Cornelius Elementary

Q1 SDMC Meeting Minutes

Date: Monday, September 21, 2026
Time: 2:30 p.m.
Location: Cornelius Elementary Conference Room
Meeting Focus: Formative Review of the Campus Improvement Plan and School Action Plan
SDMC Agenda Q1

1. Welcome and Purpose

The meeting was opened with a welcome to all SDMC members. Members were thanked for their participation and commitment to supporting the continued success of Cornelius Elementary. The purpose of the meeting was reviewed: to conduct the Quarter 1 formative review of the Campus Improvement Plan and School Action Plan.

The committee discussed that the SDMC meeting would focus on reviewing campus priorities, current implementation, progress monitoring evidence, areas of need, and next steps for continued improvement.

2. Campus Celebrations

Campus celebrations were shared to begin the meeting. The committee recognized positive campus events and staff highlights, including birthday celebrations and Teacher of the Year recognition. These celebrations helped highlight staff morale, school culture, and the positive work happening across the campus.

3. Review of Campus Action Plan Priorities

The committee reviewed the six major focus areas included in the Campus Action Plan: **Reading, Math, English Development, Written Response, Science, and IEP Accommodations**. SDMC Agenda Q1

The handout identified six measurable priorities, each with a clear MOY milestone, EOY target, and evidence for formative review. These priorities include IXL Reading for grades 2–5, Zearn Math for grades 1–5, Summit K–12 for Emergent Bilingual students in grades 3–4, STAAR SCR written response for grade 5, IXL Science for grades 3–5, and IEP accommodation fidelity for teachers serving students with disabilities. B 2.3 Handout

---

4. Reading Priority: IXL Reading, Grades 2–5

The committee reviewed the Reading goal connected to IXL. The MOY milestone is for **75% of students** to complete **30 IXL Reading lessons**, and the EOY target is for **85% of students** to complete **50 lessons**. B 2.3 Handout

Members discussed the importance of protecting a consistent weekly practice block, using IXL skill data to assign and reteach priority TEKS, and celebrating lesson completion while also monitoring lesson quality. Teachers will continue reviewing completion and mastery weekly, while teams will identify gaps and adjust assignments every three weeks. SDMC will review progress by grade level quarterly. B 2.3 Handout

5. Math Priority: Zearn, Grades 1–5

The committee reviewed the Math goal connected to Zearn. The MOY milestone is for **75% of students** to complete **50 Zearn lessons**, and the EOY target is for **90% of students** to complete **100 lessons**. B 2.3 Handout

Discussion focused on the need for daily Zearn implementation. Members reviewed that success requires scheduling **30 minutes of Zearn daily**, maintaining a pace of **3–4 completed lessons each week**, and responding to completion and struggle data during PLCs. Teachers will protect the daily instructional block, teams will monitor lesson pace weekly, and campus leaders will review grade-level trends monthly. B 2.3 Handout

6. English Development Priority: Summit K–12, EB Grades 3–4

The committee reviewed the English Development goal for Emergent Bilingual students in grades 3–4. The MOY milestone is for **60% of students** to demonstrate **at least 75% mastery** on assigned activities, and the EOY target is for **80% of students** to demonstrate at least 75% mastery. B 2.3 Handout

Members discussed the importance of protecting the Summit K–12 intervention block, assigning activities that match language needs and grade-level content, and using domain data to target conferences and small groups. Teachers will monitor usage and completion weekly, teams will review mastery by language domain monthly, and leaders will verify the percentage of students meeting the 75% mastery expectation at MOY and EOY. B 2.3 Handout

7. Written Response Priority: Grade 5 STAAR SCR

The committee reviewed the written response goal for grade 5. The MOY milestone is for **75% of students** to score **at least 1 out of 2 points** on STAAR-aligned SCR items, and the EOY target is for **85% of students** to meet that score target. B 2.3 Handout

Discussion included the need to teach a consistent response process using exemplars, score common prompts using the STAAR rubric, and reteach patterns found in student work. Students will complete a common SCR prompt biweekly, teachers will calibrate scores and plan reteach during PLC review, and leaders will review trend data and work samples quarterly. B 2.3 Handout

8. Science Priority: IXL Science, Grades 3–5

The committee reviewed the Science goal connected to IXL. The MOY milestone is for **75% of students** to complete **30 IXL Science lessons**, and the EOY target is for **85% of students** to complete **50 lessons**. B 2.3 Handout

Members discussed aligning assigned IXL skills to current Science TEKS, using lesson data to identify misconceptions, and balancing digital practice with hands-on learning and written explanation. Teachers will review completion and mastery weekly, teams will adjust assignments and reteach every three weeks, and SDMC will review progress by grade level quarterly. B 2.3 Handout

9. IEP Accommodations Priority

The committee reviewed the IEP accommodations goal. The MOY milestone is for **90% of teachers** serving students with disabilities to meet the fidelity expectation, and the EOY target is **100% fidelity**. B 2.3 Handout

Discussion focused on ensuring accommodations remain visible in daily instruction. Members reviewed that success requires teachers to plan required accommodations before instruction, make support visible in student work and classroom practice, and document implementation when evidence is incomplete. Leaders will verify implementation through lesson plans, observations, student work, and progress monitoring. B 2.3 Handout

10. Progress Monitoring Discussion

The committee reviewed the shared monitoring cycle: **collect, analyze, respond, and review**. Members discussed that evidence may include platform reports, SCR scores, lesson plans, observations, and student work. The committee also reviewed the need to compare progress by grade level, student group, and milestone, then respond by adjusting schedules, assignments, reteach, coaching, and supports. B 2.3 Handout

The guiding question for the formative review was: **Which students, grade levels, or implementation routines need a specific adjustment before the next checkpoint?** B 2.3 Handout

11. SDMC Feedback and Recommendations

SDMC members discussed strengths, barriers, supports needed, and next steps, as outlined in the meeting agenda. SDMC Agenda Q1

The committee identified the following discussion points:

- Continue protecting instructional time for Zearn, IXL, Summit K–12, and intervention blocks.
- Continue using PLCs to review student data and adjust instruction.
- Ensure teachers are monitoring digital platform completion and mastery, not just usage.
- Provide reminders and support for teachers needing help with implementation routines.
- Continue reviewing student work samples, especially for Grade 5 SCR writing.
- Continue documenting IEP accommodations and ensuring supports are visible in lesson plans, instruction, and student work.

12. Action Items and Next Steps

The committee reviewed next steps and confirmed the need to identify owners, evidence sources, and review dates before the next checkpoint. SDMC Agenda Q1

The handout also emphasized that the next checkpoint should confirm owners, evidence sources, and review dates for every action item. B 2.3 Handout

Next steps include:

- Teachers will continue monitoring completion and mastery data weekly.
- PLC teams will review trends and adjust assignments or reteach plans.
- Campus leaders will review grade-level implementation data monthly.
- SDMC will revisit progress during the next quarterly meeting.
- Action items will be monitored using platform reports, lesson plans, observations, student work, and progress monitoring evidence.