

Moorlands Elementary School Action Plan



SECTION 1: THE BACKGROUND

School Name: Moorlands Elementary

Year: 2026-27

The Central Vision (North Star)

At Moorlands, our mission is to help students acquire the social and academic skills necessary to become life-long learners and contributing citizens of our world. In support of this mission, we hold these beliefs:

- All students can and will achieve growth both academically and socially.
- Positive relationships are the foundation for all learning.
- All members of the Moorlands community are learners. Each day learners ask and answer the following questions:
 - What am I learning or what goal am I working towards?
 - What progress am I making towards my goal?
 - What do I need to do next?

Our school commits to elevating student and family voice by building on each person's unique strengths and partnering toward growth.

At Moorlands, students and adults share ownership of a community where everyone learns, belongs, and succeeds. We **Engage** learners through choice and promoting student voice, **Grow** every reader and mathematician through tight cycles of intervention and collaborative Collective Efficacy (Professional Learning Community) work, and **Persevere** together — because we can do hard things. We build strong relationships, remove barriers, and elevate student and family voice to inspire growth for all.

Focus Population: Looking at our school-wide data, our students who are furthest from academic and educational justice are our students of color, students served in Special Education and Multi-Lingual Learners.

Based on Spring 2026 iReady Data for our current 1st-5th Graders:

- 17% of our student population in 1st-5th grades are below grade level in Reading
 - 16% of these students are in Special Education
 - 23% of these students are Multi-Lingual Learners
 - 13% of these students are in Hispanic/LatinX
- 13% of our student population in 1st-5th grades are below grade level in Math
 - 22% of these students are in Special Education
 - 33% of these Multi-Lingual Learners

- 17% of these students are in Hispanic/LatinX

Within the entire school data:

- 58 students are not yet on grade level in math and 77 in reading
- 30 students are not-yet in both math and reading
- Grade 2 and Grade 5 carry the largest not-yet counts in both subjects
- The most severe cases (two or more grade levels below) are in Reading and Math for Grade 4 and Grade 5

Learning Problem (Big Picture)

Our students need access to high-quality instruction every day that is engaging, inclusive, and responsive to their individual needs. When students have meaningful choices, multiple ways to access learning, and strong relationships with adults, they are more likely to take risks and stay engaged. As a staff, we need to strengthen the way we work together to identify student needs, provide timely interventions, and monitor progress. This means deepening our Collective Efficacy work and ensuring classroom teachers, Special Education, ELD, and LAP staff share ownership for the success of every student. We also want to continue building a culture where both adults and students embrace challenges, learn from mistakes, and persevere when learning becomes difficult. At Moorlands, we believe growth happens when we stay committed to the work, even when the path forward is not easy.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The Holistic Inquiry	Response
Surface Symptoms	In addition to the data above, of the 376 students assessed in Fall 2026, i-Ready data shows the following trends: ● In Reading, 8% who are two or more grade levels below standard ● In Math, 11% who are two or more grade levels below standard.

The Systemic Root	When we look across our data, we see opportunities to strengthen the connection between our instructional practices, our intervention systems, and our school culture. Students are most successful when they experience engaging Tier 1 instruction, receive timely support when they need it, and believe they are capable of growth. We have learned that when we try to engage students through lengthy whole-group delivery, students can become disengaged and/or dysregulated. Students who are struggling with reading or math demonstrate the need for differentiation and supports beyond the lesson. This year, our focus is on strengthening both our instructional practices and the way we work together on behalf of students. Through our Collective Efficacy teams, we will regularly review student learning, identify students who need additional support, and collaborate on the next steps needed to help them grow. By working together and using our time, expertise, and resources intentionally, we can ensure every student receives the support they need to be successful. Equally important, we will continue fostering a culture where students and staff share a common language around growth, goals, and perseverance. When learners believe they can grow and have adults working together on their behalf, they are more likely to experience success.
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SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If we create learning environments where students feel they belong, have a voice, and can access learning in ways that meet their individual needs, then students will be more engaged in their learning. When educators work together to regularly review student progress, respond to needs, and provide timely support, students will experience greater academic growth. As students build confidence through meaningful learning experiences and strong relationships with adults, they will develop the perseverance needed to tackle challenges and achieve success. Through Engage, Grow, and Persevere, we will create a school where every student is known, valued, supported, and capable of achieving growth.

Three goals, each viewed through Instruction, Culture, and Structure.

GOAL 1 — ENGAGE: UDL & Choice

Goal statement: By June 2027, all students will experience high-quality Tier 1 instruction that provides meaningful choices, multiple ways to access learning, and multiple opportunities to demonstrate understanding. As a result, more students will successfully access grade-level learning without needing additional intervention.

System	Strategic Activities	Resource Inputs
Instruction	Develop a shared set of "look-fors" grounded in Inclusive Practices and UDL that help teachers create multiple entry points for learning. As a staff, we will identify a small number of strategies that are safe to try, including student choice boards, flexible access to content, and multiple ways for students to demonstrate learning. Grade-level teams will pilot these practices, reflect on their impact, and refine them together.	Inclusive Practices Checklist, collaboratively-developed UDL look-fors, walkthrough data, Wednesday PD time.
Culture	Create a culture where teachers feel supported to experiment, reflect, and learn together. Highlight examples of student engagement, choice, and inclusion from classrooms across the building, and celebrate growth rather than perfection as staff develop their practice.	Teacher sharing through staff collaboration time, classroom examples and walkthrough celebrations.
Structure	Use Wednesday professional learning time and classroom walkthroughs to collaboratively build and refine our shared indicators of effective UDL and Inclusive Practices. Grade-level teams will regularly review student engagement evidence, discuss what is working, and identify next steps to	Wednesday PD time, walkthrough tool, grade-level collaboration time, Inclusive Practices Checklist.

	strengthen access and participation for all learners.	
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GOAL 2 — GROW: Cycles of Intervention (Math & Reading / PLC Groups)

Goal statement: By June 2027, every grade-level Collective Efficacy team will engage in structured, data-informed cycles of inquiry in both reading and math. Through timely interventions, collaborative problem-solving, and shared ownership of student outcomes, we will reduce the number of students performing below grade level and accelerate growth for students with the greatest needs.

System	Strategic Activities	Resource Inputs
Instruction	Run 6-week cycles anchored on i-Ready and progress-monitoring data, one for math and one for reading each grading period; targeted small-group instruction for students requiring support in both reading and math.	i-Ready diagnostic + progress-monitoring data; part-time small-group intervention staff; common assessments.
Culture	Ensure ELD, SPED, and LAP staff are active and valued members of Collective Efficacy teams, sharing ownership for planning, problem-solving, and student outcomes. When an intervention cycle does not produce the results we hoped for, we will use it as an opportunity to learn and adjust our practice.	Common language for CE Team Meetings and format for data cycles involving all members of the staff
Structure	Every six weeks, each grade-level team meets with all support staff present to review both math and reading cycle data and submit a one-page summary.	Existing planning blocks; SDLT-built PDSA template; data dashboard.

GOAL 3 — PERSEVERE: We Can Do Hard Things / Be the Change

Current data: Our Spring 2026 Panorama data shows that students in Grades 3-5 reported 93% favorable for Supportive Relationships and 77% favorable for Classroom Effort. Despite intentional efforts over the past several years, Sense of Belonging and Self-Efficacy both

remained at 59%. Students also reported 41% favorable for Thoughts About School and 63% favorable for Valuing School.

Our K-2 Perception Survey from Spring 2026 shows the students reported 81% favorably for Adult Support and 75% for Problem Solving. These students reported 56% for Sense of Belonging and only 37% for Peer Kindness/Respect.

Goal statement: By Spring 2027, Moorlands will strengthen students' sense of belonging, connection, and engagement by intentionally building inclusive relationships, elevating student voice, and creating meaningful opportunities for students to see themselves as capable learners and valued members of our community.

Through consistent adult practices and a shared commitment to "Be the Change," every student will feel known, heard, welcomed, and supported as they learn and grow. We will measure this through Panorama Sense of Belonging, Thoughts About School, and Valuing of School for grades 3–5, alongside the corresponding K–2 Perception Survey with the questions related to Sense of Belonging, Thoughts About School, Valuing School and Peer Kindness/Respect.

System	Strategic Activities	Resource Inputs
Instruction	Explicitly teach and reinforce the message that learning takes effort, mistakes are part of the learning process, and challenges help us grow. Provide students with strategies for working through frustration and celebrating progress, especially in areas where they may traditionally struggle.	Classroom perseverance language/routines; morning meeting or advisory time
Culture	"Be the Change" as a schoolwide theme: student and staff recognition tied to persistence and effort, not just results; visible showcase of struggle-to-growth stories, especially from Grade 5 classrooms.	Recognition system; family/community communication
Structure	Build check-in points into the 6-week cycles specifically to name what's hard and what adjustment is being tried next; work with the district/Panorama coordinator to extend the survey (or the Growth Mindset topic specifically) down through K–3.	Panorama intervention materials and counselor planning

SECTION 4: THE RIPPLE EFFECT SCAN

Potential Negative Ripple	Mitigation Strategy	Cross-System Connection
Relative Advantage: Some staff may not immediately see how these strategies improve upon practices they are already using.	Share classroom examples, student success stories, and data from within our own building that demonstrate the impact of UDL, intervention cycles, and collective planning.	Culture: belief has to come before sustained adoption.
Complexity: Initiative Fatigue is felt when implementing several new practices at once; this may feel overwhelming for staff.	Existing meeting structures and professional learning time will be leveraged to support this work rather than creating additional meetings or initiatives.	This increases shared ownership of student success, causing staff to work together to share responsibility for planning, delivering, and monitoring high-quality instruction.
Compatibility: Staff read the new structure as compliance or critique of current Tier 2 practice.	Honor the strong practices already happening across Moorlands and connect new learning to existing strengths. Emphasize that this work builds on what staff do well rather than replacing it.	Student Advisory discussions and community feedback consistently highlight the importance of belonging, meaningful relationships, and opportunities for student voice in the learning process.
Trialability: A rigid cycle template can negatively affect team ownership and grade-band differentiation.	Keep the PDSA template tight on structure (what/when) but loose on the specific intervention/UDL choice each team makes.	Structure: tight on protocol, loose on practice.

Risk: Staff read 6-week cycles as evaluation events, and the "hard things" framing becomes performative pressure rather than genuine support.	Maximize flexibly service delivery, using Collective Efficacy cycles to leverage expertise of classroom teachers and related service providers.	Culture: Psychological safety and trust are essential for honest reflection, collective problem-solving, and continuous improvement.
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SECTION 5: MONITORING THE WHOLE

Metric Type	Indicator Description	Frequency
Process (Are we doing it?)	Share of grade-level teams completing each 6-week cycle in both math and reading; share of classrooms with a documented UDL-designed unit each quarter; share of cycle plans naming students, intervention, and progress-monitoring tool.	Every 6 weeks
	Classroom walkthrough data focused on student engagement, evidence of choice boards/UDL strategies, and student voice will be reviewed regularly to monitor implementation and identify next steps for support.	Continually
Experience (How does it feel?)	In addition to Panorama and perception survey data, grade-level teams will regularly gather student feedback through Student Advisory, classroom check-ins, goal-setting conferences, and exit reflections to better understand student engagement, belonging, and ownership of learning. This feedback will be reviewed during each six-week cycle and used to adjust instruction, interventions, and supports in real time.	Ongoing within six-week cycles; quarterly and annual surveys

Outcome (Did it work?)	Our goal is for students currently performing below grade level to make accelerated growth through strong Tier 1 instruction, targeted interventions, and consistent support. Success will be measured by students demonstrating accelerated growth toward annual stretch growth targets on i-Ready, a reduction in the number of students performing two or more grade levels below standard, and improved student perception data related to belonging, engagement, and valuing school.	Fall / Winter / Spring diagnostic windows; annual Panorama survey
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Summary of the Changes

Strong Ground: For students who are currently performing below grade level, this plan is about changing their daily experience at school. Students will have greater access to engaging grade-level learning, more opportunities to demonstrate their understanding in different ways, and stronger support when they need it. Rather than working in isolation, teams of educators will regularly review student progress and work together to determine the next best steps for each learner.

Most importantly, students will experience a school culture that reinforces belonging, celebrates growth, and reminds them that challenges are a natural part of learning. Through Engage, Grow, and Persevere, we are building a school where every student knows they are capable, supported, and valued.

Our next steps include continuing to strengthen Tier 1 instruction, refining intervention systems through Collective Efficacy cycles, and deepening opportunities for student voice, family partnership, and inclusive practices across our school.