

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:	<input type="text" value="ESC 02: Corpus Christi"/>
School System:	<input type="text" value="GREGORY-PORTLAND ISD-(205902)"/>

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:	<input type="text" value="Michael Norris"/>
School System Employee Title:	<input type="text" value="Executive Director of School Leadership and Accountability"/>
School System Employee Email:	<input type="text" value="mnorris2@g-pisd.org"/>

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	<input type="text" value="Michelle Cavazos"/>
Superintendent Email:	<input type="text" value="mcavazos@g-pisd.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)

PREP Residency Preservice Program Allotment

Allotment Opportunity:

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers by embedding paid preservice teacher residency candidates directly into classrooms of highly qualified host teachers. Through close collaboration with educator preparation programs, participating school systems support teacher residents in earning an enhanced standard teaching certificate while gaining hands-on experience on campuses across the school system. By expanding the reach and effectiveness of residency models, the PREP Residency Preservice Program enhances instructional capacity and increases student access to skilled educators—ultimately advancing educational outcomes.

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

- Yes
- No

PREP Residency Preservice Program Allotment

Initiative Description:

The PREP Residency Preservice Program empowers school systems to play a central role in cultivating a pipeline of well-prepared, highly qualified teachers by embedding paid preservice teacher residency candidates directly into classrooms of highly qualified host teachers. Through close collaboration with educator preparation programs, participating school systems support teacher residents in earning an enhanced standard teaching certificate while gaining hands-on experience in school systems schools. By expanding the reach and effectiveness of residency models, the PREP Residency Preservice Program enhances instructional capacity and increases student access to skilled educators—ultimately advancing educational outcomes.

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.
- School systems who are partnered with an Educator Preparation Program (EPP) approved by the State Board of Educator Certification (SBEC) to offer the teacher residency route must have formal written partnership agreement(s) with the EPP(s). School systems will have residents for SY 26-27.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.902 (PREP Preservice Program).
- Read and abide by TEC §21.904 (PREP Residency Preservice Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).
- Read and abide by TAC related to the PREP Residency Preservice Program, which will be posted in 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: TEA anticipates sharing specific dates related to rulemaking in Fall 2025.

For more details regarding Texas Education Code TEC §21.904 (PREP Residency Preservice Program) and TEC §§21.902, 48.157 see: [PREP RESIDENCY LASO 4 Pop Out Document](#).

- Appoint a representative to engage in all required PREP Allotment & PREP Residency Preservice Program communications.
- Have a written agreement with an educator preparation program for PREP Residency Preservice Program implementation by the 2026-2027 school year.

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

- Yes
 No

PREP Residency Preservice Program Allotment (cont.)

Initiative Specific Questions for the PREP Residency Preservice Program Allotment

1. How many teacher residents does the school system anticipate participating during SY 2026-27?

(Min: 1, Max: 40 as per TEC §48.157 PREP Program Allotment)

20

2. Enter the contact information for the school systems representative appointed as the primary point of contact for all PREP Residency Preservice Program-related activities.

Name:

Michael Norris

Title:

Executive Director School Leadership and Accountability

Email:

Phone:

3. Enter the contact information for an additional point of contact for all PREP Residency Preservice Program-related activities.

Name:

Title:

Email:

Phone:

4. Who are the school system's currently established EPP partner(s) with an SBEC-approved Texas Teacher Residency Preparation Route Educator Preparation Program (TTRPR)?

Note: When Educator Preparation Programs are approved for the Texas Teacher Residency Preparation Program (TTRPR), they attest in their application and through the amendment process their school system partnerships.

5. Select the SBEC approved residency program partnership which the school system is currently working to finalize.

Note: The school system must submit a formal written partnership agreement in the spring as part of the process to verify acceptance of the award.

6. Enter the contact information for the Educator Preparation Program point of contact for the PREP Residency Preservice program.

Name:

Title:

Email:

Phone:

The applicant must agree to train its resident cooperating teachers via the Texas Mentorship Training.

TEA anticipates proposing rule to further defining cooperating teachers for the purpose of PREP Residency Preservice Program by adopting the definition of host teacher currently in TAC §228.95.

Roles

- **Resident Cooperating (Host) Teacher:** For the PREP Preservice Residency Program, statute defines a cooperating teacher as a classroom teacher who is a school system employee; has at least three full school years of teaching experience with a superior record of assisting students in achieving improvement in student performance; and is paired with one or more teacher candidates (new TEC §21.902).
- **PREP Mentorship Training Requirements:** Summer 2026, Fall 2026, Winter 2026-27 and Spring 2027 (24-30 total hours)

School systems must self-report the estimated number of resident cooperating teachers that would attend training for SY 2026-27.

7. How many host teachers does the school system estimate will attend the training? (*Min: 1, Max: 40*).

Note: This should correlate to the anticipated number of residents the school system will have in SY 2026-27.

PREP Grow Your Own (GYO) Program Allotment

Allotment Opportunity:

Review the program descriptions for both PREP GYO and PREP Residency Preservice Program and choose your answer below:

Note: Per TEC §21.906(c), school systems may participate in the PREP GYO Program only if they have been approved to participate in a partnership preservice program (PREP Residency Preservice Program). School systems must apply for the PREP Residency Preservice Program

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

- Yes
 No

PREP Grow Your Own (GYO) Program Allotment

Initiative Description:

The PREP Grow Your Own (GYO) Program enables school systems, through partnering with qualified institutions of higher education and educator preparation programs, to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO program provides funding through which participating school systems support (A) school system employees who do not hold a teaching certificate in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system and (B) high school students in completing career and technical education courses that help prepare the students to become classroom teachers. Funding may be used to implement the PREP Grow Your Own Program and pay tuition and fees for participating students or employees.

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.
- School systems may participate in the PREP GYO Program only if they have been approved to participate in a partnership preservice program. For the LASO 4 application cycle, school systems must apply for and also participate in the PREP Residency Preservice Program.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Read and abide by TEC §21.906 (PREP Grow Your Own Program).
- Read and abide by TEC §48.157 (PREP Program Allotment).
- Read and abide by TAC sections related to the PREP Grow Your Own (GYO) 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: TEA anticipates sharing specific dates related to rulemaking in fall 2025.

For more details regarding Texas Education Code TEC §21.906 (PREP Grow Your Own Program) and TEC §48.157 (PREP Program Allotment) see: [PREP GYO LASO 4 Pop Out Document](#).

- Appoint a representative to engage in all required PREP Allotment & PREP Grow Your Own Program communications.
- Form a written agreement partnership with an institution of higher education and educator preparation program, as applicable, to support PREP GYO Program implementation. The partnership to adhere to program assurances and submit information to the agency upon request by August 2026:
 - School system employees who do not hold a teaching certificate in completing a bachelor's degree to enable the person to enroll in an educator preparation program and become a certified teacher while employed by the school system, and if applicable.
 - High-school students in completing career and technical education courses that help prepare the students to become classroom teachers.
- Form a written agreement partnership with an institution of higher education or educator preparation program by the SY 2026-27 that supports (A) school system employees who do not hold a teaching certificate in completing a bachelor's degree to enable the person to enroll in an educator preparation program and become a certified teacher while employed by the school system, and if applicable (B) high school students in completing career and technical education courses that help prepare the students to become classroom teachers.

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

- Yes
- No

PREP Grow Your Own (GYO) Program Allotment (cont.)

Initiative Specific Questions for the PREP Grow Your Own (GYO) Program.

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

Name:	Michael Norris
Title:	Executive Director of School Leadership and Accountability
Email:	mnorris2@g-pisd.org
Phone:	361-777-1091

2. Enter the contact information for an additional point of contact for all PREP GYO Program-related activities.

Name:	Debi Garza
Title:	Executive Director Human Resources
Email:	dgarza@g-pisd.org
Phone:	361-777-1091

The PREP Grow Your Own (GYO) Program is designed to form partnerships that support the following:

- High school students in completing career and technical education courses that help prepare the students to become classroom teachers.
- School system employees who do not hold a teaching certificate in completing a bachelor's degree to enable the person to enroll in an educator preparation program and become a certified teacher while employed by the school system.

Note: Funding will be determined by each participating employee (TEC §48.157(b)(4)) and can be used to pay tuition and fees for high school students and employees participating in the program.

3. Which programming is the school system aiming to support through the PREP Grow Your Own (GYO) Program?

- Supporting school system employees with completing their bachelor's degree and earning teacher certification
- Supporting employees and high school education & training

4. How many employees does the school system anticipate participating in the PREP Grow Your Own (GYO) Program?

(Min: 1, Max: 40 as per TEC §48.157 PREP Program Allotment)

5. The TEA may provide in-kind technical support for PREP Grow Your Own (GYO) Program planning and implementation. If these supports were made available, would the school system be interested in joining a webinar to learn more about them?

Note: If selecting yes, the primary and additional points of contact will be contacted with more information.

- 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:

Michael Norris

Title:	Executive Director of School Leadership and Accountability
Email:	mnorris2@g-pisd.org
Phone:	361-777-1091

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:	Debi Garza
Title:	Executive Director Human Resources
Email:	dgarza@g-pisd.org
Phone:	361-777-1091

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 02: Corpus Christi

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

Name:	Rochelle Cortino
Title:	Administrator for Education Preparation Programs
Email:	rochelle.cortino@esc2.us
Phone:	361-561-8520

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="20"/>
Estimated number of school system & campus leaders for Pathway 1:	<input type="text" value="0"/>

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="7"/>
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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:	<input type="text" value="40"/>
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Texas Strategic Staffing for Residencies (TSS) Grant

Initiative Description:

The Texas Strategic Staffing for Residencies Grant focuses on making staffing and scheduling decisions driven by immediate and long-term instructional needs. This is a two-year grant designed to provide in-kind technical assistance and other support to school systems and educator preparation program (EPP) partnerships to design and implement paid, year-long, high-quality, and sustainable teacher residencies across SY 2026-27 and SY 2027-28. The grant provides partial funding for at least one school system staff member to oversee the program, including coordination between the school system, technical assistance provider, and EPP.

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:

- Have a signed [EPP Verification Form](#) (template posted with the application) from each EPP partner that has a State Board of Educator Certification (SBEC)-approved Texas Teacher Residency Preparation Route ([TTRPR](#)).
- Not a recipient of the SY 2024-25 Sustainable Residency Continuation Grant (see award list [here](#)).
- Not a recipient of the SY 2025-27 Texas Strategic Staffing Grant for Sustainable Paid Teacher Residency Program (see award list [here](#)).

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- **General Initiative Assurances**
 - Appoint a School System Strategic Staffing Lead who will serve at least 20% of their time and effort to oversee the Texas Strategic Staffing for Residencies Grant and as the point of contact for the ESC technical assistance provider? Note: School System Strategic Staffing Lead, in conjunction with the ESC, will coordinate with other school system staff on the design and implementation teams to schedule grant activities and complete program deliverables.
 - Develop clear companion guides, which include parameters for the selected strategic staffing model and communication plans, and share them with all stakeholders involved with resident placement in the school system and educator preparation programs (EPPs).
 - Share data, such as historic teacher vacancies or student characteristic data, with the ESC technical assistance provider to inform design and implementation year decisions.
 - Submit data to TEA on grant implementation and outcomes including, but not limited to the following:
 - Number of teacher residents participating in the year-long paid teacher residency.
 - School placement of residents during their residency year.
 - Selected strategic staffing models.
 - Resident and host teacher compensation.
 - Characteristics of teacher residents participating in the program.
 - Number and type of teacher certifications awarded to teacher residents.

• **Sustainable Funding for Residencies**

- Design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainably funded by the school system by school year (SY) 2028-29.

Note: the plan must include sustainable funding for teacher residents and host teacher stipends/salaries.

• **School System and EPP Partnerships**

- Establish a partnership with at least one EPP that has been approved by the SBEC to offer the Texas Teacher Residency Preparation Route (TTRPR).
- Sign a letter of commitment or a memorandum of understanding (MOU) with the ESC technical assistance provider. The EPP(s) must also confirm their commitment to the strategic staffing design and implementation process with the applicant.
- Set shared goals for school system paid resident placements in mutually beneficial staffing model positions.
- Hold structured governance meetings at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 2027-28 residency implementation year.
- Work collaboratively with your EPP partner(s) to design a strategic staffing model and corresponding stipend amounts.
- Adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC) Chapter 228.
- Provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received enhanced standard certification.

• **Technical Assistance for Design and Implementation**

- Work with an ESC technical assistance provider for the SY 2026-27 and 2027-28 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2028-29 and beyond.
- Ensure that a designated team of leaders from the school system, campuses, and EPP(s) will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2026-27.
- Attend sustainability meetings with their technical assistance provider each semester of SY 2027-28 (implementation year) to determine sustainable strategic staffing model and funding sources, as applicable, after the life of the grant.
- Manages or directly supports the school system’s PREP Residency Preservice Program if awarded the PREP Residency Preservice Program Allotment.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- The school system has **NOT** participated in either the 2024-2025 Sustainable Residency Continuation Grant or the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program.

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

- Yes
- No

Texas Strategic Staffing for Residencies (TSS) Grant (cont.)

Initiative Specific Questions for the Texas Strategic Staffing for Residencies (TSS) Grant

1. Enter the contact information for the school system representative appointed as the primary point of contact for all Texas Strategic Staffing for Residencies grant-related activities.

Name:	Debi Garza
Title:	Executive Director Human Resources
Email:	dgarza@g-pisd.org
Phone:	361-777-1091

1a. Top three responsibilities in their role:

Talent Management, Employee Relations, HR Systems Development

1b. How often does this person meet with school system executive leadership (e.g., superintendent, assistant superintendent, chief financial

officer)?

Twice a Week

1c. How will this person help sustain paid residencies in the school system after the conclusion of this grant?

The human resources director will integrate long term residency into the staffing model strengthen partnership with educator preparation programs and demonstrating the programs return on investment to secure ongoing budget support.

1d. How will the school system support this role in the event of turnover? Who else will have knowledge and skills for this work?

The school system uses a distributed leadership model in which HR School Leadership C&I and Finance collectively oversee the residency and staffing pipeline. Key staff across departments receive cross training and annual data reviews to keep multiple leaders engaged in the programs effectiveness.

2. Enter the contact information for an additional school system representative appointed as the secondary point of contact for all Texas Strategic Staffing for Residencies grant-related activities.

Name:	Michael Norris
Title:	Executive Director of School Leadership and Accountability
Email:	mnorris2@g-pisd.org
Phone:	361-777-1091

3. Who are the school system's currently established Texas Strategic Staffing SBEC-approved Texas Teacher Residency Preparation Route Educator Preparation Program ([TTRPR](#)), EPP partner(s)?

Note: When Educator Preparation Programs are approved for the Texas Teacher Residency Preparation Program (TTRPR), they attest in their application and through the amendment process their school system partnerships.

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4. Who are the **NEW** SBEC-approved Texas Teacher Residency Preparation Route Educator Preparation Program ([TTRPR](#)), partnerships you are working with or have worked with to finalize a formal agreement for SYs 2025-2026 and/or 2026-2027?

Note: Select only the NEW partnerships for SY 2025-26 and/or SY 2026-27.

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5. Attach a signed [EPP Verification Form](#) from each of the school system's EPP partners with a State Board of Educator Certification (SBEC)-approved Texas Teacher Residency Preparation Route (TTRPR).

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

[LASO EPP Form signed by Dr. Phyllis Robertson.pdf](#)

Virtual and Hybrid Program Accelerator (VHPA)

Initiative Description:

The Virtual and Hybrid Program Accelerator (VHPA) enables school systems and open-enrollment charter schools to design and launch high-quality virtual and hybrid programs or campuses, as defined under Texas Education Code (TEC) Chapter 30B. The goal of the program is to establish schools that are intentionally structured to achieve A or B accountability ratings and deliver rigorous, engaging instruction tailored to meet the diverse needs of students across Texas. Through VHPA, participating school systems receive funding and technical assistance to develop flexible, personalized learning models that support students requiring adaptable education pathways. The program also enables school systems to implement innovative staffing strategies, expand course offerings, and increase access to high-quality instruction statewide.

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:

- Have not participated in a previous VHPA cycle.

Initiative Assurances:

As the applicant, the school system hereby agrees to:

- Program leads of awarded applicants have at least 16 hours of release time built into their weekly schedules to plan and create the virtual or hybrid program or campus.
- Ensure that the program or designated campus leader possesses relevant experience or can exhibit the competencies necessary to lead a virtual or hybrid program or campus effectively.
- Design and manage strategic initiatives that improve instructional quality and student engagement, and they are committed to building their capacity to support high-quality virtual and hybrid models.
- As part of the program commitment for Year 1 of VHPA, submit a comprehensive launch plan for a full-time virtual or hybrid program or apply for authorization to operate a virtual or hybrid campus to operate in 2027-2028 school year.

Note: If the school system does not meet participation expectations or disengage from VHPA, they may have their membership from the VHPA terminated and forfeit any access to remaining funding.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- Establish a dedicated VHPA Team responsible for developing and implementing the full-time virtual or hybrid campus or program.
 - Collaborate with a TEA-assigned technical assistance (TA) provider and participate in TA-supported activities such as cohort workshops, monthly coaching calls, step backs, planning sessions, or implementation deliverables.
 - Ensure adaptability and dedication in program model design to align with research-based practices for high-quality virtual and hybrid models.
 - By the end of Year 1 of VHPA support, launch a full-time virtual or hybrid program or apply for authorization to operate a full-time virtual or hybrid campus beginning the 2027-2028 school year.
- Note: For full-time virtual or hybrid campuses, Year 2 of VHPA TA support and funds are contingent upon the full-time virtual or hybrid campus receiving authorization.*
- Ensure that any partnership with a private or third-party vendor preserves the school system's ability to design, adapt, and implement the virtual or hybrid program to meet local needs.
 - Disclose any vendor-imposed services, limitations that may affect program flexibility, instructional design, or operational decision-making.
 - If selecting a private or third-party provider to operate the school, collaborate with the designated technical assistance partner to develop a comprehensive provider selection plan that includes:
 - Defined criteria for evaluating potential providers.
 - Detailed cost analysis and breakdown of services.
 - Consideration of the provider's historical performance (e.g., student academic outcomes).
 - If selecting a private or third-party provider to operate the program or campus, formalize and monitor the partnership with a third-party provider by:
 - Submitting memoranda of understanding (MOU) or formal agreements outlining responsibilities of both the provider and the school system or charter.
 - Establishing a system for progress monitoring, including required reports on student engagement and academic progress.
 - Defining action items if the provider fails to meet success criteria for the campus or program.
 - Complete all required deliverables and meeting milestones by the scheduled timeline specified by the VHPA, including:

- Define a clear and compelling rationale for launching the virtual or hybrid program/campus, including the specific student population or campus it will serve.
- Present evidence of community interest in a virtual or hybrid learning option, including data collected through surveys, focus groups, or other engagement methods.
- Develop and implement comprehensive plans to achieve program objectives, including an academic plan that outlines curriculum, instructional methods, approaches for monitoring student progress, and support strategies for special populations and at-risk students.
- Develop and iterate plans regarding staffing models, school culture, family engagement, and student support.
- Update operations such as staffing, schedules, finances, technology, and cybersecurity to support virtual or hybrid models.
- Provide a professional development plan for instructional staff that includes training specific to virtual and hybrid instruction, along with ongoing, job-embedded coaching to strengthen instructional quality and student engagement.
- Present evidence of training and development for teachers and leaders to ensure high-quality virtual or hybrid instruction.
- Use data to monitor student engagement and academic progress, ensuring alignment with grade-level standards and research-based instructional strategies specific to virtual and hybrid learning.
- Engage in three improvement cycle sessions using data to inform ongoing development. school systems will share data that reflects program implementation and outcomes. This may include student engagement, progress toward grade-level mastery in virtual and hybrid courses (BOY, MOY, EOY), teacher instructional practices and growth in serving virtual and hybrid learners, and leader support for professional learning communities and job-embedded coaching.
- Obtain formal approval from the school system’s governing board to launch a virtual or hybrid program/campus and ensure this approval is secured prior to applying for authorization. For virtual/hybrid campuses, ensure this approval is secured prior to applying for authorization.
- Submit a detailed plan or contract outlining the scope of services, responsibilities, and decision-making authority in any private or third-party vendor partnership supporting the virtual or hybrid program/campus (*if applicable*).
- Submit a comprehensive launch plan and either implement a virtual or hybrid program or apply for authorization to operate a virtual or hybrid campus that is expected to begin operating in the 2027-2028 school year.

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

- Yes
- No

Virtual and Hybrid Program Accelerator (VHPA) (cont.)

Initiative Specific Questions for the Virtual and Hybrid Program Accelerator (VHPA) Grant

1. Enter the contact information for the primary point of contact.

Name:	Michael Norris
Role:	Executive Director of School Leadership and Accountability
Email:	mnorris2@g-pisd.org
Phone:	361-777-1091

2. What are the grade levels will the school system be serving?

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade

12th Grade

3. What type of delivery format is the school system planning on?

- Program
- Campus
- TBD

4. What type of program is the school system planning on opening?

- Virtual
- Hybrid
- TBD

5. How does the school system envision instructions to delivered in the program?

- Asynchronous only
- Synchronous only
- Both asynchronous and synchronous
- Undecided

6. Will the school system be in Year 1 of the school system wide adoption of HQIM in core subjects?

- Yes
- No

7. Current or anticipated student enrollment number in the virtual/hybrid program or campus?

150

8. Describe how the school system calculated the enrollment number above.

(i.e. current number of students enrolled, number of interested students via family survey)

number of interested students via family survey and current alternative program enrollment

9. Which best describes where the school system is in the virtual/hybrid program?

- Are in the planning phase and currently do not have a virtual or hybrid program, but intend to launch in SY26-27.
- Have a plan and will be ready to launch a virtual/hybrid program this school year (SY26-27) with some additional support.
- Are currently running a virtual and hybrid program and would like feedback and support to build on it to launch a more robust program in SY27-28.
- Are in the planning phase and currently do not have a virtual or hybrid program but intend to apply for authorization to operate a virtual or hybrid campus in the SY27-28.
- Have a plan and will be ready to launch a virtual/hybrid program this school year (SY26-27). With some additional support, we plan to apply for authorization to operate a virtual or hybrid campus in the SY27-28.
- Are currently running a virtual and hybrid program and would like feedback and support to build on it and establish a virtual or hybrid campus in SY27-28.
- Are exploring virtual and hybrid learning options within our school system but unsure about the program type and timeline to launch.

10. Describe how your virtual or hybrid program/campus aligns with the school system's broader strategic goals or improvement plans.

Our proposed Virtual/Hybrid Program is intentionally designed to advance the district's broader strategic goals continuous improvement plans and Board priorities in multiple ways. Gregory-Portland ISD's mission—Educate. Inspire. Empower.—anchors our work

and this program expands the district’s capacity to deliver on that mission with greater equity access and personalization. The virtual/hybrid academy will provide flexible learning pathways that remove barriers for students who need alternative environments due to medical needs advanced coursework credit acceleration credit recovery or personal circumstances. This directly supports the district’s commitment to equitable access a core focus of our strategic plan and our School Improvement Plans (SIPs). By offering multiple modalities we increase student engagement and ensure every student has a viable path to success. GPISD has prioritized increasing CCMR outcomes and the virtual/hybrid model expands our capacity to offer dual credit CTE TSI preparation and endorsement-aligned coursework beyond traditional scheduling constraints. Flexible scheduling allows students to participate in internships industry certification preparation and workforce-aligned experiences—strengthening our pipeline to postsecondary readiness. Improving student attendance is a districtwide priority. The virtual/hybrid program provides structured TEA-compliant options for students whose attendance barriers are rooted in transportation health or family circumstances. It also supports students who thrive in nontraditional environments. This helps campuses meet accountability goals reduces chronic absenteeism and provides a proactive alternative to truancy interventions. By partnering with certified virtual educators and leveraging hybrid instructional models the district can maximize teacher capacity reduce class size pressures and offer innovative staffing solutions aligned with our Human Capital goals. The model also supports teacher recruitment and retention by expanding flexible teaching assignments and reducing burnout associated with traditional scheduling limitations. The virtual/hybrid program aligns with Board and superintendent objectives to expand innovation digital learning ecosystems and parent choice. It positions GPISD as a regional leader in next-generation learning aligns with emerging TEA virtual education standards under SB 569 and supports long-term district goals related to instructional technology and strategic growth.

11. Describe what knowledge or experience the school system's leadership team brings to designing and supporting high-quality virtual or hybrid instruction.

The Gregory-Portland ISD leadership team brings a strong foundation of instructional expertise digital innovation experience and statewide policy knowledge to the design and support of a high-quality virtual/hybrid program. Collectively our leaders have successfully implemented districtwide instructional initiatives overseen accountability and CCMR systems and led campus teams through transformational change—experience that uniquely positions GPISD to execute a rigorous virtual learning model. The team includes leaders with direct experience supervising virtual programs blended learning environments and alternative instructional models. Key administrators have overseen online credit-recovery systems virtual dual credit partnerships digital curriculum adoption and technology infrastructure expansions. This experience ensures a deep understanding of TEA compliance attendance accounting virtual staffing models and Tier I virtual instructional design. GPISD leaders have advanced student achievement through both traditional and digital pathways—evident in improved academic growth CCMR gains strategic CTE expansion and redesigned early childhood programming. These successes demonstrate the leadership team’s capacity to build and sustain new

instructional systems grounded in effective teaching practices and continuous improvement cycles. GPISD's leadership team combines instructional expertise
virtual program experience
technology infrastructure knowledge
and deep understanding of Texas virtual education policy. Together
they bring the capacity
vision
and practical skill needed to design
launch
and sustain a high-quality virtual/hybrid program that meets the needs of all learners.

12. Describe what research, data, or stakeholder input informed the school system's decision to pursue a virtual or hybrid model.

Gregory-Portland ISD's decision to pursue a virtual/hybrid instructional model is grounded in research-based practices
multi-year district data trends
and extensive stakeholder feedback. Together
these inputs demonstrate a clear need for more flexible learning pathways that increase access
engagement
and academic success for all students. Over the past several years
district attendance data and chronic absenteeism trends have indicated that a segment of students would benefit from alternative learning environments and flexible scheduling options. TEA's accountability data show that attendance-related barriers—including medical needs
mental health concerns
transportation issues
and family responsibilities—are significant factors affecting student success. A virtual/hybrid model provides a research-supported strategy for improving engagement and supporting students at risk of falling behind under the traditional 90% attendance rule. National and Texas-based research—including findings from TEA's Blended Learning Initiative
the Math Innovation Zones (MIZ)
and studies by the Christensen Institute and RAND—demonstrate that well-designed hybrid programs can improve student outcomes through
personalized pacing
increased real-time data
and targeted small-group instruction. These findings have informed GPISD's design model
emphasizing high-quality synchronous instruction
rigorous digital curriculum
and consistent teacher-student contact. Input gathered from parents
students
teachers
and campus administrators revealed strong support for a virtual/hybrid option—particularly for students with unique learning needs
scheduling challenges
health concerns
or a preference for alternative learning environments. The passage of SB 569 (TEC Chapter 30B) underscored statewide recognition that virtual and hybrid learning must be high-quality
accountable
and student-centered. TEA's expanded guidance on virtual attendance
progress monitoring
and staffing models affirmed that a well-designed program could meaningfully benefit GPISD's students—particularly in secondary grades. GPISD's decision to pursue a virtual/hybrid program is rooted in data-driven needs
research-based best practices
and strong stakeholder interest in flexible
personalized learning pathways aligned to state policy and district priorities.

13. Which best describes the school system's key areas of need for the virtual/hybrid program?

Note: Answers provided will not limit the type of support the school system will receive if accepted into the program. Instead, this information will be used to better understand the school system's key area of need.

- Aligned, effective vision and model that is responsive to family and student needs.

- Family engagement, communication, and/or recruitment plan.
- Staffing and/or teacher/staff recruitment plan.
- Plan for communicating clear administrator, teacher, student, and family roles within a virtual/hybrid model. *(and wherever needed, support for shifting mindsets)*
- Instructional framework for designing high-quality virtual and hybrid courses aligned to research-based practices.
- Student attendance and engagement plan.
- School Culture and student well-being plan.
- Plan for supporting special populations and at-risk students.
- Student onboarding sessions, including learning strategies and support for cultivating mindsets rooted in the science of learning, self-directed learning skills, how to use digital tools, and help-seeking during asynchronous and/or synchronous instruction.
- Teacher development *(PD and ongoing job-embedded coaching)* to deliver high-quality instruction and learning experiences in a virtual/hybrid model.
- High-Quality Instructional Materials. *(for core curriculum and adjusted for virtual/hybrid learning)*
- Data collection and progress monitoring systems.
- Technology Strategy and Data Privacy Framework. *(including hardware, connectivity, digital tools, and cybersecurity policies)*
- Master schedule that is appropriately set up for virtual or hybrid learning.

14. Describe which additional topics, areas of support, or identified gaps would be most helpful to strengthen the school system's virtual or hybrid model.

1. Deepening Expertise in Virtual Pedagogy & Digital Instructional Design 2. Strengthening Progress Monitoring & Virtual MTSS Syst 3. Enhancing Student Engagement Strategies in Online Environments 4. Improving Family Engagement & Communication Systems for Virtual Learning 5. Expanding Virtual Staffing Models & Teacher Support Structures 6. Continuous Improvement Cycles & Virtual Program Evaluation

15. Describe which curriculum the school system is currently using, or planning to use for virtual learning for core courses.

Currently
the district plans on partnering with Subject.com -- an edtech company that provides online video-based courses for high schools and school districts to offer to their students. The platform features short engaging video lessons designed to serve as a resource for initial credit credit recovery and AP courses and includes features like AI tools for teachers and 24/7 tutoring for students

16. Which content is the school system considering when adopting new instructional materials or curriculum for virtual learning? *(choose all that apply)*

Note: Curriculum adoption is not a requirement of the program, but rather an optional support; the response to this question will help us better understand the school system's needs.

School System's Commitments to VHPA

As part of the VHPA, school systems will form a VHPA Team that regularly partners with VHPA technical assistance providers and meets as a central team to develop and improve the virtual/hybrid program using VHPA support.

To the best of your current understanding, provide the contact information of individuals who most likely will be on the school system's VHPA Team.

[VHPA Team Roles and Responsibilities](#)

17. Enter contact information for the school system's Senior Project Sponsor for the virtual or hybrid program.

Name:	Michael Norris
Title:	Executive Director of School Leadership
Email:	mnorris2@g-pisd.org

18. Enter contact information for the school system's Project Lead for the virtual or hybrid program.

Name:	<input type="text" value="Michael Norris"/>
Title:	<input type="text" value="Executive Director of School Leadership"/>
Email:	<input type="text" value="mnorris2@g-pisd.org"/>

19. Is the school system partnering with a third-party vendor or partner to run the virtual or hybrid program?

- Yes
- No

20. The school system must have the flexibility to iterate the virtual and hybrid programs even when working with a third party. Describe the limitations, if any, set by the vendor for the school system's virtual or hybrid program.

Gregory-Portland ISD is committed to maintaining full ownership of instructional quality compliance and continuous improvement for the virtual/hybrid program. While our third-party vendor provides important curriculum and instructional support the district retains decision-making authority in all areas that impact student learning and TEA accountability. The vendor's limitations are minimal and do not restrict the district's ability to iterate adjust or redesign the model as needed. The vendor's digital curriculum is proprietary which means the district cannot modify or redistribute the vendor's copyrighted instructional materials outside the platform. The district maintains full control over curriculum alignment instructional expectations and grading practices. The vendor provides digital curriculum and instructional tools with minimal proprietary limitations primarily related to content modification and platform structure. However Gregory-Portland ISD retains full control over instructional quality program design compliance staffing expectations student support systems and continuous improvement. Vendor limitations do not impede the district's ability to refine adjust or redesign the virtual/hybrid model to meet student needs.

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 :	<input type="text" value="Michelle Cavazos"/>
Superintendent Email:	<input type="text" value="mcavazos@g-pisd.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:

- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- PREP Mentorship Program
- Texas Strategic Staffing for Residencies (TSS) Grant
- Virtual and Hybrid Program Accelerator (VHPA)

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

Signed On: December 2, 2025 at 11:19 AM

