

What is a Compact?

This school compact contains the agreements we make as a Condit community to contribute to the academic achievement of our children. We value all of our students and the unique contributions they make to the school community. We promise to do our best to ensure all our students get what they need. Let's commit to working together, learning together, and doing all we can to help every student thrive!



Condit Mission 23-24

Condit seeks to develop well-rounded global leaders (contributors) who are self-reliant (independent) and can work well with others (interdependent). To this end, Condit implements the Leader in Me philosophy and restorative practices to provide a safe learning environment in which students are challenged and empowered by a higher-level, thought-provoking, integrated curriculum that addresses the needs of the whole child: physical, mental, social-emotional, and spiritual-body, brain, heart, and soul.

Academic Goals 23-24

Core Academic Subjects: Increase academic achievement by using high quality instructional materials recommended by the state for both reading and math. In language arts, the Science of Literacy Block includes: phonics, vocabulary, reading, writing and small group instruction providing individualized support and extension.

Special Education: Increase academic achievement by providing differentiated instruction in an inclusive environment and guiding students toward individualized goals and the use of designated supports.

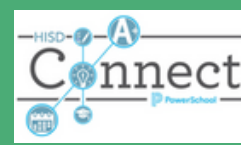
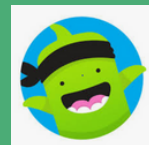
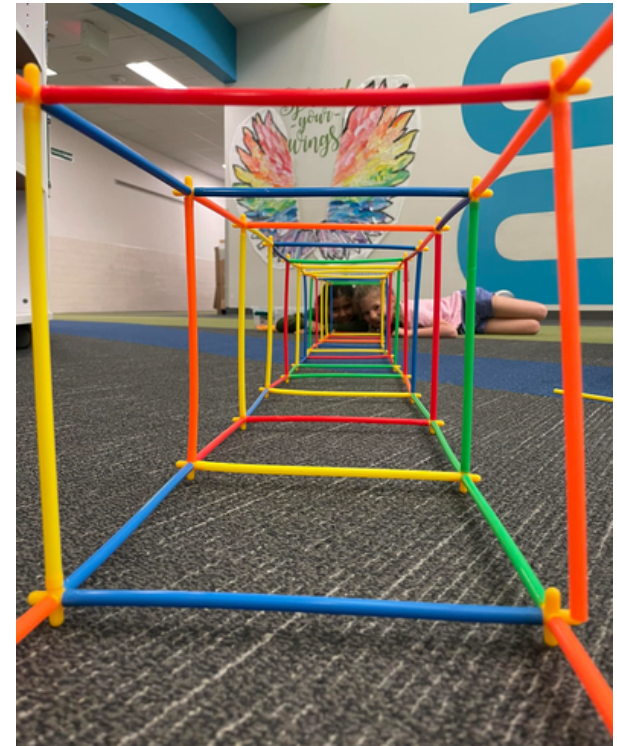
Gifted and Talented: Each identified student will have a gifted education plan which includes weekly independent study time to work on individualized advanced level projects.

Dual Language: Develop global leaders who are bilingual, biliterate, and bicultural.

Social Emotional Learning: See other side.



Targeted Assistance Title I School



Class Dojo and Connect are our main forms of communication with parents! Condit PTO website also has important information.

Please check Connect and PTO website regularly and Class Dojo daily!

2023 - 2024 School-Parent-Student Compact

Agreements for Higher
Academic Achievement

Dan Greenberg, Principal

School Staff Will:

- Be Proactive: Participate in professional development opportunities and input grades in Connect in a timely manner.
- Begin with the End in Mind: Know the present levels of each student and set goals for teaching and learning.
- Put First Things First: Communicate to families the learning goals for the week (i.e. Week-at-a-Glance).
- Think Win-Win: Use small group instruction to meet individual needs and set up each student for success. When conflict arises, use restorative practices to help students understand their feelings and the impact of their actions on others.
- Seek First to Understand, Then to be Understood: Facilitate weekly class circles to foster community and model using I-messages and reflective listening in communication.
- Synergize: Communicate with each individual family to learn about their child, discuss strengths and needs, and set goals throughout the school year.
- Sharpen the Saw: Model balancing all parts of the self--body, brain, heart and soul--by: eating right, exercising and getting enough sleep; learning in lots of ways, not just for school; spending time with family and friends; and finding meaningful ways to help others.

Condit Parents Will:

- Be Proactive: Begin and end each day checking in with their children about school. Check agendas, Wednesday folders and grades in Connect. Help the children organize their materials and tasks. Encourage daily reading for pleasure.
- Begin with the End in Mind: Establish routines and expectations at home; schedule times for learning/breaks; and define the physical space for study. Set goals for learning and reflect on them.
- Put First Things First: Keep children at home who are exhibiting symptoms associated with COVID-19 and notify teacher. Monitor the use of screen time. Make sure their children arrive at school on time to be seated in class by 7:40.
- Think Win-Win: Encourage their children to get along well with others even those who are different from them. Motivate them to do their best and see mistakes as opportunities to learn.
- Seek First to Understand, Then to Be Understood: Monitor communications from their children's teachers/school via Class Dojo and Connect. Communicate any needs directly to the teachers/school.
- Synergize: Communicate with the teacher about their child's strengths and needs; develop goals and strategies.
- Sharpen the Saw: Model balancing all parts of the self--body, brain, heart and soul--by: eating right, exercising and getting enough sleep; learning in lots of ways; spending time with family and friends; and finding meaningful ways to help others.

Condit Students Will:

Be a leader of themselves and others by practicing the 7 Habits:

- Be Proactive: Complete their assignments honestly and on time doing their best work. Ask for help when needed.
- Begin with the End in Mind: Set daily goals. Follow expectations and routines for work, breaks, and behavior at home and at school.
- Put First Things First: Be on time to class and bring all needed materials.
- Think Win-Win: Use I-messages and reflective listening when dealing with conflict.
- Seek First to Understand, Then to Be Understood: Listen to others' thoughts/feelings and try to understand their points of view.
- Synergize: Get to know and learn from others by embracing diversity; showing respect and practicing kindness and patience.
- Sharpen the Saw: Balance all parts of the self--body, brain, heart and soul--by: eating right, exercising and getting enough sleep; learning in lots of ways, not just at school; spending time with family and friends; and finding meaningful ways to help others.

Social-Emotional Learning Goals

Leader in Me @ Condit

At Condit, all students and staff are seen as contributors--as leaders. There are two ways to be a leader: a leader of self and a leader of others. Classes participate in bi-weekly direct Leader in Me lessons. Leader in Me concepts are also infused in daily activities such as school-wide jobs and emotional bank accounts as well as in the academic curriculum.

Habit One: Be Proactive

Habit Two: Begin with the End in Mind

Habit Three: Put First Things First

Habit Four: Think Win-Win

Habit Five: Seek First to Listen, Then to Be Understood

Habit Six: Synergize

Habit Seven: Sharpen the Saw

Habit 8: Use Your Voice



Restorative Practices @ Condit

The core of restorative practices is building and restoring relationships. To build relationships with others, each class participates in weekly community-building circles. To repair relationships, the focus is on the feelings/thoughts behind the behaviors, the impact of the behaviors on others, and what can be done to make things right again. To this end, students may engage in restorative conversations/circles. To build relationships with themselves, students will learn to identify their own emotions to be able to manage their reactions before they impact others. In addition, students will have opportunities to engage in mindfulness activities, self-reflection and goal-setting.