

Emerson Elementary School
Shared Decision Making Committee (SDMC)

Minutes

Campus: Emerson Elementary School	Date: September 16, 2026 Time: 2:00-2:50
Location: Library	Meeting Type: Regular

Welcome & Celebrations

Vann: Welcomed the committee and celebrated Emerson’s strong start, including an IRT score of 13.5 and improvement from a C rating to a B rating for 2025–2026. Shared that the 2026–2027 goal is continued growth toward an A while maintaining strong instruction and campus systems.

Nikoo: Shared that the growth reflects stronger instructional practices and emphasized the importance of consistency across classrooms.

Baez: Shared that clear routines, student engagement, and consistent instructional expectations have contributed to campus growth.

Accountability & Campus Action Plan

Vann: Reviewed Emerson’s accountability progress from a C in 2023–2024 and 2024–2025 to a B in 2025–2026. Also reviewed campus demographics, including 83% Emergent Bilingual, 96% economically disadvantaged, and 93% at-risk, emphasizing the need for rigorous grade-level instruction with appropriate scaffolds.

Nikoo: Reviewed the Campus Action Plan priorities of high-quality Tier I instruction, language development/scaffolds, SPED compliance and IEP quality, and early literacy/DIBELS growth. Shared that PLCs, lesson internalization, coaching, modeling, and feedback will support these priorities.

Tucker: Shared that early childhood students benefit from consistent routines, explicit modeling, and repeated opportunities to practice foundational skills.

Alvarado: Shared that intervention should directly connect to Tier I instruction and identified student skill gaps.

Early Literacy / DIBELS

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Vann: Reviewed the goal of reducing K–2 students performing Well Below Benchmark from 26% to 20%. Second grade is a specific area of focus, with a goal of reducing Well Below Benchmark performance from 37% to 25%.

Nikoo: Shared that K–2 students performing Well Below Benchmark will receive targeted small-group literacy instruction at least four times per week, with progress monitoring and regrouping approximately every three weeks.

Tucker: Shared the importance of strengthening phonemic awareness, letter-sound knowledge, oral language, and foundational literacy beginning in Pre-K.

Alvarado: Recommended using progress-monitoring data to identify specific skill gaps and adjust intervention groups as students demonstrate growth.

STAAR Data

Vann: Reviewed overall 2026 STAAR performance: 65% Approaches, 43% Meets, and 17% Masters. Mathematics was the strongest overall content area at 69% Approaches, 47% Meets, and 22% Masters. Reading was 61% Approaches, 39% Meets, and 13% Masters, while Science was 57% Approaches, 31% Meets, and 16% Masters.

Nikoo: Highlighted 5th Grade Math at 75% Approaches and 50% Meets and 4th Grade Reading at 70% Approaches and 43% Meets as areas of strength. Shared that 3rd Grade Reading remains an area for continued acceleration.

Baez: Shared that modeling, purposeful questioning, student discourse, and requiring students to explain their thinking have supported student success.

Alvarado: Shared that students below grade-level expectations will need targeted intervention aligned to specific standards and skill gaps identified through campus data.

TELPAS / Emergent Bilingual Students

Vann: Reviewed TELPAS results. The percentage of students at Beginning decreased from 39% to 37%, while Intermediate decreased from 42% to 35%. Advanced High increased from 17% to 21%, and the highest proficiency level increased from 2% to 6%.

Nikoo: Shared that the movement is positive but emphasized the need to continue intentional opportunities for Emergent Bilingual students to speak, listen, read, and write throughout all content areas.

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Stahl: Shared that ancillary classes can support language development by having students use content vocabulary, explain their thinking, and participate in structured student conversations.

BOY NWEA / Intervention

Vann: Shared that BOY NWEA results will be reviewed by grade level and content area to identify priority standards, student groups, and intervention and acceleration needs.

Nikoo: Emphasized that the purpose of reviewing NWEA data is to make instructional adjustments. Teachers should use the results alongside classroom data to determine small groups, scaffolds, and areas requiring reteaching or acceleration.

Alvarado: Shared that NWEA, classroom assessments, and progress-monitoring data should work together to determine which students require additional intervention and when students are ready to be regrouped.

Family & Campus Support

Vann: Opened discussion regarding how families and campus systems can support attendance, literacy, and student achievement.

Sawaya: Shared that consistent communication between the school and families is important and that the front office can help reinforce attendance expectations, campus information, and available resources.

Tucker: Suggested continuing to provide families with simple strategies and resources they can use at home, particularly to support early literacy.

Stahl: Shared that consistent expectations across classrooms and ancillary settings can help reinforce student routines and engagement throughout the school day.

Committee Recommendations / Next Steps

Nikoo: Recommended continuing instructional support through PLCs, lesson internalization, coaching, observations, modeling, and feedback, while regularly reviewing student work and data to determine the impact of instructional practices.

Committee Members: Supported continued focus on Tier I instruction, targeted intervention, language development, early literacy, family communication, and consistent campus expectations.

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Vann: Summarized the committee's feedback and shared that campus leadership will continue monitoring instructional implementation and student outcomes. Progress toward the identified priorities and committee recommendations will be revisited at the next SDMC meeting.