HISD

2026 – 2027

Campus Action Plan

Campus Name

Condit ES

Principal Name

Dan Greenberg

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs | Vision | Theory of Action

Needs related to student achievement data

After NWEA MOY, there is a gap between both achievement and growth of All Students and Special Education Students in Math and English Reading.

All students Math MOY - 56th percentile growth, 77th percentile achievement
Special Education Math MOY - 50th percentile growth, 48th percentile achievement
EB Math MOY - 50th percentile growth, 56th percentile achievement
All students ELA MOY - 63rd percentile growth, 81st percentile achievement
Special Education ELA MOY - 56th percentile growth, 57th percentile achievement
EB ELA MOY - 65th percentile growth, 53rd percentile achievement

Needs related to improving the quality of instruction

SPOT Averages and IRT data indicate lower scores for Special Education Teachers when compared to All Teachers accross the campus. Needs relate to customizing learning objectives and aligned objectives for pull out students who spend very brief periods in the special education setting.

13.94 SPOT average for Special Education Teachers
15.40 SPOT average for all teachers

System evaluation (philosophy, processes, implementation, capacity)

There appears to be a need to develop systems around using Special Education supports/scaffolds consistently in all classrooms and in customizing implementation of instructional strategies in all settings.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve Utilization of High-Quality Instructional Materials.

Indicators of Success

Measurable results that describe success

- By May 2027 (EOY Conference), 90% of teachers score 1 point on the standards alignment indicator of the Planning & Professionalism rubric "The teacher consistently plans to ensure alignment between instructional materials (including assessments) and state standards."
- By May 2027 (EOY Conference), 90% of teachers score 1 point on the lesson objective indicator of the Planning & Professionalism rubric , "The teacher consistently plans to ensure all instructional activities align to the lesson objective."

Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Train teachers on the ‘ Great 8 ’ and ‘ Next 8 ’ during PreService and thread throughout the year during campus PD, focusing on planning for instruction.
- Monitor student data through writing samples, exit tickets, and authentic student work samples.
- Provide on-the-job coaching, regularly around best practices, emphasizing the role of planning and crafting lesson objectives.
- Callibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching.
- Facilitate effective planning systems during PLC, and include lesson objective internalization and planning high-level questions and engagement opportunities.

Specific Actions - Staff

What specific action steps will the staff take to accomplish the objective?

- Engage weekly and effective PLC focused on lesson internalization, the grade 8, the next eight, and student data.
- All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction and planning.
- Implement the use of engagement strategies that align to the planning domain in less objective.
- Respond openly to on-the-job coaching both in the moment and during planning.

Key Action One

Staff Development

Who: Dan Greenberg, Alison Heath

What: Instructional training around district initiatives including the Great 8 and Next 8.

When: PreService PD and professional development days throughout the year.

Where: Condit ES

Budget

Proposed Item	Description	Amount
Staff Development	HISD trainings, SPOT Calibrations	
Materials/resources	HISD provided materials and slide decks	
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Two

Key Action 2

Briefly state the specific goal or objective

Improve Campus Culture.

Indicators of Success

Measurable results that describe success

- On the Panorama End of Year Teacher Climate Survey, 90% of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey “ My school has an effective instructional leadership team ” .
- On the Panorama End of Year Teacher Climate Survey, 90% of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey “ I work in an environment of support and respect. ”
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Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Provide daily on-the-job coaching that aligns with written feedback, shared at least biweekly using the spot observation form.
- Conduct outcomes, causes, and solutions round with campus grade level team leaders, around the MOY campus culture data.
- Execute weekly gratitude moments (teacher notes) with leadership team, to model providing positive feedback and moments of gratitude.
- Set up and monitor parent connections on Parent Square, ensuring 100% of families are connected by October 2026.
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Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Engage in community circles and targeted Leader in Me lessons daily from 7:40-7: 55am.
- Reflect on instructional feedback and improve the delivery of instruction as appropriate.
- Experience and receive moments of gratitude from leaders.
- Ensure 100% of families are connected to Parent Square and positively communicate at least twice weekly with families.
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Key Action Two

Staff Development

Who: Dan Greenberg, Alison Heath

What: On the job coaching and follow through conversations.

When: Throughout the year, after instructional feedback

Where: Condit ES

Budget

Proposed Item	Description	Amount
Staff Development	PreService PD, PLC, and staff development days	
Materials/resources	Instructional feedback	
Purchased services		
Other		
Other		
	TOTAL	

Funding Sources:

Key Action Three

Key Action 3

Briefly state the specific goal or objective

Improve SPED Accountability.

Indicators of Success

Measurable results that describe success

- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- Throughout the academic year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
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Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Campus administrators ensure all special education teachers are trained in the implementation of high-quality instructional material materials.
- Campus administrators create a campus ARD calendar and 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 chair, person attend, attends all district meetings, and shares pertinent information with special education teachers.
- Campus administrators, monitor results of spot observations specifically the instructional area around ‘ special education specialty guidance ’ monthly.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Special education, teachers, populate, classroom, accommodation, spreadsheets for all students with special education accommodations.
- Teachers ensure accommodations are accurately documented in power schools gradebook for special education students.
- Teacher, teachers implement, small group instruction targeted to specific skilled development, as document didn't each students IEP.
- Align special education instruction to the high-quality instructional material being used in the classroom.
- Special education, teachers ensure progress report reports are finalized and included in each cycles report card.

Key Action Three

Staff Development

Who: Kelsey Rupley, Dan Greenberg, Alison Heath

What: Aligning special education pull out and co-teach with best practices around student data.

When: August PD and review after each grading cycle.

Where:

Budget

Proposed Item	Description	Amount
Staff Development	Preparing for ARDs and progress monitoring during campus training.	
Materials/resources	Copies, teacher exemplars	
Purchased services		
Other	Special Education Chairperson	
Other		
	TOTAL	

Funding Sources:

Key Action Four

Key Action 4

Briefly state the specific goal or objective

Improve EB Accountability

Indicators of Success

Measurable results that describe success

- By the end of the TELPAS testing window, 100% of eligible EB students complete TELPAS assessment annually, with no lapses in compliance as evidenced by no reported incidents of ineligible students testing or eligible students not testing to TEA.
- By the end of the TELPAS testing window, 60% of studnets will grow at least on level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite.
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Specific Actions - School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Train teachers on sheltered instruction for Emergent Bilinguals during August PD and thread throughout the year during campus professional development days.
- Monitor student data through exit tickets in both dual language and general education classes.
- Provide on-the-job coaching regularly aroudn best practices for plannign for EB students and monitoring/adjusting to support language learners.
- Calibrate as an intervention team and LPAC leaders to ensure all leaders have an instructional lens that leads to impactful coaching.
- Facilitate effective planning systems during PLC and include planning support strategies for teaching Emergent Bilingual students and language learners.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Maintain teacher, special populations, data, binder, and update with most recent data.
- Review and annotate the emergent bilingual spot guidance document and internalize instructional expectations.
- Implement the use of sheltered instruction strategies and practice, aggressive monitoring techniques daily.
- Maintain student data tracker spreadsheet with most current student data from assessments and grading cycles.
- Respond openly to on-the-job coaching both in the moment and/or after planning.
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Key Action Four

Staff Devel.

Who: Fio Brito, Alison Heath, Dan Greenberg

What: Align Dual Language and Emergent Bilingual instruction with best practices and current student data.

When: August PD and review after each grading cycle during PLC

Where: Condit ES

Budget

Proposed Item	Description	Amount
Staff Development	Sheltered Instruction Strategies, use of Summit K12	
Materials/resources		
Purchased services		
Other	Tech Tutorials	
Other		
	TOTAL	

Funding Sources: