMY-(057844101): 2
MANARA STEM ACADEMY - ARLINGTON-(057844102): 2

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the Bluebonnet Learning Secondary Math Activity

1. Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the Bluebonnet Learning Secondary Math Activity.

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

MANARA LEADERSHIP ACADEMY-(057844001)
MANARA STEM ACADEMY - ARLINGTON-(057844102)

2. Indicate the number of campus leaders that will be receiving PLC support, 1-2 per campus.

Note: Each individual must be directly supporting teachers or campus leaders implementing the selected instructional material. These individuals must be in addition to and distinct from leaders receiving coaching through the LIFT program.

MANARA LEADERSHIP ACADEMY-(057844001): 2
MANARA STEM ACADEMY - ARLINGTON-(057844102): 2

LIFT School Improvement PLC (LIFT SI PLC) (cont.)

Initiative Specific Questions for the LIFT School Improvement PLC (LIFT SI PLC) Grant

For each content area below, please indicate your school system's current intention regarding the implementation of high-quality instructional materials (HQIM).

1. Enter contact information for your school system's primary point of contact for the LIFT SI PLC Support grant.

Name: Senta Wilson
Email: swilson@manaraacademy.org
Phone: 972-304-1155

2. Enter contact information for your school system's secondary points of contact for the LIFT SI PLC Support grant.

Name: Jennifer Masten
Email: jmasten@manaraacademy.org
Phone: 972-304-1155

Name: Kimberly Dillard
Email: kdillard@manaraacademy.org

Phone:

972-304-1155

School Improvement Curriculum and Instruction Support Grant (SI CISG)

Initiative Description:

This grant provides direct funds to school systems to support the implementation of State Board of Education (SBOE)-approved high-quality instructional materials (HQIM) that are not part of the Bluebonnet Learning suite. The goal is to ensure that campuses in School Improvement have access to rigorous, TEKS-aligned instructional materials that support high-quality instruction.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Campuses the school system are submitting for consideration are federally identified and Title-I serving.
- Seeking support for implementing SBOE approved instructional materials that are not Bluebonnet Learning products.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Secure approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
- Implement a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) that is not part of the Bluebonnet Learning suite, in alignment with TEA guidance and the goals of the grant program OR implement curriculum and instruction improvements in grades 6–12 English Language Arts and Reading (ELAR) and grades 9–12 Mathematics (excluding Algebra I, Algebra II, and Geometry).
- Contract with a single Approved Provider from the LASO Cycle 4 State Approved Provider list.
- Submit Approved Provider contracts and required funding summary reports to TEA.
- Appoint a designated lead as the primary point of contact and identify at least two additional contacts.
- Participate in required TEA-led activities, including a grant kick-off.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
 No

School Improvement Curriculum and Instruction Support Grant (SI CISG) (cont.)

Campus Selection for the School Improvement Curriculum and Instruction Support (SI CISG) Grant

Select the 2025 Federally Identified and Title-I serving campus(es) that will be implementing the School Improvement Curriculum and Instruction Support Grant (SI CISG).

Note: This list contains all campuses in your district (that may or may not be Federally Identified and Title-I serving).

MANARA ACADEMY-(057844101)
MANARA LEADERSHIP ACADEMY-(057844001)
MANARA STEM ACADEMY - ARLINGTON-(057844102)

School Improvement Curriculum and Instruction Support Grant (SI CISG) (cont.)

Initiative Specific Questions for the School Improvement Curriculum and Instruction Support (SI CISG) Grant

1. Does the school system acknowledge that this grant will support curriculum and instruction initiatives that do not involve the implementation

of Bluebonnet Learning products?

- Yes
- No

2. Enter contact information for your school system's primary point of contact for the SI CISG grant.

Name:	<input type="text" value="Senta Wilson"/>
Email:	<input type="text" value="swilson@manaraacademy.org"/>
Phone:	<input type="text" value="972-304-1155"/>

3. Enter contact information for your school system's secondary points of contact for the SI CISG grant.

Name:	<input type="text" value="Jennifer Masten"/>
Email:	<input type="text" value="jmasten@manaraacademy.org"/>
Phone:	<input type="text" value="972-304-1155"/>

Name:	<input type="text" value="Kimberly Dillard"/>
Email:	<input type="text" value="kdillard@manaraacademy.org"/>
Phone:	<input type="text" value="972-304-1155"/>

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts

Initiative Description:

The Additional Days School Year (ADSY) Grant is a voluntary, three-year grant initiative designed to support school systems and open-enrollment charter schools in developing and sustaining high-quality ADSY programs.

The ADSY grant provides participating local education agencies (LEAs) with comprehensive support to design programs that are grounded in research and aligned with evidence-based practices that improve student outcomes. The program structure includes:

- Year 1: Planning - School systems engage in a year-long planning process with TEA-approved technical assistance providers to design a strategic, research-aligned ADSY model tailored to their local context.
- Years 2-3: Implementation Refinement and Continuous Improvement - School systems receive ongoing support to strengthen program quality, monitor outcomes, and make data-informed adjustments to ensure long-term success and sustainability.

This structured approach builds school system capacity in program design, strategic planning, and change management. It ensures that additional instructional days are effectively implemented and aligned with school system priorities to maximize academic impact.

School systems participating in the Grade 6- 8 Expansion opportunity pilot will follow a slightly shorter timeline, with grant support lasting for two years.

School systems will be able to select between two ADSY models, Full Year and Summer, to receive planning and implementation support aligned with research-based best practices.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Participating campuses must operate on a 175-day instructional calendar or have a board-approved plan to implement such a calendar by the 2026–2027 school year.
- Campus must be implementing an IMRA-approved product as their Tier 1 during the regular school year.

Note: For Campuses That Have Not Previously Accessed ADSY Funding Under the ADSY Planning and Execution Program (PEP)

- The participating campus must serve students in one or more grade levels within PK–5.

Note: Previously Participated in ADSY PEP and Seek to Expand to Grades 6–8

- The participating campus(es) must serve students in one or more grade levels within 6-8.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Assign a qualified and experienced project manager with district-level decision-making authority who can align campus-based actions with district goals, and who will:
 - Attend all Learning Community professional development workshops.
 - Participate in calls with the designated approved provider.
 - Lead the District’s ADSY PEP steering committee.
 - Ensure timely and high-quality completion of the LEA’s ADSY PEP strategic plan and deliverables.
- Form a cross-departmental Steering Committee that meets at least monthly and includes representatives from both the Finance and Curriculum & Instruction teams to guide strategic planning.
- Attend and actively participate in all required grant orientation meetings, Professional Development sessions, Technical Assistance (TA) meetings, and maintain open, responsive communication with the assigned TA provider throughout the grant period.
- Complete the comprehensive ADSY PEP Strategic Plan using the provided planning resources and templates, and submit it by the designated deadlines.
- Understand that continuation in the ADSY PEP grant is contingent upon demonstrated effort to implement feedback, adherence to all grant requirements, and evidence of yearly progress.
- Failure to secure board approval of an ADSY-eligible calendar (defined as a 175-day base instructional calendar with 75,600 operational minutes) for the 2026–2027 school year at participating campuses will result in ineligibility to continue in ADSY PEP.
- Maintain the annual ADSY-eligible calendar approval process at participating campuses for the full duration of the grant, and acknowledge that failure to secure board approval in future years during the ADSY PEP grant cycle will result in ineligibility for continued funding, if available.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
- No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY Calendar Requirement:

Additional Days School Year funding is the foundation of the ADSY grant and includes an eligibility requirement of conducting a minimum of 175-day instructional calendar at the participating campuses.

1. Does the school system agree to the ADSY grant requirement of implementing and maintaining a base academic calendar of 175 instructional days and 75,600 operational minutes, and adding at least 25 Additional Days (aligned to the approved model) to the calendar at the eligible campuses for the full duration of the grant?

- Yes
- No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY Pathway:

1. Has the school system previously participated in the ADSY Full Year or Summer Cohort?

- Yes
- No

1a. Please select the option that best represents your school system’s current ADSY implementation status. This will help route to the correct application sections:

Note: The school system has previously participated in the ADSY Full Year or ADSY Summer program with grant support. For this application cycle, the school system may apply for ADSY grant with up to three new-to-ADSY campuses.

Category 1 – New PK–5 Campus Participation

Applying for one or more campuses serving grades PK–5 that have never received ADSY formula funding under any prior ADSY grant.

Category 2 – Expansion to Grades 6–8

Previously participated in ADSY (Summer or Full Year) and is now seeking to expand ADSY implementation to include grades 6–8

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

School systems interested in Category 2 –Expansion to Grades 6–8

Note: The school system has previously participated in the ADSY Full Year or Summer cohort with grant support. For this application cycle, the school system may apply to ADSY with up to three new campuses.

Enter the number of ADSY eligible campuses the school system is applying for. (Min: 1, Max: 3 but not to exceed the number of available campuses)

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY school systems who are interested in Category 2 –Expansion to Grades 6–8

1. Please select the first ADSY-eligible campuses

2. Please indicate which ADSY cohort the school system is applying for:

ADSY Summer

ADSY Full Year

3. Does the selected campus currently operate on a 175+ instructional day calendar (not including staff development waivers) for the 2025-2026 school year?

Yes

No

3a. Upload the board-approved calendar.

Note: Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf

[Manara by School Year 25-26 Student \(176\).pdf](#)

58KB

application/pdf

4. Is the school system currently implementing an IMRA-approved, full-subject HQIM for Math at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

5. What is the full name of the Math instructional material(s)

Bluebonnet

6. Is the school system currently implementing an IMRA-approved, full-subject HQIM for RLA at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

7. What is the full name of the RLA instructional material(s)

Bluebonnet

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Requirements for the ADSY Summer Cohort

Note: School systems that agree with program specific requirements will be prioritized.

1. Does the school system agree to implement an ADSY summer program lasting between 25 and 30 days, with each day including at least 360 minutes (6 hours) of total programming, which must include::

- A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.
- At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.
- The remaining 120 minutes (2 hours) should include:
 1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
 2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.

- Yes
- No

2. Does the school system agree to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy?

- Yes
- No

3. Does the school system agree to implement a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year?

- Yes
- No

4. Does the school system understand that teachers who meet the school system's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days?

- Yes
- No

5. Does the school system agree to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders?

- Yes
- No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY school systems who are interested in Category 2 –Expansion to Grades 6–8

1. Select the second ADSY-eligible campuses

MANARA LEADERSHIP ACADEMY-(057844001)

2. Please indicate which ADSY cohort the school system is applying for:

- ADSY Summer
- ADSY Full Year

3. Does the selected campus currently operate on a 175+ instructional day calendar (not including staff development waivers) for the 2025-2026 school year?

- Yes
- No

3a. Upload the board-approved calendar.

Note: Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf

[Manara by School Year 25-26 Student \(176\).pdf](#)

58KB

application/pdf

4. Is the school system currently implementing an IMRA-approved, full-subject HQIM for Math at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

5. What is the full name of the Math instructional material(s)

Bluebonnet

6. Is the District currently implementing an IMRA-approved, full-subject HQIM for RLA at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

7. What is the full name of the RLA instructional material(s)

Bluebonnet

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Requirements for the ADSY Summer Cohort

Note: School systems that agree with program specific requirements will be prioritized.

1. Does the school system agree to implement an ADSY summer program lasting between 25 and 30 days, with each day including at least 360 minutes (6 hours) of total programming, which must include::

- A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.
- At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.
- The remaining 120 minutes (2 hours) should include:
 1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
 2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.

- Yes
 No

2. Does the school system agree to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy?

- Yes
 No

3. Does the school system agree to implement a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year?

- Yes
 No

4. Does the school system understand that teachers who meet the school system's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days?

- Yes
 No

5. Does the school system agree to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders?

- Yes
 No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

ADSY school systems who are interested in Category 2 –Expansion to Grades 6–8

1. Select the third ADSY-eligible campuses

MANARA STEM ACADEMY - ARLINGTON-(057844102)

2. Indicate which ADSY cohort you are applying for:

- ADSY Summer
- ADSY Full Year

3. Does the selected campus currently operate on a 175+ instructional day calendar (not including staff development waivers) for the 2025-2026 school year?

- Yes
- No

3a. Upload the board-approved calendar.

Note: Upload a PDF file using the following naming convention - [School System or Campus Name].[Initiative Acronym].[Document Name].pdf

[Manara by School Year 25-26 Student \(176\).pdf](#)

58KB

application/pdf

4. Is the school system currently implementing an IMRA-approved, full-subject HQIM for Math at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

5. What is the full name of the Math instructional material(s)

Bluebonnet

6. Is the school system currently implementing an IMRA-approved, full-subject HQIM for RLA at ALL the campuses anticipated to participate in ADSY PEP?

- Yes
- No

7. What is the full name of the RLA instructional material(s)

Bluebonnet

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Requirements for the ADSY Summer Cohort

Note: School systems that agree with program specific requirements will be prioritized.

1. Does the school system agree to implement an ADSY summer program lasting between 25 and 30 days, with each day including at least 360 minutes (6 hours) of total programming, which must include::

- A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.
- At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.
- The remaining 120 minutes (2 hours) should include:
 1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
 2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.

- Yes
- No

2. Does the school system agree to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy?

- Yes
- No

3. Does the school system agree to implement a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year?

- Yes
- No

4. Does the school system understand that teachers who meet the school system's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days?

- Yes
- No

5. Does the school system agree to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders?

- Yes
- No

Additional Days School Year Planning & Execution Program (ADSY PEP): Full Year Redesign and Summer Learning Cohorts (cont.)

Initiative Specific Questions for both Cohorts

1. Does the school system currently have a formal partnership in a written agreement with an SBEC-approved educator preparation program (EPP)?

- Yes
- No

2. Are any of the campuses in this ADSY application currently on the [Resource Campus Eligibility List](#)?

- Yes
- No

PREP Mentorship Program Allotment

Allotment Opportunity:

The Preparing and Retaining Educators through Partnership (PREP) Program Allotment aims to strengthen the quality of teacher recruitment, preparation, and mentorship, leading to increased educator effectiveness and retention. The PREP Program Allotment provides funding for various partnerships and school systems may apply for funding for the PREP Residency Preservice Program, Grow Your Own Program, and the Mentorship Program through this LASO IV Application. Through this allotment, school systems may also apply for Strategic Staffing funding to support the implementation and reach of the PREP Program Allotment. The 89th Texas Legislature established the PREP Program Allotment via House Bill 2, which was signed into law by Governor Abbott on June 20, 2025.

1. Does the school system wish to be considered for this Allotment Opportunity?

- Yes
 - No
-

PREP Mentorship Program Allotment

Initiative Description:

The Preparing and Retaining Educators Through Partnership (PREP) Mentorship Program provides school systems interested in implementing high-quality new teacher mentorship programs with funding to 1) provide, at minimum, a \$1,000 stipend to the mentor teacher (per beginning teacher), 2) train all required school system mentorship staff via the Texas Mentorship Training, and 3) provide release time for mentor teacher and beginning teacher mentoring activities. Any remaining funds may be used on strategic staffing training. The overarching purpose of this allotment is to increase the effectiveness and retention of beginning teachers across Texas.

Review the Eligibility Criteria and Initiative Assurances listed below and indicate the school system's acceptance.

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

- Any school system, which includes open-enrollment charter schools, and SB 1882 Operating Partners who read and agree to the requirements in relevant sections of the Texas Education and Texas Administrative codes cited in these guidelines is eligible for the PREP Allotment.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.907 (PREP Mentorship Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).
- Read and abide by TAC sections related to the PREP Mentorship Program, which will be posted to the Texas Register for public comment during the 2025-26 school year and become effective prior to the start of the 2026-27 school year.

Note: The TEA anticipates sharing specific dates related to rulemaking in fall 2025.

For more details regarding Texas Education Code TEC §21.907 (PREP Mentorship Program) and TEC §48.157 (PREP Program Allotment) see: [PREP MENTORSHIP LASO 4 Pop-Out Document](#).

- Appoint a representative to engage in all required PREP Allotment & PREP Mentorship Program communications.

1. Does the school system agree to meet the Eligibility Criteria and Initiative Assurances listed above?

- Yes
 No

PREP Mentorship Program Allotment (cont.)

Initiative Specific Questions for the PREP Mentorship Program Allotment

1. Enter the contact information for the school system representative appointed as the primary point of contact for all PREP Mentorship Program-related activities:

Name:	Denise Sudan
Title:	Superintendent
Email:	dsudan@manaraacademy.org
Phone:	972-304-1155

2. Enter the contact information for the school system representative appointed as the secondary point of contact for all PREP Mentorship Program-related activities:

Name:	Barberina Turner
Title:	Assistant Principal
Email:	bturner@manaraacademy.org
Phone:	972-304-1155

3. Prior to submitting this application, school systems must commit to communicating and partnering with an approved Texas Mentorship Training (TMT) Provider. The list of approved TMT Providers can be found in the PREP Mentorship Program Guidelines. Please indicate the approved TMT Provider the school system has communicated with regarding training partnership for PREP Mentorship Program in SY26-27.

ESC 10: Richardson

4. Enter the school system's approved TMT Provider contact information:

Name:	<input type="text" value="Fabian Hypolite"/>
Title:	<input type="text" value="Texas Mentorship Training"/>
Email:	<input type="text" value="fabian.hypolite@region10.org"/>
Phone:	<input type="text" value="972-348-1142"/>

Roles

- **Mentor Teacher:** A teacher who, to the extent practicable, teaches in the same school, subject, and/or grade level of the beginning teachers they mentor, completes a mentor teacher training program established by TEA, has at least three years of teaching experience, and demonstrates instructional and leadership skills under TEC §21.458 and §21.907.
- **School system and/or Campus Leader:** Any appropriate district and campus employees who work with the classroom teacher or supervise the classroom teacher under TEC, §21.458

PREP Mentorship Training Requirements

- **Pathway 1 (Mentoring Educator) Training:**

- This pathway is intended for mentoring educators, such as mentor teachers, who provide direct mentoring to beginning teachers.
- Pathway 1 training will occur in Summer 2026, Fall 2026, Winter 2026-27, and Spring 2027 for a total of 24-30 hours.

- **Pathway 2 (School system & Campus Leader) Design Sessions:**

- This pathway is intended for school system and campus leaders who will be planning & implementing mentorship programs (*e.g., program managers, district mentoring staff, campus principals, etc.*).
- Pathway 2 design sessions will occur in Spring 2026, Summer 2026, Fall 2026, and Spring 2027 for a total of 15-16 hours.

* **Note:** Per TEC §21.458, appropriate school system and campus employees who work with the beginning teachers or supervise beginning teachers are required to attend mentorship training. This requirement may be fulfilled by either Texas Mentorship Training Pathway 1 or Pathway 2; these individuals may attend both Pathways 1 and 2, if desired.

5. School systems must self-report the estimated number of mentor teachers and school system & campus leaders that would attend Pathway 1 training for Year 1 implementation (SY 2026-27). See 'Roles' definition above.

Estimated number of mentor teachers:	<input type="text" value="8"/>
Estimated number of school system & campus leaders for Pathway 1:	<input type="text" value="1"/>

6. School systems must self-report the estimated number of school system & campus leaders that would attend Pathway 2 training for Year 1 implementation (SY 2026-27). See 'Roles' definition above.

Estimated number of school system & campus leaders for Pathway 2:	<input type="text" value="1"/>
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7. School systems must self-report the estimated number of beginning teachers for Year 1 implementation (SY26-27). Beginning teachers (BTs) are defined as classroom teachers who have less than two years of teaching experience under TEC, §21.907. School systems will enter the total

estimated number of beginning teachers below; however, school systems will receive funding for up to 40 beginning teachers.

Estimated total number of beginning teachers for SY26-27:

12

Closing

Signature

Official submission of this application requires the Superintendent's signature. The Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email at LASO@tea.texas.gov.

If you are the Superintendent, click **Yes** and proceed to submitting the application.

If you are not the Superintendent, pause on submitting this application and email LASO@tea.texas.gov to identify the school system's grantee official who can submit the application in the Superintendent's absence. Once the name of the grantee official has been identified, return back to this page, select **No**, then proceed to submitting the application.

Are you the Superintendent?

- Yes
 No

Please provide the following:

Superintendent Name :

Denise Sudan

Superintendent Email:

dsudan@manaraacademy.org

Review & Sign

The LASO Cycle 4 Grant has closed.

The closing date was December 3, 2025 at 05:00 PM.

This application can no longer be submitted.

Please close your browser window.

Review & Sign

Before you sign and submit, click the **Review** button to review the completed application, revise as needed, and then sign to submit your final application.

You may only review one time. If you need to review the application again or make any additional revisions, please complete the Request for a Retake link- located on our LASO 4 webpage.

- Review
 Sign and Submit

Signature

Confirmation of Application

I have reviewed and acknowledge that the LASO 4 application I am submitting today is for the following Initiatives:

- Leadership & Instructional Foundations for Texas (LIFT)

- LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)
- School Improvement Curriculum and Instruction Support Grant (SI CISG)
- PREP Mentorship Program
- Additional Days School Year Planning & Execution Program (ADSY PEP)

Note: Only last submitted application will be accepted as the Final LASO 4 application.

Signed On: November 10, 2025 at 01:34 PM



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