



2026 – 2027

Campus Action Plan

Campus Name

Joe E. Moreno Elementary

Principal Name

Ruben Pineda

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Moreno Elementary earned an overall C (77) accountability rating in 2026. The campus received a C (71) in Student Achievement, a C (79) in School Progress, and a C (72) in Closing the Gaps. All three accountability domains declined from the previous year, indicating a need to improve both student achievement and academic growth.

While the campus demonstrated notable gains in early literacy, academic performance remains a concern. Early literacy measures improved across multiple indicators, with CIRCLE proficiency increasing from 56% to 75%, Lectura At/Above Benchmark rising from 61% to 69%, and DIBELS proficiency improving from 44% to 54%.

In contrast, language acquisition outcomes for Emergent Bilingual students declined. The percentage of students achieving TELPAS Advanced High decreased from 41% in 2023-2024 to 29% in 2025-2026, highlighting the need for stronger language development and greater access to grade-level instruction.

Additional areas of need include improving student performance in reading, mathematics, and science; strengthening written responses across content areas; increasing growth for students receiving Special Education services; and ensuring more students demonstrate mastery on interim and classroom-based assessments throughout the school year.

Overall, Moreno Elementary should continue building on its early literacy successes while focusing on accelerating academic growth, strengthening language development, and increasing grade-level achievement for all student groups.

Needs related to improving the quality of instruction

Moreno Elementary needs more consistent teaching practices across all classrooms to ensure all students receive high-quality instruction every day.

Key instructional needs include:

- Strengthen lesson planning so teachers are clear about what students need to learn and how they will show success.
- Improve lesson pacing so students have enough time to practice and apply their learning.
- Increase the use of effective teaching strategies, such as checking for understanding, student discussion, and reteaching when needed.
- Use exemplars regularly so students understand expectations for quality work.
- Improve writing instruction by providing frequent opportunities to write, revise, and receive feedback.
- Strengthen supports and accommodations for students receiving Special Education services.
- Increase language supports and opportunities for Emergent Bilingual students to listen, speak, read, and write.
- Use student work and assessment data during PLCs to adjust instruction and address learning gaps.

System evaluation (philosophy, processes, implementation, capacity)

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

By May 2027, Moreno Elementary will strengthen daily instruction so all students engage in grade-level learning and demonstrate academic growth.

Indicators of Success

Measurable results that describe success

- SPOT: Campus average will demonstrate continuous improvement toward Proficient I or higher, with planning and instruction monitored separately and at least 60% of teachers at Proficient I or higher by MOY and 70% by EOY.
- IRT: Campus IRT score will increase from the current baseline to 13+ by the next formal IRT cycle and 14+ by EOY, with no regression between rounds.
- NWEA: At least 50% of students will meet or exceed projected growth by MOY and 60% by EOY in mathematics.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Conduct weekly SPOTs focused on student engagement specifically writing component.
- Review SPOT trends weekly by teacher, grade level, content, and instructional indicator.
- Provide actionable coaching and revisit classrooms to verify implementation.
- Use PLCs to monitor lesson internalization, exemplars, annotations, writing prompts and student samples.
- Provide demonstration lessons, modeling, and targeted coaching for teachers not demonstrating expected progress.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Internalize upcoming lessons and identify the LO/DOL, exemplar, misconceptions, scaffolds, and monitoring plan.
- Implement the gradual-release model with appropriate pacing and sufficient student practice.
- Actively monitor student understanding and adjust instruction based on evidence.
- Implement structured student discourse and lift/stamp student responses to the learning objective.
- Implement feedback from coaching, demo and spots.

Key Action One			
Staff Development	Who: Principal and administrators		
	What: PD sessions on lesson internalization, exemplars, annotations, student work, and formative data.		
	When: Weekly PLCs		
	Where: Large Conference Room		
Budget	Proposed Item	Description	Amount
	Staff Development	lesson internalization, exemplars, annotations, student work, and formative data.	
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 2

Briefly state the specific goal or objective

By May 2027, Emergent Bilingual students will demonstrate growth through consistent implementation of grade-level instruction.

Indicators of Success

Measurable results that describe success

- NWEA Reading: EB students will increase 3% growth above the 40th percentile for MOY and 8% for EOY.
- DIBELS: Increase the percentage of EB students At/Above Benchmark by at least 3 percentage points from BOY to MOY and 5 points from BOY to EOY.
- TELPAS: Increase the percentage of Advanced/Advanced high by 6% on TELPAS Spring.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Review EB NWEA and early-literacy data after each assessment window.
- Monitor linguistic accommodations and student language production during classroom observations by LDC.
- Identify EB students not demonstrating expected progress and coordinate instructional responses through PLCs.
- Provide modeling/coaching on structured academic discourse and linguistic supports.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Explicitly plan linguistic supports during lesson internalization.
- Provide structured opportunities for listening, speaking, reading, and writing daily.
- Use sentence stems, visuals, exemplars, vocabulary supports, and other appropriate scaffolds without reducing rigor.
- Monitor EB student responses and adjust supports based on demonstrated need.
- Review EB student data during PLCs and provide targeted small-group instruction based on identified gaps.

Key Action Two			
Staff Development	Who: Principal and administrators		
	What: Data Digs: Review EB NWEA and early-literacy data after each assessment window. Identify EB students not demonstrating expected progress and coordinate instructional responses through PLCs.		
	When: Grade Level Meetings		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 3

Briefly state the specific goal or objective

By May 2027, students will strengthen their writing skills through explicit instruction, frequent writing, and feedback.

Indicators of Success

Measurable results that describe success

- SPOT Writing Indicator: At least 50% of observed classrooms by MOY and 60% by EOY earn both available writing points during applicable SPOT observations.
- ECR: The percentage of students earning 5 or more points on district ECRs will increase by at least 10 percentage points from BOY to MOY and 20 points from BOY to the final spring assessment.
- SCR: The percentage of students earning 1 or more points on campus SCR rubrics will increase by at least 10 percentage points from BOY to MOY and 20 points from BOY to the final spring assessment.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Establish a common campus expectation for frequency and quality of student writing.
- Monitor writing during SPOTs and review student writing samples weekly.
- Calibrate ECR scoring during PLCs using common rubrics and exemplars.
- Provide models/demonstrations of explicit writing instruction.
- Track ECR performance by grade, teacher, student group, and rubric component.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Provide students frequent opportunities to write in response to grade-level content.
- Explicitly model the thinking and process required to construct a successful response.
- Use exemplars and rubrics to communicate success criteria.
- Provide actionable feedback and opportunities for students to revise.
- Analyze student writing during PLCs and reteach the highest-leverage writing gaps.

Key Action Three			
Staff Development	Who: Principal and administrators		
	What: PLC Planning: Monitor writing during SPOTs and review student writing samples weekly. Calibrate ECR scoring during PLCs using common rubrics and exemplars.		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		

Key Action 4

Briefly state the specific goal or objective

By May 2027, students receiving Special Education services will increase academic achievement through grade-level instruction, accommodations, and targeted interventions.

Indicators of Success

Measurable results that describe success

- NWEA: Students receiving Special Education services will demonstrate at least a 4-percentage-point growth increase from the first campus mathematics assessment to MOY and 8 percentage by the final EOY.
- Science: Students receiving Special Education services will demonstrate at least a 3-percentage-point growth increase from the first campus science assessment to MOY and 6 percentage by the final EOY.
- Reading: Students receiving Special Education services will demonstrate at least a 2-percentage-point growth increase from the first campus Reading assessment to MOY and 4 percentage by the final EOY.
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Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Disaggregate achievement and growth data for students receiving Special Education services after every assessment cycle.
- Monitor implementation of accommodations and specially designed instruction during classroom observations.
- Review progress of students not demonstrating expected growth during PLC/data meetings.
- Ensure Special Education and general education teachers collaboratively plan grade-level instruction and necessary supports.
- Provide targeted coaching/modeling based on observed instructional and student-learning needs.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Implement required accommodations and specially designed instruction with fidelity.
- Maintain grade-level rigor while providing appropriate scaffolds and access supports.
- Monitor student mastery through daily formative assessment and student work.
- Collaboratively plan instruction and interventions based on IEP goals and current academic data.
- Reteach identified gaps and monitor whether intervention produces measurable improvement.

Key Action Four			
Staff Devel.	Who: Principal and School Administrators		
	What: Data Digs: Disaggregate achievement and growth data for students receiving Special Education services after every assessment cycle. Ensure Special Education and general education teachers collaboratively plan grade-level instruction and necessary supports.		
	When:		
	Where:		
Budget	Proposed Item	Description	Amount
	Staff Development		
	Materials/resources		
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		