



School Improvement C&I Support Grant (SI CISG)

October 2026



Welcome! LASO 5 LIFT Webinar



Presenters



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Leadership and Instructional Foundations for Texas

<https://helpdesk.tea.texas.gov/LIFT>

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO 5 website](#) after all webinars have been completed



Submit a Help Desk

Ticket <https://helpdesk.tea.texas.gov/LIFT> with follow-up questions

- 01** Overview of LASO 5

- 02** SI CISG Grant – Deep Dive

- 03** LASO 5 Application Process and Timeline

- 04** Next Steps

Overview of LASO 5

Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, in-kind supports and services, and allotment opportunities**, bundled around a few key initiatives to accelerate academic gains.

~\$400M

In supports and services

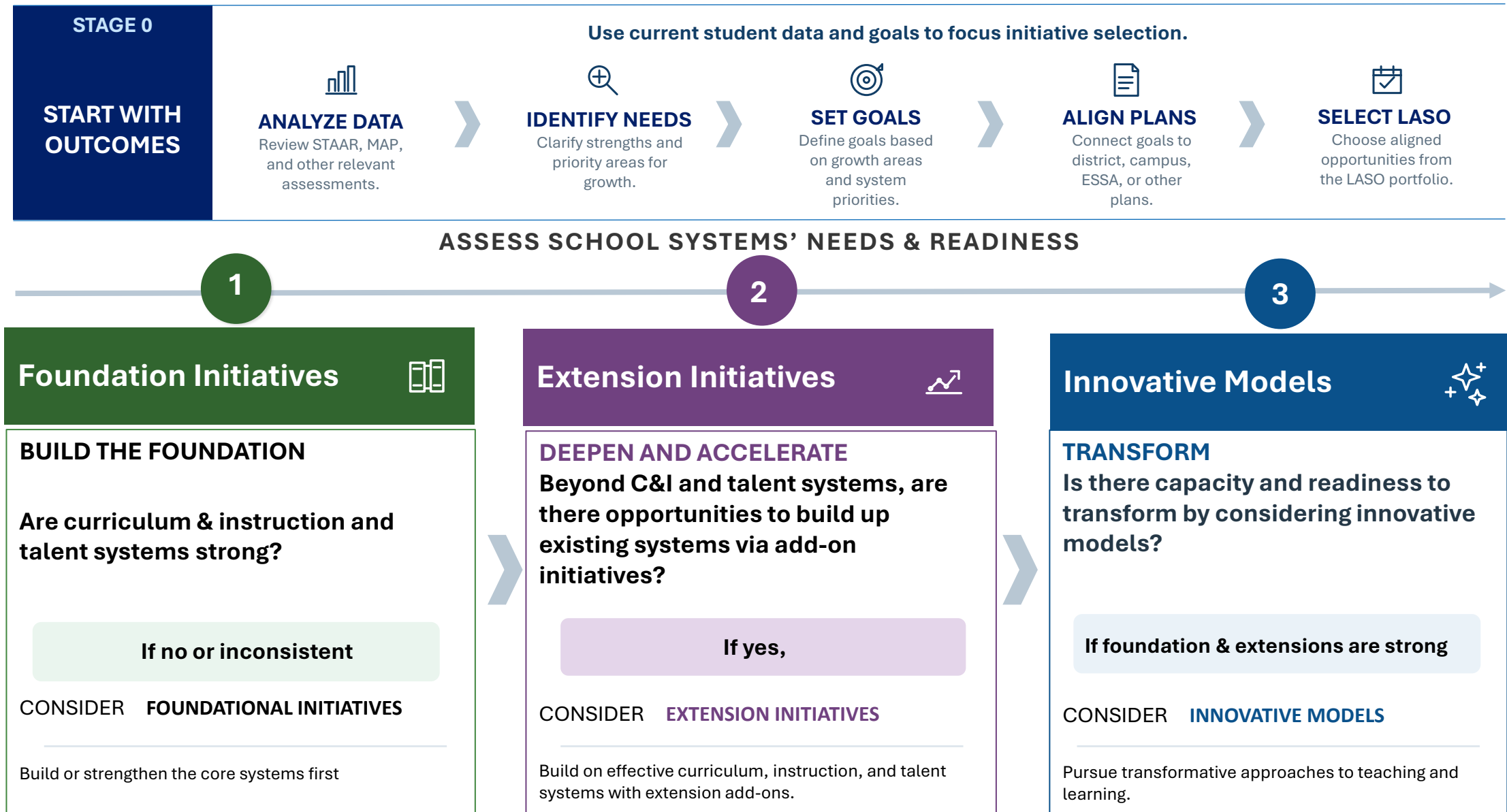
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TEA initiatives to support school
systems in achieving student
outcomes

1

Application to access direct
grants, in-kind supports,
and state allotments

Schema to Determine Best- Fit Initiatives



Select the Best-Fit Initiatives Based on Needs and Readiness

Initiative

Local Accountability System Planning Grant (LAS)

Leadership & Instructional Foundations for Texas (LIFT)

LIFT School Improvement Accelerator (LIFT SI A)

School Improvement C&I Support Grant (SICISG)

Blended Learning Grant (BLG)
2 Pathways: Coherent Systems, Strategic Operations

AP Computer Science Principles (APCSP)

Early Literacy Intervention Tool (ELIT)

Math Supplemental Curriculum for School Improvement (MSC for SI)

PREP Programs:
•PREP Grow Your Own (GYO)
•PREP Residency
•PREP Traditional
•PREP Alternative
•PREP Mentorship

Texas Strategic Staffing (TSS)

Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

Additional Days School Year (ADSY) PEP Grant
2 pathways: Summer Learning, Full Year Redesign

School Action Fund (SAF)

Rural Pathway Excellence Partnership (R-PEP)

Early College High School (ECHS)

Pathways in Technology Early College High School (P-TECH)

Virtual and Hybrid Program Accelerator (VHPA)
2 Pathways: Program, Campus

FOUNDATION

Curriculum & Instruction + Talent

Leadership & Instructional
Foundations for Texas (LIFT)

PREP Programs: GYO,
Residency, Traditional,
Alternative, Mentorship

Texas Strategic Staffing (TSS)

Strategic Compensation Cohort
for Enhanced TIA (SCC for ETIA)

EXTENSION

Build, deepen, and accelerate

LIFT School Improvement
Accelerator (LIFT SI A)

School Improvement C&I
Support Grant (SI CISG)

Blended Learning Grant (BLG):
Coherent Systems + Strategic
Operations

AP Computer Science
Principles (AP CSP)

Early Literacy Intervention Tool
(ELIT)

Math Supplemental
Curriculum for School
Improvement (MSC for SI)

Additional Days School Year
PEP Grant (ADSY): Summer
Learning + Full Year Redesign

INNOVATIVE MODELS

Transform the learning model

Local Accountability System
Planning Grant (LAS)

School Action Fund (SAF)

Rural Pathway Excellence
Partnership (R-PEP)

Early College High School
(ECHS)

Pathways in Technology Early
College High School (P-TECH)

Virtual and Hybrid Program
Accelerator (VHPA): Program
+ Campus

Get Ready to Apply for LASO 5

APPLICATION OPENED

September 23, 2026

APPLICATION CLOSES

December 1, 2026 · 5 p.m. CT

- 1 Explore the offerings** Visit the [LASO 5 website](#) to review available initiatives.

Review Resources

Learn more about each grant and their coexistence:

2

[Best Fit
Guidance](#)

[Initiative
One-Pagers](#)

[Eligibility &
Prioritization](#)

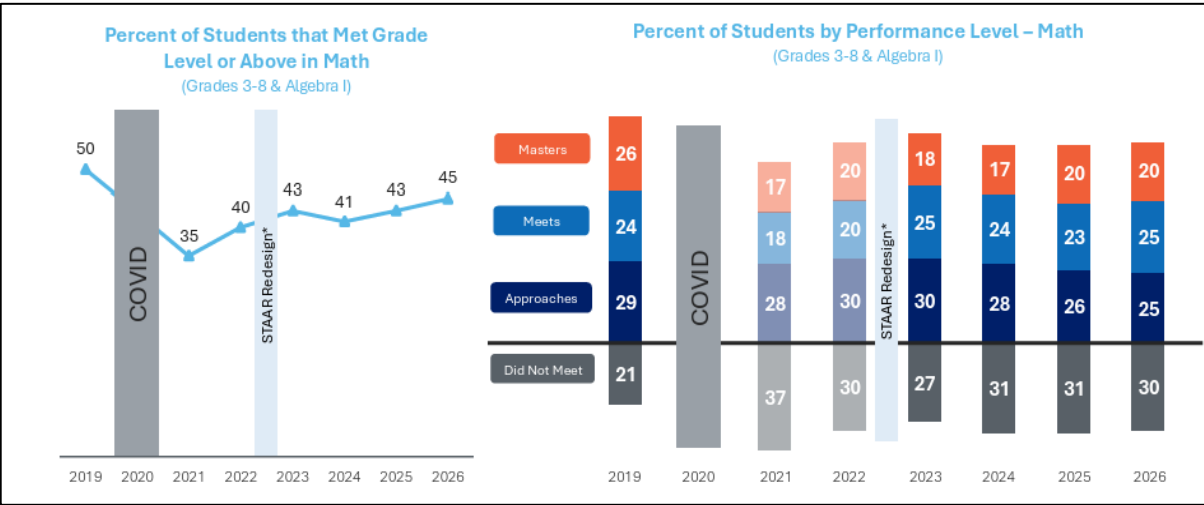
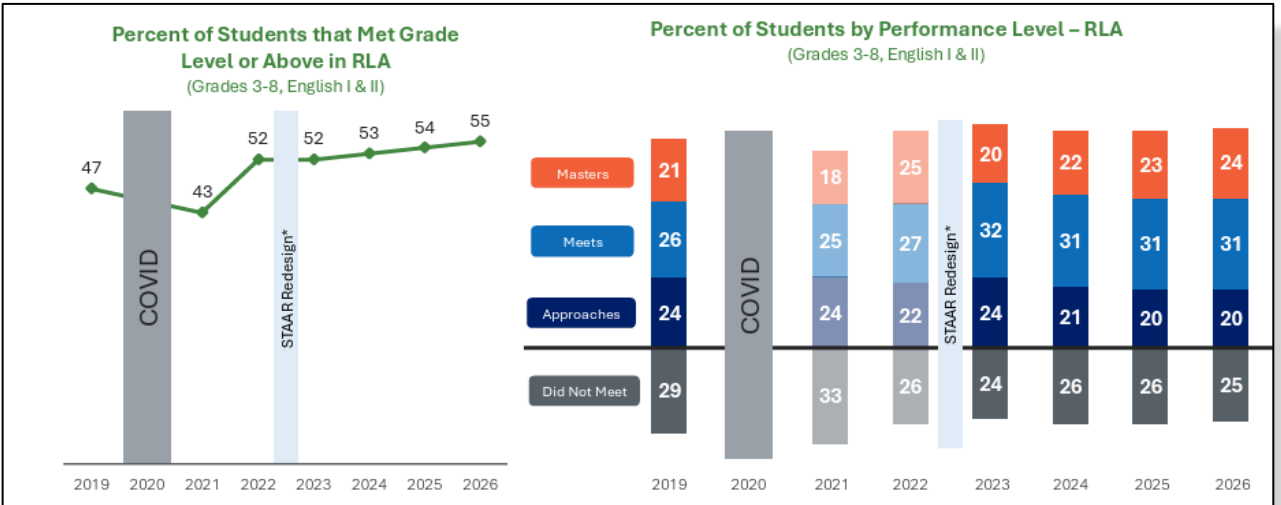
[Master
Calendar](#)

- 3 Align with your teams** Share information with school system teams to identify needs and best-fit initiatives.

School Improvement C&I Support Grant (SI CISG) Deep Dive

Statewide Student Outcomes

Statewide results show an ongoing need to strengthen teaching and learning across grade levels and content areas.



These results highlight the ongoing opportunity to ensure every student has access to high-quality instruction and the support needed to succeed.

Strong outcomes are most likely when school systems create the conditions for success.



High-quality instructional materials



Prepared and supported educators



Developed instructional leaders



Aligned district and campus systems

**HQIM benefits
students...**



**...but also benefits
teachers**



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



HQIM supports teachers by shifting from designing instructional materials...

Teachers use planning time to **source or create instructional materials** for lessons, such as finding texts, designing activities, writing discussion questions, developing problem sets, building assessments, creating homework assignments, preparing student worksheets, and more.

...to internalizing instructional materials

Teachers use planning time to **internalize high-quality instructional materials**, which already include all teacher and student materials. During internalization, teachers spend time deepening their understanding of lessons and deciding how best to teach the content. High-quality instructional materials provide the “what” while maintaining the instructional flexibility of teachers to address the “how”.



Why use HQIM in school improvement campuses?

HQIM can support **students** – especially the **students who are furthest behind** – in making significant **academic progress**

HQIM can support **teachers** – especially **novice teachers** – in **spending less time on “what” to teach** and **more time on “how best” to teach**

HQIM can support campuses with high **teacher turnover** and high **student mobility** by providing a **consistent and coherent curriculum** within and across grade levels

What is CISG

What is the SI CISG Grant?

The **School Improvement Curriculum and Instruction Support Grant (SI CISG)** is a one- year campus-level grant designed to strengthen curriculum and instruction in School Improvement campuses by supporting the implementation of instructional materials.

Key Features:



Targets **Title I campuses** identified for CSI, ATS, or TSI



Supports implementation of non-Bluebonnet, SBOE-approved HQIM



Supports adoption of K–12 core subject instructional materials not yet reviewed through the IMRA process

Highlights



Campus based



One-Year program



Up to \$200,000 per Campus

Funding plus support to move from selecting materials to using them well

Awarded school systems select one LASO 5 Approved Provider to support implementation.

SUPPORT YOU RECEIVE

■ MATERIALS & PLANNING

Help selecting eligible materials and planning implementation.

■ TEAM ALIGNMENT

Help district and campus teams sort out roles, timelines, and expectations.

■ IMPLEMENTATION SUPPORT

Help setting up ways to monitor implementation and organize required evidence.

■ PROFESSIONAL LEARNING

High Quality Professional learning connected to the instructional materials and your campus implementation plan.

WHAT IT HELPS YOU DO

A clear path from material selection to classroom use.

Teams know who owns the work and what happens next.

A practical way to track progress and address challenges.

Teachers and staff are better prepared to use the materials effectively in the classroom.

Funding is campus-based

SY 2027-2028 • LASO 5 • *not multi-year funded



\$200,000
per campus

**See the Program Guidelines for
more information on use of funds.**

Full Grant Estimated Award Range

\$200K

1

SY 2027-2028 • LASO 5 • *not multi-year funded

\$200K

Apply for LASO 5

Application opens September 23, 2026

Contact Information: LIFT.helpdesk@tea.texas.gov

Webpage link: [LASO 5 Website](#)



Campuses in School Improvement

This grant is intended for campuses in School Improvement that are seeking access to Instructional materials

Eligible applicants are **Texas public school systems with eligible campuses** that meet the following criteria:

1

Identified for **School Improvement** CSI/TSI/ATS status

2_a

Decided to adopt and implement an SBOE-approved product that is not Bluebonnet.

OR

2_b

Decided to adopt and implement a product that has yet to go through the IMRA process.

Scoring Criteria

School Systems will be awarded based on STAAR scores from lowest to highest within the following priority tiers:

Priority tier 1

Campuses with a 2026 federal accountability identification of Comprehensive Support and Improvement (CSI), Comprehensive Reidentified, or Comprehensive Progress.

Priority tier 2

Campuses with a 2026 federal accountability identification of Additional Targeted Support (ATS)

Priority tier 3

Campuses with a 2026 federal accountability identification of Targeted Support and Improvement (TSI)

Districts with calendars <165 days will be placed at the bottom of the prioritization list. If your calendar has >165 days, or if you're moving to >165 days, you will be prioritized. School districts without a full feeder pattern (K-12) will be placed at the bottom of the prioritization list. If your district has a full feeder pattern, you will be prioritized.

** All districts with a state appointed board of managers and/or with at least 5 years of unacceptable accountability ratings*

Why 165 Days matters?

Districts with >165 Days = Prioritized

To ensure full implementation of a HQIM model.



HQIM scope and sequence is built on a **165-day instructional calendar**. Districts with **more than 165 days** are **prioritized** to ensure full implementation and alignment.

If your district plans to be >165 days in SY 2027-2028 you will be prioritized.

Why a Full K-12 Feeder Pattern?

Why K-12 Feeder Pattern?

Full K-12 Feeder Pattern = Stronger System Alignment

Bluebonnet Learning is designed to support a coherent student experience from elementary through high school.



A full K-12 feeder pattern helps ensure instructional coherence across grade spans and supports long-term implementation of Bluebonnet Learning.

School systems with a full feeder pattern are prioritized during funding consideration.

School systems that have an interlocal agreement with another school system governed by **TEC §25.039** will be considered as having a full K-12 feeder pattern.

LEAs awarded SI CISG will commit to:

1. Securing approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
2. 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).
3. Contracting with a single Approved Provider from the LASO 5 State Approved Provider list.
4. Submitting provider contracts and required funding summary reports to TEA.
5. Appointing a designated lead as the primary point of contact and identifying at least two additional contacts.
6. Participating in required TEA-led activities.
7. Maintaining current contact information in AskTED to ensure timely communication.
8. Submit expenditure reports regularly - monthly preferred and quarterly at minimum.
9. Use a rigorous process to select and evaluate the Approved Provider.
10. Submit all required grant artifacts, including a Targeted Improvement Plan.
11. Submit implementation evidence and requested survey, classroom-observation and assessment data.

Time Commitment

Role	Commitment
Superintendent Varies	• Approve grant application and provider contracts • Oversee implementation and ensure strategic alignment • Submit required reports and maintain communication with TEA
Cabinet Chief Academic Officer, Chief Instructional Officer, and/or Chief Financial Officer Approx 2 Hours Per Week	• Monitor implementation fidelity and resource allocation • Ensure alignment of services for special populations with HQIM implementation • Support procurement
District Leaders District Instructional Staff, Principal Managers, Director of Special Education, and/or Director of Bilingual Education Approx 3-5 Hours Per Week	• Manage district-level implementation • Monitor campus-level implementation • Support procurement
Campus Leaders Principal, Assistant Principal, campus coaches, relevant support staff for special populations Approx 3-5 Hours Per Week	• Lead campus level implementation • Support teachers with planning and implementation fidelity • Lead Professional Learning Communities focused on internalization • Manage campus-level implementation
Campus Instructional Staff Regular Education and Special Education Teachers Approx 3-5 Hours Per Week	• Participate in training and coaching • Implement instructional materials • Engage in feedback cycles, PLCs, and submit classroom data

Approved Providers



Approved Providers: Education Service Centers (ESCs)

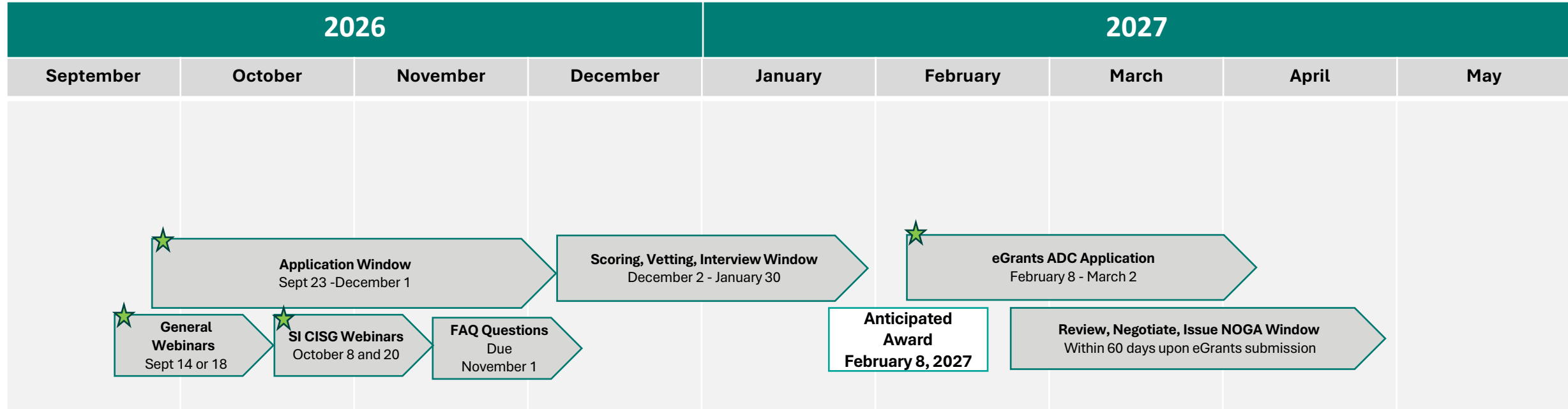
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|------------|------------|-------------|-------------|-------------|
| ▪ Region 1 | ▪ Region 5 | ▪ Region 9 | ▪ Region 13 | ▪ Region 17 |
| ▪ Region 2 | ▪ Region 6 | ▪ Region 10 | ▪ Region 14 | ▪ Region 18 |
| ▪ Region 3 | ▪ Region 7 | ▪ Region 11 | ▪ Region 15 | ▪ Region 19 |
| ▪ Region 4 | ▪ Region 8 | ▪ Region 12 | ▪ Region 16 | ▪ Region 20 |

Approved Providers: Vendors

- | | | |
|---------------------------------|---|--|
| ▪ Achievement Network | ▪ Education Elements | ▪ Public Consulting Group LLC |
| ▪ Amplify Education Inc. | ▪ Engage2learn | ▪ Relay Graduate School of Education |
| ▪ Bellwether | ▪ Great Minds PBC | ▪ SLHA Advisory Services |
| ▪ Big Rock Educational Services | ▪ Instruction Partners | ▪ Sustained Leaders |
| ▪ Carnegie Learning Inc. | ▪ K12 Coalition | ▪ Teaching Lab |
| ▪ Children at Risk | ▪ Leading Educators | ▪ The Meadows Center for Preventing Educational Risk |
| ▪ Curriculum Associates | ▪ MGT | ▪ TNTP |
| ▪ E3 Alliance | ▪ Moak Casey | ▪ UnboundEd |
| ▪ EDpact | ▪ National Institute for Excellence in Teaching | ▪ Untapped Genius |

Path Forward

LASO 5 Timeline



- **Application office hours:** Mondays, September 28 - November 30, 2026, at 10:00 a.m. CT
- **SI CISG webinars:** October 8, 2026, at 9:00 a.m. CT and October 20, 2026, at 3:00 p.m. CT
- **Application review:** December 2, 2026 - January 30, 2027. Anticipated awards: February 8, 2027
- **eGrants:** Opens February 8, 2027. Application due and grant begins March 2, 2027
- **Grant closeout:** Final amendment June 2, 2028. Grant ends August 31, 2028



School systems must submit LASO 5 applications by December 1, 2026 at 5:00pm CST



TEA emailed unique application links to school system superintendents on September 23, 2026 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO 5 website](#); however, school systems must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Change Requests and Declines in LASO

LASO has an informal discretionary competitive grant process

- Declines and change requests are not advisable in typical competitive processes
- If declines are requested, they will be considered on a case-by-case basis for the school systems and could raise the school systems federal grant risk level in the coming year

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- Friday, November 6, 2026, 11:30 AM CT | [Registration Link](#)



FAQs

FAQs published September 28, 2026. Submit questions by November 1, 2026.



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about School Improvement C&I Support Grant (SI CISG), contact [\[program@tea.texas.gov\]](mailto:program@tea.texas.gov)

Thank you!