



Moreno Elementary School

Principal

Rutmara Mateo-Assistant Principal

Ruben Pineda-Principal

Jacqueline Chavez-Assistant

Dominguez-Instructional Coordinator
2026-2027

Maria

SDMC

Meeting Dates

- Quarter 1: August 20, 2026
- Quarter 2: November 19, 2026
- Quarter 3: March 18, 2027
- Quarter 4: May 20, 2027
- **Welcome**
 - Attendance:
- **Elect SDMC Roles**
 - Minute taker
 - Document minutes and agenda notes (Dominguez)
 - Co-chair
 - Compile agenda items on time from staff (Lee)
 - Seek follow up on action items
 - Ensure SDMC website is updated
- **Campus Improvement Plan (CIP):**
 - Mr. Pineda will review the school's improvement plan .
- **Comprehensive Needs Assessment (CNA)**
 - Mr. Pineda will review the campus comprehensive needs assessment and will review the: **areas examined, data sources, strengths identified, problems identified, root causes, three to five focus areas, comments.**
- **School Enrollment:**
 - Enrollment as of today 569 Students.
- **Staffing**
 - New Hires for 2026-2027
 - Ms. Mateo- AP
 - Ms. Prestamo- Kinder
 - Ms. Tillis- Kinder
 - Ms. Perez- 1st
 - Ms. Cerda- 1st
 - Ms. Taylor- 1st



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- Ms. Hutchins- 1st
- Mr. Rivera-2nd
- Ms. Perkins-2nd
- Mr. Bolt- 3rd
- Ms. Vallair- 4th
- Mr. Boyd- 4th
- Ms. Phillips-4th
- Mr. Williams-5th
- Ms. Phillips 4th
- Ms. Regone- 5th
- Mr. Tobias Art
- Ms. Dabney- Mindful Literacy
- Ms. Green- Science Lab

- **SDMC Business**

- Membership:
 - Ms. Dominguez – Teacher Specialist
 - Ms. Guebara- Teacher 2026
 - Ms. Sanchez Adriana- Teacher 2026
 - Ms. Williams- Teacher 2026
 - Mr. Mascardo- Teacher 2024
 - Dr. Muhammad – Teacher 2026
 - Ms. Diaz- Parent Assistant 2024
 - Ms. Lee- Sped Teacher
 - Ms. Gutierrez- Teacher Assistant 2024
 - Ms. Cordova- Parent Engagement Rep 2026
 - Hector Menchaca- Community Member 2024
 - Erica Hernandez- Parent 2024



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- Rutmara Mateo- AP
 - Jaqueline Chavez- Teacher Specialist
-
- **SDMC concerns for next**
 - Any concerns for the next meeting need to be emailed by the teachers to any of the SDMC members.

NAME		SIGNATURE
Mr. Pineda	Principal	
Ms. Mateo	Assistant Principal	
Ms. Chavez	Teacher Specialist	
Ms. Dominguez	Teacher Specialist	
Mr. Mascardo	Teacher	
Ms. Guebara	Teacher	
Ms. Sanchez	Teacher	



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Dr. Muhammad	Teacher	
Ms. Lee	Sped Teacher	
Ms. Williams	Teacher	
Ms. Diaz	Teacher Assistant	
Ms. Cordova	Parent Representative	
Ms. Gutierrez	Teacher Assistant	
Hector Menchaca	Community Member	
Doris Menchaca	Community Member	
Erica Hernandez	Community Member	

Minutes

Areas of Strength and Effective Supports

The committee reviewed student achievement data and identified the following areas of strength and effective instructional supports:

* **Science:** The committee identified **Science as an area of strength across grade levels**. Based on the data reviewed, the committee noted that having a **Science Lab as an ancillary class** provided students with additional exposure to science content and hands-on learning opportunities. The committee identified this additional instructional support as a contributing factor to positive Science performance across grade levels.

* **Special Education Support – 5th Grade:** The committee identified the **additional support provided by Special Education teachers in 5th Grade** as a contributing factor to student achievement on STAAR. The additional targeted instructional support provided to Special Education students helped reinforce classroom instruction and address individual student needs.

The committee discussed the importance of continuing these effective practices and considering how similar supports can be utilized to strengthen student achievement in other identified areas of need.

Writing and Fluency Data Discussion



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Ms. Chavez reviewed STAAR writing data and explained that writing continues to be an area of concern. The following findings and instructional considerations were discussed:

Ms. Chavez shared that, based on STAAR data, 53% of students received a score of zero on the writing portion.

She further explained that 41% of 4th-grade students and 23% of 5th-grade students received a score of zero on their writing responses.

Ms. Lee discussed the need to provide students with more consistent opportunities to practice productive writing throughout daily instruction. She emphasized that students need opportunities to develop their written responses during lessons and then practice transferring those responses into the digital format they will encounter during assessments.

Ms. Lee noted that limited opportunities to practice moving from written work to typed responses may be contributing to students' difficulty effectively demonstrating their knowledge on assessments.

Mr. Mascardo identified lack of fluency as an additional factor impacting instruction and student achievement. He recommended incorporating targeted fluency practice during Power Hour.

Mr. Mascardo also suggested using instructional stations during Power Hour to provide students with hands-on, engaging activities that strengthen fluency and address identified academic needs.

The committee discussed the importance of increasing opportunities for writing practice, digital response practice, fluency development, and targeted small-group instruction to improve student achievement.

Writing Root Cause Analysis

Based on the data reviewed, Ms. Chavez identified a potential root cause for students' performance in writing. She noted that students may not have been provided with consistent opportunities to engage in purposeful Turn and Talks before transitioning to written responses.

Ms. Chavez explained that providing structured opportunities for students to verbally process and discuss their understanding of the lesson can better prepare them to translate their ideas into writing and effectively demonstrate their understanding.

The committee discussed the importance of intentionally incorporating Turn and Talk opportunities followed by written responses as part of daily instruction to strengthen students' ability to communicate their thinking in writing.

Identification of Campus Focus Areas



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Ms. Chavez reviewed the previous key actions and facilitated a discussion regarding the campus areas of focus based on student achievement data and committee feedback. * **Ms. Chavez** explained that, based on feedback provided by **Ms. Sanchez**, the first area of focus will be strengthening **Tier 1 instruction** across grade levels and content areas.

* **Ms. Sanchez** presented **Emergent Bilingual (EB) student achievement** as the second area of focus. The committee discussed the importance of strengthening instructional practices that support the **English language development of Emergent Bilingual students**.

* The committee identified **Writing Instruction** as the third area of focus, with an emphasis on incorporating **writing opportunities and components across all subject areas**.

* **Ms. Williams** recommended that the fourth area of focus address the **Special Education population**, emphasizing the need to provide additional and targeted instructional support for Special Education students.

After reviewing the key actions from the previous discussion, **Ms. Chavez summarized the four agreed-upon focus areas** as follows:

1. **Tier 1 Instruction:** Strengthen high-quality Tier 1 instruction to support student achievement across all grade levels and content areas.
2. **Emergent Bilingual Achievement:** Identify and implement strategies to better support the English language development and academic achievement of Emergent Bilingual students.
3. **Writing Instruction:** Strengthen writing instruction by intentionally incorporating writing components and opportunities across all subject areas.
4. **Special Education Student Achievement:** Provide additional targeted instructional support to improve outcomes for Special Education students.

Ms. Williams added that **LSAE should be intentionally addressed during small-group instruction for Special Education students** as part of the campus effort to provide targeted support.

The committee reached a consensus that these four areas will serve as the primary focus areas for improving instruction and student achievement.

Curriculum, Instruction, and Parent Engagement Discussion

The committee discussed instructional practices and parent engagement strategies that may impact student achievement. The following observations and recommendations were shared:



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* **Ms. Hernandez** mentioned that she believes there is a correlation between the **implementation of the new curriculum and student achievement**. The committee discussed the importance of continuing to monitor student performance as the curriculum is implemented.

* **Ms. Sanchez** shared that the **limited use of hands-on learning opportunities** may have impacted student performance on STAAR. She emphasized the importance of providing students with engaging and meaningful opportunities to apply their learning.

* **Ms. Williams** discussed implementing **instructional stations during Power Hour** as a strategy to provide targeted support based on student needs. She stated that this approach could help address areas identified in the student achievement data.

* **Ms. Sanchez** proposed implementing **parent workshops** designed to provide families with strategies and resources to better support their children's academic learning at home.

* **Ms. Lee** recommended holding **parent meetings after each grading cycle** to review student progress, communicate academic needs, and strengthen the partnership between the school and families.

The committee discussed these recommendations as potential strategies to strengthen instruction, increase family engagement, and improve overall student achievement.