

Welcome

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

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

Introduction

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

To ensure an informed selection, please follow these steps:

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

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

Curriculum & Instruction Serving Grants

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

Education and Training

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

More Time

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

Innovative School Models - Launch Grants

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

Additional Resources and Considerations

Additional Resources

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

Key Considerations for Submission

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

Overview

General School System Information

Select the ESC region that serves the school system.

ESC Region:	ESC 13: Austin
School System:	PFLUGERVILLE ISD-(227904)

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:	Ana Griffiths
School System Employee Title:	Director of Federal and State Programs
School System Employee Email:	ana.griffiths@pfisd.net

Superintendent Contact Information

Enter the school system superintendent's contact information.

Superintendent Name:	Quintin Shepherd
Superintendent Email:	superintendent@pfisd.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="Ellen Bhattacharyya"/>
Email:	<input style="width: 250px;" type="text" value="ellen.bhattacharyya@pfisd.net"/>
Phone:	<input style="width: 250px;" type="text" value="512-594-0015"/>

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

Name:

Email:

Phone:

Name:

Email:

Phone:

LIFT School Improvement PLC (LIFT SI PLC)

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

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

Initiative Requirements:

As the applicant, the school system hereby agrees to:

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

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

- Yes
- No

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

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

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

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

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

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

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

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

DESSAU EL-(227904105)
NORTHWEST EL-(227904104)
PFLUGERVILLE EL-(227904101)
SPRINGHILL EL-(227904109)
TIMMERMAN EL-(227904103)

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.

DESSAU EL-(227904105): 2
NORTHWEST EL-(227904104): 2
PFLUGERVILLE EL-(227904101): 2
SPRINGHILL EL-(227904109): 2
TIMMERMAN EL-(227904103): 2

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

Initiative Specific Questions for the Bluebonnet Learning Secondary Math Activity

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

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

WESTVIEW MIDDLE-(227904042)

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.

WESTVIEW MIDDLE-(227904042): 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:	Ellen Bhattacharyya
Email:	ellen.bhattacharyya@pfsd.net
Phone:	(512)594-0115

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

Name:	Joyce Luck
Email:	joyce.luck@pfsd.net
Phone:	512-594-0121

Name:	Erik Torres
Email:	erik.torres@pfsd.net
Phone:	512-594-0044

School Improvement Curriculum and Instruction Support Grant (SI CISG)

Initiative Description:

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

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

Eligibility Criteria:

As the applicant, the school system hereby agrees to:

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

Initiative Assurances:

As the applicant, the school system hereby agrees to:

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

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

- Yes
 No

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

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

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

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

BOHLS MIDDLE-(227904049)
 DESSAU EL-(227904105)
 NORTHWEST EL-(227904104)
 PFLUGERVILLE EL-(227904101)
 PFLUGERVILLE MIDDLE-(227904041)
 SPRINGHILL EL-(227904109)
 TIMMERMAN EL-(227904103)

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

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

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

- Yes
 No

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

Name:
 Email:
 Phone:

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

Name:

Email:

Phone:

Name:

Email:

Phone:

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)

10

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:	Natasha Drumgoole
Title:	Director of Human Resources
Email:	natasha.drumgoole@pfisd.net
Phone:	512-594-0042

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

Name:	Willie Watson Jr
Title:	Chief of Human Resources
Email:	willie.watson@pfisd.net
Phone:	512-594-0015

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.

Texas State University

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.

Texas State University
University of Texas - Austin

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

Name:	Deirdre Williams
Title:	Director of Teacher Residency Texas State
Email:	daw74@txstate.edu
Phone:	512-245-3701

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:	Natasha Drumgoole
Title:	Director of Human Resources
Email:	natasha.drumgoole@pfisd.net
Phone:	512-594-0042

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

Name:	Willie Watson Jr
Title:	Chief of Human Resources
Email:	willie.watson@pfisd.net
Phone:	512-594-0015

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)

40

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

School Action Fund-Planning and Implementation (SAF) Grant

Initiative Description:

School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance. By providing technical assistance and grant funds to support school actions for individual campuses, TEA also supports school districts to take strategic actions that both improve schools and provide communities, parents, and families with the schools and programs they want, need, and deserve.

All School Action Fund (SAF) grantees must plan and implement an ESF-aligned, evidence-based model that includes development of a strategic schedule that maximizes instructional staff and time; assignment and empowerment of a campus leader with a track record of success to plan and implement the school action and model; and implementation of high quality instructional materials (HQIM, as defined later in these Program Guidelines) and research-based instructional strategies (RBIS).

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:

- Relevant campuses meet grant specific eligibility requirements of the 2026-2027 School Action Fund-Planning and Implementation Grant (SAF) to apply. See Eligibility List [here](#).

Note: Eligible applicants are school systems that apply on behalf of campuses that are Title I-serving school-wide and Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified, based on SY 2024-25 ratings. For new schools, there must be clear Title I, Part A eligibility and intent to obtain Title I-serving status for SY 2027-28 and beyond.

To be eligible, a campus may not have received any School Action Fund (SAF) grants, including TCLAS Decision 10 and any LASO SAF grants, since 2019-2020 (Planning, Continuation, or Implementation).

Initiative Assurances:

As the applicant, the school system hereby agrees to:

Note: The Superintendent, Chief Academic Officer and/or Chief Innovation/Transformation Officer, School Action Fund Project Manager (who has Cabinet-level access and decision-making authority), Chief Financial Officer, and any Superintendent designee understand that the School System (Applicant) assure that they know the following commitments.

- Aware that if awarded a Restart Action School System-Run ACE model Planning grant, and the campus is eligible for Resource campus designation, the grantee will be required to meet all Resource designation expectations by the end of the 2nd (second) year of implementation. More information about Resource Campus designation can be found [here](#).
- Regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
- If a specific campus has not yet been identified, SAF grantee School Systems use a data-informed evaluation process and criteria (both quantitative and qualitative), and an appropriate timeline for identifying the campus(es) for school action(s), **by Gate 0 of the first year of the awarded grant.**

- Required to select a school system level (Central Office) staff member who is both qualified and experienced in project and program management to manage the planning and implementation of the grant.
- School Action Fund Project Manager must attend regular meetings, at least monthly, with the TEA SAF program staff.
- The school system level (central office) Business/Finance Office staff member responsible for overseeing SAF grant expenditures and drawdown processes must attend at least two meetings per semester with the school system’s School Action Fund Project Manager and TEA SAF program staff.
- Fully implement high-quality instructional materials (HQIM, as described in the SY 2026-27 School Action Fund-Planning and Implementation grant’s Program Guidelines) on the awarded campus(es) by **Year 1 (one)** of Continuation/Implementation, in both Mathematics and Reading Language Arts classes/courses.
- Implement strategic scheduling programs that require operational and staffing shifts to optimize time and accelerate instruction at the SAF campus(es) by Year 1 (one) of Continuation/Implementation as defined by the TEA, unless otherwise approved or stated by the TEA.

Initiative Requirements:

As the applicant, the school system hereby agrees to:

- The SAF grantee must fully implement the selected school action and model, identifying flexible and autonomous practices, as well as campus-specific goals and metrics aligned with school system policies. These must be documented in a Performance Agreement (for school system-run actions) or a Partnership Performance Contract (for partner-managed actions), signed by the campus leader and the school system superintendent and/or Board of Trustees by **May 31, 2027**.
- The SAF grantee school system’s Board of Trustees must complete TEA-approved board training by Gate 3 of Year 1 of the awarded grant..
- Any campus that is closing, or potentially being repurposed, as part of a SY 2026-27 School Action Fund-Planning and Implementation grant, **must** follow TAC rules regarding CDCN requirements (County District Campus Number), and Campus Repurposing and Closure, including TAC 97.1066. (More information can be found [here](#).)
- Guarantee that school leaders of awarded campuses have at least 20 hours of release time built into their weekly schedules to plan the school action(s) and model(s).
- Select a TEA-codified school model and assign and empower a campus leader who has a track record of success to lead the planning and implementation of the school action and model.

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

- Yes
 No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Requirements for School Action Fund Applicants/Grantees of "Partner-Managed" Actions

1. Is the school system applying for any Partner-Managed Actions?

- Yes
 No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Requirements for School Action Fund Applicants/Grantees of "Create New School" actions

1. Is the school system applying for any “Create New School” actions?

- Yes
 No

2. Does the school system agree to all the requirements listed below?

- Applicants selecting “Create New School” must select and designate a campus leader no later than **June 5, 2026**, and commit to that campus leader’s full participation in the New School Design Fellowship program beginning Summer 2026.
- Applicants must follow TAC rules regarding CDCN requirements (County District Campus Number), including TAC 97.1066
NOTE: Campus “phase-out” is not supported by the 2026-2027 School Action Fund-Planning and Implementation grant.
- Applicants selecting “Create New School” school actions must include the new campus in its Title I ESSA plan in time for SY2027-2028.
- Applicants assure enrollment at a “New School” will prioritize students previously attending, or zoned to, a Title I-serving and Comprehensive Support-identified, Targeted Support-identified, or Additional Targeted Support-identified school (2024-2025 ratings).

- Yes
- No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

School Action Fund-Planning and Implementation Grant Initiative-Specific Questions

- Only **one** Action, **one** Governance Structure, and **one** Model may be selected for each eligible campus.
- School systems are limited to a maximum of 6 (six) awards across all actions; and 4 (four) awards per action.
- For descriptions of each Action, click [here](#) for details.
- School system with a Board of Trustees-approved SY2026-27 Additional Days School Year (ADSY) Calendar with at least 200 days must attach:
 - Board of Trustees-approved SY2026-27 Additional Days School Year (ADSY) Calendar with at least 200 days
 - School system Board of Trustees Resolution approving the SY2026-27 ADSY Calendar

1. On behalf of how many campus(es) is the school system applying for:

Restart Actions? (0 to 4)

2. On behalf of how many campus(es) is the school system applying for:

Create New School Actions? (0 to 4)

3. On behalf of how many campus(es) is the school system applying for:

Reassign Actions? (0 to 4)

Caution: *The selected campus cannot have received its fourth consecutive year of an unacceptable rating (F or equivalent).*

4. Does the school system understand that Redesign Actions are no longer available through the School Action Fund?

Note: *If a school system is interested in redesigning a campus, please consider the **Additional Days School Year Full Year Redesign Grant (ADSY FYR)** available in LASO 4.*

- Yes
- No

5. Does the school system have a Board of Trustee approved ADSY calendar with a minimum of 175 days and at least 25 additional/separate instructional / enrichment days?

- Yes
- No

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Restart Actions

In **Restart Actions**, school systems receive new campus leaders, majority of new staff, and a new academic and educational model to turnaround a school. School systems (grantees) will implement all aspects of the school action and model in Year 1 (one) of **Implementation**.

NOTE: A, B, C, and D-rated campuses are not eligible for Turnaround Partner-Managed school actions.

Select First Campus

WESTVIEW MIDDLE-(227904042)

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Restart Action for ADELTON EL-(011901113)

1. Will the selected campus be school system run or Partner-Managed?

- School System-Run
- Turnaround Partner-Managed (available only to “F”-rated campuses)

2. Is the school system applying for a Planning grant or Implementation grant for the selected campus?

- Planning
- Implementation

2a. Select the TEA-approved technical assistance provider that the school system has already planned the **Restart Action** with.

- Empower Schools
- Collegiate Edu-Nation (CEN)
- MAYA Consulting
- Steady State Impact Strategies
- Other

3. Which grade levels will be served on the campus during SY2026–27?

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

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Restart Actions

In **Restart Actions**, school systems receive new campus leaders, majority of new staff, and a new academic and educational model to turnaround a school. School systems (grantees) will implement all aspects of the school action and model in Year 1 (one) of **Implementation**.

NOTE: A, B, C, and D-rated campuses are not eligible for Turnaround Partner-Managed school actions.

Select Second Campus

DESSAU EL-(227904105)

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Restart Action for BASTROP HS-(011901001)

1. Will the selected campus be school system run or Partner-Managed?

- School System-Run

Turnaround Partner-Managed (available only to “F”-rated campuses)

2. Is the school system applying for a Planning grant or Implementation grant for the selected campus?

- Planning
- Implementation

2a. Select the TEA-approved technical assistance provider that the school system has already planned the **Restart Action** with.

- Empower Schools
- Collegiate Edu-Nation (CEN)
- MAYA Consulting
- Steady State Impact Strategies
- Other

3. Which grade levels will be served on the campus during SY2026–27?

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

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Create New School Actions

In **Create New School Actions**, a new school with a new CDCN, new campus leader, and an **Advanced STEM** model (*see [here](#) for details*) is designed and started in a new facility, an unoccupied existing facility, or co-located with another district program, school, or department in an existing facility. School systems will implement all aspects of the school model in **Year 1** of Implementation.

Select First Campus

TBD

School Action Fund-Planning and Implementation (SAF) Grant (cont.)

Create New School Action for

1. Will the new school be School System-Run or Partner-Managed?

- School System-Run (Advanced STEM)
- Partner-Managed (Innovation)

2. Is the school system applying for a Planning grant or Implementation grant for the new school?

- Planning
- Implementation

3. Which grade levels will be served by the new school if new school is opening in during SY2026–27, or if opening in SY2027-28?

- Kindergarten
- 1st Grade

- ✓ 2nd Grade
- ✓ 3rd Grade
- ✓ 4th Grade
- ✓ 5th Grade
- ✓ 6th Grade
- ✓ 7th Grade
- ✓ 8th Grade

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:	Erik Torres
Role:	Chief Academic and Innovation officer
Email:	erik.torres@pfsd.net
Phone:	713-304-1116

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)

Current 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.

We have initiated our 3 E's promise to our greater community. The ability to provide our students and families flexibility and the opportunity to participate in distance learning is in direct alignment to our strategic plan. The 3 E's include employment enrollment and enlistment. Students with anxiety and other duties will be supported through the offering online courses for our students who need additional supports.

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

The district's leadership team comprising the Chief Academic Officer Chief Technology Officer and Chief of Schools brings deep complementary experience in designing and supporting high-impact instruction. Collectively the team has led initiatives in innovative school models alternative learning environments e-sports integration and distance learning. The Chief Academic Officer and Chief of Schools have extensive backgrounds in implementing high-quality instructional materials (HQIM) blended learning systems and extended learning models such as ACE and ADSY. Both have successfully launched and scaled curricular frameworks and school choice models that prioritize student engagement access and academic growth. This combined expertise positions the team to design instructional systems that are data-informed technology-enhanced and grounded in equity and innovation.

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 and hybrid learning program is grounded in both data analysis and stakeholder input. Internal surveys of families students and staff confirmed strong interest in flexible learning options particularly for students balancing academics with work anxiety-related needs or competitive athletics. Demographic studies conducted by the district's demographer project a continued enrollment decline over the next decade signaling a need to expand school choice and retain students through alternative pathways. In addition feedback from principals and instructional leaders identified hybrid learning as a strategy to increase access and equity for diverse learners. Regional analysis further supported this direction: neighboring districts such as Hutto ISD have established successful virtual campuses that attract some of our students. Collectively these data points and stakeholder insights demonstrate a clear need and opportunity to design a hybrid model that meets evolving student and community expectations.

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.

N/A

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

N/A

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.

- ELAR

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

- Math

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

Science

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

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

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.

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

Name:	<input type="text" value="Erik Torres"/>
Title:	<input type="text" value="Chief Academic and Innovation Officer"/>
Email:	<input type="text" value="erik.torres@pfisd.net"/>

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

Name:	<input type="text" value="Erik Torres"/>
Title:	<input type="text" value="Chief Academic and Innovation Officer"/>
Email:	<input type="text" value="erik.torres@pfisd.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.

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="Quintin Shepherd"/>
Superintendent Email:	<input type="text" value="quintin.shepherd@pfisd.net"/>

Review & Sign

The LASO Cycle 4 Grant has closed.

**The closing date was December 3, 2025 at 05:00 PM.
This application can no longer be submitted.**

Please close your browser window.

Review & Sign

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

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

- Review
- Sign and Submit

Signature

Confirmation of Application

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

- Leadership & Instructional Foundations for Texas (LIFT)
- LIFT Add-On: School Improvement PLC Support (LIFT SI PLC)
- School Improvement Curriculum and Instruction Support Grant (SI CISG)
- PREP Residency Preservice Program
- PREP Grow Your Own (GYO) Program
- School Action Fund (SAF)
- Virtual and Hybrid Program Accelerator (VHPA)

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

Signed On: December 3, 2025 at 08:54 AM



clear