



La Pryor Independent School District

La Pryor Secondary

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) [§39A.104](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

No

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.104](#), and that the notice included the date, time, and place of the meeting.

No

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.103](#) and [§39A.104](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

No

Please select the date of board approval for this plan:

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As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) [§39A.104](#), the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 20, Great Minds PBC, Collegiate Edu-Nation

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Line Item Category/Estimated Cost/Primary Funding Source

Contracted Technical Assistance (Great Minds)/\$184,800/ LASO 4 & LIFT Grant

HQIM Consumables & Manipulatives/\$10,000Local / Title II / Instructional Materials Allotment

Substitute Coverage & Staff Stipends/\$25,000/Title I, Title II & Local Improvement Funds

Assessment & Intervention Supports/\$7,500/Comp Ed & Special Education Funds

Total Projected Strategy Cost~\$227,300 Secured via Grants & Reallocated Local/Federal Funds

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If grant funding is not awarded or is reduced, La Pryor ISD will maintain full execution of this turnaround strategy by utilizing Local Fund Balance alongside reallocated federal and state program funds (Title I, Part A; Title II, Part A; and State Compensatory Education). Because this strategy centers on systemic, high-leverage practices aligned with the Texas Effective Schools Framework (ESF)—specifically tightly aligned Tier 1 instruction, frequent observation/feedback, and structured PLCs—the district will sustain implementation through the following contingency plan:

Local Fund Allocation for Technical Assistance: The district will allocate local funds to maintain direct contract commitments with TEA-approved technical assistance providers (e.g., Great Minds) to deliver core product launches, Research-Based Instructional Strategies (RBIS) collective learning, and leadership coaching.

Internal Capacity Building & Reallocation of Personnel: Central office and campus leadership roles will be reallocated to ensure protected capacity. The District Coordinator of School Improvement (DCSI) and campus instructional coaches will absorb direct coaching, observation calibration walks, and PLC facilitation duties using established LIFT/ESF toolkits and playbooks.

Protected Master Schedules & Internal Professional Learning: Master schedules will remain structured to protect dedicated, content-specific PLC time and daily intervention blocks. Professional learning will shift to internal turn-delivery models led by trained campus administrators and lead teachers during scheduled district PD days. **Continued Performance Management:** The district will maintain the schedule of Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) data stepbacks and progress monitoring routines using existing local and state assessment data to ensure continuous progress toward improvement milestones.

By leveraging Local Fund Balance and restructuring central office supports, the district guarantees that high-quality instructional materials (HQIM), observation/feedback cycles, and targeted student supports will be fully executed without interruption, ensuring full compliance with Texas Education Code §39A.105 and ESSA Sec. 1003 requirements.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Redistribution of Talent and Resources

1. Strategic Allocation & Prioritization of Instructional Talent:

Prioritizing Strongest Coaching & Leadership Support: High-performing internal leaders and specialized external technical assistance are directed to the highest-need campus classrooms. Through the Great Minds LIFT agreement, 100% of the allocated 60 service days (PD, 1:1 coaching, and district coach support) are focused directly on supporting teachers and administrators in K–5 RLA, K–5 Math, and Secondary Math.

Targeted Differentiated Coaching: Instructional coaches and external consultants are strategically deployed to provide bi-weekly 1:1 coaching touchpoints (up to 6 hours per touchpoint) specifically for inexperienced (<2 years in role) and developing teachers.

2. Strategic Master Scheduling & Time Allocation: Protected PLC Routines: Master schedules across identified campuses have been restructured to protect daily/weekly, content-specific Professional Learning Community (PLC) time dedicated to Bluebonnet Learning / Great Minds lesson internalization, content study, and student work analysis.

Dedicated Student Intervention Blocks: Schedules feature protected daily intervention blocks built separate from Tier 1 core instruction, ensuring special populations (Special Education, Emergent Bilinguals, At-Risk) receive targeted Tier 2/3 interventions without missing grade-level core instruction.

3. Financial & Material Resource Realignment: Reallocation of Grant & Local Funding: The district redirected \$184,800 in grant funding (LASO 4 / LIFT Grant) specifically to secure high-quality technical assistance and job-embedded coaching from Great Minds.

Supplements via Local & Federal Program Funds: Local fund balance, along with reallocated Title I, Title II, and State Compensatory Education funds, are prioritized to supply High-Quality Instructional Materials (HQIM) consumables, assessment progress-monitoring tools, and substitute coverage for teacher professional learning.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

120

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

173

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Interim	District	Semester	La Pryor ISD will use STAAR Interim assessments as periodic indicators of progress toward the turnaround plan's two-year STAAR goals. In the shared PLC process, teachers will examine available results by student, assessed standard, and student group, then compare findings with curriculum assessments and student work to confirm needs. Teachers will use this evidence to strengthen grade-level instruction, address misconceptions, and plan targeted intervention or enrichment within the adopted HQIM. Special education and emergent bilingual staff will help identify supports. Performance projections will inform decisions without serving as guarantees of STAAR outcomes. Teachers will record actions and follow-up evidence in the shared tracker, using classroom assessments to evaluate learning and adjust support between Interim windows. Campus leaders will guide coaching; district leaders will review combined progress evidence monthly and the superintendent quarterly.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Monthly	La Pryor ISD will use curriculum benchmarks to evaluate mastery of taught content and guide timely instructional adjustments. Across three weekly high school PLCs, a curriculum-knowledgeable facilitator will guide teachers in analyzing results and student work by standard, student, and student group; internalizing lessons and units; and rehearsing responses aligned with the adopted HQIM. Findings will inform whole-class instruction, scaffolds, reteaching, intervention, and enrichment. Special education and emergent bilingual staff will regularly contribute. Teachers will document actions, responsible staff, timelines, and follow-up evidence in a shared tracker. Classroom assessments and student work will show whether responses improve learning. Campus leaders will monitor implementation and coaching needs. District leaders will review milestones and student outcomes monthly, and the superintendent quarterly, to guide adjustments toward two-year STAAR and turnaround goals.
Benchmark	District	BOY/MOY/EOY	La Pryor ISD will use NWEA MAP at BOY, MOY, and EOY to monitor achievement and growth within the turnaround plan. BOY results will establish baselines and growth targets; MOY results will identify progress and needed adjustments; EOY results will evaluate annual growth and inform next-year instruction and support. Through the shared PLC process, teachers will examine individual and student-group patterns alongside curriculum assessments and student work to confirm specific learning needs. Findings will guide scaffolds, intervention, enrichment, and teacher support while maintaining grade-level HQIM instruction. Special education and emergent bilingual staff will contribute. MAP growth will remain distinct from curriculum mastery and STAAR readiness. Teachers will record actions and monitor responses between MAP windows in the shared tracker. District leaders will review combined evidence monthly and the superintendent quarterly to guide progress toward two-year turnaround goals.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

La Pryor ISD will use a shared student-level tracker to monitor RLA and math growth toward two-year STAAR goals. The tracker will record baselines, targets, assessment results, instructional actions, responsible staff, and follow-up dates. Curriculum benchmarks will measure mastery of taught content; STAAR Interim results will indicate STAAR readiness; MAP BOY/MOY/EOY results will monitor achievement and growth. Across three weekly high school PLCs, teachers will analyze individual and student-group trends alongside student work, adjust HQIM-aligned instruction and interventions, and evaluate responses through classroom assessments. Special education and emergent bilingual staff will contribute. Campus leaders will monitor implementation and coaching needs. District leaders will review tracker summaries, milestones, and student outcomes at least monthly; the superintendent will review them at least quarterly to direct adjustments in instruction, support, and resources.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

La Pryor ISD will use daily embedded intervention time to provide targeted support for students below grade level and in special populations while maintaining access to grade-level HQIM instruction. Benchmark, STAAR Interim, MAP, and classroom evidence will identify needs and guide flexible groups. The intervention teacher will provide targeted instruction; the emergent bilingual teacher will guide language supports; two special education case managers will coordinate IEP-aligned instruction, accommodations, and progress monitoring. Inclusion paraprofessionals will reinforce teacher-directed supports

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

La Pryor ISD will organize elementary PLCs by grade bands and high school PLCs by core content area. These structures will support alignment across grade levels, consistent implementation of adopted HQIM, and collaboration around student learning needs. Intervention, special education, and emergent bilingual staff will regularly contribute to planning, connecting targeted supports with classroom instruction.

How frequently will PLCs occur?

Elementary PLCs will meet weekly for 55 minutes. High school PLCs will meet three times weekly for 36 minutes per session. Both campuses will use their weekly PLC cycle for lesson and module/unit internalization, lesson rehearsal, student work analysis, and monitoring instructional responses. Teachers will revisit student progress weekly and make timely adjustments to instruction and intervention.

Who will facilitate PLCs?

The elementary principal and teacher leaders will facilitate elementary grade-band PLCs. The secondary principal and content-area leads will facilitate high school core-content PLCs. Great Minds coaches will support both leadership teams through curriculum expertise, coaching, and feedback. Facilitators will guide HQIM internalization, lesson rehearsal, student work analysis, and instructional planning. Principals will monitor PLC quality and identify additional support needed to strengthen teacher practice and student outcomes.

Who is required to attend PLCs?

PLCs will focus on core instruction. Elementary core classroom teachers will attend their assigned grade-band PLCs, and high school core-subject teachers will attend their content-area PLCs. Special education and bilingual/ESL teachers will participate with core instructional teams. The intervention teacher, emergent bilingual teacher, and special education case managers will contribute to relevant planning to align interventions, language supports, and accommodations with grade-level instruction. Inclusion paraprofessionals will receive teacher-directed guidance and join relevant planning as schedules allow. Principals and designated teacher or content-area leaders will facilitate, with Great Minds coaches supporting scheduled sessions. CTE and elective teachers are not required to attend these core instructional PLCs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Both campuses will use a recurring PLC protocol: review prior actions and student progress; internalize module/unit goals and lessons; analyze assessment results and student work; plan instructional responses; and rehearse delivery with feedback. Curriculum benchmarks will inform mastery of taught content, STAAR Interim results will indicate readiness, and MAP will monitor broader growth. Teachers will confirm needs through classroom evidence and incorporate special education and emergent bilingual guidance. A shared tracker will document actions, responsible staff, timelines, and follow-up evidence. Teachers will revisit responses weekly, adjusting HQIM-aligned instruction, intervention, and enrichment. Principals will monitor implementation and coaching needs, supported by Great Minds coaches. District leaders will review milestones and outcomes monthly; the superintendent will review them quarterly.

Upload PLC agenda (optional):

[Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teachers will participate in high-quality professional learning focused on Bluebonnet Learning (OER) / Great Minds (K–5 RLA, K–5 Math, and Secondary Math) high-quality instructional materials (HQIM) implementation. Training includes: Upfront / Back-to-School Launch & Deep Product Training: Focuses on lesson internalization, unit study, and Research-Based Instructional Strategies (RBIS). Instructional Habits & Content Seminars: Targeted learning on discourse, Student Academic Language (SAL), and content study. Professional Learning Communities (PLCs): Weekly grade-level/subject-area PLCs dedicated to lesson internalization, student work analysis, and responsive reteach planning. Mid-Year / Semester 2 Refresher PD: Held in January to deepen product knowledge and refine instruction before STAAR prep.	Great Minds Consultants (TEA-Approved LIFT Technical Assistance Providers) District & Campus Leaders	Elementary Teachers (K–5 RLA & K–5 Math), Secondary Math Teachers, Special Education, and Intervention Teachers

Role	Training/PD Description	Delivered By	Attended By
Principal	Campus Principals participate in executive instructional leadership development to drive turnaround and high-fidelity curriculum implementation. Training includes: LIFT Action Planning & Performance Management: Facilitating BOY, MOY, and EOY data stepbacks, tracking student assessment data, and managing improvement milestones. Observation & Feedback Calibration: Deep dives into O/F tool attributes, joint walkthroughs with coaches/consultants, and calibrating observation data for high-leverage feedback. FLIPS: Maintaining a campus playbook for leadership routines, PLC expectations, assessment plans, and Research-Based Instructional Strategies (RBIS). HQIM Product & PLC Launch: Joining Bluebonnet Learning/Great Minds launch sessions, discourse strategies, Student Academic Language (SAL), and lesson internalization protocols.	Great Minds Consultants (TEA-Approved LIFT Technical Assistance Provider), Education Service Center (ESC) School Improvement Staff / FLIPS Case Managers, District Coordinators of School Improvement (DCSI) / Principal Managers, TEA School Improvement Campus Support Specialists (CSS)	Campus Principals and Assistant Principals, Campus Instructional Coaches and Lead Teachers, District Leadership / Director of Special Programs / DCSI

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Executive leadership development and instructional supervision capacity building to oversee turnaround and monitor system implementation. Training includes: LIFT Action Planning & Performance Management: Facilitating district BOY, MOY, and EOY stepbacks, analyzing outcome data, and monitoring Turnaround Plan progress. Observation & Feedback Calibration: Deep dives into O/F tool attributes, joint calibration walks with Great Minds consultants, and evaluating principal coaching quality. District Coach & Implementation Support: Monthly touchpoints to align resources, remove operational barriers, and monitor Bluebonnet Learning implementation. RBIS Collective Learning: Participating in Math and RLA RBIS learning series to establish a unified instructional framework.	Great Minds Consultants (TEA-Approved LIFT Technical Assistance Provider), Education Service Center (ESC) School Improvement Staff / Case Managers, TEA School Improvement Campus Support Specialists (CSS)	District Coordinator of School Improvement (DCSI) / Principal Manager, Superintendent and District Executive Leadership, Director of Special Programs & District Instructional Leadership Team

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Assistant Principals and Instructional Coaches receive targeted coaching and calibration training from Great Minds consultants, ESC staff, and campus principals. Training focuses on: Observation & Feedback Calibration: Conducting joint walkthroughs and delivering actionable, bite-sized feedback to teachers. HQIM Product & PLC Facilitation: Deep product training on Bluebonnet Learning/Great Minds materials to lead grade-level PLCs in lesson internalization, content study, Student Academic Language (SAL), and student work analysis. FLIPS & System Systems: Building campus playbooks to monitor Tier 1 instruction, establish assessment routines, and coach teachers on Research-Based Instructional Strategies (RBIS). Performance Management: Participating in BOY, MOY, and EOY stepbacks to track assessment data and monitor intervention rosters.	Great Minds Consultants (TEA-Approved LIFT Technical Assistance Provider) Campus Principal / Principal Manager (DCSI) Education Service Center (ESC) School Improvement Staff / Case Managers	Assistant Principals Campus Instructional Coaches / Specialist Staff Department Chairs / Lead Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

For Inexperienced/Ineffective Teachers:

Layered 1:1 Coaching: While all teachers participate in core product training and PLCs, inexperienced and struggling teachers are prioritized for bi-weekly 1:1 job-embedded coaching touchpoints (up to 6 hours per touchpoint) facilitated by Great Minds consultants and campus coaches.

Targeted Skill Building: Individual coaching plans focus on foundational classroom execution, such as Bluebonnet Learning/Great Minds lesson internalization protocols, pacing, and core instructional habits (student discourse and SAL).

Real-Time Feedback & Modeling: Leaders and coaches provide real-time coaching, co-planning, and modeled lessons during low-stakes walkthroughs.

For Inexperienced/Ineffective Leaders:

Observation & Feedback Calibration: Leaders engage in dedicated Observation/Feedback Learning Readiness sessions and regular calibration walkthroughs alongside Great Minds consultants to ensure high-leverage feedback delivery.

District Coach Support & Performance Management: District leaders receive targeted capacity-building support (monthly touchpoints) focusing on establishing LIFT performance management routines, monitoring PLC fidelity, and tracking HQIM implementation across campuses.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Tools Used:

Calibrated HQIM Walkthrough Tool: Used weekly/bi-weekly by campus leaders, DCSIs, and Great Minds coaches.

LIFT Progress Monitoring Dashboards & AP Report Cards: Used during monthly Performance Management routines and stepback reflections.

PLC Observation & Refinement Rubric: Used to evaluate the quality of weekly grade-level lesson internalization and student work analysis.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

HQIM Scaffolding & Differentiation Training:

Professional development equips teachers to leverage built-in universal supports, language access strategies, and scaffolds within Bluebonnet Learning / Great Minds materials without lowering grade-level rigor.

Data Tracking & "Move Groups": Administrators and teachers participate in assessment tracking routines (unit assessments, interim screeners) to identify, monitor, and establish goal-setting "move groups" specifically for Special Education, Emergent Bilingual (TELPAS), and At-Risk students.

Protected Intervention Blocks: Master schedules feature protected, daily intervention blocks distinct from Tier 1 core instruction, allowing teachers to deliver targeted Tier 2/3 interventions and accelerated learning.

Collaborative PLC Alignment: Special Education and EL/Bilingual interventionists participate in weekly PLCs alongside general education teachers to co-plan lesson adaptations, review student work artifacts, and adjust instruction based on special population performance data.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

By December 2026, audit and revise the high school master schedule to provide the instructional minutes needed to deliver adopted HQIM, daily embedded intervention, and three weekly core-content PLCs, including at least one protected 45-minute session. Verify that the school calendar provides at least 165 instructional days.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Approved master schedule including update for the second semester, instructional-minute audit, calendar day count, and PLC rosters showing special education and bilingual/ESL participation.

Support Needed – What training, coaching, resources, or tools are required?

Technical assistance from Great Minds and master scheduling coaching from the superintendent. Curriculum-specific scheduling guidance, staffing and coverage adjustments, and district scheduling support.

Milestone 2

Description – What specific action or deliverable will be completed?

By October 2026, conduct district-wide LIFT orientation and Bluebonnet Learning launch training for all campus administrators and to establish core instructional vision and finalize a written implementation plan identifying leadership responsibilities, Great Minds/LIFT coaching support, dedicated time, implementation costs, funding sources, and contingencies for unavailable grant funds.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Great Minds, DCSI, campus administration administrators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Staff attendance rosters and completed LIFT vision artifacts -district instructional frameworks for RLA and math.

Support Needed – What training, coaching, resources, or tools are required?

Ongoing implementation support from Great Minds.

Milestone 3

Description – What specific action or deliverable will be completed?

Assess instructional leadership and teacher support needs and assign differentiated development plans. Prioritize staff new to their roles, uncertified teachers, and teachers or leaders without a demonstrated record of success. Establish Great Minds coaching goals for the secondary principal and content-area leads.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

: DCSI, secondary principal, content-area leads; Great Minds coaches support development

Evidence of Completion – What artifact, data, or observable action will verify completion?

Needs assessment, staff support tiers, individual coaching goals, professional learning calendar, and completed coaching records.

Support Needed – What training, coaching, resources, or tools are required?

Protected coaching time, HQIM training, Great Minds expertise, and district support for the principal and principal manager.

Milestone 4

Description – What specific action or deliverable will be completed?

Implement the shared PLC protocol across high school core-content teams, including module/unit and lesson internalization, lesson rehearsal, student work analysis, and review of prior instructional actions. Incorporate regular guidance from special education and emergent bilingual staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals, Superintendent

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, attendance records, internalization artifacts, rehearsal feedback, student work analyses, and documented instructional actions.

Support Needed – What training, coaching, resources, or tools are required?

Great Minds coaching, curriculum-specific protocols, protected collaboration time, and PLC observation tools.

Milestone 5

Description – What specific action or deliverable will be completed?

Implement a district-approved observation and feedback tracking system. Schedule observations at least weekly for teachers needing greater support and at least biweekly for teachers needing less support. Track feedback frequency, actionable next steps, instructional delivery, HQIM fidelity, and teacher growth.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals, Great Minds campus coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Observation calendar, completed observation records, teacher action steps, follow-up evidence, and monthly frequency summaries.

Support Needed – What training, coaching, resources, or tools are required?

Working to transition toward Instructional Insights app from Eduphoria and Google Forms tracking, observer calibration, and Great Minds leadership coaching.

Milestone 6

Description – What specific action or deliverable will be completed?

Implement a shared student-level tracker with baselines, targets, assessment results, instructional responses, responsible staff, and follow-up dates. Distinguish curriculum mastery, STAAR readiness, and MAP growth. Validate proposed student outcome goals using the A–F Estimator and document supporting assumptions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, secondary principal, district assessment lead, content-area leads, teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Assessment calendar, populated tracker, student-group summaries, documented goals, and saved estimator scenarios.

Support Needed – What training, coaching, resources, or tools are required?

Assessment platform access, data-analysis training, secure data tools, and accountability technical assistance.

Milestone 7

Description – What specific action or deliverable will be completed?

Establish flexible intervention groups during daily embedded intervention time. Assign services to the intervention teacher, emergent bilingual teacher, two special education case managers, and teacher-directed inclusion paraprofessionals. Connect targeted support with grade-level HQIM instruction and applicable IEP and language-support requirements.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Secondary principal, intervention teacher, emergent bilingual teacher, special education case managers, core teachers.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Intervention schedule, group rosters, instructional plans, service records, and progress-monitoring entries showing adjustments.

Support Needed – What training, coaching, resources, or tools are required?

Aligned intervention materials, collaboration time, accommodation guidance, and training in targeted instruction and language supports

Milestone 8

Description – What specific action or deliverable will be completed?

Evaluate progress on Year 1 milestones, instructional leadership development, PLC implementation, observation cycles, and student learning. Identify implementation barriers and approve corrective actions, resource changes, and follow-up dates.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, DCSI, secondary principal, relevant Campus Intervention Team members; Great Minds contributes coaching evidence

Evidence of Completion – What artifact, data, or observable action will verify completion?

December progress report, milestone dashboard, meeting notes, revised coaching priorities, and assigned corrective actions

Support Needed – What training, coaching, resources, or tools are required?

Dashboard summaries, Great Minds implementation feedback, protected review time, and district authority to adjust resources.

Milestone 9

Description – What specific action or deliverable will be completed?

Incorporate released Year 1 results into the TAP review, confirm Year 2 targets, and finalize staffing, differentiated professional learning, coaching, instructional schedules, intervention services, and funding. Update A–F Estimator scenarios and identify actions needed to remain on the two-year turnaround trajectory.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent, DCSI, secondary principal, assessment and finance leads; Great Minds supports instructional planning.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated implementation plan, estimator scenarios, approved schedules, staffing assignments, budget, and professional learning records.

Support Needed – What training, coaching, resources, or tools are required?

State results as available, accountability guidance, Great Minds planning support, and district staffing and budget decisions.

Milestone 10

Description – What specific action or deliverable will be completed?

Complete HQIM and PLC onboarding for new staff and targeted development for returning staff. Refresh teacher support tiers and leadership coaching goals using Year 1 evidence. Verify that teachers and leaders needing additional support receive scheduled coaching.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, secondary principal, content-area leads; Great Minds coaches support development.

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC observation summaries, team artifacts, classroom follow-up evidence, and completed improvement actions

Support Needed – What training, coaching, resources, or tools are required?

Great Minds feedback, facilitator coaching, common quality criteria, and protected PLC time.

Milestone 11

Description – What specific action or deliverable will be completed?

Conduct monthly joint observations to align leaders' judgments of HQIM implementation, student engagement, checks for understanding, and special-population supports. Verify required observation frequencies and whether teacher action steps produce observable improvement.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, secondary principal, designated instructional leaders; Great Minds supports calibration.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Joint observation records, calibration notes, frequency reports, teacher action-step completion, and evidence of instructional growth.

Support Needed – What training, coaching, resources, or tools are required?

Common observation tools, Great Minds co-observation and feedback, and protected leadership time.

Milestone 12

Description – What specific action or deliverable will be completed?

Use Year 2 BOY MAP, curriculum assessments, available Interim results, and student work to update intervention groups and instructional priorities. Evaluate student responses and increase or modify support when progress is insufficient. Verify coordination of core instruction, interventions, IEP supports, and language development.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Secondary principal, intervention teacher, emergent bilingual teacher, two special education case managers, core teachers.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated rosters, intervention plans, service records, student growth charts, and documented changes in support.

Support Needed – What training, coaching, resources, or tools are required?

Aligned instructional resources, specialist collaboration, progress-monitoring tools, and staff training based on identified needs.

Milestone 13

Description – What specific action or deliverable will be completed?

Review milestone completion, student-group progress, leadership development, HQIM fidelity, and intervention effectiveness. Determine whether the campus remains on track toward its two-year outcome goals and approve specific corrective actions for remaining gaps.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent, DCSI, secondary principal, relevant Campus Intervention Team members; Great Minds contributes implementation feedback.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Midpoint report, updated dashboard, documented resource decisions, revised action plans, and follow-up dates.

Support Needed – What training, coaching, resources, or tools are required?

Combined implementation and student data, Great Minds consultation, and staffing, scheduling, or funding adjustments as indicated.

Milestone 14

Description – What specific action or deliverable will be completed?

Evaluate progress toward RLA and math goals using curriculum assessments, Interim results, MAP MOY/EOY results as available, and student work. Examine outcomes for individual students and relevant groups and determine which instructional and intervention practices should continue or change.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, secondary principal, assessment lead, content-area leads, intervention and special-population staff

Evidence of Completion – What artifact, data, or observable action will verify completion?

Year 2 growth report, student-group comparisons, intervention evaluations, and recommendations for continued support.

Support Needed – What training, coaching, resources, or tools are required?

Assessment reports, analysis time, secure student-level data, and district evaluation assistance.

Milestone 15

Description – What specific action or deliverable will be completed?

Evaluate the secondary principal's and content-area leads' ability to facilitate PLCs, monitor HQIM, provide actionable feedback, and use student evidence to guide improvement. Identify remaining development needs and establish a transition plan for continued district and partner support.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent, DCSI, secondary principal; Great Minds provides coaching evidence and feedback.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Leadership growth summaries, observed PLC facilitation, calibrated observation records, coaching artifacts, and a written support transition plan.

Support Needed – What training, coaching, resources, or tools are required?

Great Minds consultation, district leadership feedback, common performance expectations, and time for demonstration and reflection.

Milestone 16

Description – What specific action or deliverable will be completed?

Compare released state assessment, TELPAS, graduation, CCMR, and accountability results, as available, with the TAP's goals. Evaluate progress toward a C or higher and applicable federal exit requirements. Identify unmet goals and document additional actions rather than assuming exit based on campus averages.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Superintendent, DCSI, secondary principal, district assessment/accountability lead.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Two-year TAP evaluation, official reports as available, goal comparisons, accountability calculations, and documented follow-up actions.

Support Needed – What training, coaching, resources, or tools are required?

TEA reports and applicable rules, accountability technical assistance, and district data-analysis support.

Milestone 17

Description – What specific action or deliverable will be completed?

Establish ongoing funding and responsibilities for protected PLC time, daily intervention, observation and feedback, leadership development, and essential instructional resources. Identify how effective Great Minds/LIFT-supported practices will continue as grant funding or services change.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Superintendent, district finance lead, DCSI, secondary principal; board approval where required.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Approved budget allocations, funding contingency plan, continuing service assignments, coaching calendar, and instructional operating procedures.

Support Needed – What training, coaching, resources, or tools are required?

Finance planning, staffing analysis, Great Minds transition consultation, and district resource prioritization.

Milestone 18

Description – What specific action or deliverable will be completed?

Finalize the next-year instructional plan and communicate results. Translate the two-year evaluation into the next improvement cycle. Finalize schedules, professional learning, intervention priorities, student outcome targets, and monitoring responsibilities. Share aggregate progress and next steps with staff, district leadership, the board, families, and relevant stakeholders.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Superintendent, DCSI, secondary principal, content-area leads, intervention and special-population staff.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated campus improvement plan, approved master schedule, professional learning calendar, assigned monitoring responsibilities, and stakeholder presentation or communication records.

Support Needed – What training, coaching, resources, or tools are required?

District planning time, communication support, evaluation findings, and continued coaching based on remaining needs.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

La Pryor ISD will implement a performance management routine that monitors both implementation of the turnaround strategy and progress toward student outcome goals. District and campus leaders will use a shared milestone dashboard identifying each milestone, completion date, responsible party, evidence of completion, required support, and current status. Leaders will examine whether actions are completed on time, implemented with fidelity, and producing improvements in teacher practice and student learning.

Campus leaders will monitor HQIM implementation, instructional pacing and time, PLC quality, intervention delivery, and observation and feedback cycles. Evidence will include lesson and unit internalization artifacts, rehearsal feedback, student work, intervention records, and classroom observations. Observation records will document frequency, teacher action steps, instructional delivery, HQIM fidelity, and teacher growth. Teachers requiring greater support will receive observation and feedback at least weekly; teachers requiring less support will receive it at least biweekly.

Student outcomes will be monitored through the shared student-level tracker. Curriculum benchmarks will inform mastery of taught content, STAAR Interim results will indicate progress toward STAAR goals, and MAP BOY/MOY/EOY results will show achievement and growth. Classroom assessments and student work will provide follow-up evidence between testing windows. Leaders will examine individual and student-group trends, including special education and emergent bilingual students.

Through the LIFT grant partnership, Great Minds coaches will support development of campus instructional leadership through coaching, collaborative review of instructional evidence, and feedback on PLC facilitation and teacher support. District and campus leaders will retain responsibility for implementation decisions and accountability.

Campus leaders will review implementation biweekly, district leaders and relevant stakeholders will review progress at least monthly, and the superintendent will review progress at least quarterly. Each formal review will identify accomplishments, barriers, and needed adjustments. When implementation is delayed or student progress is insufficient, leaders will document corrective actions, responsible staff, resources, and follow-up dates, then evaluate the response at the next review.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The District Coordinator of School Improvement (DCSI) will coordinate milestone monitoring, maintain the district review calendar, and verify that evidence is available for each review. The elementary and secondary principals will oversee campus implementation, validate campus evidence, and report progress, barriers, and support needs. Each staff member assigned responsibility for a milestone will update its status and provide supporting documentation.

Teacher leaders, high school core-content leads, and intervention, special education, and emergent bilingual staff will contribute evidence related to their responsibilities. Great Minds coaches will support instructional leadership development through the LIFT partnership and provide feedback on instructional implementation, PLC quality, and leadership practices.

The district leadership team and relevant Campus Intervention Team members will review progress at least monthly. The superintendent will review progress at least quarterly and address district-level staffing, scheduling, funding, and resource needs. The board will receive periodic progress updates through established reporting processes.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

La Pryor ISD will collect milestone progress data through a shared electronic dashboard and linked evidence folders. Each milestone record will include the action or deliverable, timeline, responsible party, required support, evidence of completion, status, barriers, and next steps. Milestone owners will update records before monthly district reviews, and principals will verify the evidence supporting reported completion.

Implementation evidence will include PLC agendas and attendance, lesson and unit internalization artifacts, rehearsal feedback, pacing records, intervention schedules and service logs, professional learning records, and Great Minds coaching documentation. The district's observation and feedback tracking system will record observation frequency, teacher action steps, instructional delivery, HQIM fidelity, and teacher growth.

Student outcome evidence will come from the shared student-level tracker, including curriculum benchmark results, STAAR Interim results, MAP BOY/MOY/EOY results, classroom assessments, and student work. Teachers and specialists will record instructional responses and follow-up evidence to show whether support is improving learning. Results will be examined by student, content area, grade level, and relevant student group.

Leaders will use consistent definitions for milestone status: completed, on track, at risk, or off track. Completion will require the specified artifact or observable evidence. Monthly review notes will document decisions, corrective actions, assigned responsibilities, and follow-up dates.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

La Pryor ISD will collect milestone progress data through a shared electronic dashboard and linked evidence folders. Each milestone record will include the action or deliverable, timeline, responsible party, required support, evidence of completion, status, barriers, and next steps. Milestone owners will update records before monthly district reviews, and principals will verify the evidence supporting reported completion.

Implementation evidence will include PLC agendas and attendance, lesson and unit internalization artifacts, rehearsal feedback, pacing records, intervention schedules and service logs, professional learning records, and Great Minds coaching documentation. The district’s observation and feedback tracking system will record observation frequency, teacher action steps, instructional delivery, HQIM fidelity, and teacher growth.

Student outcome evidence will come from the shared student-level tracker, including curriculum benchmark results, STAAR Interim results, MAP BOY/MOY/EOY results, classroom assessments, and student work. Teachers and specialists will record instructional responses and follow-up evidence to show whether support is improving learning. Results will be examined by student, content area, grade level, and relevant student group.

Leaders will use consistent definitions for milestone status: completed, on track, at risk, or off track. Completion will require the specified artifact or observable evidence. Monthly review notes will document decisions, corrective actions, assigned responsibilities, and follow-up dates.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	45
Masters Grade Level	12

Not applicable: RLA STAAR goals (SY 26-27)

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	12

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	33
Masters Grade Level	7

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

75

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

75

Not applicable: ELP Component goal (SY 26-27)

—

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	84
Meets Grade Level	55
Masters Grade Level	18

Not applicable: RLA STAAR goals (SY 27-28)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	18

Not applicable: Math STAAR goals (SY 27-28)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	52
Masters Grade Level	18

Not applicable: overall STAAR goals (SY 27-28)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

75

Not applicable: Academic Achievement goal (SY 27-28)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

100

Not applicable: ELP Component goal (SY 27-28)

—

Will this campus have a graduation class for the 2025-2026 school year?

Yes

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 26-27?

75

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 26-27?

75

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 27-28?

75

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 27-28?

75

What was your CCMR percentage for your 2025 graduation class?

36

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

93.9

We did not have a 2025 graduating class

No

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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