



LASO Grant:

Strong Foundations Planning
Strong Foundations Implementation

October 17, 2024



Overview of LASO Cycle 3 Grants

Learning Acceleration Support Opportunities (LASO) Cycle 3

The Learning Acceleration Support Opportunities (LASO) Cycle 3 is the next iteration of a consolidated grant application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

**~\$160
Million**
in services and
supports

11

TEA initiatives to
support learning
acceleration and
innovation

1

LEA program
application to
access funding

LASO is a consolidated grant application to support key learning acceleration strategies



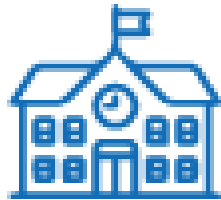
Curriculum and Instruction

Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS



More Time

More time for the students in most need, including expanding instructional time in the summer and with targeted tutoring



Innovative School Models

Innovative school models to incorporate all of the learning acceleration framework

LASO Cycle 3 includes 11 grant opportunities



Curriculum & Instruction

Strong Foundations Planning

Strong Foundations Implementation

SFI School Improvement PLC Supports

Instructional Leadership

Technology Lending Grant

Blended Learning Grant

Advanced Placement Computer Science Principles



More Time

ADSY Full Year

ADSY Summer Planning
and Execution Program






Innovative School Models

School Action Fund

Early College High School

Pathways in Technology
Early College High School

LASO Cycle 3 Grant Portfolio

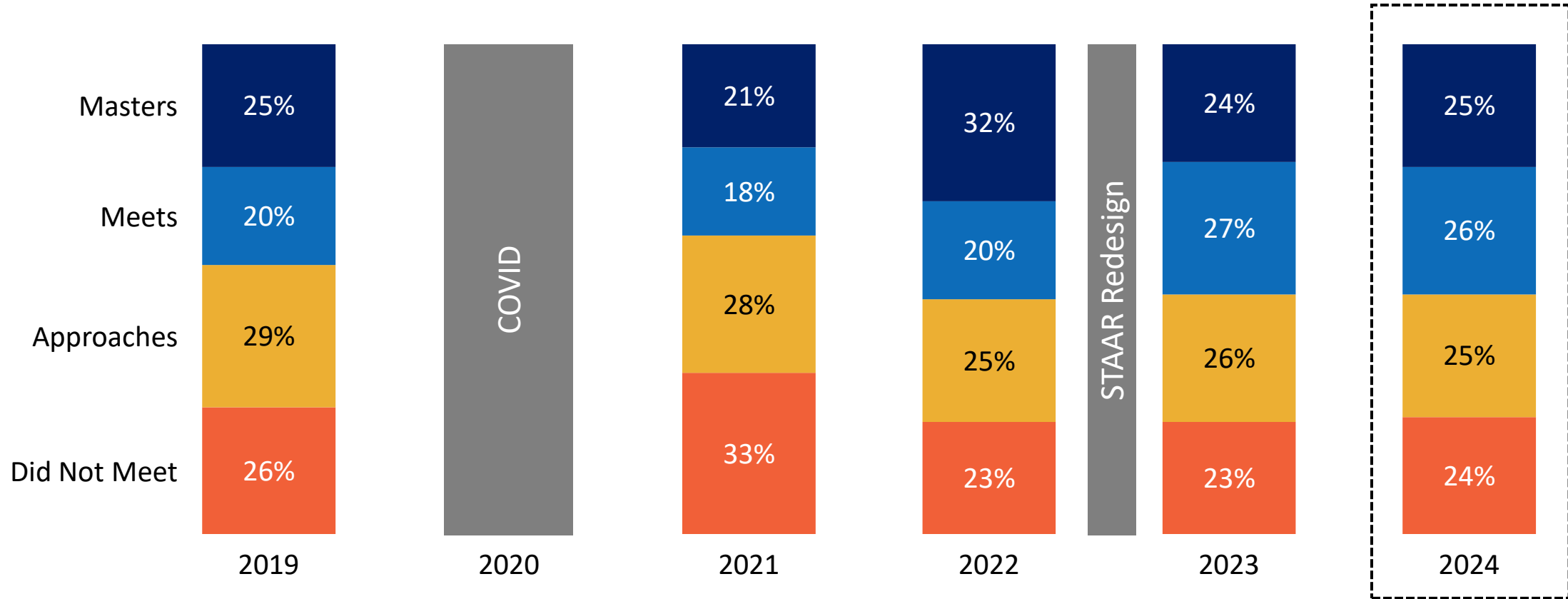
Learning Acceleration Strategy	Grant	Estimated Funding	Source of Funds	Tentative Award Range	Tentative # of Awards
Curriculum & Instruction 	Strong Foundations Planning	\$24M	Rider 76 (SF) Rider 94 (HB 1605)	\$120K to \$300K	100 – 200 LEAs
	Strong Foundations Implementation	~\$58M	Rider 76 (SF) Rider 94 (HB 1605)	~\$200K to \$1,61M	100 - 200 LEAs
	SFI School Improvement PLC Supports Grant	\$14M	Title I	\$75K-\$150K per campus	100-180 LEAs
	Instructional Leadership	\$41M	Title I	\$50K-\$215K per campus	Up to 200 LEAs
	Technology Lending	\$5M	Rider 8	Up to \$225K	50-100 LEAs
	Blended Learning	\$6M	Rider 68	Planning-up to \$275K Strategic Operations- up to \$370K	10-14 LEAs
	AP Computer Science Principles	\$1.292M	Rider 74	Up to \$100K	Up to 130 LEAs
More Time 	Additional Days School Year PEP Summer Learning	\$750K	Rider 39	Up to \$125K	6-10 LEAs
Innovative School Models 	School Action Fund (with Additional Days School Year Full Year Redesign)	\$8M	Title I	\$185K-\$375K (per campus)	Up to 36 campuses
	Early College High School	\$800K	Rider 58	Up to \$800K	10 LEAs
	Pathways in Technology Early College High School	\$1M	Rider 58	Up to \$100K	10 LEAs

Why Strong Foundations?



Only ~50% of Grades 3-8 students in Texas are reading on grade level

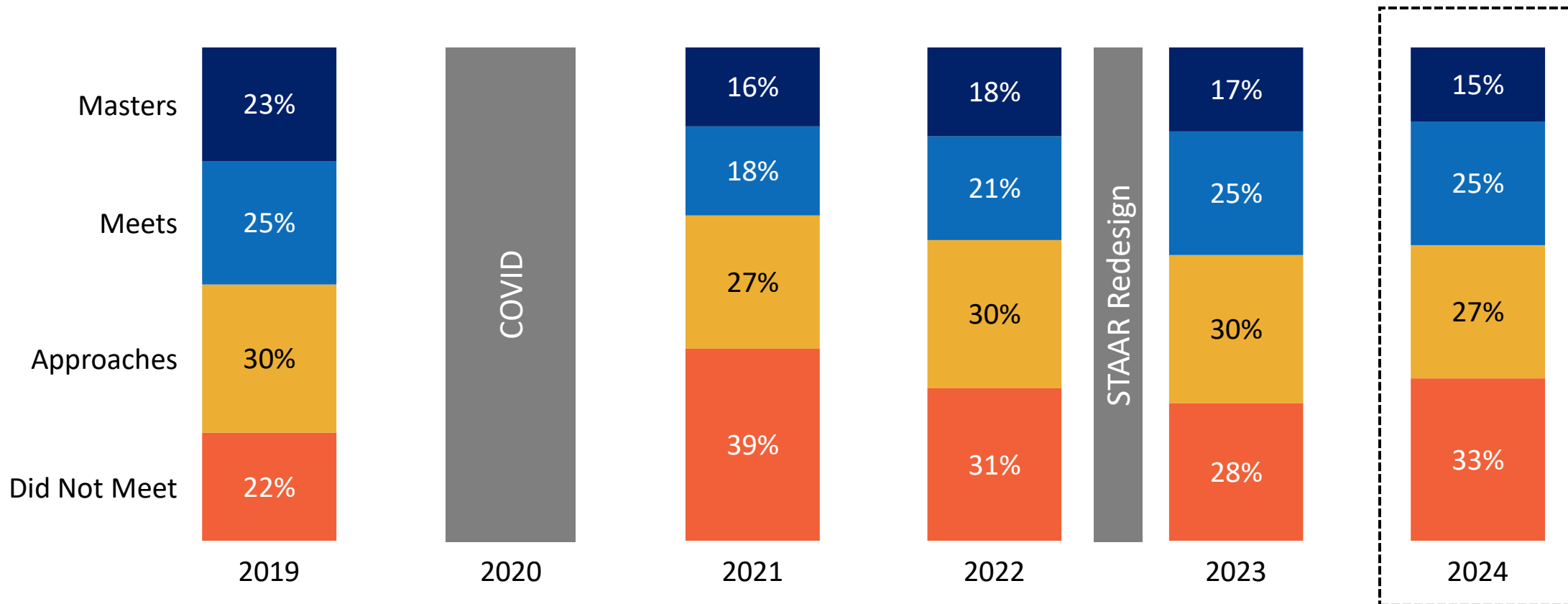
% of Students by Performance Level (RLA Grades 3-8)





Math performance in Texas has not recovered to pre-COVID levels

% of Students by Performance Level (Math Grades 3-8)



Many teachers are spending hours developing curriculum

Teachers are spending **7-12 hours per week** curating or developing instructional materials...

...but only have **3.75 hours per week** for planning in their master schedule



Strong Foundation Supports Planning, Implementation, or Both



STRONG FOUNDATIONS
Planning



STRONG FOUNDATIONS
Implementation

Pre-Adoption

Adoption

Pre-Launch

Initial
Implementation

Deeper
Implementation

What are our vision and goals for student learning?

Which instructional materials will best support our district to realize our vision and goals for student learning?

How do we create the conditions for successful implementation of the instructional materials and invest all stakeholders?

How do we support teachers in effectively implementing the instructional materials consistently?

How do we strengthen implementation of the instructional materials and empower teachers to use data to help all students access grade-level learning every day?



Strong Foundations Planning

Strong Foundations Planning

Strong Foundations Planning provides **direct grant funds** to LEAs for technical assistance to develop a strong **instructional framework** in math or literacy based in the **research-based instructional strategies** (RBIS) to guide key decisions about **teaching and learning** in the LEA



Instructional Framework
Development



Instructional Framework
Rollout

Instructional Frameworks include...

- ...clear **vision** for instruction in a specific content area
- ...compelling **belief statements** that drive the vision
- ...concrete **actions** stakeholders can take to realize this vision, including:
 - Students
 - Teachers
 - Leaders
 - Families

Instructional Frameworks are grounded in...

- ...**Research-based Instructional Strategies (RBIS)** on how students learn in a specific content area
- ...equitable access to rigorous, grade-level instruction for **all students**

Instructional Framework impact in the short term...

- One document to share the goals, vision and actions to be used for:
 - **Professional Development**
 - **Instructional Decisions**
- Instructional Framework Rollout plan stamps immediate next steps that can include:
 - **Instructional materials shifts**
 - **Teacher and leader support and development**
 - **Additional grant opportunities to continue work**

Instructional Framework impact in the long term...

- Instructional Framework Rollout plan outlines long-term next steps that can include:
 - **Research based Instructional Strategies (RBIS) training for district staff**
 - **Implementation of instructional materials**
 - **Training for teachers & leaders on any newly selected instructional materials products**



Dr. Sane Bell
Assistant Superintendent
Teaching and Learning



Dr. Ken Gregorski
Superintendent

Strong Foundations Planning Grant

- Awarded in SY 2022-2023
- Created an **Instructional Framework in Literacy** and as a result we:
 - Conducted an **instructional materials adoption** process in Spring, 2023 to address district needs
 - Chose to **change instructional materials for Literacy K-5**
 - Integrated the **Science of Reading & Research-Based Instructional Strategies (RBIS)** into district wide professional development in SY 23-24 and 24-25

Demographics for Katy ISD

Total Enrollment – 92,431	Economically Disadvantaged – 40%
Hispanic – 36%	Emergent Bilingual – 21%
White – 30%	Special Education – 13%
Asian – 16%	
African American – 14%	
2 or more races – 4%	

KATY ISD ELEMENTARY LITERACY FRAMEWORK

Katy ISD Vision: Be the legacy.

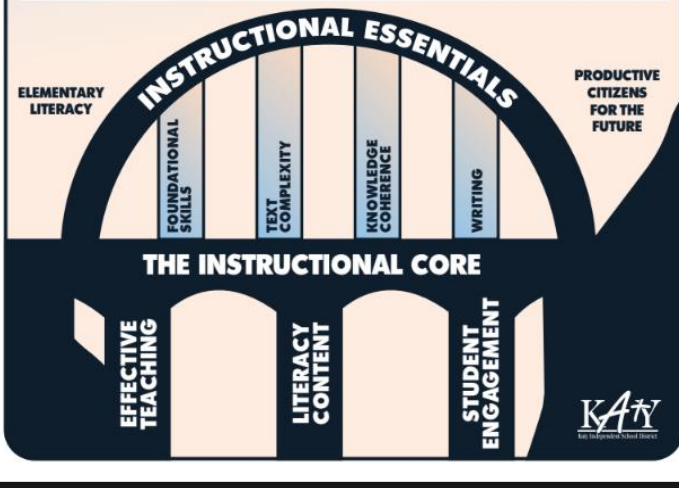
Katy ISD Mission: Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life ... to create the future.

Katy ISD Beliefs:

1. We believe that all learners are unique and thrive through personalized learning experiences.
2. We believe that when ideas and individuals are respected, a culture of mutual respect is built that benefits all stakeholders.
3. We believe that collaboration which honors all voices, creates ownership that drives personal accountability.
4. We believe that being open-minded fosters continual improvement.
5. We believe that meaningful relationships are vital to learner success.
6. We believe that effective assessment is a continual process of giving and receiving meaningful feedback that advances learning and supports a system of accountability.
7. We believe that our success is not determined by a single, standardized assessment.

Katy ISD Literacy Vision:

Each child will become an analytical reader, skilled writer, and thoughtful communicator through exposure to rigorous texts and relevant academic tasks. Using research and best practices to ground our work, we will prepare all stakeholders: teachers, students, leaders, instructional coaches, and families to work together to support students' growth in literacy.



THE INSTRUCTIONAL CORE

The Instructional Core (Emore, 2009; Harvard Graduate School of Education, 2023) provides three elements necessary for quality instruction: Effective Teaching, Content, and Student Engagement. The elements of the Instructional Core work together to improve student learning and provide a structure to continuously improve literacy practices.

- Effective Teaching:** Daily instruction is systematic and explicit. First teach includes rigorous, on-grade level content. Workshop model includes data-driven small groups, independent work, partner work, conferencing, and individualized goal setting. Small groups, student goals, and conferencing offer differentiated support based on student needs to accelerate grade level content and/or intervene to close gaps. The foundational skills for reading (phonemic awareness, phonological processing, phonics, oral language, morphology, word recognition, print concepts, and fluency) are explicitly taught. Instructional decisions are based on data. Literacy instruction is diverse, language rich and includes reading, writing, listening, and speaking. Every year, each student will grow a minimum of one year in reading, writing, listening, and speaking.
- Content:** All students will experience rigorous, on-grade level literacy content in the first teach. Reading includes authentic texts that are relevant, relatable, cross-curricular, and multi-genre (fiction, drama, poetry, literary nonfiction, informational, argumentative, persuasive, and correspondence). Teachers cultivate depth of knowledge and an understanding of content across genres. Common assessments are designed to measure student performance and growth on the TEKS, using higher-level questioning. Independent reading and writing are practiced daily, with teacher feedback.
- Student Engagement:** Teachers create literacy communities through diverse classroom libraries that promote love and passion for reading – including the cultures and communities of families/children in the classroom and school. Teachers provide students with choice, motivation, encouragement, and time to apply literacy practices independently. Tasks are appropriately challenging and require productive struggle. Authentic reading and writing opportunities maintain student interest. Students are challenged to lead conversations, work in groups, and respond to open-ended questions. Students are provided with opportunities to think, explore, talk, ask questions, solve problems, and be creative.

INSTRUCTIONAL ESSENTIALS

The Instructional Essentials for Literacy, which are grounded in the Science of Teaching Reading, are used daily in all classrooms. These provide us with the research-based components necessary to improve literacy for all Katy ISD students.

- Foundational Skills:** In grades K-3, the foundational skills necessary for early reading are explicitly, systematically taught: phonemic awareness, phonological processing, phonics, oral language, morphology, word recognition, print concepts, and fluency. Data-informed small groups build foundational skills and ensure all students become fluent readers and writers. In grades 4-5, students continue this work through TEKS-aligned word study and vocabulary development.
- Text Complexity:** Teachers provide all students with grade level texts that are appropriately complex, including those with unconventional structures, implicit meaning or layers of meaning, unfamiliar vocabulary, and figurative language.
- Knowledge Coherence:** Background knowledge is built with students prior to reading to enhance comprehension. Students are given multiple opportunities to read cross-curricular content that references topics learned in other subject areas (social studies, science, mathematics, fine arts, health, technology, etc.). Text-dependent vocabulary is explicitly taught prior to instruction and applied while reading.
- Writing:** Authentic writing instruction and the recursive writing process (planning, drafting, revising, editing, and publishing) occur daily. Student writing is purposeful, multi-genre (including personal narrative, fiction, opinion essay, literary essay, poetry, informational, argumentative, and correspondence), and reflects student content knowledge. Writing processes, text structures, author's craft, and syntax (grammar/punctuation) are explicitly and systematically taught and modeled. Text-based responses require evidence to justify student thinking. Reading-writing connections are emphasized. Multiple opportunities for peer and teacher feedback are given.

STAKEHOLDER EXPECTATIONS

Students' literacy learning experiences do not start and end at the school doors. Working together for student success, Katy ISD stakeholders (students, teachers, leaders, instructional coaches, and families) support students' literacy practices in all aspects of life. Stakeholder collaboration is prioritized to help all students become analytical readers, skilled writers, and thoughtful communicators. Katy ISD students, teachers, leaders, instructional coaches, and families are expected to:

STUDENTS

- Persevere in reading complex, grade level texts
- Ground their thinking and discussions in evidence from the text
- Master the foundational skills needed to be a skilled reader and writer
- Develop deep knowledge of texts and topics they are studying
- Engage in daily reading and writing experiences
- Discuss and generate ideas and questions openly
- Demonstrate ownership of their growth and learning



TEACHERS

- Have a shared vision of high quality instruction, grounded in research
- Build and sustain a literacy community where all students feel safe and welcome and are able to contribute to academic conversations
- Support and nurture diverse learners to close gaps, accelerate learning, and build a love of reading and writing
- Center instruction around high-quality, complex, grade-level texts—providing students with scaffolds as needed
 - Differentiate instruction with assorted texts to provide acceleration or scaffolds based on student need
 - Proactively support diverse learners



INSTRUCTIONAL COACHES (ICs)

- Have a shared vision of high quality instruction, grounded in research
- Provide ongoing, timely professional development to engage and empower teachers to grow students' literacy skills
- Are experts in the district curriculum and research-based learning strategies that teachers use in their classrooms
- Analyze data to prioritize actions needed to guide campus literacy development
- Provide support through observations, co-teaching, planning, and coaching cycles to grow teachers' capacity
- Collaborate with school leaders to ensure support is aligned with all stakeholder needs



STAKEHOLDERS

Katy Independent School District
STAKEHOLDERS
WORKING TOGETHER
FOR STUDENT
SUCCESS.

LEADERS

- Have a shared vision of high quality instruction, grounded in research
- Provide guidance and support to build a diverse, school-wide literacy community that meets the social, cultural, and linguistic needs of all students
- Work to streamline systems so that teachers have time to plan, teach, reflect on data, and prepare lessons



FAMILIES

- Encourage and support students' literacy growth and development by reading with their children at home
- Access classroom, school, and district parent resources to provide support at home
- Contribute to the literacy community by providing experiences and conversations that promote each family's distinct cultural/linguistic background



- **3rd grade** has seen a **7% increase (60->67%)** in students meeting grade level or above from **2019 to 2024**. During the same period economically disadvantaged 3rd graders saw a **11% increase (39 -> 51%)** meeting grade level or above.

- Katy ISD has **consistently outperformed the Region** (region 4) and the state over the past 5 years.

- In **2024**, for all grades ELA/Reading at Katy ISD had **72% of students at or above grade level**. This is in comparison to **55% in Region 4** and **54% at the state level**.
 - This is a result of steady growth from 2019. In 2019, for all grades ELA/Reading Katy ISD had **67% of student at or above grade level**. This is in comparison to **49% in Region 4** and **48% at the state level**.

Strong Foundations Implementation

Strong Foundations Implementation

Strong Foundations Implementation provides **direct grant funds** to LEAs for technical assistance to support **high-fidelity implementation of Texas open education resources**, as well as provide high-quality professional learning (HQPL) for **teachers, coaches, school leaders, and district leaders**.



STRONG FOUNDATIONS Implementation

Implementation Supports



Product Supports

Strong Foundations Implementation provides integrated supports for Bluebonnet Learning (Texas OER)

Implementation Supports

provided to district and school leaders

- Technical assistance to develop a **district-level instructional materials transition plan** and **campus-level implementation action plans**
- **High-quality professional learning** on leading effective implementation of Bluebonnet Learning (Texas OER), including **pre-implementation onboarding** and monthly **coaching during the school year**
- Job-embedded supports (e.g., **learning walks, progress monitoring**)



Product Supports

provided to teachers and coaches

- **High-quality professional learning** on effective implementation of the Bluebonnet Learning (Texas OER) instructional materials, including **pre-implementation onboarding** and **professional learning during the school year**
- Job-embedded supports (e.g., **unit and lesson internalization, lesson rehearsal, student work analysis, observation and feedback**)



Dr. Kathy Rollo
Superintendent



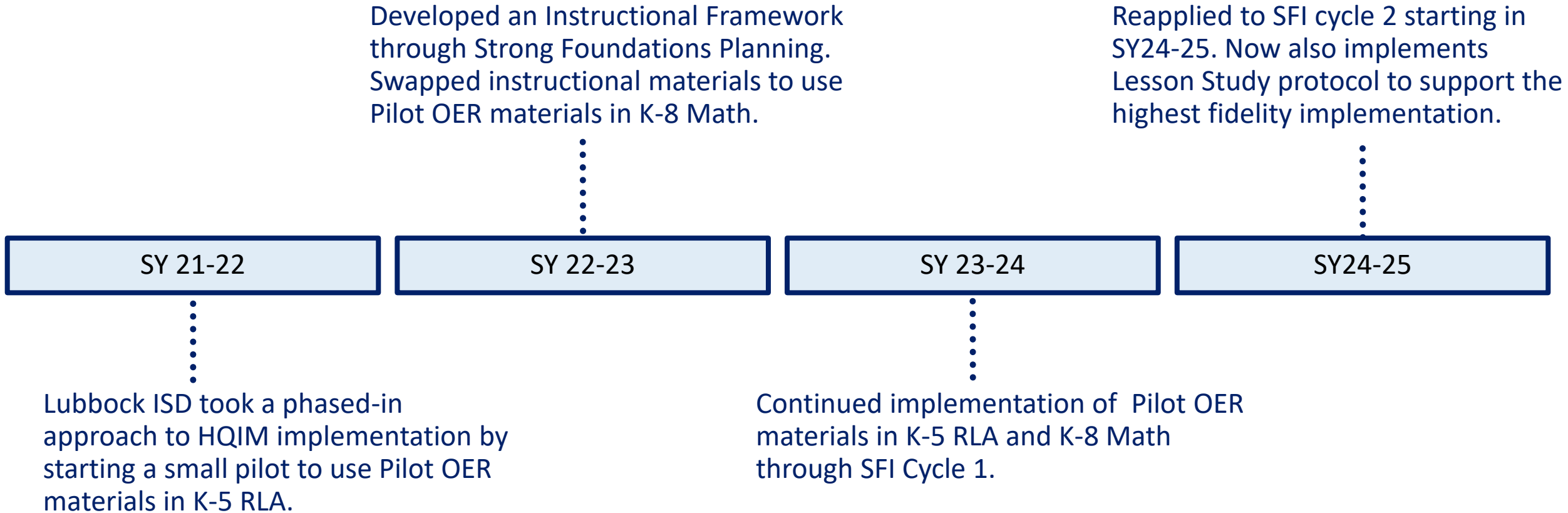
Kim Callison
Assistant Superintendent
Teaching and Learning

Demographics for Lubbock ISD

Total Enrollment – 25,551
Hispanic – 60%
White – 22%
Other – 5%

Economically
Disadvantaged – 72%
Emergent Bilingual – 6%
Special Education – 14%

Lubbock ISD's implementation journey



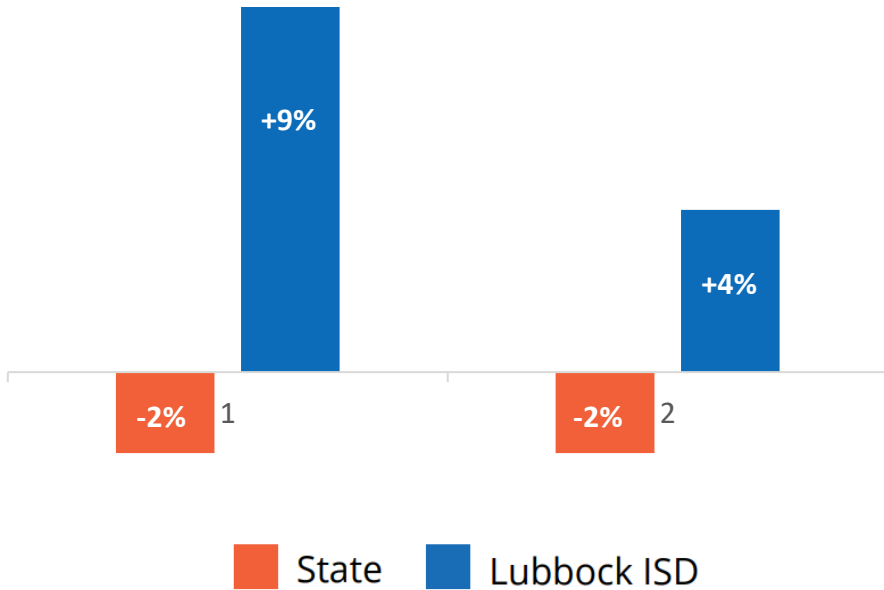
*Given their deep approach at implementation, they are designated as an **Innovator District** offering opportunities for other districts to visit, see their practices, and learn their lessons.*

Lubbock ISD is seeing academic gains

Math Results

Year-Over-Year Change in STAAR Math (% Meets/Masters): Grades 3–5, 2023–24

Year-Over-Year Change in STAAR Math (% Meets/Masters): Econ. Disadvantaged, 2023–24



RLA Results	2019	2024	Change
3 rd Grade Meets	36	47	+11
4 th Grade Meets	34	48	+14
5 th Grade Meets	44	51	+7
3 rd Grade Meets AA	22	38	+16
4 th Grade Meets AA	15	37	+22
5 th Grade Meets AA	28	36	+8
3 rd Grade Meets H	28	40	+12
4 th Grade Meets H	29	41	+12
5 th Grade Meets H	38	47	+9
3 rd Grade Meets EcoDis	27	41	+14
4 th Grade Meets EcoDis	26	40	+14
5 th Grade Meets EcoDis	36	43	+7

Next Steps for Interested School Systems

LASO application window opened this week on October 14, 2024, and closes on December 13, 2024 at 5:00 CT



Application Window

October 14- December 13



Program Webinars

October 17- 25



Next Steps

Visit the LASO 3 website to familiarize with included grant offerings.

Communicate and share the information with school system internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.



Resources Available

- Best Fit Guidance provides criteria to help determine if a grant fits LEAs' needs
- Grant One Pagers provide preliminary grant eligibility and key commitments information

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO