LEARNING ACCELERATION SUPPORT OPPORTUNITIES (LASO 4) 25-26

Roles and Responsibilities Insight Tool
REVISED 9/18/2025

LASO CYCLE 4

Roles and Responsibilities Insight Tool

Objective: To identify the types of responsibilities for each role and show where roles overlap across initiatives.

LASO 4 will provide 15 grant and allotment opportunities embedded in four learning acceleration strategies.

Initiative Activities	Board	Superintendent	C: Suite CAO, CIO, CFO	District Leaders	Campus Leaders (includes Coaches)	Teachers
Leadership & Instructional Foundations for Texas (LIFT)	Approve grant application and course, ensure alignment with district priorities and compliance.	Approve grant application, approve provider contracts, oversee implementation and ensure strategic alignment, submit required reports and maintain communication with TEA.	Monitor implementation and resource allocation, ensure system-level support for PLCs and coaching.	Manage district-level implementation; monitor campus-level implementation to inform principal development and performance management.	Individualized coaching, lead observation and feedback cycles, manage campus-level implementation.	Participate in training and coaching, implement instructional materials, engage in feedback cycles and submit classroom data.
LIFT Add on: School Improvement PLC Support (LIFT SI PLC)	Approve grant application and course, ensure alignment with district priorities and compliance.	Approve grant application, approve provider contracts, oversee implementation and ensure strategic alignment, submit required reports and maintain communication with TEA.	Monitor implementation and resource allocation, ensure system-level support for PLCs and coaching.	Manage district-level implementation; monitor campus-level implementation to inform principal development and performance management.	Individualized coaching, lead observation and feedback cycles, manage campus-level implementation.	Participate in training and coaching, implement instructional materials, engage in feedback cycles and submit classroom data.
School Improvement Curriculum and Instruction Support Grant (SI CISG)	Approve grant application and course, ensure alignment with district priorities and compliance.	Approve district participation and provider contracts, oversee implementation of instructional materials, and ensure strategic alignment	Monitor implementation fidelity and ensure systems-level support for procurement and instructional alignment.	Coordinate implementation across campuses, manage provider contracts, submit deliverables and performance data, and ensure fidelity of implementation in	Lead campus-level implementation of selected instructional materials, support teachers with planning and fidelity, and participate in coaching and observation cycles.	Implement instructional materials with fidelity, participate in professional learning and coaching, and submit classroom-

		with school improvement goals.		alignment with TEKS and grant goals.		level data and artifacts.
Blended Learning Grant (BLG)	Approve grant application and instructional material and digital supplemental selection, ensure alignment with district priorities.	Approve district participation and provider contracts, oversee implementation of instructional materials, and ensure strategic alignment with school improvement goals.	Monitor implementation fidelity and resource allocation, ensure systems-level support for PLCs and coaching and instructional alignment.	Coordinate implementation across campuses, manage provider contracts, submit deliverables and performance data, and ensure fidelity of implementation in alignment with BL Model and instructional alignment.	Individualized coaching, lead observation and feedback cycles, manage campus-level implementation.	Implement instructional materials (Tier 1 & Supplemental) with fidelity, participate in professional learning and coaching, and submit classroom-level data and artifacts.
AP Computer Science Principles (APCSP)	Approve grant application and course.	Approve grant application.	Approve course and grant application.	Management of course implementation and teacher training.	Management of course implementation, classroom equipment & supplies, marketing to staff and students, teacher identification and training.	Ongoing training, planning, teaching and management for AP CSP students and projects.
Texas Strategic Staffing for Residencies (TSS) Grant	Approve MOU with EPP partners, Approve stipends/salary for residents and host teachers as applicable.	Approve grant applications and major funding reallocations; communicate vision of residency pipeline to district leadership; monitor progress at a high level.	Review/approve budget reallocations for compensation; align staffing models with instructional/financial priorities; ensure HR, finance, and curriculum departments are coordinated. Attend design sessions as applicable to their role and capacity.	Serve on design team; coordinate readiness assessments; finalize job descriptions and selection processes; oversee mentor/teacher resident recruitment; monitor implementation progress.	Participate in design/launch sessions as applicable; support host teacher/resident selection and placement; provide ongoing feedback on school-level implementation and training via governance.	Host Teacher - coteaching alongside resident; providing feedback and attending meetings with site coordinator.
Additional Days School Year Planning &	Annual Commitment: Approve an	Strategic Oversight: Ensuring district-wide alignment with	CAO (Chief Academic Officer): Oversees academic	Project Management: Lead the ADSY PEP steering committee, attend	Implementation Leadership: Executing the ADSY model at the	Summer Model: Deliver at least 3 hours of math and

Execution Program (ADSY PEP)	ADSY-eligible calendar each year (minimum 175 instructional days + 25 ADSY days) Ongoing Support: Approve district applications for ADSY waivers via TEAL due to missed instructional days.	ADSY goals and calendar commitments. Grant Assurance: Affirm the district's commitment to the ADSY calendar and instructional minute requirements (175 days, 75,600 minutes + 25 ADSY days).	strategy alignment with HQIM and ensures instructional quality across ADSY days and must participate in Steering Committee meeting for the grant. CFO (Chief Financial Officer): Manages ADSY-specific budgeting templates and ensures fiscal compliance with grant requirements, ADSY formula funding. Must participate in Steering Committee meetings for the grant. CIO (Chief Information Officer) & PEIMS: Supports data reporting, including PEIMS submissions that trigger funding for ADSY days. Must participate in Steering Committee	workshops (PD), and ensure deliverables are met and manage the district's ADSY Steering Committee. Planning Year Duties: Participate in Learning Community sessions, collaborate with design and implementation partners, and complete strategic plans.	campus level, including scheduling, staffing, and instructional planning. Professional Development: Engage in PD aligned with ADSY goals and support teachers in delivering high-quality instruction.	reading instruction and 1 hour of TEKS-aligned enrichment per ADSY day. Full Year Model: Deliver instruction on all days including ADSY days Professional Development: Participate in ADSY align PD to support the selected model.

			meetings for the grant.			
School Action Fund (SAF)	Approve ADSY calendar & school actions/models; participate in TEA-approved BoT training and SGS Learning Labs (if applicable).	Coordinate BoT updates. Join campus walkthroughs (monthly/every other month). Participate in SGS Learning Labs (if applicable).	Coordinate allocation of resources, including personnel, and appropriate drawdown of funds. Monitor fidelity of implementation of program. Meet with TEA team.	Campus walkthroughs and progress monitoring of data. Coordinate allocation of resources, including personnel, and appropriate drawdown of funds. Monitor fidelity of implementation of program. Meet with TEA team.	Classroom walkthroughs; leading PLCs for lesson internalization, data analysis, and professional development. Progress monitoring for fidelity of implementation of SAF program requirements. Participation in SAF/SGS convenings, training, and Learning Labs. Monitor grant budget and meet with district leaders and TEA team.	RLA and Math teachers implementing HQIM with fidelity and participating in PLCs for lesson internalization, data analysis, and professional development. Providing intervention and personalized learning opportunities (tutoring) to students.
Navigating Excellence through Targeted Supports (NEXT)	NA	Receive weekly updates on NEXT implementation; join campus walkthroughs (monthly/ bi-monthly).	Coordinate allocation of resources, including personnel, and appropriate drawdown of funds. Monitor fidelity of implementation of program. Meet with TEA team.	Campus walkthroughs and progress monitoring of data. Coordinate allocation of resources, including personnel, and appropriate drawdown of funds. Monitor fidelity of implementation of program. Meet with TEA team.	Individualized coaching, lead observation and feedback cycles, manage campus-level implementation.	Participate in training and coaching; Participate in bi-annual convenings (if applicable).
Early College High School (ECHS)	Approval of ECHS application and overall campus	Develop and monitor short-term and long-term strategic priorities for the	Develop and monitor short-term and long-term strategic priorities	Build school capacity and identify members and roles of ECHS leadership team to lay a strong	Build and lead school capacity and identify members and roles of ECHS leadership team	Teaching ECHS students as the program continues year after year.

	implementation throughout the grant.	ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	for the ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	foundation for a successful ECHS. Activities include ECHS campus academic plan, target postsecondary degrees or dual credit and course crosswalks. Please refer to the Roadmap to Opening for more information.	to lay a strong foundation for a successful ECHS. Activities include ECHS campus academic plan, target postsecondary degrees, certificates or credentials and course crosswalks. Please refer to the Roadmap to Designation for more information.	
Pathways in Technology Early College High School (P-TECH)	Approve P-TECH application and overall campus implementation throughout the grant.	Develop and monitor short-term and long-term strategic priorities for the P-TECH along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	Develop and monitor short-term and long-term strategic priorities for the P-TECH along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	Build school capacity and identify members and roles of P-TECH leadership team to lay a strong foundation for a successful P-TECH. Activities include P-TECH campus academic plan, target postsecondary degrees, certificates or credentials and course crosswalks. Please refer to the Roadmap to Opening for more information.	Build and lead school capacity and identify members and roles of P-TECH leadership team to lay a strong foundation for a successful P-TECH. Activities include P-TECH campus academic plan, target postsecondary degrees, certificates or credentials and course crosswalks. Please refer to the Roadmap to Designation for more information.	Teaching P-TECH students as the program continues year over year.
Virtual and Hybrid Program Accelerator (VHPA)	Approval of LEA's plan to launch a virtual/hybrid program or campus. For campuses, approval needs	Approval of LEA's plan to launch a virtual/hybrid program or campus. For campuses, approval needs to be secured prior to applying for	Participate in VHPA project kickoff meeting with Technical Assistance Provider to clarify next steps and roles.	Develop and monitor short-term and long-term strategic priorities for the VHPA along with a work-flow plan. Provide the necessary support to achieve programmatic	Build and lead team capacity to run high-quality virtual and hybrid programs or campuses. Participate in VHPA programming including	Engage in relevant cohort-wide VHPA workshops, develop capacity to provide highly engaging, data-driven, research based instructional practices for virtual

	to be secured prior to applying for authorization to operate a new virtual or hybrid campus.	authorization to operate a new virtual or hybrid campus.	Monitor short-term and long-term strategic priorities for the VHPA along with a work-flow plan. Provide the necessary support to achieve programmatic goals in alignment with district/campus planning. If the LEA plans to engage a private or third-party provider to deliver educational services or operate the program/campus, oversee the procurement process and ensure all criteria, approvals, and required deliverables are fulfilled in accordance with VHPA requirements.	goals in alignment with district/campus planning. Participate in planning and implementation meetings such as with Technical Assistance Providers, TEA Progress check-ins, and improvement cycles. If the LEA plans to engage a private or third-party provider to deliver educational services or operate the program/campus, engage with technical assistance providers to develop plan/criteria, approvals, and required deliverables in accordance with VHPA requirements.	cohort-wide workshops, coaching calls and complete all the deliverables and milestones outlined by the VHPA program. In collaboration with the TA provider, facilitate data-backed progress reviews to inform next steps and pivots during 3 improvement cycles during the VHPA.	and hybrid instruction through professional development and on-the-job coaching. Develop virtual/hybrid courses, pilot programs for virtual or hybrid settings and collect data for continuous improvement. Engage in Ad-hoc support with the technical assistance provider based on LEA specific program/campus needs.
PREP Residency Preservice Program Allotment	Approve PREP Residency Preservice LASO allotment application.	Approve PREP Residency Preservice LASO allotment application.	Approve PREP Residency Preservice LASO allotment application.	At Quarterly Governance meetings school systems will create and approve PREP Residency Preservice LASO allotment application.	Governance meetings.	Cooperating Teacher (host) coteaching alongside resident; providing feedback and attend meetings with Field Supervisor.

Roles and Responsibilities Insight Tool

PREP Grow Your Own (GYO) Program Allotment	Approval of PREP GYO application and overall district implementation throughout the 2026-27 school year.	Approve PREP GYO LASO allotment application and coordinate touchpoints with district leaders to ensure compliance with statute and rule.	Approve PREP GYO LASO allotment application and coordinate with appropriate staff on allocating funds for appropriate uses and supporting district programming.	Supporting/leading PREP GYO programming at the district level (supporting employees and potentially high school students) which will include ensuring compliance with statute and rule. If opting into GYO technical assistance supports, attendance of quarterly webinars.	Supporting/leading PREP GYO programming at the campus level (supporting employees and potentially high school students).	If implementing high school career and technical education courses, teachers teaching those courses and implementing the program will need to ensure students are provided with authentic opportunities to practice teaching under the supervision of cooperating teacher(s).
PREP Mentorship Program Allotment	Approve PREP Mentorship allotment application.	Approve PREP Mentorship allotment application and coordinate touchpoints with district leaders to ensure compliance with statute and rule.	Approve PREP Mentorship allotment application and coordinate with appropriate staff on allocating funds of appropriate uses and supporting district programming.	Support and lead PREP mentorship at the district level which will include ensuring compliance with statute and rule. For those attending Pathway 2 training, that will total 15-20 hours of training over the course of the year. A mentorship program manager can anticipate webinars and check-ins in between training sessions.	Support and lead PREP mentorship at the campus level. This includes ensuring compliance with statute and rule. For those attending Pathway 2 training, that will total 15-20 hours of training over the course of the year. For those attending Pathway 1 training, that will total 24-30 hours of training.	Mentoring educators can anticipate attending 24-30 hours of training and are expected to meet with their mentee at least 12 hours per semester in order to be in compliance with statute and rule.