

**Houston Independent School District
323 Challenge Early College High School
2021-2022 Campus Improvement Plan**



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Challenge Early College High School is located on the Houston Community College (HCC) Southwest Campus. Our building is on the 610 West Loop, near Bellaire, Texas. Our agreement with HCC recommends that our enrollment remains small. Our primary goal is to keep classes small enough to provide students with a more personal learning experience. This year, we have approximately 470 students. We are still able to provide the structures, support and individualized education of a small campus. Our school is a very close ethnic representation of Houston as a whole with our student body being 12% African American, 8% White, 5% Asian, 73% of Hispanic, and 2% that claim other races. To further highlight our demographics, we serve students that are approximately 40% At-Risk, 70% Economically Disadvantaged, 30% Gifted and Talented, and all students are supported by the Title I program.

Demographics Strengths

CECHS was built to serve students from an underserved community achieve success in the college realm, specifically, first generation college students, students without the financial means to afford college, and those in need of a small learning environment and the social/emotional support it provides. Embedded on the HCC campus, Challenge students receive first-hand experience in developing the rigor, as well as the soft skills necessary to succeed within a college culture. Being on the college campus allows student access to the many advantages of college and the education it can provide. Our curriculum is advanced, all courses on the high school side are Pre-Advanced Placement, Advanced Placement (AP), Honors, or Dual-credit. We have mainstreamed many of our AP courses so that there is no special selection of students. Our goal is that all students have the opportunity for a rigorous education and so that students will have multiple pathways to college credits and be better prepared for 4 year Universities. With our partnership with HCC, the Middle College National Consortium (MCNC), Educate Texas, our Early College Collaborative, and Houston ISD's Professional Development department, we are confident that all of our students and staff needs will be fulfilled. Our democratic governance structure and focus on our SMART goals, detailed in the body of this document, will ensure an alignment to the path of success we have laid for our students. Challenge continues to receive honors and recognitions each year. Those recognitions include being ranked in U.S. News and World Report's Best High Schools in the nation, the top 100 most rigorous high schools in the nation by Washington Post and consistently ranked among the top 10 high schools in the Greater Houston Area.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Average class size has increased over the past 3 years to an average greater than 26 students per class. **Root Cause:** More students have been admitted to the program without an increase in program offerings.

Student Learning

Student Learning Summary

Challenge Early College High School (CECHS) has a rating of Met Standard, the highest category for accountability in the state of Texas. During Spring 2021 testing, 100% of students Met Standard (approaches) on US History EOC tests. One student did not meet the standard in Biology. In English 1, there were 8 students and 3 in English 2 that did not meet satisfactory results. Both English 1 and Algebra 1 performance were lower than in our past. This was largely due to the COVID - 19 environment. As everyone is aware, the challenges were tremendous. Many of these students have since met the standard during retesting in July 2021. Our primary focus at Challenge ECHS will be to maintain or improve our Masters data and college readiness measures. We are working to increase our SAT, PSAT, AP and EOC Masters scores. Challenge has approximately 480 students enrolled for the 2021-22 school year. Challenge students closely represent the Houston ISD community. We are primarily made up of students that are first-generation college students, meaning they are the first in their families to attend college. Our student body is approximately 73% Hispanic, 8% White, 12% African American and 5% Asian or Pacific Islander and 2% that claim other races. Our students are approximately 40% At-Risk, 70% Economically Disadvantaged, 30% Gifted and Talented, and all students are supported by the Title 1 program. We also have a small number of students, less than 30, that are supported by Special Education and/or 504 programs. Although the percentages shift from year to year, the number of males and females have traditionally been similar. Our attendance rate is approximately 97.4%.

Student Learning Strengths

Thirty – one percent of our students taking AP exams in 18 different courses scored a 3 or higher. This was an increase from our data in the past. Eight-hundred and twenty-six (826) exams were given and 259 students placed with a 3, 4, or 5. Regarding SAT and PSAT data, performance of 131 students in 10th grade taking PSAT was above the national and state level in all areas. This means that 66% of 10th graders were on track to be college and career ready. Performance of 110 students in 11th grade taking the PSAT was also above the national and state levels in all areas. This means that 65% of 11th graders were on track to be college and career ready. Average Mean Total SAT scores for 11th grade students was 1145. Fifty-Six percent (56%) of students met both benchmarks for Evidence-based Reading and Writing (ERW) and Math. This above the district (24%), state (25%) and national group (32%). According to our latest state accountability rating, our performance Index Scores were 99 (A) in Domain 1: Student Achievement, an 89 (B) in School Progress Part A, a 98 (A) in School Progress Part B (Overall A in Domain 2) and a 100 (A) in closing performance gaps. This led to an overall Accountability score of 99. Ninety-eight percent of our students passed the Algebra 1 EOC and 46% scored at the Masters Level. One-hundred percent of our students passed the Biology EOC and 64% reached Masters. Ninety-nine percent of our students passed the English I EOC and 37% scored Masters. Ninety-nine percent of our students passed the English II Reading EOC and 23% scored Masters. One – hundred percent of students passed the US History EOC and 80% scored Masters.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students are not on level with scientific processing skills due to lack of hands on in the virtual environment. Before the pandemic students struggled with writing, study skills, time management, social engagement in the classroom, organizational skills, communication. The pandemic only made teacher intervention, support, and meaningful relationships more difficult. Our students' learning problems **Root Cause:** Due to working in a virtual environment, students lacked engagement, motivation, and effort. This platform did not provide enough opportunity for questioning, inquiry, modeling, labs, and diverse learning opportunities. Students have had a lack of communication, rigor, social emotional support, structure/scaffolding.

School Processes & Programs

School Processes & Programs Summary

All Challenge teachers are considered “Highly Qualified” by the Texas Education Agency (two being in Alternative Certification Programs). All classes are advanced; pre-Advanced Placement (pre-AP), Advanced Placement (AP), Honors, or Dual-credit. Therefore, teachers are all required to become AP and Gifted and Talented (G/T) certified. We send teachers to the RICE or University of Houston AP summer institutes every year. All instruction is based on college level curriculum, college readiness, and centered on the College Board curriculum for Advanced Placement programs. We also use the HISD curriculum documents to ensure alignment with state exams. Teachers meet on a weekly basis to share best practices in horizontal team meetings, and department meetings. Student data is used to inform instruction, differentiate, and personalize learning based on individual student needs. STAAR, Lexile scores, and other student performance data provides a student performance baseline and are distributed at the beginning of the year so academic departments can differentiate for specific students. This may take the form of double-blocking students in specific content areas like English or Math. It also may mean establishing early interventions in the form of Peer-to-Peer tutoring or required afterschool tutorials. Core teachers offer two tutorial sessions per week throughout the academic year. This ensures that at least one teacher in every department and every grade level is available everyday. Additional data results, including PSAT and/or SAT results, AP scores, AP Potential, Pre-AP grades, and the Houston Community College (HCC) placement testing (the current tool is Texas Success Initiative or TSI testing), serve as college readiness indicators. Each core content area shares a common planning period to engage in vertical teaming through the examination of lesson plans, student assessment results, classroom strategies, and intervention plans. Each year Texas mandates the formation of the School Improvement Plan (SIP) which incorporates the use of SMART (Strategic, Measurable, Attainable, Realistic, & Timely) Goals. Our goals which are developed by the Principal and Administrative Team after inspection of a multitude of data sources. Faculty input is also considered. When presented to our staff, each of our teachers creates their own Independent Professional Development Plan (IPDP) for the given year which includes personal-professional SMART Goals. Departments also used the data to develop their IPDP. The other two major areas affected by our inspection of data include the creation of our master schedule and distinct Personal Graduation Plans (PGP) for each student. When data presented by the National Student Clearinghouse and graduate surveys reflected lower numbers than desired, we created Guidance classes for 11th and 12th grade students. The Guidance class is a support class for college classes, PSAT/SAT/ACT objectives, college applications, scholarships, and the FAFSA. As a result of this course, we have increased the amount of scholarship dollars awarded to our graduating seniors to over \$10,000, 000 for approximately 100 graduates. The juniors and seniors have separate Guidance courses to allow the counselors to work with more specific needs. The Juniors will research college information and work on essays, resumes, PSAT, and SAT practice. Seniors will focus on applications to colleges, Universities and scholarship programs. In response to lackluster achievement data in the dual credit Freshman Composition, we developed a side-by-side research class in which our English teachers create a workshop environment for students to complete assignments and receive direct feedback before submission to college instructors. We responded to a need for increased achievement on STAAR/EOC’s with a double-block ELA/Reading class provided for 9th grade students who had low Lexile scores. At the beginning of the 2013-14 school year, the faculty and Administrative team created a “C” schedule on Fridays to meet the academic and college preparation goals for all of our students. Houston Community College classes do not meet on Friday which opens large blocks of time for the majority of our students. The Senior team presented to the faculty a “C” schedule that will focus on the four core contents for 9th-11th grade students, and provide seniors with additional SAT practice and built in time to work on college applications and their GT Independent Study Research projects. Unfortunately, due to HB2610, we are not allowed to have the weekly Friday early dismissals for the 4th year. This was crucial to our campus professional development as well as student performance. We will go back to the early dismissals if the opportunity arises again as this is a campus need. Our Friday schedule currently consists of touching base with all 8 class periods and clubs. Our students that are in college and dual-credit courses are assigned to study-halls on Fridays. We also create PGP’s that define the best course for achievement based on individual strengths and needs. The teacher teams meet with their student and the parent to review performance in class, grades, and state/national test data to determine the best course of action for future success. Parents and students are coached toward positive actions in the home to support the collaborative plan. We use student achievement data to

gauge college readiness, specifically requiring a 3.0 GPA or above to take college electives and passing standards on the Compass test administered by HCCS. Campus leadership considers communication of test results to parents and students to be crucial.

School Processes & Programs Strengths

At Challenge, there are a variety of instructional techniques and support systems that are used methodically and strategically every year. These techniques and supports are implemented with such regularity that they almost go unnoticed. Teachers and administrators at Challenge have high expectations for all students, regardless of subgroups' status, and all students are required to take the most rigorous coursework available. Most of the tiered instruction and differentiation is done by individual teachers in the classrooms. Learning is personalized based on individual student needs.

Students receive a district issued laptop beginning their freshmen year. They are required to utilize their laptops to access curriculum, submit assignments, take tests, engage in research, design presentations, and to collaborate with each other. Teachers also allow students to use their personal cell phones for specific in class assignments and social media assignments.

The Common Instructional Framework (CIF) techniques and methods used by Early Colleges and Middle Colleges nationwide, are also used daily at Challenge. All faculty members are trained on the use of Cornell Notes and other note taking techniques. Classroom talk is one of the most powerful practices at Challenge. Students are expected to communicate their thoughts and ideas with teachers and other students several times a day in each class. It is not uncommon to see literacy circles and collaborative group work taking place in classrooms of any subject.

State exams, teacher made tests, and district and national standardized assessments are all used to measure student learning. They not only provide a baseline for differentiated instruction, but they are also used throughout the school year to measure student growth and drive instruction. In addition to state and district required assessments, teachers at Challenge are expected to administer two formative assessments each semester. These tests are teacher made. At the beginning of each school year and after each formative assessment, administrators generate reports for teachers, who then use the data during department professional learning communities to identify students who need assistance, and to identify academic standards that have not been mastered. The results of these data talks generate professional development for teachers and also enable teachers to group students into tiers for differentiated instruction.

Advisory teachers are the first line of intervention. Advisory teachers develop a very close relationship with their students. This relationship enables teachers and students to talk informally about a myriad of issues. Teachers review grades, attendance, and discipline issues. Teachers are also able to quickly identify when students are dealing with non-academic issues that can hinder their school performance.

Based on incoming freshmen data, students may be double-blocked in English or Mathematics. All freshmen have a study hall period. Study halls are also used as interventions for many 10th, 11th, and 12th, graders. On Tuesdays and Thursdays, advisories hold special study sessions where students help one another or seek the help of a teacher. In addition to the interventions built into the school day, we have a strong after school tutorial program. Tutorials are scheduled strategically so that at least one teacher from each core content area and a teacher from each grade level is available each day. All the elective classes at Challenge are Language Arts based. Having a strong foundation and support in Language Arts helps students across the different disciplines.

On Fridays, students go to all eight classes for 45 minutes periods; as opposed to an alternating block schedule Monday – Thursday. Since college classes do not meet on Fridays, students are assigned to study hall periods in lieu of any college class they might normally attend during one of their eight periods. This provides for more studying time in a classroom environment supervised by a high school faculty member. Students also use these study hall periods for peer to peer tutoring.

The Academic Student Support and Instruction System Team (ASSIST) program is the next level of intervention. Struggling students are identified after about the third week in each semester and given an ASSIST team made up of teachers, administrators, and their parents. Once the team has met and agreed, the interventions are implemented and are monitored over a designated period of time of no less than one grading cycle.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Students should take ownership of available campus resources. Students should also be an active participant in their academic plan. Some students don't attend teacher provided tutorials that are structured to address student need areas and provide academic support. **Root Cause:** Contributing factors to lack of tutorial attendance can include lack of transportation, part-time job schedules, lack of motivation, lack of parental support, family obligations, and off campus extracurriculars.

Problem of Practice 2: On campus, some students need more support in regards to academic concerns. These problems arise due to inconsistent middle school standards, lack of parental support, increased responsibilities at home, and ignorance of future possibilities. **Root Cause:** Not all students get the necessary foundation in middle school and arrive to high school with a wide variety of academic experiences. Preparedness levels for the high school curriculum also vary across the district.

Perceptions

Perceptions Summary

The School Profile includes an overview of attendance, student composition, staff composition, and achievement data. In order to improve parent and community perception, we are implementing more campus learning opportunities for our parents, Grade Level informational meetings (so that the specific issues unique to each grade level can be addressed), and incorporating Spanish translation in Open Houses and parent nights. Another area that CECHS is addressing is the need to provide enhanced academic and career counseling. Although all juniors and seniors are enrolled in a Guidance class that focuses on college preparation including test prep, financial aid, and the application process, we have two deans that provide one-on-one academic meetings with parents and students. The campus is also revisiting and focusing on areas in which we can build the relationship with our parents and students through social-emotional learning practices. Specifically, the Advisory program is being restructured so that parents and students have a “family” advocate for their child in the role of Advisory teacher. Each advisory currently has 20-24 students. The teacher serves as an advocate for the student and brings concerns or celebrations to the assigned dean. This group of students is made up of mixed grade levels, with the senior students leading the sessions. The student remains in his advisory for the course of their experience at Challenge which creates a unique support system. In addition, the Academic Student Support and Instruction System Team (ASSIST) program has been improved to provide earlier interventions (academically and socially) to support students. Struggling students are identified after about the third week in each semester and given an ASSIST team made up of teachers, administrators and their parents. We are also using all of the components of the HISD IAT initiative within our ASSIST teams and grade level team meetings.

Perceptions Strengths

Data is vital to our work and for the many communities we serve. In dealing with our parent/guardians we use a multitude of methods to communicate directly to them. Three-week progress reports and nine-week report cards are given to students directly, and report cards are also mailed home to the family. Individual reports for exams are mailed directly to the family with a memo providing instruction on how to read these scores. HISD has invested in an online grade system which provides grades on student assignments, attendance, and overall averages in real time. In our school recruitment tours and other parent meetings, we educate families on our overall school data and what that will mean for them should they choose CECHS. We review student data and educate parents on how to understand it during our Horizontal Team meetings. We provide them with the “Student Status Report” which includes a transcript of data beginning in the third grade. The student status report includes vital information regarding test scores each year, current and past course grades, demographics, and personalized graduation plans each year as needed. We review these data points with our students in their Advisory classes as well as upon request. Students calculate their own GPA’s every nine week grading period to raise awareness of their own college readiness. The Ambassadors Club—service organization that promotes college and career readiness—goes into advisory each quarter to assist students in calculating grade point averages, credit accumulation, and graduation criteria. During our Town Hall meetings a review of overall school achievement and goals for the year instills a sense of team and community. We post data points and reports on our school website and link to district and national partner websites that include data on our program.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Due to the virtual platform, there was difficulty maintaining stringent routines, protocols, and procedures necessary for devolving academic skills. **Root Cause:** There have been inconsistent routines and procedures due to the virtual platform.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR STAAR scores for the English I STAAR EOC 2021-2022 School year will increase from 93% achieving "Approaches Grade Level" by 2% to 95% "Approaches Grade Level."

Strategic Priorities: Expanding Educational Opportunities

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH STAAR scores for the Algebra I STAAR EOC 2021-2022 School year will increase from 73% achieving "Approaches Grade Level" by 5% to 78% "Approaches Grade Level."

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: In school interventions

Strategy 1 Details		Reviews			
Strategy 1: strategy Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✖</div>Discontinue</div>					

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will remain at 100% for graduates reported in 2024.

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS - Students listed as Economically Disadvantaged as measured by "Approaches Grade Level" on the STAAR Algebra I EOC will increase by 4% from 76% in spring 2021 to 80% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Significant progress made toward meeting Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Exceeded Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Exceeded Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Exceeded Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Summative Evaluation: Significant progress made toward meeting Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Summative Evaluation: Significant progress made toward meeting Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Significant progress made toward meeting Goal

Measurable Objective 1: measurable obj

Strategy 1 Details	Reviews			
Strategy 1: new strategy Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Summative Evaluation: Significant progress made toward meeting Goal

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 323 Challenge Early College High School

Total SCE Funds: \$32,808.36

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

We offer multiple opportunities for students to get tutorials and additional instruction. Tutorials are every day after school and on Saturdays. We also have a school-wide study hall on Tuesdays and Thursdays for 40 minutes. Students have the opportunity here to get extra help from peers, seniors and National Honor Society members. We also offer a study hall period every day. Students are scheduled here to have additional time and begin their work before going home, and may be pulled out for additional tutorials. Students that have already taken a class, but still need intervention on the end-of -course assessment are placed one on one with teachers as a teacher assistant or office worker. This gives them a full class period to get extra assistance from the teacher. Some students are also double-blocked in certain subjects.

Personnel for 323 Challenge Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Collins, Charles Dewayne	Tchr, Math	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

Challenge student population represents Houston ISD, with most of our students being first-generation college students. Our student body is approximately 75% Hispanic, 8% White, 12% African American and 4% Asian or Pacific Islander and 2% that claim other races. Our students are about 40% At-Risk, 70% Economically Disadvantaged, 30% Gifted and Talented. We have a small number of students that receive Special Education and/or 504 support. Our state test (EOC/STAAR) scores Met Standards as follows; 100% Met with 63% Advanced in U.S. History, 99% Met with 24% Advanced in English 2, 97% Met with 36% Advanced in English 1, 99% Met with 74% advanced in Biology, and 100% Met with 84% Advanced in Algebra 1. We met all seven TEA distinctions. Challenge receives honors and awards annually from local, state, as well as national high school rankings. We are committed to continuously improving our work, environment of our campus, our advanced data, and our students' success. This body of work details the academic data, the needs as well as successes of the program, support systems, interventions and topics of professional development

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

All faculty and staff were involved in brainstorming and development of different portions of the SIP. Each year we use the entire first day to look at goals and work on our SIP. This involves, administration, teachers and paraprofessionals. Parents and other stakeholders are involved through SDMC and parent meetings.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

District Benchmarks and release state exams, data reports using ONTrack

Campus teacher formative assessments, using OnTrack

AP Classroom

Data driven grade level and department meetings

Data reviews in faculty meetings

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: Campus, Campus website, parent and student handbook

The SIP was made available to parents by: parent meetings, school social media, school website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Weekly Professional Learning Community Meetings (Department and Grade Level)
2. Academic Student Support and Intervention Systems Team (ASSIST)
3. Student Leadership (Specific training through GTIS and AP Capstone, Seniors become the facilitators of Advisory)
4. Tutorials are offered for each subject 2 hours per week at minimum

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

tutorial sessions

Hourly Intervention Teacher

Social Emotional Support and Wrap Around Services from Communities in Schools

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

1. Weekly Professional Learning Community Meetings (Department and Grade Level)
2. Academic Student Support and Intervention Systems Team (ASSIST)
3. Student Leadership (Specific training through GTIS and AP Capstone, Seniors become the facilitators of Advisory)
4. Tutorials are offered for each subject 2 hours per week at minimum

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Kevin Jones, Amydell Beardshall
- Admin- Tonya Miller, Juan Carlos Hernandez, Christopher Saikin
- Registrar - Rachele Jones
- Teachers - Michael Johnson, Joshua Silberman, Bea Roberson, Melodie Hartsfield

The PFE was distributed

- On the campus website
- Newsletter
- parent meeting

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Meet the teacher nights
2. Increased virtual presence (Facebook Parent Information Line, Improving information on website for parents including the new teacher web pages)
3. Spring Open House (in addition to fall Open House)
4. Community Productions by Challenge Theatre department

3.2: Offer flexible number of parent involvement meetings

The campus provided or will provide four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 10/5/2021 5:30 PM
- Meeting #1 Alternate - 10/12/2021 4:00 PM
- Meeting #2 - 11/9/21 5:30 PM
- Meeting #2 Alternate - 11/16/21 4:00 PM
- Meeting #3 - 12/7/2021 5:30 PM
- Meeting #3 Alternate - 12/14/2 4:00 PM
- Meeting #4 - 2/1/22 5:30 PM
- Meeting #4 Alternate - 2/8/21 4:00 PM

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Orbdella McLamb	Tchr, Intervention Gnrl - Ttl 1 hrly	Challenge EC HS	1.0

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Christopher Saikin	Dean of Students
Community Representative	Olubumi Adegoke	Parent
Community Representative	Athena Walker	Community Member
Classroom Teacher	Melodie Hartsfield	Classroom Teacher
Classroom Teacher	Eric Porter	Classroom Teacher
Non-classroom Professional	Cynthia Penna	Student Information Rep
Non-classroom Professional	Rachele Jones	Registrar