



## Condit Elementary School

Meeting Date: 11.15.2022

2022-2023 SDMC Members Present: **Dan Greenberg, Rachel Auwarter, Derek Sirmans, Faith Knudsen, Lindsey Andress**, Amisha Dalwadi, **Judy Harwell, Cesar Godina, Debbie Sotomayor, Juanita Plancarte**

### 1. Safety Committee Updates

- a. Door sweeps continue weekly - last week there was a latch that was loose, the work order was created and the district had fixed it within hours of it being reported.

### 2. School Improvement Plan Goals

- a. Mr. Greenberg shared updates on each SIP goal - while most are on track, the attendance goal is off track due to illness these past 6 weeks.

### 3. POSSIP

- a. Mr. Greenberg shared screenshots of the recent survey. Participation is decreasing each survey window, and this last report had the response to 'are you happy with Condit ES this week' response of yes fall below the 90% mark. Mr. Greenberg shared 3 highlight quotes that the system selected and then he shared the categories of urgency and number of comments in each. Mr. Greenberg asked how they feel these concerns should be addressed, especially in light of anonymity. Committee recommended looking at reducing surveys to once each month instead of twice a month. Another recommendation was to let parents know that by leaving your name it allows Mr. Greenberg to respond. Make sure parents know that Mr. Greenberg is looking for trends, specifically when looking at feedback that is anonymous.

i. Hot

1. 2 Academic Support - Thanksgiving Camp, after school peer tutoring
2. 1 IEP/504 Support - Special education support

ii. Medium

1. 1 Communication - More regular communication
2. 1 Cafeteria - No vegetarian options for thanksgiving feast

iii. Cool

1. 1 Curriculum Feedback - 5th grade spelling tests
2. 1 Student Recognition - All teachers don't use leadership referrals equally
3. 1 Homework Assignments - Requests more homework

4. SDMC Voices of Concern Google Form

- a. Concern 1: What consequences do students who have been repeatedly reported for bullying face? If same student is repeating similar behavior, is the given punishment severe enough? **Response - Regarding bullying, there are several factors and guidelines that administration takes into account. Among them are the HISD Code of Student Conduct and David's Law. Mr. Greenberg shared that there is a specific checklist for bullying in the David's Law materials, and that flowchart was discussed. While those both provide guidelines, and at times steps to take, neither cover all situations and it is up to administration to address the unique needs of each situation. Consequences begin with restorative practices at the campus level and can extend as far as suspension or alternative campus placement. The committee discussed the nature of conflict at the younger grades and the older grades. The committee also discussed the term 'bullying' and how that can sometimes mean different things to different people.**
- b. Concern 2: Condit used to have a great reading program, AR reading, which encourages kids to read and think by answering some questions. Can we bring it back? **Response - A few teachers still use the AR system as part of their classroom assignments, but the vast majority of teachers felt it did not reinforce the goals of reading instruction on campus, as these tests are simply 10 comprehension questions. Currently, there are no plans to bring it back on the level it was used several years ago. Reach out to your child's teacher if you feel your child could benefit from**

additional reading practice with an online program and they will be able to assist. The committee discussed other platforms that are being used in the classroom (Freckle, MyOn) that also use systems that allow you track points and earn upgrades - the extrinsic motivation that might get a child reading.

- c. Concern 3: I heard the students were asked to evaluate their individual teachers. I have concerns over this project and don't think this is a fair act to the teachers or the students, given the young age of our students.

**Response - This survey is part of the teacher coaching and appraisal system that the district has adopted - Texas Teacher Evaluation & Support System (TTESS). This survey was not a campus initiative, the campus is simply following the HISD board approved teacher appraisal system. Students in grades 3-5 will take a fall and spring survey and it will eventually be a part of the teacher evaluation system that our district has adopted. Teachers on the committee discussed the experience of the first administration window and some of the challenges, including vocabulary and the scale that was used.**

- d. Concern 4: The way room parents work/ coordinate things. **Response - It is difficult to respond as this question appears to be incomplete. If the concern is about room parent practices, then Mr. Greenberg encourages parents to reach out to the PTO president or to the principal.**

- e. Concern 5: The 90% attendance policy is pushing parents to not notify the school when kids get COVID or other sicknesses, and send kids to school sick, which results in classmates getting sick. **Response - This is a district policy, not a campus policy. As the campus has pushed this information out, we have always included the necessity to keep children home when they are sick. When a student reaches a certain number of absences, a conference will be scheduled to discuss the situation. Clearly, there are appropriate reasons for a child to miss school including illness. The committee recommended Mr. Greenberg address this on class dojo, possibly in a 'what a week' segment.**

- f. Concern 6: Student to teacher ratio - Is 25:1 too much one person to handle? Does this impact the quality of student's education? How much stress is this for the teacher? Would a teacher assistant help? **Response - Additional students can pose additional challenges, in some cases. The state guideline of 22 students to 1 teacher is difficult to maintain in some classes/grades due to our campus overall enrollment. The district caps classes/grades when enrollment becomes large, but that doesn't mean all classes will be 22. We do not have the funds to add teaching assistants in classes that have 2 or 3 additional students, more**

**importantly, we have not seen the additional 2 or 3 students create a vastly different ask than classes of 22.**

- g. Concern 7: How much does behavior impact the student grade? **Response**  
**- That depends on the behavior, its duration, and its intensity. There is often a relationship between behavior and academic achievement, but it varies student to student. Regarding the grade itself, the grade should indicate mastery over content; what often happens is student behavior doesn't allow that mastery to be shown and grades can suffer. There can also be a relationship between the two, poor grades can cause negative behaviors, in the same way poor behavior can result in missing content that means poor grades.**

5. Follow up items

- a. Blinds/Intercom/Front Window/Doorbell
  - i. Mr. Greenbeg shared that the blinds were installed in the cafeteria windows so that now it can be shaded like a classroom. The school is still waiting on a quote for the window covering.
- b. Enrollment at Snapshot
  - i. The campus projected an enrollment of 730 last spring and at snapshot, the date where funding is established for this year, the campus had 735 students. This means the school will receive a bit of additional funding in January for the additional students enrolled.

6. Comments, concerns, & questions

- a. A parent shared that there was a concern in 4th and 5th grade regarding the reduced number of grades in the gradebook the last grading cycle - students should have more opportunities to earn their grade. It was mentioned that the last grading cycle was only 5 weeks long and that may have been a contributing factor. Related concern, what happens when a class doesn't demonstrate mastery over content that could prove important. Also, there was a question regarding the re-do policy in 4th and 5th grade, the opportunity to earn up to a 70%. The committee discussed the idea of reteaching and showing mastery. Mr. Greenberg shared that the school's guidelines are at least 2 grades each week for Math and ELAR, and at least 1 grade per week in Science and Social Studies. In PLC, grade

levels meet every other week to look at student data and trends to plan for instruction; this will be feedback that Mr. Greenberg shares with teachers. Teachers will sometimes get off pace to reteach before moving on, at other times the curriculum will spiral back through concepts for additional opportunities for students to show mastery of concepts. Mr. Greenberg encourages parents to reach out to teachers directly if they have questions or concerns.

- b. There are kinder parents who are looking for more opportunities to get into the classroom. Mr. Greenberg discussed the difference between opportunities to volunteer at the school versus spending time in your child's classroom. Recommendation from the committee was to have room parents reach out to parents and see how they would like to volunteer at the school.

*Our next SDMC Meeting is scheduled for Tuesday February 21, 2023*