# CRIMSI
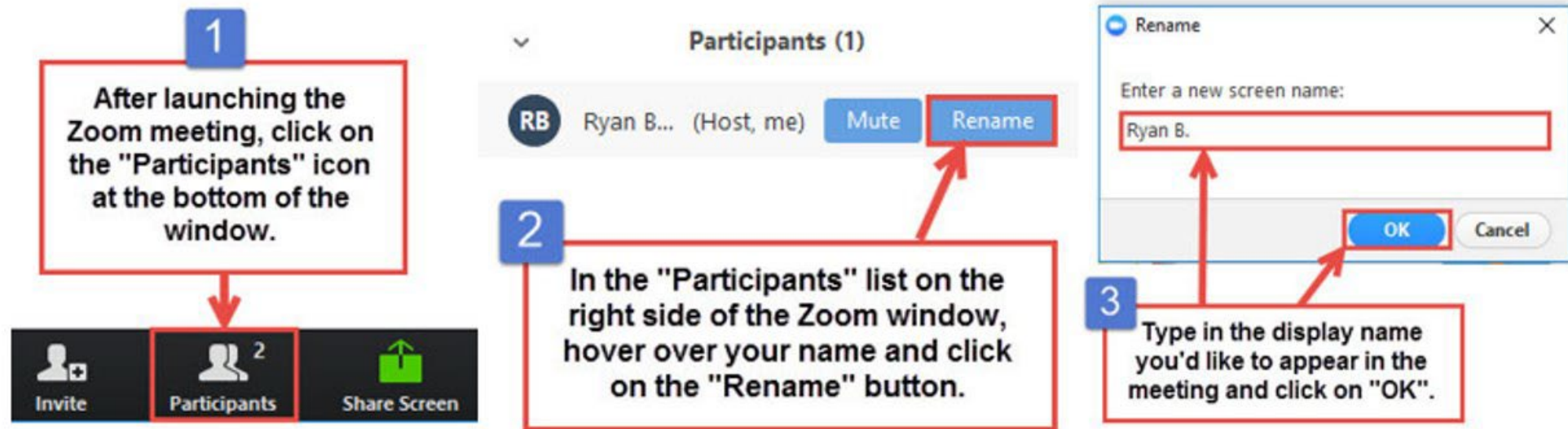
LASO Decision 1a | Informational Webinar

# Hello and Welcome!
*We encourage you to rename yourself to include the name of your LEA or campus.*

# Dr. TaQuana Williams
*Director of Academics*
TNTP

Fun Facts About Me!

- Based in Houston, TX
- Former Secondary ELA Teacher, Coach, and Dean
- Proud Alumni of Howard University and Johns Hopkins University

# Session Objectives

**Learn** and **understand** the **purpose, components**, and **benefits** of CRIMSI (1a)

**Discover** and **explore** critical CRIMSI **roles** and **responsibilities**

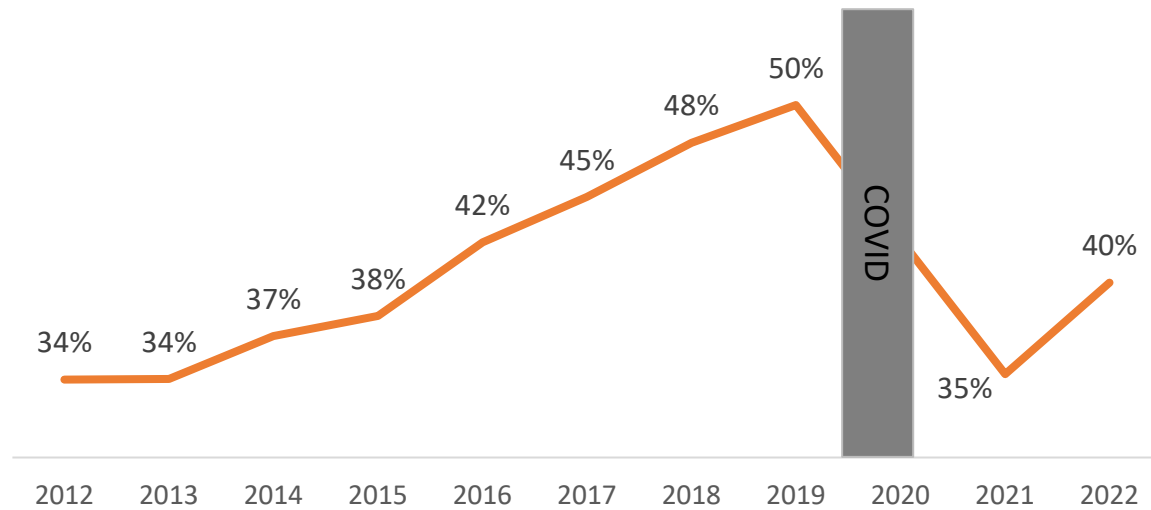**Evaluate** and **determine** **fitness** for the CRIMSI model through **analysis of assurances**

**Identify** and **define** essential **next steps** to apply for CRIMSI
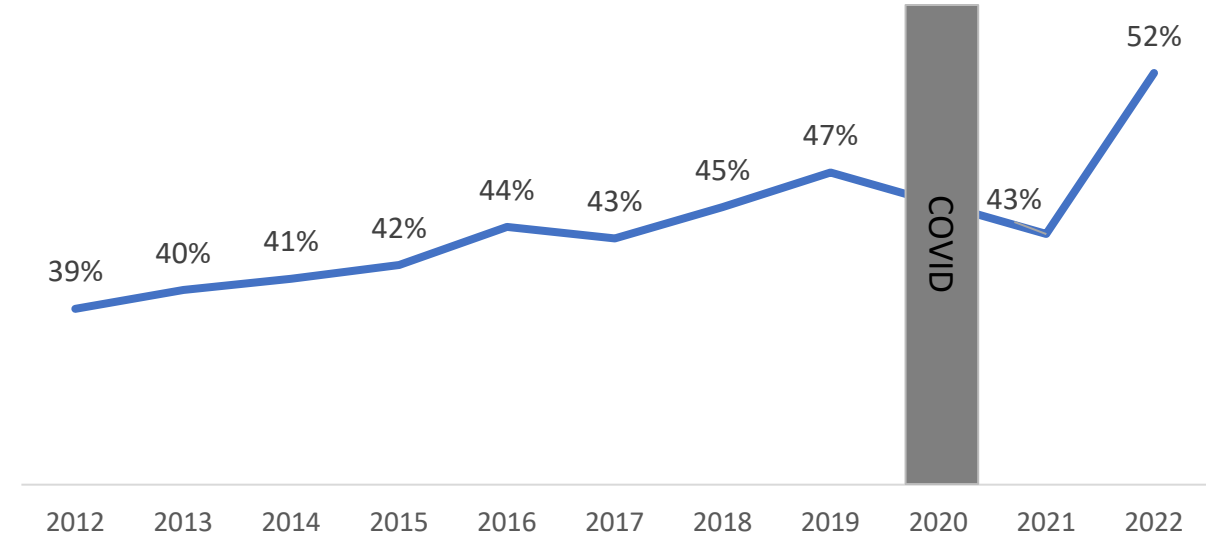
# CRIMSI Purpose and Overview

# The COVID-19 disruption is massive, and requires even greater focus on accelerating student learning

**TEA** Texas Education Agency®

**Percentage of Students that Met Grade Level or Above in Math (Grades 3-8 and Algebra I)**

- 2012: 34%
- 2013: 34%
- 2014: 37%
- 2015: 38%
- 2016: 42%
- 2017: 45%
- 2018: 48%
- 2019: 50%
- 2020: COVID
- 2021: 35%
- 2022: 40%

**Percentage of Students that Met Grade Level or Above in Reading Language Arts (Grades 3-8, English I & II)**

- 2012: 39%
- 2013: 40%
- 2014: 41%
- 2015: 42%
- 2016: 44%
- 2017: 43%
- 2018: 45%
- 2019: 47%
- 2020: COVID
- 2021: 43%
- 2022: 52%

Includes STAAR 3-8 Reading, English I and English II EOC Assessments 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment  Note: Results for grades 3-5 combine assessments given in Spanish and English. Results exclude STAAR-M, STAAR-L, STAAR-A, STAAR Alternate, STAAR Alternate 2 during any years they were offered. | Source: 2012-2021 Spring STAAR Data

# To catch kids up, schools must make significant changes

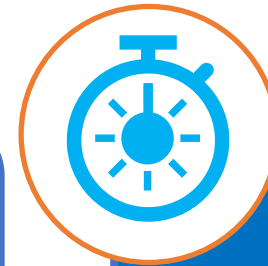**TEA** — Texas Education Agency

## Learning Acceleration Framework

**Supported teachers** who are equipped to deliver excellence, getting more than 1 year of growth in 1 year

Rigorous **instructional materials** designed to make up ground, and designed to work remotely & on campus

**More time** for the students most in need, including in the summer and with targeted **tutoring**
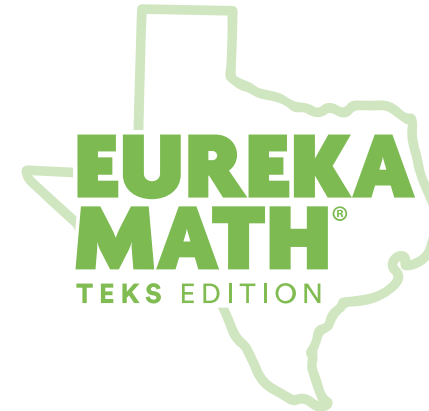
# High-Quality Instructional Materials

**LEAs implementing core approved products in K-5 RLA and/or K-5 Math during 2023-24 are eligible to apply for LASO Decision 1 funding.**

**TEXAS**
ELEMENTARY LITERACY PROGRAM

**TEXAS**
LECTOESCRITURA EN ESPAÑOL
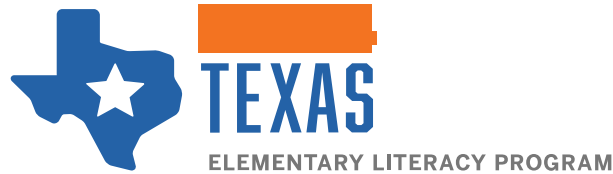
Includes K-2 Habilidades y Destrezas

**EUREKA MATH®**
TEKS EDITION

*Note: LEAs preparing to implement core approved products after 2023-24 can apply to Option 2: Strong Foundations Planning*

# LASO Decision 1 Support Options

**1A**

**CRIMSI**

Provides professional learning directly to teachers, coaches, and administrators through asynchronous modules and live virtual communities of practice

**1B**

**CRIMSI Local Implementation Training of Trainers**

Provides professional learning directly to coaches and administrators through asynchronous modules and live virtual communities of practice in a "training of trainers" model

**1C**

**ESC Strong Foundations Implementation Supports**

Provides professional learning directly to teachers, coaches, and administrators through asynchronous modules and live virtual and/or in-person job-embedded supports delivered by Education Service Centers

# Key differences between CRIMSI and CRIMSI Local Implementation

## CRIMSI (1a)

## CRIMSI Local Implementation (1b)
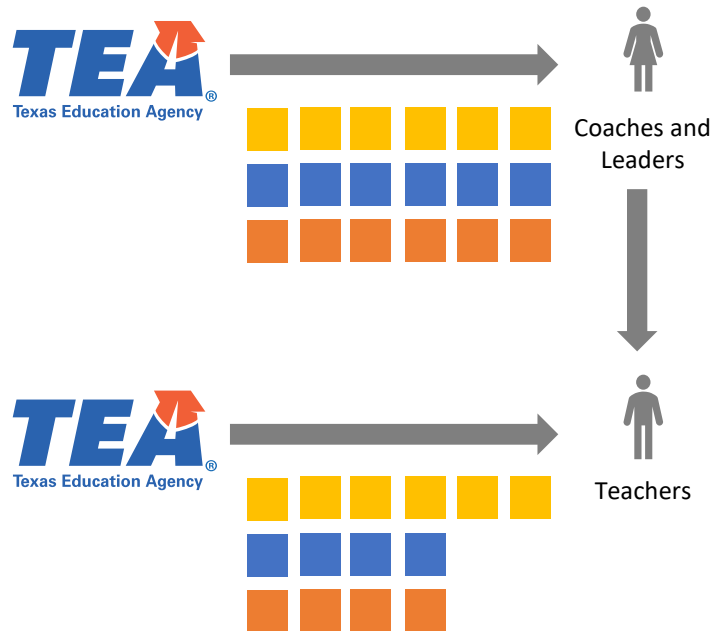
Coaches and Leaders
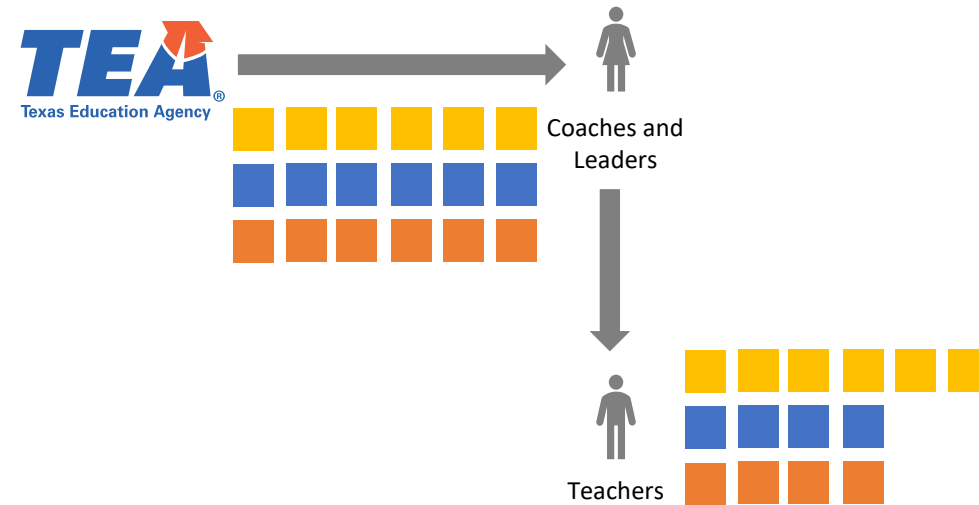
Teachers

CRIMSI Local Implementation is a "training of trainers" model in which professional learning for teachers is provided locally by LEA leaders and coaches

LEAs have access to the same asynch modules for teachers as CRIMSI, but have flexibility on when teachers complete modules; teachers also participate in the same communities of practice as CRIMSI, but facilitated in-person locally by LEA leaders and coaches

# Key differences between CRIMSI and CRIMSI Local Implementation

| | CRIMSI | CRIMSI Local Implementation |
|---|---|---|
| Pre-implementation planning supports | Yes | Yes |
| Onboarding and ongoing high-quality professional learning | Teachers, Coaches, Administrators | Coaches, Administrators |
| Self-paced asynchronous modules | Yes | Yes |
| Live virtual communities of practice | Yes | Yes |
| Additional communities of practice for senior district leaders | Yes | Yes |
| Progress monitoring supports | Yes | Yes |
| Print materials | Yes | No |
| Digital access to materials | Yes | Yes |
| Stipends | Teachers, Coaches | Coaches |

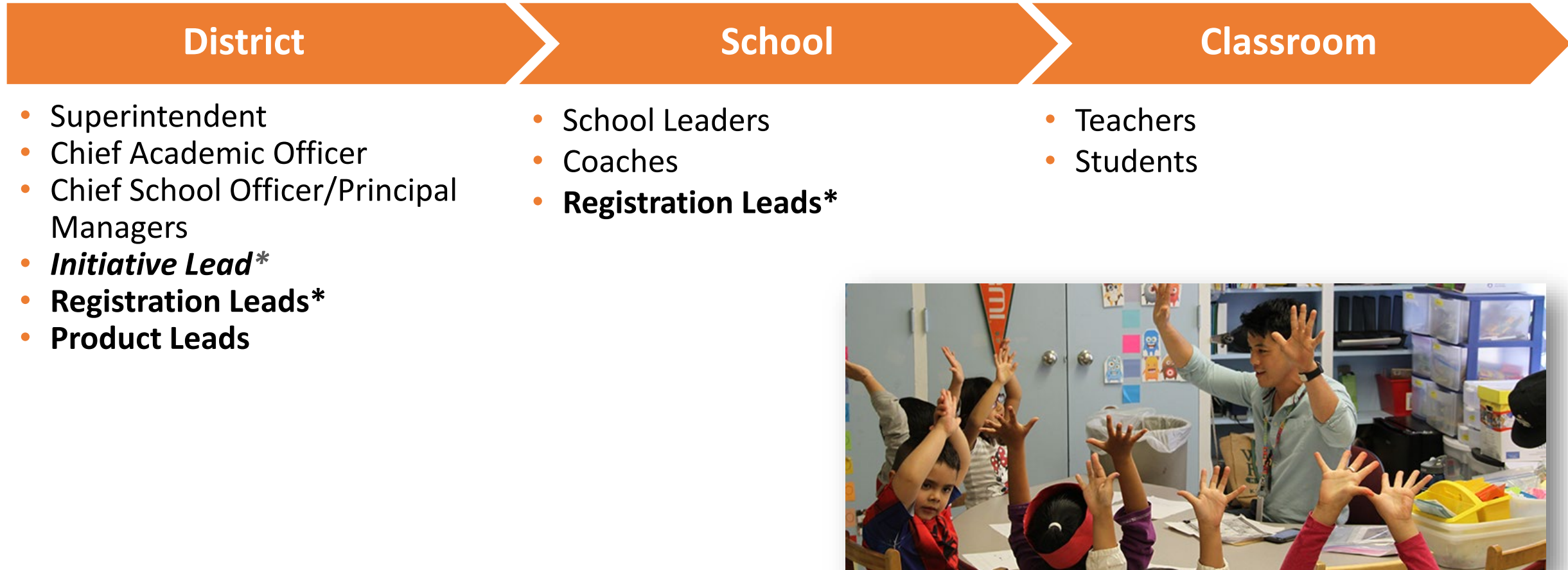# CRIMSI Objectives

**Accelerate learning** for students

Provide the opportunity for districts and schools to implement **high-quality instructional materials**
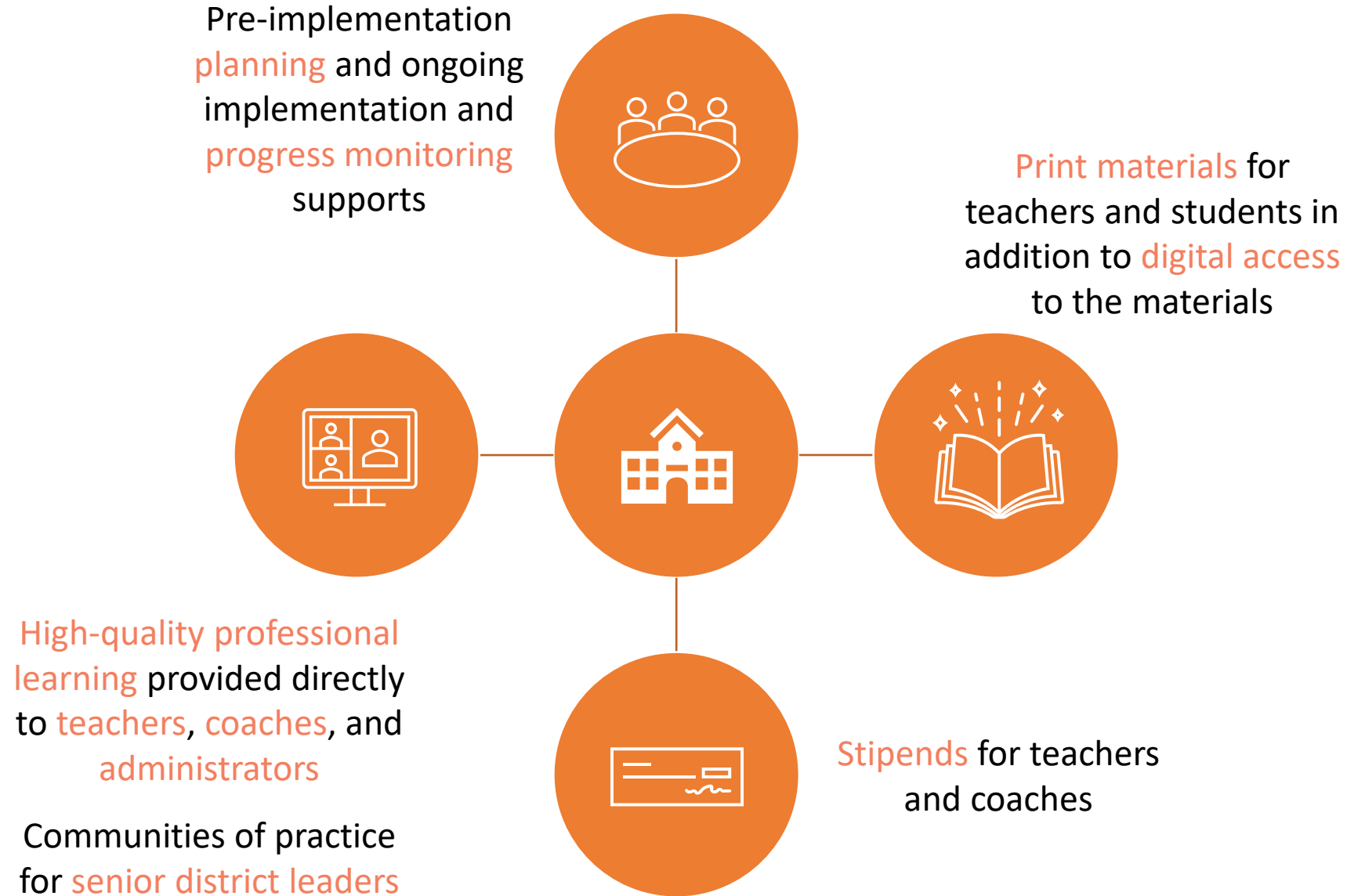
Deliver **professional learning** and other supports to teachers, coaches, and leaders to support successful implementation

TEA

# Essential Pilot Roles

| District | School | Classroom |
|---|---|---|

**District**
- Superintendent
- Chief Academic Officer
- Chief School Officer/Principal Managers
- *Initiative Lead**
- **Registration Leads***
- **Product Leads**

**School**
- School Leaders
- Coaches
- **Registration Leads***

**Classroom**
- Teachers
- Students



*\*Appointed position and primary point of contact*

**TEA**

# Professional Learning and Development

# Planning and Implementation Supports

**Readiness and Progress Assessments**

**Dedicated implementation advisor**

**1:1 Consultation – Regularly and On Demand**

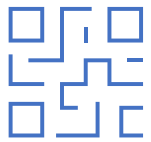**Strategic Planning Tools and Timelines**

**High-Quality Professional Learning**

**Cohort Placement**
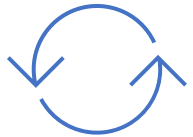
# High-Quality Professional Learning

## Interactive Modules
Digital modules with interactive activities and discussions *(Asynchronous)* and blended modules with a combination of live and asynchronous components

## Communities of Practice
Virtual CoPs with sub-cohorts of ~15 for teachers, coaches, and leaders *(Synchronous)*

## Cycles of Continuous Improvement
Progress monitoring series for leaders

## Flex Consultations
Additional consultations for flexible 1:1 support to LEAs (in addition to required consultations)

*...and more!*

# Professional Learning Modules
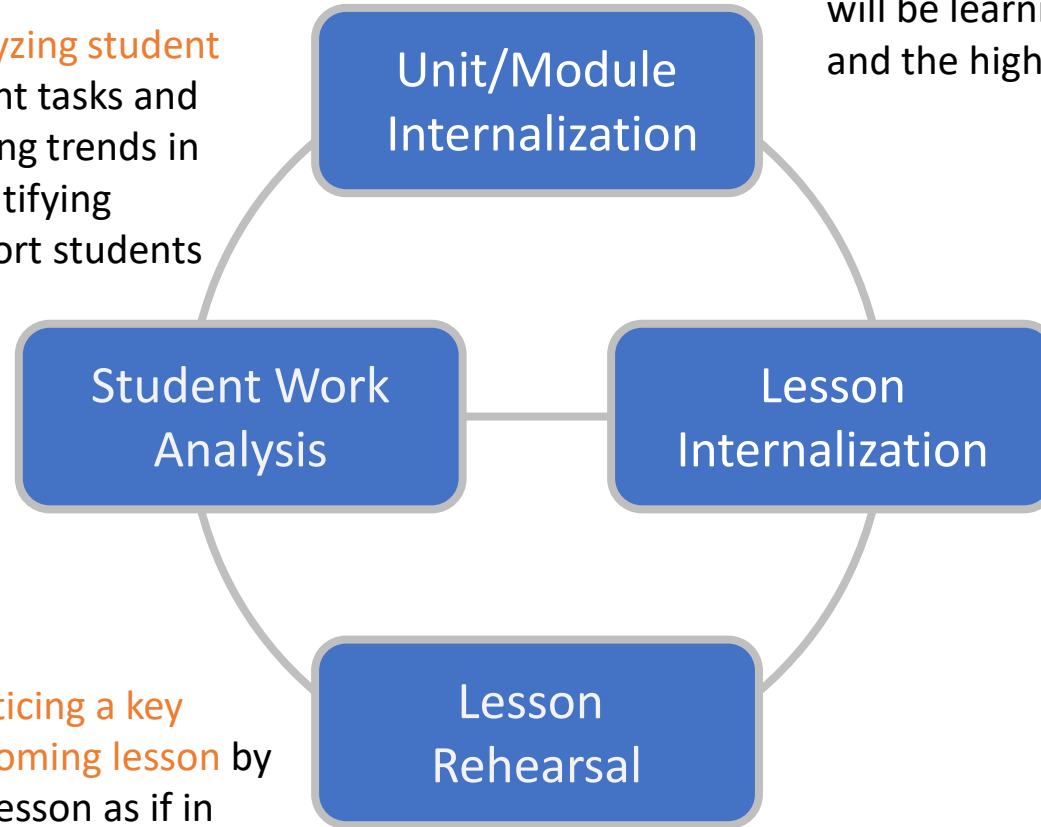
## Modules provide learning on key topics for implementation…

- Introduction to HQIM and its impact on learning and learning acceleration
- Understanding content-specific Research-Based Instructional Strategies (RBIS)
- Deep dive into product design, product components and alignment to the TEKS
- Effectively planning for instruction
- Supporting all learners using curriculum-embedded supports and scaffolds
- Effectively delivering instruction
- Using curriculum-embedded formative and summative assessments
- Analyzing and responding to student work and data

## …and build understanding and usage of key protocols

- Unit/Module Internalization
- Lesson Internalization
- Lesson Rehearsal
- Student Work Analysis
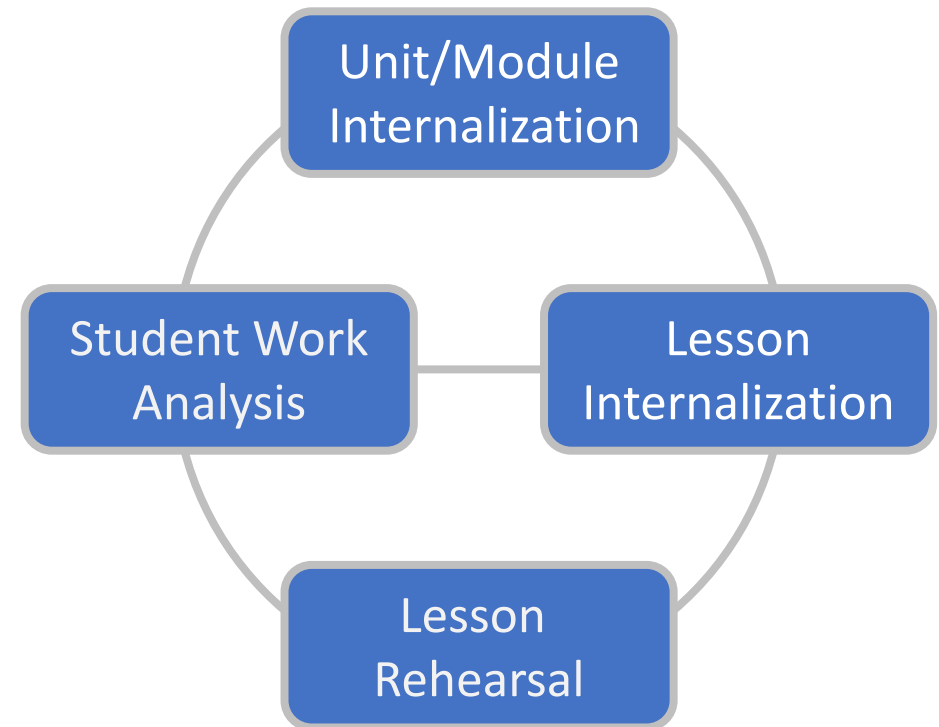
# Using high-leverage protocols and practices

Step-by-step process for **understanding each module prior to teaching**, including what students will be learning, how students will be assessed, and the high-level arc of learning.

Step-by-step process for **analyzing student work** by understanding student tasks and exemplar responses, identifying trends in actual student work, and identifying targeted action steps to support students in upcoming lessons.

**Unit/Module Internalization**

**Student Work Analysis**

**Lesson Internalization**

**Lesson Rehearsal**

Step-by-step process for **understanding each lesson prior to teaching**, including what students will be learning, how students will be assessed, and how teachers can support all learners in meeting the rigor of the instructional materials.

Facilitated process for **practicing a key learning moment in an upcoming lesson** by delivering that part of the lesson as if in front of students to ensure the "first teach" is the "best teach".

# Strong Foundations Protocols

Protocols include short, simple, "sticky" **teacher version** with bite-size steps to fit within a ~45 minute planning period…

Protocols have **consistent steps** across products to make it more manageable for teachers, coaches, and leaders implementing multiple products...

…but have **product-specific "look fors"** for each step



…with a more in-depth **coach guide** providing guidance for introducing and supporting each step with recommended timing, as well as more advanced guidance to use as teachers gain familiarity with the materials

# CRIMSI Assurances

# CRIMSI Assurances

- **Approval by superintendent and CAO (or equivalent leader)** to participate in the pilot (and school board if required by local policy)

- **Appointment of initiative lead** as the primary point of contact and submission of at least one additional point of contact

- **Participation of at least one school leader per participating campus** (recommend the principal)

- **Participation of at least one coach per HQIM** (coaches may include instructional specialists, administrators, leaders, or other individuals directly supporting teachers)

# CRIMSI Assurances

- Following the **year-long scope and sequence** for each HQIM

- Meeting the **minimum number of instructional minutes** for each HQIM

- Using the **curriculum-embedded assessments** for each HQIM

- Ensuring participants are able to attend all **required professional learning**

- Ensuring teachers have **sufficient planning time** and use the **required protocols**

# CRIMSI Assurances

- Submission of **participant registration information** by deadlines

- Submission of all **required data**

- Ensuring **digital access and rostering** (if applicable)

- Ensuring **print access**

- Ensuring participating initiative leads, school leaders, coaches, and teachers **complete role-specific assurances**

- **Attendance of senior district leaders** at monthly community of practices

# CRIMSI Stipends

# Stipend Requirements

**Teacher**

## Professional Learning

**19 seat hours of HQPL**
- Orientation
- 5 Blended Onboarding Sessions
- 4 Asynchronous Modules
- 4 Communities of Practice

## Feedback

**5 x 15 min surveys** providing product and pilot feedback

## Protocol Submissions

**Protocol submissions**
- 2 lesson internalizations
- 2 student work analysis

## Assessment Data

**Student Data** from end-of-unit/module curriculum-embedded assessments

*Data collection is *NOT* evaluative of individual teachers, coaches, leaders, schools, or districts*

# Stipend Requirements

**Coach**

**Professional Learning**

**24 seat hours of HQPL**
- Orientation
- 5 Blended Onboarding Sessions
- 6 Asynchronous Modules
- 6 Communities of Practice

**Feedback**

**5 x 15 min surveys**
providing product and pilot feedback

**Protocol Submissions**

**Protocol submissions**
- 2 lesson internalizations
- 2 lesson rehearsals
- 2 student work analysis
- 2 observations

Coaches may include instructional specialists, administrators, leaders, or other individuals directly supporting teachers)

# Stipends and CPE Hours

Participants who complete all initiative requirements will receive a stipend and CPE hours for each implementation product. Participants **DO NOT** receive additional stipends or CPE hours for supporting multiple grade-levels of the same product.

| Role | Teacher | Coach |
|---|---|---|
| **Stipend Amount** | $1,500 | $1,500 |
| **CPE Hours** | 20+ hours per product | 30+ hours per product |

## Disbursement Timeline

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Stipend Payments | | | | | | | | | | ■ | | | | | | ■ |
| CPE Documentation | | | | | | | | | | | | | | | | ■ |

CRIMSI Implementation Timeline

# 2023-24 CRIMSI Timeline

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Registration and Orientation | ■ | | | | | | | | | | | | | | | |
| Pre-Implementation Planning | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | | |
| Consultations | | | | ■ | ■ | | | | | | ■ | | | | | |
| Progress Check-Ins | | | | | | ■ | | ■ | | ■ | ■ | ■ | | | | |
| Onboarding | | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | |
| Ongoing Professional Learning | | | | | | | ■ | ■ | ■ | ■ | ■ | ■ | | | | |
| Senior Leader CoPs | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Data Submission | | ■ | | | | ■ | | ■ | | ■ | | | | | | ■ |
| Stipend Payments | | | | | | | | | | ■ | | | | | | ■ |

# Registration and Orientation

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Registration and Orientation | ■ | | | | | | | | | | | | | | | |

## District Implementation Teams will…

- Attend 60-min live virtual orientation for Initiative Leads and District Implementation Teams

- Attend 45-minute pre-pilot consultation

- Provide registration information for individual leaders, coaches, and teachers, including contact information

# Pre-Implementation Planning

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pre-Implementation Planning | ██ | ██ | ██ | ██ | ██ | | | | | | | | | | | |

## District Implementation Teams will…

- Submit readiness assessment

- Receive differentiated supports on district- and campus-level barriers and enablers to implementation based on readiness assessment

# Consultations

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Consultations | | | | ■ | ■ | | | | | | ■ | | | | | |

## District Implementation Teams will…

- Attend required 45-min beginning-of-pilot consultation and mid-pilot consultations to receive 1:1 support
  *Additional consultations may be required based on progress in the pilot*

- (Optional) Sign up for additional flex consultations to receive additional 1:1 support

# Progress Check-ins

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Progress Check-Ins | | | | | | ■ | | ■ | | ■ | | ■ | | | | |

## Leaders will…

- Attend (4) 60-min live virtual check-ins focused on progress monitoring and cycles of continuous improvement

# Onboarding

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Onboarding | | ███ | ███ | ███ | ███ | ███ | | | | | | | | | | |

## Leaders will...

- Attend 60-min live virtual orientation (April)

- Attend 90-min live virtual product introduction (May or July)

- Attend (4) 90-min live virtual onboarding sessions focused on district- and campus-level systems and change management (May or July)

*Will also be asynchronous options*

## Coaches will...

- Attend 60-min live virtual orientation (April)

- Attend 90-min live virtual product introduction (May or July)

- Attend (4) 90-min live virtual onboarding sessions, including internalization of Unit/Module 1 and Lesson 1+ (May or July)

*Will also be asynchronous options*

## Teachers will...

- Attend 60-min live virtual orientation (May)

- Attend 90-min product introduction

- Attend (4) 90-min onboarding sessions, including internalization of Unit/Module 1 and Lesson 1+

*Will be 3 options for sessions*
- Option 1: TNTP facilitated live virtual sessions in June
- Option 2: Live in-person sessions facilitated by LEA leaders and coaches (LEAs choose timing)
- Option 3: Asynchronous modules

# Ongoing Professional Learning

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ongoing Professional Learning | | | | | | | ███ | ███ | ███ | ███ | ███ | ███ | | | | |

## Coaches will…

- Complete (6) 90-min asynchronous modules and submit exit tickets

- Attend (6) 60-min live virtual communities of practice in small groups of ~15 coaches to apply learning

  *Multiple dates and times will be available for each CoP*

- (Optional) Complete additional asynchronous modules on other topics

## Teachers will…

- Complete (4) 90-min asynchronous modules and submit exit tickets

- Attend (4) 60-min live virtual communities of practice in small groups of ~15 teachers to apply learning

  *Multiple dates and times will be available for each CoP*

- (Optional) Complete additional asynchronous modules on other topics

# Senior Leader Communities of Practice

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Senior Leader CoPs | | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ |

## Senior District Leaders (e.g., Superintendents, CAOs, CSOs) will…

- Attend monthly live virtual communities of practice

# Data Submission

| | Mar 2023 | Apr 2023 | May 2023 | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 | Dec 2023 | Jan 2024 | Feb 2024 | March 2024 | April 2024 | May 2024 | June 2024 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Data Submission | | 🟩 | | | | 🟩 | | 🟩 | | | 🟩 | | | | | 🟩 |

## Leaders will…

- Submit (5) 15-min surveys to provide feedback

## Coaches will…

- Submit (5) 15-min surveys to provide feedback

- Lead teachers in lesson internalizations, lesson rehearsal, and student work analysis protocols and submit protocol forms

- Conduct 2 classroom observations and submit observation forms

## Teachers will…

- Submit (5) 15-min surveys to provide feedback

- Participate in lesson internalizations and student work analysis protocols and submit protocol forms

- Share assessment data from end of unit/module assessments

# CRIMSI Roles and Responsibilities

# The Initiative Lead Role

*CRIMSI Initiative Leads drive impact by facilitating all programmatic activities and managing the fidelity of HQIM implementation.*

**This includes:**

- Establishing a **positive** and **joyful culture** for the pilot
- Communicating the **"why"** behind your district's participation in the pilot to all **stakeholders** and creating a **sense of urgency** for improving student learning
- Establishing **conditions for successful implementation** of pilot materials, including:
- Understanding best practices for implementation of high-quality instructional materials
- Ensuring systems and structures are in place to support high-fidelity implementation
- **Monitoring participation of school and district leaders**, coaches and teachers and serving as the first point of contact for participants in your district

TEA

# Registration Lead Role

*CRIMSI Registration Leaders are responsible for ensuring all appropriate staff members are registered for the pilot.*

**Individuals in this role must be able to provide:**

- Participant legal names and district-provided email address.
- Participant school name, subject area, and grade placement.

**Individuals in are responsible for:**

- Completing asynchronous training on registration
- Providing anticipated participation numbers by school, product, and grade-level
- Completing the registration process to register school leaders and coaches for the pilot (April-May timeline).
- Completing final registration of all participants in the pilot by September 31.
- Engaging in ongoing registration checks to ensure participants are accurately enrolled in the pilot.

# District and School Roles

*Supporting high-fidelity implementation at every level*

## District Leaders

- **Relevant officials in the following departments:**

  - Technology
  - Assessment
  - Accountability
  - Communication
  - Finance
  - Human Resources
  - Innovation

## School Leaders

- **Senior building officials, preferably school principal**

- Districts are required to register and enroll at least (1) school leader per initiative campus

## Coaches

- **District and/or school Instructional staff members with the capacity to support teachers can serve in this role**

- Districts are required to register and enroll at least (1) coach per pilot product

## Teachers

- **K-5 RLA and/or Math teachers implementing a core approved HQIM product and receiving training from the district/school-based staff**

# LASO Application and Next Steps
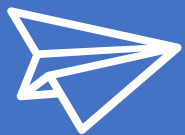
# Application Now Open!

| November 7, 2022 | December 22, 2022 |
|---|---|
| LASO Application Opens<br><br>Unique Application Link Emailed to Superintendent<br><br>Unique Application Link Request Form and Printable PDF Application Published | LASO Application Closes |

**Learn More by Visiting Strong Foundations Implementation Supports Webpage**

# Attend Webinars and Office Hours

**TEA**

| Webinars | | |
|---|---|---|
| November 29 | 9am-10am | **CRIMSI Local Implementation** |
| December 1 | 9am-10am | **CRIMSI** |
| December 5 | 9am-10am | **ESC Strong Foundations Implementation Supports** |

| Office Hours | | |
|---|---|---|
| November 28 | 10am-11am | **Amplify Texas Elementary Literacy Program (Grades K-2)** |
| November 29 | 10am-11am | **Amplify Texas Lectoescritura en Español (Grades K-5)** |
| November 29 | 1pm-2pm | **Print Materials** |
| November 30 | 10am-11am | **Amplify Texas Elementary Literacy Program (Grades 3-5)** |
| December 1 | 10am-11am | **CRIMSI Local Implementation** |
| December 2 | 10am-11am | **Eureka Math TEKS Edition (Grades K-5)** |
| December 5 | 10am-11am | **CRIMSI** |
| December 6 | 10am-11am | **Professional Development and Instructional Protocols** |
| December 7 | 10am-11am | **Assurances** |
| December 7 | 2pm-3pm | **ESC Strong Foundations Implementation Supports** |
| December 8 | 10am-11am | **CRIMSI Local Implementation** |
| December 9 | 10am-11am | **CRIMSI** |
| December 9 | 2pm-3pm | **ESC Strong Foundations Implementation Supports** |

*All sessions will be recorded and posted on the LASO website*

# Questions?

- **Strong Foundations**
  - *strongfoundations@tea.texas.gov*

- **LASO**
  - *laso@tea.texas.gov*

**Explore FAQs**

**TEA**

Thank you!