

Corrective and Preventative Action Plan (CAPA): PROFESSIONAL DEVELOPMENT

Date: October 1, 2025

Project Name: Corrective and Preventive Action Plan (CAPA): Professional Development

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):

- NWEA MAP
- *Effective Schools Framework* (ESF) www.TexasESF.org
- *Learning by Doing, A Handbook for Professional Learning Communities at Work®*, Fourth Edition DuFour, R. et.al.

| ACTION Strategic Priority ESF Lever | OWNER | DATES | DESCRIPTION and expected OUTCOME for this action | RESOURCES | FINDINGS and RECOMMENDATIONS |
|--|-------------|---|--|--|---------------------------------|
| Professional Development Scorecard Priority 1.1 ESF Lever 4.1 5.1 5.2 5.3 5.4 | C & I Dept. | 8/5/25 11/10/25 1/13/26 2/27/26 4/28/26 | Description Campus leadership (administration & academic leaders) will receive training on the Professional Learning Community (PLC) model based on DuFour research. Outcome By December 2025 (Semester 1), 100% of campuses have implemented the Professional Learning Communities model and protocols to improve Tier 1 instruction and student achievement. | JISD PLC Observation Form PLC Observation Artifact.pdf JISD PLC Feedback and Action Form Campus PLC Observation Feedback Form.pdf | |
| | C & I Dept | 7/29/25 – 7/30/25 8/4/25 | Description All teachers will be trained on the JISD Instructional Model and fully implement the research-based targeted strategies in their classrooms: Objectives, Gradual Release Model, and Accountable Talk. Outcome By October 2025 (1 st nine weeks), 100% of teachers have implemented the targeted strategies on the Instructional Model: Objectives, Gradual | JISD Instructional Model Instructional Model Overview.pdf JISD Observation Forms Instructional Model Artifact.pdf Instructional Round Walkthrough Form.pdf | |

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| Professional Development Scorecard Priority 1.1 ESF Lever 4.1 5.1 5.2 5.3 5.4 | | | Release Model, and Accountable Talk, to improve Tier 1 instruction and teacher efficacy leading to increased student achievement and performance | | |
| | C&I Dept. | 8/5/25 8/6/25 8/7/25 11/4/25 2/27/25 | Description District professional development redesigned based on observation data and teacher feedback. Outcome By October 2025, the Department of Teaching and Learning will survey district teachers and create a professional learning catalogue for the November 4 th District Staff Development Day that will address teacher and staff needs. | Judson University est. 2025 Elementary District Professional Learning Catalog for August 2025 Active.pdf Paraprofessional Learning Catalog 2025.pdf Secondary District Professional Learning Catalog for August 2025 Active .pdf | |
| | C & I Dept. Academic Trainers | August 2025 | Description The MAP Reading Growth Assessment will replace Amplify as the elementary reading screener (grades 1 - 5) to align universal screener monitoring tools. Outcome By September 2025, 100% of elementary teachers will be trained on MAP Reading Growth | MAP Reading Assessment BOY/MOY/EOY Performance Data October January June | |

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| Professional Development Scorecard Priority 1.1 ESF Lever 4.1 5.1 5.2 5.3 5.4 | | | Assessment by campus Academic Trainer to identify learning gaps and provide interventions that will improve student performance. | | |
| | C & I Dept. Academic Trainers | August 2025 | Description The MAP Reading Fluency Assessment will be used in Grade 1 for foundational skills and in Grade 7 to assess struggling readers. Outcome By October 2025, 100% of teachers of reading in 1 st /7th grades will be trained on the MAP Fluency Assessments data reports to help identify and address student learning gaps in reading through targeted interventions. | MAP Fluency Assessment BOY/MOY/EOY Performance Data October January June | |
| | C&I Dept. | Sept. 2025 – April 2026 | Description Middle school campuses and targeted elementary campuses will receive job-embedded training and coaching from Carnegie Learning Math and Great Minds Math throughout the school year to improve lesson internalization and Tier 1 instruction leading to improved student achievement. | Carnegie Learning Math Great Minds Math | |

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| | | | Outcome By December 2025, 100% of middle school math teachers and targeted elementary teachers will exhibit full implementation of lesson internalization in Tier 1 instruction with improved student academic performance. | | |
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