

Houston Independent School District
130 Condit Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: October 25, 2023

Student Achievement

Student Achievement Summary

Spring 2023 STAAR Data – Percent of students scoring at “Approaches” or better.

STAAR Reading 3 – 91%

STAAR Math 3 – 81%

STAAR Reading 4 – 91%

STAAR Math 4 – 91%

STAAR Reading 5 – 91%

STAAR Math 5 – 93%

STAAR Science 5 – 80%

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data: 3rd grade students are scoring better in Reading than in Math. 4th grade students are strong in both Reading and Math. 5th grade students are scoring better in Math than in Reading, with both tests better than Science.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): When the data is broken down by subgroup, students qualifying as Emergent Bilingual (EB) are scoring lower than their non-EB peers in each test. **Root Cause:** Appropriate ESL instructional practices are not being effectively used in the classroom with students who need additional content and language supports.

School Culture and Climate

School Culture and Climate Summary

The following data points were considered in the formulation of this goal:

1. POSSIP survey on 5/28/2023 – 87% indicated they were happy with Condit, 10% indicated they were mostly happy with Condit, and 1% indicated they were unhappy with Condit.
2. POSSIP survey on 10/22/2023 – 88% indicated they were happy with Condit, 9% indicated they were mostly happy with Condit, and 1% indicated they were unhappy with Condit.
3. On the Spring 2023 Measurable Results Assessment Condit scored 79/100, which is a composite of the group scores in Leadership, Academics, and Culture at Condit.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Consistency is a strength – during the 2022-2023 school year, 98% of Condit parents indicated they were happy or mostly happy with their child’s experience; the range of happy r emained between 80% and 88%.

On the Leader in Me Measurable Results Assessment both Academics and Culture were rated ‘Effective’ by parents, students, and staff.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: On the Measurable Results Assessment the three lowest areas were all rated by staff members: 71/100 Staff and School Climate 74/100 Staff Interpersonal Effectiveness 76/100 Instructional Efficacy **Root Cause:** There isn't enough staff voice from ALL teachers in decision making and opportunities for staff leadership

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Condit has low teacher turnover rate, ordinarily there are 2-4 teacher that are new to campus each year.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data: Condit's staff ranges from teachers new to the profession to teachers who are veterans. The campus has a systematic way to onboard new teachers including August activities and monthly check-ins during the first semester

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Our highest turnover rate is our special education teachers, specifically SLC/TREK and our general education teachers in first grade. **Root Cause:** A lack of process and systems for transitioning ECSC students to SLC/TREK and general education setting

Parent and Community Engagement

Parent and Community Engagement Summary

The Spring 2023 Measurable Results Assessment indicated the 78% of families are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. 81% feel the school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Condit has high attendance at family events including Open House, Meet the Teacher, and STEAM Night. Condit's POSSIP numbers are consistently strong each window.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: 21% of Condit of families did not indicate they were satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. Attendance at school events is not the same among all groups of stakeholders at Condit. **Root Cause:** Condit is not reaching all families to create a strong home-school connection that build confidence in the school.

Priority Problems of Practice

Problem of Practice 1: When the data is broken down by subgroup, students qualifying as Emergent Bilingual (EB) are scoring lower than their non-EB peers in each test.

Root Cause 1: Appropriate ESL instructional practices are not being effectively used in the classroom with students who need additional content and language supports.

Problem of Practice 1 Areas: Student Achievement

Key Actions

Revised/Approved: October 25, 2023

Key Action 1: Employ Multiple Response Strategies (MRS) in each classroom to strengthen the reading, writing, listening, and speaking skills of our Emergent Bilinguals.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: increase in achievement on STAAR 2024 and NWEA/Map

Indicator 1: Condit should see an increase in achievement on STAAR 2024, both in overall passing rates at each level, and in passing rates for Emergent Bilinguals.

Indicator 2: Condit should see an increase in achievement on the NWEA/Map test for Emergent Bilinguals at both the MOY and EOY windows.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Employ Multiple Response Strategies (MRS) in each classroom to strengthen the reading, writing, listening, and speaking skills of our Emergent Bilinguals.</p> <p>School Leaders' Actions</p> <p>Provide MRS training to entire staff during August Pre-service. Provide follow up training during staff meetings and during HISD professional development days. Provide on the spot coaching to teachers, in the classroom, on appropriate and effective use of MRS.</p> <p>Staff Actions</p> <p>Participate in PLC and Instructional Planning sessions - embed MRS in lesson and unit plans. Employ MRS during the lesson, effectively, to encourage engagement and to practice reading, writing, listening, and speaking across all content areas</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Key Action 2: Provide opportunities for staff to provide their voice and input around school decisions.

Strategic Priorities:

Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase in overall percentage on the Measurable Results Assessment in Spring of 2024, particularly in the areas of staff and school climate, staff interpersonal effectiveness, and instructional efficacy.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Provide opportunities for staff to provide their voice and input around school decisions.</p> <p>School Leaders' Actions</p> <p>Ensure all staff has opportunities to lead or contribute through SDMC, Attendance Committee, school wide jobs, and/or planning campus wide events. Align staff meetings recognition to highlight staff contributions to campus culture. Embed staff efficacy conversations at BOY, MOY, and EOY conferences.</p> <p>Staff Actions</p> <p>Engage and participate on campus committees and schoolwide events. Participate in staff surveys and efficacy conversations during BOY, MOY, and EOY conferences.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Key Action 3: Ensure an effective transition from ECSC to the Condit SLC classroom.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Retention of special education teachers and of 1st grade teachers on campus.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Ensure an effective transition from ECSC to the Condit SLC classroom.</p> <p>School Leaders' Actions</p> <p>Reached out to incoming SLC parents for a family interview to determine goals beyond what was in the IEP. Offered a tour of the building, and SLC classroom, in the spring or summer, when possible. Reached out to sending ECSC campus to gather additional data.</p> <p>Staff Actions</p> <p>SLC teacher creates a portfolio for each student (goals, data, family information). SLC teacher works in conjunction with Admin to create individualized schedules based on IEP. SLC teacher meets with General Education teacher before school begins to provide all necessary information.</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Key Action 4: Ensure there are no barriers to participating in campus events for all families.

Strategic Priorities:


Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency


Indicator of Success 1: Increase in POSSIP and Measurable Results Assessment Scores


Indicator 1: Increase in POSSIP scores, specifically in the Social/Community/Culture Feedback.


Indicator 2: Increase in Measurable Results Assessment scores in the areas that include family and community engagement

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Ensure there are no barriers to participating in campus events for all families.</p> <p>School Leaders' Actions</p> <p>Increase in POSSIP scores, specifically in the Social/Community/Culture Feedback. Increase in Measurable Results Assessment scores in the areas that include family and community engagement.</p> <p>Staff Actions</p> <p>Post a weekly update on Class Dojo highlighting the events of the week and previewing upcoming events. Note: Class Dojo translates to 40+ languages. Create regular Class Dojo posts to engage and connect parents. Ensure all families are connected to Class Dojo.</p>	Formative			Summative
	Feb	Mar	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Key Action 5: Ensure the implementation of High-Quality Instruction (HQI) and appropriate aligned accommodations for Special Education (SPED) students.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: HISD Special Education compliance reports will be 'green' each month - indicating 'in compliance'.

Indicator 1: 75% of the math teachers in grades 2-3 will receive a '2' or higher in the area of 'SPED Learning Environment' on the SPOT observation form each month.

Indicator 2: 75% of special education show growth on the MAP/NWEA assessment from BOY to MOY.

Indicator 3: 85% of special education show growth on the MAP/NWEA assessment from BOY to EOY.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The goal of implementing High-Quality Instruction (HQI) and appropriate aligned accommodations for Special Education (SPED) students will accomplishing the following:</p> <p>Ensure appropriate accommodations for all special education students in all designated content areas.</p> <p>Ensure special education is current and the campus remains in 100% compliance with all district and state deadlines.</p> <p>Increase the percentage of special education students scoring at the Meets level on Math and Reading at grades 3,4, and 5 by 10% at each grade level.</p> <p>School Leaders' Actions</p> <p>Campus administrators ensure all special education teachers are training in the implementation of HQIM used in general education and special education. Campus administrators create a campus ARD calendar to ensure all ARD meetings are scheduled to meet deadlines, and monitor calendar monthly. Meet monthly with special education teachers to review accommodation effectiveness and calendar upcoming compliance deadlines. Special Education Chairperson attends all district meetings and shared pertinent information with special education teachers. Campus administrators monitor results of SPOT observations, specifically the area of 'SPED Learning Environment' monthly.</p> <p>Staff Actions</p> <p>Teachers implement small group instruction targeted to specific skill development, as documented in each student's IEP. Align special education instruction to the HQIM being used in the classroom. Special education teachers ensure progress reports are finalized and included in each cycle's report card. Teachers ensure accommodations are noted in PowerSchools gradebook for special education students.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
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Key Action 6: Ensure effective implementation of HQIM through Eureka Math instruction in grades K-5.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: 80% of the math teachers in grades 2-3 will receive a '2' or higher in the area of 'Purposeful Instruction' on the SPOT observation form each month.

Indicator 1: 70% of students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to MOY.

Indicator 2: 80% of students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to EOY.

Indicator 3: The percentage of students in Grade 3 scoring at the Meets level on Math STAAR 2024 from 64% to 75%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The goals of implementing effective HQIM are to increase student achievement and growth in math by accomplishing the following:</p> <p>Ensuring rigorous math instruction that stretches students developing math skills, as well as those needing acceleration.</p> <p>Establishing a coherency in math teaching and learning across all grade levels that facilitates connected experiences and understandings as student matriculate through each grade level.</p> <p>Increase the percentage of students in Grade 3 scoring at the Meets level on Math STAAR 2024 from 64% to 75%</p> <p>School Leaders' Actions</p> <p>Campus administrators train teaching staff in effective implementation of the Eureka Math curriculum during August pre-service days. Campus administrators provide real time, on the spot, coaching with regular feedback at least once per month, documented on a schoolwide tracker. Campus math lead teachers provide a Condit Math internalization document that matches effective practices with aspect of the Eureka Math curriculum and a structured math bock. Structure PLC meetings to focus on MAP/NWEA data and tiered interventions and internalizing Eureka units calendared by module.</p> <p>Staff Actions</p> <p>Classroom teachers ensure a consistent, daily math block that includes fluency, application, concept development, student debrief, and an exit ticket or demonstration of learning. Classroom teachers differentiate instruction based on level of mastery as demonstrated on the exit ticket or demonstration of learning. Teachers internalize Eureka documents to match effective practices with aspects of the Eureka Math curriculum and a structured math bock. Ensure small group instruction includes small group teacher time, independent at your seat work, aligned practice on technology, and hands-on cooperative application work. Embed Multiple Response Strategies (MRS) in all parts of the math block.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 7: Create plans for intervention by utilizing PLCs to analyze data, identify trends in achievement, and monitor plans for intervention.

Strategic Priorities:


Increasing Organizational Efficiency, Cultivating Team HISD Talent


Indicator of Success 1: Master schedule includes intervention pullout for Tier 2 and Tier 3 students.


Indicator 1: PLC agendas include items that analyze student data.


Indicator 2: Campus assessment windows align with PLC agendas for data analysis

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The goal of data dives at PLC is to target areas for intervention that will result in higher student achievement. By having a systematic, targeted plan for intervention, staff will be better allocated and time will be used more efficiently.</p> <p>70% of at-risk students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to MOY.</p> <p>80% of at-risk students in grades 2-5 will show growth on the MAP/NWEA assessment from BOY to EOY.</p> <p>Increase the number of students coded as 'at risk' scoring at Meets on the Reading STAAR test by 10%.</p> <p>School Leaders' Actions</p> <p>Principal and/or Assistant Principal lead PLC data conversations based on most current assessment data from Map/NWEA and classroom assessments. Intervention Lead Teacher creates, and revises, interventionist schedule to serve students that data indicates need intervention. School administrators monitor intervention groups based on most recent student achievement data and progress monitoring.</p> <p>Staff Actions</p> <p>Classroom teachers complete the student tracker spreadsheet with most current student data from assessments. All teachers provide instruction targeting skill gaps, as identified by most recent data.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for 130 Condit Elementary School

Total SCE Funds: \$79,925.00

Total FTEs Funded by SCE: 1.6

Brief Description of SCE Services and/or Programs

These funds are used to pay intervention positions that work with students who are at risk and showing academic need. A small portion of the funds are for necessary supplies.

Personnel for 130 Condit Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erickson, Halley	Lecturer, Hrly – Degreed	0.3
Kirbo, Katherine	Tchr, Intervention	0.5
Lara, Hannah	Tchr, ESL Elementary	0.4
Rupley, Kelsey	Tchr, Intervention	0.4

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Daniel Greenberg	Principal
Administrator	Alison Heath	Assistant Principal
Non-classroom Professional	Christy Nieto	Counselor
Non-classroom Professional	Lenette Pruetz	Teacher Specialist
Classroom Teacher	Emily Sheahan	Classroom Teacher
Classroom Teacher	Fiorela Brito	Teacher, Intervention
Classroom Teacher	Samantha Grow	Classroom Teacher
Classroom Teacher	Morgan Bryan	Classroom Teacher