

SDMC 4 – May 31, 2023

Challenge ECHS

AGENDA / Minutes

- Review of School Improvement plan

	TOTAL TESTED	DNMGL	DNMGL	Approaches	Approaches	Meets	Meets	Masters	Masters
STAAR ENG 1	132	1	0.76%	6	99.24%	76	94.70%	49	37.12%
STAAR ENG 2	120	4	3.33%	10	96.67%	78	88.33%	28	23.33%
STAAR ALG 1	76	1	1.32%	14	98.68%	27	80.26%	34	44.74%
STAAR BIO	123	0	0.00%	15	100.00%	49	87.80%	59	47.97%
STAAR US HIST	102	0	0.00%	7	100.00%	25	93.14%	70	68.63%

- Met all goals set up
 - Goal in attendance – CECHS has the highest attendance in the district in high schools.
 - Feedback – review systems and consistency on tardiness and calling parents.
 - Review consequences and include Saturday school and after school for students who are tardy/ excessive absences.
 - Miss instructions / make up instruction right away – with the plan on closing learning gaps.
- Parent Goal was achieved – CECHS received Platinum certification with HISD FACE - Family and Community Friendly Schools
- Review AP data and provide data to increase the number of students achieving 3/4s

Review of School Waiver completed in SDMC 2 – January 30 2023 – stands

WAIVERS

Alternate School Day Start/Dismissal Times

HISD is implementing standardized school start/dismissal time for the 2023-2024 school year. The purpose of this waiver is to request alternative start/dismissal times. Schools will be responsible for the additional cost of transportation that is incurred by this waiver, if any, as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver. Schools for whom this waiver request is approved must also include it in the School Improvement Plan including the rationale for this waiver and how the waiver is implemented to support at least one Board Goal.

1. Alternative School Day Start/ Dismiss Times
 - Starting at 7:55
 - Teachers at 7:45am (10 minutes to check-in)
 - School will end at 3:30pm

Programs Updates

- AVID
- UT OnRamps Alg2, Chem, or Physics – paid professional development.
- Room assignments and maximizing space
- Technology / Mr. Alvarado will move to HCC Entrance to support students and technology area on the first floor.
- Career Pathways Teacher Leader Roles

SDMC 4 – May 31, 2023

Challenge ECHS

- Digital Instruction Specialist – Mr. Johnson
- Data Specialist – Ms. Flores
- New Teacher Induction Coordinator – Ms. Torres

Support in – Pre-service

- ACES Tutoring Program – University of Houston
- AVID Program
- Advance Placement – RICE University & Blended with HISD Curriculum
- UT OnRamps
- Dual Credit

Sports

- Soccer Boys / Girls
- Volleyball
- Basketball
- Cheer Team
- Sports Area – parking lot

Summer School -

- Attendance – NGs
- STAAR Test Prep
- Credit Recovery
- TSI preparation
- Dual Credit
- Enrichment – Technology
- Eagle Camp – June 20 Welcome to parents June 21, 22, 26, 27, 28, & 29.

Other:

- Request by a members of SDMC committee: Review of ADVO, Clubs, Sports, Tutorial Time.
- Resources and Supplies for Science Team

SDMC – May 31, 2023

Challenge ECHS

SDMC Members – Sign-in Page

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Houston Independent School District

323 Challenge Early College High School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps



Mission Statement

- It is our mission to deliver the highest quality educational experience by maintaining a college culture within a diverse, supportive, public high school.

Our Guiding Belief

- Our work is grounded in our ability to increase educational opportunities for our students. To do this, we believe that all students have unbound capabilities and when given the opportunity, engaged with rigorous content, and held to high expectations, they can achieve on an absolute scale.

Vision

Our Vision

- We envision a world-class learning institution developing a community of holistic leaders who will demand-and then realize-endless opportunities for themselves and their community.

Value Statement

The three Rs: “Relationships, Relevance, & Rigor”

CECHS students function in a college environment and will be guided by adult advocates to develop a sense of responsibility for their own learning through work and life tools acquired in Advisory, Student Leadership, and Guidance classes. The high school curriculum is designed with a level of rigor that better prepares students for a successful college career.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Priority Problems of Practice	5
Comprehensive Needs Assessment Data Documentation	6
Board Goals	9
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.	10
Board Goal 2: 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.	11
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.	13
Board Goal 4: 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.	16
Board Goal 5: N/A - Additional Campus Goals	17
Title I	29
1.1: Comprehensive Needs Assessment	30
Español	30
2.1: Campus Improvement Plan developed with appropriate stakeholders	31
Español	31
2.2: Regular monitoring and revision	31
Español	32
2.3: Available to parents and community in an understandable format and language	32
Español	32
2.4: Opportunities for all children to meet State standards	32
Español	33
2.5: Increased learning time and well-rounded education	33
Español	33
2.6: Address needs of all students, particularly at-risk	33
Español	34
3.1: Annually evaluate the schoolwide plan	35
Español	35
4.1: Develop and distribute Parent and Family Engagement Policy	36
Español	36
4.2: Offer flexible number of parent involvement meetings	37
Español	37
5.1: Determine which students will be served by following local policy	38
Español	38
Site-Based Decision Making Committee	38
Addendums	39

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 460 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 13% African American, 8% White, 5% Asian, 71% of Hispanic, and 3% that claim other races. To further highlight our demographics, we serve students that are approximately 23% At-Risk, 72% Economically Disadvantaged, 35% 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: 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 problem **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.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- 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
- T-TESS 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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR STAAR scores for the English I STAAR EOC 2022-2023 School year will increase from

- 93% achieving "Approaches Grade Level" by 2% to 95% "Approaches Grade Level",
- will increase Meets Level Performance from 86% to 88% and will increase Masters Level Performance from 33% to 35% on the English I EOC.

Strategic Priorities:

Expanding Educational Opportunities

















Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Provide spark camp for students in category: not meeting or approaches

Measurable Objective 1: Teachers will develop lesson plans and create assessments containing higher-order thinking questions and deliver lessons using a variety of instructional strategies to increase rigor and relevance.

Evaluation Data Sources: Will use District assessments. Teachers will also participate in PLC led by the instructional specialist to help guide the planning process, and the specialist will review lesson plans for evidence of rigor and relevance. To gain more implementation ideas, teachers will participate in professional development activities focused on creating rigorous work for students while also promoting student engagement.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will also participate in PLC led by the instructional specialist to help guide the planning process, and the specialist will review lesson plans for evidence of rigor and relevance. Strategy's Expected Result/Impact: Monitoring the quality of tier 1 instruction by analyzing lesson plans during Professional Learning Community (planning time) period. Staff Responsible for Monitoring: ELA Team (Teachers and Administrator), On-call TDS, Instructional Specialist, and Principal. Action Steps: Weekly PLC documentation of planning efforts, PLC review quality of formative assessments, instructional specialist review and provide feedback on lesson plans, bi-weekly progress monitoring using CBA's and district snapshots. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize protocols for dialogue during their instruction as evidenced by lesson plans and observations. Strategy's Expected Result/Impact: Teachers will be observed implementing the dialogue protocols during teacher rounds. Teachers will be provided feedback during PLC and individual conferences. Staff Responsible for Monitoring: Principal, All teachers, Dean of Students, Campus Education Technologist Action Steps: Every 4 weeks, teachers will present their reflection on how their dialogue protocol went in their instruction. Dean of Students and Principal will document written and verbal feedback to teacher Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: PLC period for English I /English 2 teachers Strategy's Expected Result/Impact: To provide time during the day for teachers to review data and determine what to teach/reteach. Staff Responsible for Monitoring: Principal. Dean of Students Action Steps: Review of bi-weekly students' work, assessments, data, CBA's Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 2: 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.

- Goal 1:** MATH STAAR scores for the Algebra I STAAR EOC 2022-2023 School year will increase from
- will increase in "Approaches grade level from 95% to 98%,
 - will increase Meets Level Performance from 69% to 75% and will increase Masters Level Performance from 50% to 55% on the Alg 1 EOC.

Strategic Priorities:
Expanding Educational Opportunities

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: Provide support during the summer school for incoming 9th grade













→ Floor - Career pathways
→ Meets
→ Targeted Support Strategy - Instruction

Measurable Objective 1: PLC period for Math/Algebra I teachers

Evaluation Data Sources: Will use District assessments. Teachers will also participate in PLC led by the instructional specialist to help guide the planning process, and the specialist will review lesson plans for evidence of rigor and relevance. To gain more implementation ideas, teachers will participate in professional development activities focused on creating rigorous work for students while also promoting student engagement.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 75%	<div><div></div></div> 85%	<div><div></div></div> 85%	<div><div></div></div> 100%
<p>Strategy 1: PLC period for Math/Algebra I teachers.</p> <p>Strategy's Expected Result/Impact: To provide time during the day for teachers to review data and determine what to teach/reteach.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Students</p> <p>Action Steps: Resources: HISD TDS, CANVAS Master Course, HISD Curriculum Manager Review of bi-weekly students' work, assessments, data, CBA's</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Math teacher will identify targets for EOC for each student and use small group instruction to integrate targeted instruction for each group twice a week.</p> <p>Strategy's Expected Result/Impact: Math teacher will use EOC and formative assessment data to identify targets for each student. Math teacher will group students as "Masters" or "Meets".</p> <p>Staff Responsible for Monitoring: Principal, Math teachers, Dean of Students</p> <p>Action Steps: Resources: OnTrack reports, EOC TEKS data tracker, Lead4Ward, Master course CANVAS lessons, Region 4 and SAT resources</p> <p>Teacher will document small group students on weekly lesson plans.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All students will know their progress towards EOC master's level through data conferences with teachers after snapshots, DLAs and formative assessments</p> <p>Strategy's Expected Result/Impact: All teachers will collect and track student EOC data including previous scores, snapshot and DLA scores by TEKS. Teachers will share data with students and set goals with students for the EOC exam at the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Math teacher, Dean of Students, Campus Testing Coordinator</p> <p>Action Steps: Resources: Data conference protocol, OnTrack reports, EOC TEK data tracker. Once a month during PLC talks, teachers will present student progress towards Master level on EOC. Teachers will document student conference in gradebook and lesson plans.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

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 2022-23 graduates and graduation rate will also remain at 100% 2023.

Strategic Priorities:
Expanding Educational Opportunities

Summative Evaluation: Significant progress made toward meeting Goal

Next Year's Recommendation: 9th grade students will start taking dual credit courses starting Fall 2023



















Measurable Objective 1: By 2023, 100% of students will receive their college readiness indicator performance by completing one of the CCMR indicators such as Microsoft certification, achieving their TSI Math and English, completing 9 hours of dual credit course in a non- academic area, or and completing 3 hours in a dual credit course level course in English or Math.

Evaluation Data Sources: We will review monthly : Microsoft certification, TSI Math and English, completion of 9 hours of dual credit course in a non- academic area, or and completing 3 hours in a dual credit course level course in English or Math and AP Spanish assessment.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Review of students interest to determine and plan for student's college and career pathway. Strategy's Expected Result/Impact: Schedule student based on career interest and plan for after high school Staff Responsible for Monitoring: Counselor, Registrar, Dean of Student, Principal, Student, & Parent. Action Steps: Student meets with counselor to review plan and create yearly action steps. Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Career and technology teachers meets during PLC period and reviews students' preparation plan. Strategy's Expected Result/Impact: Review certification progress and provide tutorials to prepare students for Microsoft Certifications. Staff Responsible for Monitoring: CTE teachers, Principal, Dean of Students. Action Steps: Monthly review of students' progress during PLC. Teachers will present student progress towards Mastery of the certification. Teachers will document student data conference/Goals. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All students will receive TSI preparation in English and Mathematics and will be assess each semester accordingly to their college and career plan. Strategy's Expected Result/Impact: All students will receive TSI preparation in English and Mathematics and will be assess each semester accordingly to their college and career plan. Staff Responsible for Monitoring: Counselor, dual credit liaison, dual credit administrator, principal Action Steps: Students will attend tutorial sessions to prepare for TSI English and Math. TSI assessment will be scheduled based on needs and preparation. Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Counselor, Dean of Students and dual credit liaison will monitor students completing 9 hours of dual credit course in a non- academic area, or and completing 3 hours in a dual credit course level course in English or Math success rate. Strategy's Expected Result/Impact: Study lab course is added in the students schedule to increase the communication with the students who are taking college classes and provide weekly support. Staff Responsible for Monitoring: Counselor, dual credit liaison, dual credit administrator, and principal. Action Steps: Review students dual credit pathway plan and college credit success rate. Provide tutorials before school, after school and Saturday schools to support student achievement. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
		 85%	 90%	 95%	 100%
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 4: 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.

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 Fall 2022 to 80% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Summative Evaluation: Met Goal

Next Year's Recommendation: review attendance strategy to continue to expectations and communication with parents.









consistent
→ consequences
Pardon
Miss Instructional
Make up instruction

Intervention
Tier

Measurable Objective 1: Our SMART goal is to monitor students' attendance and provide support to reach 98% rate by the end of the school year.

Evaluation Data Sources: Power school and A4E school attendance by grade level.

Strategy 1 Details	Reviews			
Strategy 1: Communication with students and parents about attendance Strategy's Expected Result/Impact: Creation of an Attendance Team to address low attendance with families. Staff Responsible for Monitoring: Principal, Dean of Students, Attendance Clerk, Counselor, wraparound specialist, nurse Action Steps: Evaluation of students and intervention during Student at Center Meetings and evaluation of group teacher meetings with students. Title I: 2.6, 4.2 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	100%
Strategy 2 Details	Reviews			
Strategy 2: Number of students participating in attendance credit recovery program. Strategy's Expected Result/Impact: Attendance incentives provided to students. Students working towards improving their grades and graduation plan. Staff Responsible for Monitoring: Principal, Dean of Students, Attendance Clerk Action Steps: Resources: Sign in sheets, APEX Online, Community service enrichment experience. Number of students recovering credits. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	100%

Strategy 3 Details		Reviews			
Strategy 3: Set up attendance appeals committee with intervention plan Strategy's Expected Result/Impact: Teachers, counselor, wraparound specialist, administrator will meet with student and parent during office hours to talk about make up work and next steps. During this conversation we will also discuss support systems and resources needed. Staff Responsible for Monitoring: Principal, Dean of Student, Attendance Clerk, Counselor, wraparound specialists, Teachers Action Steps: Resources: TEAMS, attendance records, grade assignments, make up work assignments with due dates, list of support, recording from TEAMS, A4E Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Board Goal 5: N/A - Additional Campus Goals









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









Summative Evaluation: Met Goal

Next Year's Recommendation: Review of student needs to adjust the master schedule and provide

Measurable Objective 1: by 2023, at least 50% of multilingual students will progress at least 1 level in their TELPAS by providing intervention during school hours and monitoring student progress.

Evaluation Data Sources: TELPAS district level assessment/snap shots

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will implement sheltered instruction and best practices for differentiation. Strategy's Expected Result/Impact: Professional Development on Sheltered Instruction strategies Staff Responsible for Monitoring: Principal, Dean of Students, teachers Action Steps: Review of observation and walkthroughs and lesson plans. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: PLC period for English I and English II teachers Strategy's Expected Result/Impact: To provide time during the day for teachers to review data and determine what to teach/reteach. Staff Responsible for Monitoring: Principal, Dean of Students, Teachers Action Steps: Resources: ESF Coach, HISD TDS, HUB Master Course, Lesson Plans, Discourse activities. Review of exit tickets and CBAs to see the impact of the lesson. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Improve instruction for ELs students in all areas Strategy's Expected Result/Impact: Instructional team will research instructional strategies to be implemented in all classes. Staff Responsible for Monitoring: Principal, Dean of Students, Teacher Action Steps: CANVAS, TEAMS, Ren360, TELPAS practice assessments Review of TELPAS practice snapshot assessment Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		 85%	 90%	 90%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT

Summative Evaluation: Met Goal













Next Year's Recommendation: continue to work on communication , parent-teacher conferences, parent volunteering, workshops, parent SDMC and continue the recognitions and appreciations.

Measurable Objective 1: By 2023, at least of 80% of our parents will receive acknowledgement for participating in their schools education by meeting with their teacher, counselor, wraparound specialist, therapist, nurse or/and attending parent meeting sessions in person or virtually.

Evaluation Data Sources: Review of parents sign in sheets participation by grade level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All parents who attend a school event will sign in and those sign in sheets will be reflected in Power School system.</p> <p>Strategy's Expected Result/Impact: Title 1 Coordinator will use electronic sign in sheet such as TEAMS download attendance and/or Microsoft Virtual Sign in Sheet. SIR clerk will code the parent attendance at the event on Power School.</p> <p>Staff Responsible for Monitoring: Principal, Title 1 Coordinator, SIR Clerk</p> <p>Action Steps: Resources: Power School, TEAMS, Microsoft sign in sheet, stipend for Title 1 coordinator. The number of parent involvement activity will be recorded and will not decrease from 75% of the parents having attended one event.</p> <p>Title I: 4.1, 4.2</p>				

Parent Interview

Strategy 2 Details	Reviews			
<p>Strategy 2: The number of opportunities for parents to attend a campus event through meaningful activities and appropriate community resources.</p> <p>Strategy's Expected Result/Impact: Increase the number of opportunities parents can be involved with the school such as through parent committees, volunteer opportunities, community partner presentations on subjects of interest to parents, and student performance/project showcase. Invite community partners to school wide events, family monthly meetings and appropriate content area classes.</p> <p>Recognize parents and community partners for their involvement in school events/activities.</p> <p>Staff Responsible for Monitoring: Principal, Title 1 Coordinator, SIR Clerk, FACE mentor</p> <p>Action Steps: Resources: FACE parent resource page, Sunshine Committee, Parent Interest Survey, Sign in sheets, Agendas , Measure parent attendance quarterly. The number of parent involvement activity will be recorded and will not decrease from 75% of the parents having attended one event.</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage parents to form a PTO or PTA.</p> <p>Strategy's Expected Result/Impact: Create a committee of parents and teachers and support staff to meet every month to review next steps.</p> <p>Staff Responsible for Monitoring: Principal, Title 1 Coordinator, SIR Clerk, FACE mentor, parents</p> <p>Action Steps: Resources: PTO forms, TEAMS, Google PTO drive/digital binder, contact list, PTO mentor</p> <p>Measure parent attendance quarterly. The number of parent involvement activity will be recorded and will not decrease from 75% of the parents having attended one event</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Title I

1.1: Comprehensive Needs Assessment

Deficiency in STAAR Test is in STAAR Eng 1 - Did not meet 7%, Meets, 86% / Eng 2 Did not meet 4%, Meets, 92% / Alg 1 Did not meet 5%, Meets, 69% / Biology Did not meet 2%, Meets, 86% / US History- Did not meet 0%, Meets, 98%. In addition to support students in the preparation in TSI2.0, AP, PSAT, SAT, and ACT.

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 also use the HISD curriculum documents to ensure alignment with state exams. In addition to STAAR support, CEHCS also provides support in TSI2.0, PSAT, SAT, and ACT in English and Mathematics. CECHS has pathway from high school to college. Housed on the Houston Community College campus, with articulated sharing of space and staff, CECHS allows the high school student to gradually integrate into college course work through his or her traditional high school degree plan. This integration requires dual enrollment, with the student having to show mastery of the knowledge and skills necessary for success (TSI or another HCCS designated entrance test).

Title 1 funds are used to support English and Math with 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.

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.

Español

Deficiencia en la prueba STAAR Eng 1 - No cumplió 7%, Cumple 86% / Eng 2 no cumplió 4%, Cumple, 92% / ALG 1 no cumplió 5%, Cumple, 69% / Biología no cumplió 2%, Cumple, 86% / Historia de EE.UU.- No cumplió 0%, Cumple, 98%. Además de apoyar a los estudiantes en la preparación en TSI2, AP, PSAT, SAT y ACT.

Todas las clases son avanzadas; Colocación preavanzada (pre-AP), Colocación avanzada (AP), Honores o Doble crédito. Por lo tanto, todos los maestros deben

obtener la certificación AP y Dotados y Talentosos (G/T). También utilizamos los documentos del plan de estudios de HISD para garantizar la alineación con los exámenes estatales. Además del apoyo de STAAR, CEHCS también brinda apoyo en TSI2.0, PSAT, SAT y ACT en inglés y matemáticas. CECHS tiene un camino desde la escuela secundaria hasta la universidad. Ubicado en el campus de Houston Community College, con espacio compartido articulado y personal, CECHS permite que el estudiante de secundaria se integre gradualmente al trabajo de cursos universitarios a través de su plan tradicional de estudios secundarios. Esta integración requiere inscripción doble, y el estudiante debe demostrar dominio de los conocimientos y habilidades necesarios para el éxito (TSI u otra prueba de ingreso designada por HCCS).

Los fondos del Título 1 se utilizan para apoyar inglés y matemáticas con estudiantes de doble bloque en áreas de contenido específicas como inglés o matemáticas. También puede significar establecer intervenciones tempranas en forma de tutoría entre pares o tutorías requeridas después de la escuela. Los maestros básicos ofrecen dos sesiones de tutoría por semana durante todo el año académico. Esto asegura que al menos un maestro en cada departamento y cada nivel de grado esté disponible todos los días. Los resultados de datos adicionales, incluidos los resultados de PSAT y/o SAT, puntajes AP, Potencial AP, calificaciones Pre-AP y las pruebas de ubicación de Houston Community College (HCC) (la herramienta actual es Texas Success Initiative o TSI), sirven como preparación para la universidad. indicadores. Cada área de contenido básico comparte un período de planificación común para participar en equipos verticales a través del examen de los planes de lecciones, los resultados de las evaluaciones de los estudiantes, las estrategias del aula y los planes de intervención. Cada año Texas ordena la formación del Plan de Mejoramiento Escolar (SIP) que incorpora el uso de Metas SMART (Estratégicas, Medibles, Alcanzables, Realistas y Oportunas). Nuestros objetivos que son desarrollados por el Director y el Equipo Administrativo después de la inspección de una multitud de fuentes de datos. También se consideran los aportes de la facultad. Cuando se presenta a nuestro personal, cada uno de nuestros maestros crea su propio Plan de Desarrollo Profesional Independiente (IPDP) para el año dado que incluye objetivos SMART personales y profesionales.

Los departamentos también usaron los datos para desarrollar su IPDP. Respondimos a la necesidad de un mayor rendimiento en las pruebas STAAR/EOC con una clase de ELA/lectura de bloque doble para los estudiantes de noveno grado que tenían puntajes Lexile bajos.

2.1: Campus Improvement Plan developed with appropriate stakeholders

School improvement plan was developed during preservice with the CECHS Instructional Team/Teachers the week of August 15. Principal review 2021-2022 school accountability data and worked with each department on creating SMART goals. School Improvement Plan was shared with SDMC - school decision making committee on Sep 8, 2022. SIP, then was posted on the school website and camp site Challenge to share with parents and community. This process helped Challenge ECHS Team learned about our areas of strengths and challenges. More than just scores. It's an opportunity to determine the root causes of student achievement or lack thereof.

Español

El plan de mejora escolar se desarrolló durante el servicio previo con el equipo de instrucción/maestros de CECHS la semana del 15 de agosto. El director revisó los datos de responsabilidad escolar 2021-2022 y trabajó con cada departamento en la creación de objetivos SMART. El Plan de Mejoramiento Escolar se compartió con SDMC, el comité de toma de decisiones escolares el 8 de septiembre de 2022. SIP, luego se publicó en el sitio web de la escuela y el Desafío del campamento para compartir con los padres y la comunidad. Este proceso ayudó al equipo de Challenge ECHS a conocer nuestras áreas de fortalezas y desafíos. Mucho más que puntuaciones. Es una oportunidad para determinar las causas fundamentales del rendimiento estudiantil o la falta del mismo.

2.2: Regular monitoring and revision

CECHS monitors students every three weeks and reviews students interventions. Students needing support in classes, STAAR, pre-Advanced Placement (pre-AP), Advanced Placement (AP), Dual Credit, TSI2.0, PSAT, SAT, and ACT. Instructional Team gathers data by teacher and creates a school tutorial plan. Tutorials are provided during school hours on Tuesdays and Thursdays during Advocacy class and after school. Administrators have Assist Meetings with parent(s) and student to review learning gaps, attendance and create a support contract.

Español

CECHS monitorea a los estudiantes cada tres semanas y revisa las intervenciones de los estudiantes. Estudiantes que necesitan apoyo en clases, STAAR, Colocación Pre-Avanzada (pre-AP), Colocación Avanzada (AP), Crédito Dual, TSI2.0, PSAT, SAT y ACT. El equipo de instrucción recopila datos por maestro y crea un plan de tutoría escolar. Las tutorías se brindan durante el horario escolar los martes y jueves durante la clase de defensa y después de la escuela. Los administradores tienen reuniones de asistencia con los padres y el estudiante para revisar las brechas de aprendizaje, la asistencia y crear un contrato de apoyo.

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

School Improvement plan and Title 1 documents such as the Title 1 compact with the goal of reviewing academic progress, agreement between the school and the parents. The objective is to help parents, students and teachers work together to provide the best possible education for each student. This document is provided in English and Spanish.

Español

Plan de mejoramiento escolar y documentos de Título 1 como el pacto de Título 1 con el objetivo de revisar el progreso académico, acuerdo entre la escuela y los padres. El objetivo es ayudar a los padres, estudiantes y maestros a trabajar juntos para brindar la mejor educación posible a cada estudiante. Este documento se proporciona en inglés y español.

2.4: Opportunities for all children to meet State standards

Counselor, Deans, College Access Coordinator and HISD College Readiness Team meets with students to review personal graduation plan. Counselors and Deans meet with parents to review personal graduation plan and early college goals. An early college provides high school-age students a pathway from high school to college. Housed on the HCCS campus, with articulated sharing of space and staff, CECHS allows the high school student to gradually integrate into college course work through his or her traditional high school degree plan. This integration requires dual enrollment, with the student having to show mastery

of the knowledge and skills necessary for success (TSI or another HCCS designated entrance test).

Students who graduate from CECHS at the end of their Senior year can have not only a Texas Scholar diploma but also the opportunity to graduate with up to 60 college credits, transferable to the post-secondary institution of their choice. CECHS will provide strong support to each student and the family in obtaining entrance to, and success in, higher education.

Español

El consejero, los decanos, el coordinador de acceso a la universidad y el equipo de lectura universitaria de HISD se reúnen con los estudiantes para revisar el plan personal de graduación. Los consejeros y decanos se reúnen con los socios para revisar el plan de graduación personal y las metas universitarias tempranas. Una universidad temprana ofrece a los estudiantes en edad de escuela secundaria un camino de la escuela secundaria a la universidad. Ubicado en el campus de HCCS, con espacio compartido articulado y personal, CECHS permite que el estudiante de secundaria se integre gradualmente al trabajo de cursos universitarios a través de su plan tradicional de estudios secundarios. Esta integración requiere inscripción doble, y el estudiante debe demostrar dominio de los conocimientos y habilidades necesarios para el éxito (TSI u otra prueba de ingreso designada por HCCS).

Los estudiantes que se gradúan de CECHS al final de su último año pueden tener no solo un diploma de Texas Scholar, sino también la oportunidad de graduarse con hasta 60 créditos universitarios, transferibles a la institución postsecundaria de su elección. CECHS brindará un fuerte apoyo a cada estudiante y su familia para obtener el ingreso y el éxito en la educación superior.

2.5: Increased learning time and well-rounded education

Title 1 funds are used to support English and Math with double-blocking students in specific content areas like English or Math. We also establishing Peer-to-Peer tutoring during Advocacy class. 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. After school tutorials is also available for TSI2.0, PSAT, and SAT.

Español

Los fondos del Título 1 se utilizan para apoyar inglés y matemáticas con estudiantes de doble bloque en áreas de contenido específicas como inglés o matemáticas. También establecimos tutoría de igual a igual durante la clase de defensa. Los maestros básicos ofrecen dos sesiones de tutoría por semana durante todo el año académico. Esto asegura que al menos un maestro en cada departamento y cada nivel de grado esté disponible todos los días. Las tutorías después de la escuela también están disponibles para TSI2.0, PSAT y SAT.

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

Early College High Schools (ECHS) allow students least likely to attend college an opportunity to receive both a high school diploma and either an associate degree or at least 60 credit hours toward a baccalaureate degree. This program aims to support historically underserved and at-risk students, providing an access ramp to postsecondary education for those most in need. Students enrolled in the ECHS program receive highly personalized attention and follow custom graduation plans.

Besides the academic support (listed - STAAR, Advanced Placement, Dual Credit, Pre-AP, SAT, ACE, and TSI2.0), students who are consider at-risk might also need emotional, physical and health support. Often at-risk students are not receiving this at home. The term at-risk is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. Some of the student related at-risk indicator can be Poor school attitude, Low ability level, Attendance/truancy, poor peer relationships, Illness/disability, and low self-esteem/self-efficacy. Some related factors in the community or families are high incidences of criminal activities, Low SES, Dysfunctional home life, no parental involvement, low parental expectations, non-English-speaking home, Ineffective parenting/abuse and/or high mobility.

Challenge ECHS supports students academically, emotionally and has assistance for non-academic needs to support families in the following:

- Basic Needs: Food, shelter, or clothing needs
- Mental Health: Signs of emotional trauma, outbursts, patterns
- Safety and intervention: Legal Support
- Immigration: Deportation, lack of access to necessary services
- Other: Jobs/Internships/Extracurricular Activities

Our students get the opportunity to practice their essential skills in classroom or/and school wide events. Some of the essential skills are critical thinking, creativity, collaboration, communication, literacy, information literacy, media literacy, technology, flexibility, leadership, Initiative, productivity and social skills.

Español

Early College High Schools (ECHS) les permite a los estudiantes con menos probabilidades de asistir a la universidad la oportunidad de recibir un diploma de escuela secundaria y un título de asociado o al menos 60 horas de crédito para obtener un título de licenciatura. Este programa tiene como objetivo apoyar a los estudiantes históricamente desatendidos y en riesgo, proporcionando una rampa de acceso a la educación postsecundaria para los más necesitados. Los estudiantes inscritos en el programa ECHS reciben atención altamente personalizada y siguen planes de graduación personalizados.

Además del apoyo académico (enumerados: STAAR, Colocación Avanzada, Crédito Dual, Pre-AP, SAT, ACE y TSI2.0), los estudiantes que se consideran en riesgo también pueden necesitar apoyo emocional, físico y de salud. A menudo, los estudiantes en riesgo no reciben esto en casa. El término en riesgo se usa a menudo para describir a los estudiantes o grupos de estudiantes que se considera que tienen una mayor probabilidad de fracasar académicamente o abandonar la escuela. Algunos de los indicadores de riesgo relacionados con los estudiantes pueden ser mala actitud escolar, bajo nivel de capacidad, asistencia/ausentismo, malas relaciones con los compañeros, enfermedad/discapacidad y baja autoestima/autoeficacia. Algunos factores relacionados en la comunidad o las familias son la alta incidencia de actividades delictivas, el bajo nivel socioeconómico, la vida disfuncional en el hogar, la falta de participación de los padres, las bajas expectativas de los padres, el hogar donde no se habla inglés, la paternidad ineficaz/el abuso y/o la alta movilidad.

CECHS apoya a los estudiantes académicamente, emocionalmente y tiene asistencia para necesidades no académicas para apoyar a las familias en lo siguiente:

- Necesidades básicas: Necesidades de alimentación, vivienda o vestimenta
- Salud mental: Signos de trauma emocional, arrebatos, patrones
- Seguridad e intervención: Apoyo legal
- Inmigración : Deportación, falta de acceso a los servicios necesarios
- Otro: Trabajos/Pasantías/Actividades extracurriculares

Nuestros estudiantes tienen la oportunidad de practicar sus habilidades esenciales en el salón de clases y/o en eventos escolares. Algunas de las habilidades esenciales son el pensamiento crítico, la creatividad, la colaboración, la comunicación, la alfabetización, la alfabetización informacional, la alfabetización mediática, la tecnología, la flexibilidad, el liderazgo, la iniciativa, la productividad y las habilidades sociales.

3.1: Annually evaluate the schoolwide plan

Challenge Early College Team meets at the beginning of the school year with the intentions of assessing last year plan, create a new plan with new school year expectations and accountabilities, set up dates and implement an action plan to achieve our goals. Each quarter, we evaluate the action steps and process. Each department review the action steps and deadlines to make sure we are progressing and meeting the needs of the school. The monitoring of data will let each department know if the action step will need modifications or support.

Español

El equipo de Challenge Early College se reúne al comienzo del año escolar con la intención de evaluar el plan del año pasado, crear un nuevo plan con nuevas expectativas y responsabilidades para el año escolar, establecer fechas e implementar un plan de acción para lograr nuestras metas. Cada trimestre, evaluamos los pasos de acción y el proceso. Cada departamento revisa los pasos de acción y los plazos para asegurarse de que estamos progresando y satisfaciendo las

necesidades de la escuela. El seguimiento de los datos permitirá que cada departamento sepa si el paso de acción necesitará modificaciones o apoyo.

4.1: Develop and distribute Parent and Family Engagement Policy

Challenge ECHS distributed parent and family policy during our parent meetings such as Open House, Title I Session, Coffee with the Principal and Parent/Family Engagement Policy.

We also provide information during our CECHS Newsletter. The letter contains some important information as well as upcoming important dates.

The other resources provided to our parents during the parent meetings/newsletter/website/campsite are:

- School Parent Compact – Provides school, parent, and student responsibilities
- Family Engagement Policy – Provides ways in which we engage families
- Program Status Notification – Explains our Title I designation
- Title I Teacher and Paraprofessional Qualifications

All of these documents will also be posted to our CECHS website under the Title I Resources information at: <https://www.houstonisd.org/domain/51870>

Please visit our Challenge CAMPSITE for an easy way to access our school calendar and school updates! <Http://campsite.bio/Challenge>

Español

Challenge ECHS distribuyó la política de padres y familias durante nuestras reuniones de socios, como la jornada de puertas abiertas, la sesión de Título I, el café con el director y la política de participación de padres y familias.

También proporcionamos información durante nuestro boletín CECHS. La carta contiene información importante, así como próximas fechas importantes.

Los otros recursos proporcionados a nuestros padres durante las reuniones de padres/boletín informativo/sitio web/campamento son:

- Acuerdo entre la escuela y los padres: proporciona las responsabilidades de la escuela, los padres y los estudiantes.
- Política de participación familiar: proporciona formas en que involucramos a las familias.

- Notificación del estado del programa: explica nuestro Título I. designación
- Título I Calificaciones de maestros y paraprofesionales

Todos estos documentos también se publicarán en nuestro sitio web de CECHS bajo la información de Recursos de Título I en: <https://www.houstonisd.org/domain/51870>

Visite nuestro CAMPAMENTO Challenge para una manera fácil de acceder a nuestro calendario escolar y actualizaciones escolares! [Http://campsite.bio/Challenge](http://campsite.bio/Challenge)

4.2: Offer flexible number of parent involvement meetings

Challenge Early College High School is a unique and challenging environment for students. Our mission is to build a team that includes teachers, parents, and students in order to achieve academic success. Students, with support from home, will traditionally have more confidence and increased academic success. For this reason, it is very important for the parents to be involved in their students' school experience. CECHS has monthly meetings (Open House, grade level meetings, Title I Session, Coffee with the Principal and Title I compact, LPAC Meetings, etc.) to inform or/and involve our parents in the education process and of their student. Parents can also be involved by encouraging their students to complete their assignments on time, ensure there is a quiet time and place for my student to do homework every night, ensure that my student is in regular attendance at CECHS and HCC, check grades on-line and/or review my student's progress report, make contact with student's teacher regarding progress, goals, questions, comments, and concerns, ensure my student has transportation to and from school on the days that CECHS/HCC is in session and HISD is not, ensure there is transportation to and from tutorials and/or Saturday School as needed, and maintain accurate contact information with the school by reporting any changes in address or telephone numbers immediately.

Español

Challenge Early College High School es un entorno único y desafiante para los estudiantes. Nuestra misión es construir un equipo que incluya maestros, padres y estudiantes para lograr el éxito académico. Los estudiantes, con el apoyo del hogar, tradicionalmente tendrán más confianza y un mayor éxito académico. Por esta razón, es muy importante que los padres se involucren en la experiencia escolar de sus hijos. CECHS tiene reuniones mensuales (Open House, reuniones de nivel de grado, sesión de Título I, café con el director y compacto de Título I, reuniones de LPAC, etc.) para informar o involucrar a nuestros padres en el proceso educativo y de su estudiante. Los padres también pueden participar alentando a sus estudiantes a completar sus tareas a tiempo, asegurarse de que haya un momento y un lugar tranquilos para que mi estudiante haga la tarea todas las noches, asegurarse de que mi estudiante asista regularmente a CECHS y HCC, verificar las calificaciones en- poner en línea y/o revisar el informe de progreso de mi estudiante, comunicarme con el maestro del estudiante con respecto al progreso, las metas, las preguntas, los comentarios y las inquietudes, asegurarme de que mi estudiante tenga transporte hacia y desde la escuela los días en que CECHS/HCC esté en sesión y HISD no, asegurarse de que haya transporte hacia y desde las tutorías y/o la escuela de los sábados según sea necesario, y mantenga información de contacto precisa con la escuela informando cualquier cambio de dirección o número de teléfono de inmediato.

5.1: Determine which students will be served by following local policy

CECHS evalautes all students grades and by content area. We have a tier system to support students who are struguling in their classes and provide after school tutorials in small groups to support them. Additionally, we analyze campus based assessments and district assessments to identify students needinf support in reading, writing or mathematics. Students identified are provided within the school tutorials and online resources so that students can spend between 30-60 minutes at home working on their deficiency. CECHS spend our Title I funds on 1. bus/transportation for content specific field trips like to Sheldon Lakes, NASA, Museum of Fine Arts, College Fairs, 2. Metro/Bus passes for Saturday tutorials, 3. Emergency food and school supplies for students who are need, 4. Extra duty pay for teachers and district personal for school wide goals such as attendance and achievement, 5. Teacher conference registrations or certification registrations, 6. Books, supplies, materials, etc.

Title I, Part A program is intended to help ensure that all children meet challenging state academic standards, regardless of economic status . Title I is the government's attempt to provide all children with the opportunity to receive a fair, equitable and high-quality education, and to close the achievement gap.

Research has proven that students whose parents are involved in their child's education have greater success in school. Title I Grant supports activities that focus on parental and family involvement.

Español

CECHS evalúa las calificaciones de todos los estudiantes y por área de contenido. Tenemos un sistema de niveles para apoyar a los estudiantes que tienen dificultades en sus clases y brindamos tutorías después de la escuela en grupos pequeños para apoyarlos. Además, analizamos las evaluaciones del campus y las evaluaciones del distrito para identificar a los estudiantes que necesitan apoyo en lectura, escritura o matemáticas. Los estudiantes identificados reciben tutoriales escolares y recursos en línea para que los estudiantes puedan pasar entre 30 y 60 minutos en casa trabajando en su deficiencia. CECHS gasta nuestros fondos del Título I en 1. autobús/transporte para excursiones de contenido específico como Sheldon Lakes, NASA, Museo de Bellas Artes, Ferias Universitarias, 2. Pases de metro/autobús para tutoriales los sábados, 3. Alimentos de emergencia y útiles escolares para estudiantes que lo necesiten, 4. Pago de tareas adicionales para maestros y personal del distrito para metas de toda la escuela, como asistencia y rendimiento, 5. Registros de conferencias de maestros o registros de certificación, 6. Libros, suministros, materiales, etc.

Programa Título I, Parte A tiene como objetivo ayudar a garantizar que todos los niños cumplan con los exigentes estándares académicos estatales, independientemente de su situación económica . El Título I es el intento del gobierno de brindar a todos los niños la oportunidad de recibir una educación justa, equitativa y de alta calidad, y de cerrar la brecha de logros.

Las investigaciones han demostrado que los estudiantes cuyos padres participan en la educación de sus hijos tienen un mayor éxito en la escuela. La Subvención Título I apoya actividades que se enfocan en la participación de los padres y la familia.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jose Santos	Principal
Administrator	Christopher Saikin	Dean of Students
Parent	Olubumi Adegoke	Parent
Community Representative	Athena Walker	College P-16 Director - SouthWest, P-16 Dual
Classroom Teacher	Melodie Jordan-Hartsfield	Teacher History
Classroom Teacher	Eric W Porter	Theater Teacher
Paraprofessional	Cynthia Penna	Student Information Rep
Non-classroom Professional	Rachele D Jones,	Registrar
District-level Professional	Frederick G Taylor	Chair, Special Education
Parent	Ala Abudayyeh	Parent
Community Representative	Leslie Sullivan	HCC Building Facilities
Business Representative	Jennifer Connatser	Connatser & Niksch Consulting LLC