

Corrective and Preventative Action Plan (CAPA): Master Schedule

Date: October 1, 2025

Project Name: Corrective and Preventive Action Plan (CAPA)

Primary Owner(s) of Project: Department of Teaching and Learning

Team Members Working on Project:

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What is Driving the Need for this project? Strategic plan to improve academic achievement and performance that will lead to increase in campus ratings

Description of Project: Strategic plan that facilitates district's progress towards meeting the 2028 Board goals for STAAR 3 – 8/EOC by Achieving 2-year progress goal of increases in student performance: Approaches (6%), Meets (4%), Masters (2%) by the end of the SY 2025 – 2026. The plan should result in increased TEA ratings for each campus and district.

By May 2026, student performance on STAAR 3 – 8/EOC will increase

- in Reading from
- in Math from
- in Science from
- in Social Studies from

Supporting Document(s):

- 24-25 STAAR Data by Teacher
- TTESS TIA Custom Export
- MTSS Lesson Structure
- Sample Elementary Master Schedule

- Sample Small Group Data Tracking form

ACTION Strategic Priority ESF	OWNER	DATES	Description and Expected outcome for this step:	RESOURCES	FINDINGS and RECOMMENDATIONS
Strategic Staffing and Master Schedule Scorecard Priority 1.1 ESF Lever 2.1	C & I Dept.	June 2, 2025	Description Using preliminary STAAR data, campus leadership evaluated staff and determined teacher placement based on student need and teacher strength. Outcome By the end of Cycle 1(October 9, 2025), 100% of campuses will have implemented staffing changes based on provided guidelines, data, and support to improve student outcomes. These changes will be evaluated at the end of the 25-26 school year using the same protocol applied in June 2025.	Preliminary STAAR Data STAAR - High Performing Teachers.pdf STAAR - 2025 Teacher STAAR Performance.pdf TTESS Data C and I Summer Institue Day 1 Artifact.pdf	
Strategic Staffing and Master Schedule Scorecard Priority 1.1 ESF	C & I Dept.		Description The purpose of MTSS (Multi-Tiered System of Supports) for students with learning gaps is to identify their specific needs early and provide tailored interventions at increasing levels of intensity. For the 25-26	Instructional Model Instructional Model Artifact.docx	

Lever 2.1 5.4			<p>school year, we have implemented the MTSS block for both reading and math for grades 6-8.</p> <p>Outcome By the end of Cycle 1 (October 9, 2025), 90% of 6-8 grade MTSS classrooms will have implemented the JISD MTSS Lesson Structure. This will be monitored through bi-weekly classroom observations using the JISD Instructional Model Walkthrough forms while specifically noting adherence to the MTSS lesson structure. This data is compiled through Google forms and allows leadership (campus and district) to identify and address trends and provide feedback as needed.</p>	<p>MTSS Lesson Structure/RLA MTSS Lesson Structure.pdf</p> <p>MTSS Lesson Structure/Math MTSS Lesson Structure.pdf</p>	
Strategic Staffing and Master Schedule Scorecard Priority 1.1 ESF Lever	C & I Dept.		<p>Description Dedicated small groups time has typically been left up to the teacher to implement and insert into their daily lesson. For the 25-26 school year, all elementary campuses have built in a small group time into their Master Schedule (WIN, SOAR,</p>	<p>Example ES Master Schedule Escondido Master Schedule 25-26.xlsx</p> <p>Small Group Tracking</p>	

<p>2.1 5.4</p>			<p>CUB). The purpose of small group instruction in elementary education is to provide focused, personalized teaching that meets the diverse learning needs of students. It allows teachers to tailor lessons, offer targeted support, and engage students more actively, which enhances understanding, builds confidence, and accelerates skill development. Small groups create a supportive environment where students can ask questions, practice skills, and receive immediate feedback.</p> <p>Outcome By the end of Cycle 1 (October 9, 2025), 100% of elementary campuses will have modified their Master Schedule to reflect a dedicated small group instructional time.</p> <p>By the end of Cycle 1 (October 9, 2025), 90% of K-5 grade level classrooms will provide consistent, targeted small group instruction using current data sources. This will be monitored through bi-weekly classroom observations using the JISD</p>	<p>Small Group Data Tracking.pdf</p>	
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			Instructional Model Walkthrough forms while specifically noting students identified for small group interventions and monitoring small group data tracking.		
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