

# 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](mailto: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 16: Amarillo"/>
School System:	<input type="text" value="HEDLEY ISD-(065902)"/>

### 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="Tracey Langford"/>
School System Employee Title:	<input type="text" value="Superintendent"/>
School System Employee Email:	<input type="text" value="tlangford@hedleyisd.net"/>

### Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	<input type="text" value="Tracey Langford"/>
Superintendent Email:	<input type="text" value="tlangford@hedleyisd.net"/>

### 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="Tracey Langford"/>
Email:	<input style="width: 250px;" type="text" value="tlangford@hedleyisd.net"/>
Phone:	<input style="width: 250px;" type="text" value="8068565323"/>

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

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Name:	Brandi Moffett
Email:	bmoффett@hedleyisd.net
Phone:	8068565323

Name:	Tresa Alston
Email:	talston@hedleyisd.net
Phone:	8068565323

## 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).*

HEDLEY SCHOOL-(065902001)

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.**

HEDLEY SCHOOL-(065902001): 1

## 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).*

HEDLEY SCHOOL-(065902001)

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.*

HEDLEY SCHOOL-(065902001): 1

## 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:	Tracey Langford
Email:	tlangford@hedleyisd.net
Phone:	8068565323

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

Name:	Brandi Moffett
Email:	bmoftett@hedleyisd.net
Phone:	8068565323

Name:	Tresa Alston
Email:	talston@hedleyisd.net
Phone:	8068565323

## 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:	<input type="text" value="Tracey Langford"/>
Role:	<input type="text" value="Superintendent"/>
Email:	<input type="text" value="tlangford@hedleyisd.net"/>
Phone:	<input type="text" value="8068565323"/>

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?

30

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)*

These are students within our district area that would be interested in being a part of a virtual/hybrid program.

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 virtual/hybrid program is intentionally designed to support the district's broader strategic goals—particularly our efforts to improve ADA and increase student success. Improving attendance has been a significant district need and we recognize that many of our students struggle with transportation challenges inconsistent home routines or other barriers that make daily in-person attendance difficult. By offering a flexible virtual or hybrid option we are removing those barriers and providing students with a pathway to remain enrolled and engaged in their education. Additionally we know that several families in our community have chosen to homeschool because their children struggled to navigate traditional school life. Our virtual/hybrid program offers these students a supportive alternative that keeps them connected to Hedley ISD while honoring their needs for a different type of learning environment. This model allows us to recapture students we might otherwise lose improve overall ADA and ensure that more students have opportunities to reach meaningful academic and personal goals. By expanding our delivery models we are directly aligning with our district's mission to meet students where they are provide equitable access to learning and create conditions for long-term success.

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

Our leadership team brings valuable firsthand experience and expertise to the design and support of high-quality virtual and hybrid instruction. As an administrator I previously led a campus through the challenges of fully virtual learning during COVID. That experience provided deep insight into what students teachers and families need to be successful in an online environment as well as the systems and structures required to maintain instructional quality. We learned how to provide clear communication

streamline digital workflows  
and support teachers in delivering engaging  
rigorous instruction—lessening the burden on parents while keeping student achievement at the forefront. In addition  
our district now benefits from a technology coordinator who is highly skilled in both instructional technology and virtual learning platforms.  
This expertise will be instrumental in ensuring that students and teachers have the tools  
training  
and ongoing support necessary for a smooth and effective virtual/hybrid learning experience. Together  
our leadership team is well prepared to guide this initiative and uphold the high standards our district expects for teaching and learning.

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

The district's decision to pursue a virtual/hybrid model is grounded in clear data trends  
community feedback  
and our commitment to sustaining a high-quality educational experience for all students. Over the past several years  
both enrollment and ADA have steadily declined  
signaling a need for new approaches to engage and retain students. At the same time  
our community has seen a significant increase in families choosing homeschool options. Within our county  
a homeschool co-op currently serves approximately 40 students  
and numerous additional families in our immediate area have also opted out of traditional schooling due to stress  
scheduling challenges  
or a preference for a more flexible learning environment. These patterns prompted extensive discussions with our Board of Trustees  
Superintendent  
and district stakeholders. Together  
we recognized that a virtual/hybrid model could provide a viable solution that aligns with the needs of today's learners while helping sustain  
our small rural district. By evolving with educational trends and embracing flexible learning pathways  
we aim to better serve students who may not thrive in a traditional setting and recapture families seeking alternative options. This research and  
feedback reinforced the importance of offering a virtual/hybrid option as part of our district's long-term strategy for stability and growth.

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.

As our district begins developing our virtual/hybrid model  
we have identified several areas where additional support will be essential to ensure long-term success. First

we anticipate needing guidance in recruiting teachers who are not only willing but also well-prepared to implement virtual and hybrid instruction. Finding high-quality digital resources and platforms that are user-friendly for students—particularly in a rural community with varying levels of technology access—will also be a critical need. Another key area of support involves reducing the workload for our current teachers. We recognize the importance of designing a system that is seamless and manageable so that virtual instruction does not add to the already significant demands on their time. Ensuring teachers have the right tools training

and ongoing support will be vital to maintaining instructional quality without causing burnout. We also know that parent and community buy-in will play a major role in the success of this initiative. Marketing strategies student recruitment efforts

and community education will be necessary to build understanding and trust. Our Board of Trustees is already exploring public forums and other outreach opportunities to promote the benefits of the program and highlight what our small district has to offer. While we expect additional needs to emerge as the program develops

we are committed to seeking the support required to address them. With strong tools clear communication

and sustained support for teachers and students

we believe this virtual/hybrid model can become a successful and sustainable option for our community.

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

Our district has already adopted several high-quality web-based curricula that align well with virtual learning. Over the past two years we have implemented the Bluebonnet curriculum for ELAR in grades K–5 and for Math in grades K–9. Because Bluebonnet includes strong digital components and online instructional resources it will transition smoothly into a virtual or hybrid environment. Additionally both our Science and Social Studies curricula are web-based which further supports our ability to deliver consistent rigorous instruction online. One of the major advantages of high-quality instructional materials (HQIM) is that many are designed with digital access in mind making them adaptable for students learning outside the traditional classroom. The most important factor in successful implementation will be ensuring teachers are equipped to facilitate virtual instruction using these resources effectively. Our Virtual Learning Coordinator will play a crucial role in this process by providing training modeling best practices and supporting teachers as they navigate the shift to virtual or hybrid instruction. With the right guidance and support these curricula will position our students for success in a high-quality virtual learning environment.

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.*

Social Studies

What are the grade levels the school system will 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

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### 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](#)

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

Name:	<input type="text" value="Tracey Langford"/>
Title:	<input type="text" value="Superintendent"/>
Email:	<input type="text" value="tlangford@hedleyisd.net"/>

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

Name:	<input type="text" value="Tracey Langford"/>
Title:	<input type="text" value="Superintendent"/>
Email:	<input type="text" value="tlangford@hedleyisd.net"/>

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

- Yes
- No

## 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](mailto: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](mailto: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="Tracey Langford"/>
Superintendent Email:	<input type="text" value="tlangford@hedleyisd.net"/>

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## 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)
- Virtual and Hybrid Program Accelerator (VHPA)

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

Signed On: November 19, 2025 at 02:49 PM



clear