

Houston Independent School District

323 Challenge Early College High School

2023-2024 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

Our Mission

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

Challenge Early College High School

Founded in 2003, the Challenge Early College High School mission is to graduate confident, ethically responsible, lifelong learners who are prepared to succeed in higher education and be productive citizens in our world.

The three Rs: “Relationships, Relevance, and 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.

What is an Early College?

An early college provides high school-age students a “seamless” 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 Distinguish high school diploma but also will have accumulated up to 61 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.

For more information about Early College High Schools, visit the [website of the Early College High School Initiative](#).

Value Statement

Challenge Early College is a high school where students are given the unique opportunity to take college classes along with the regular high school curriculum. Housed on the HCCS West Loop 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.

CECHS Named by US News Best High Schools Rankings as One of Most Challenging Schools in Nation

Challenge Early College High School is ranked #5 in Houston TX Metro Area High School/HISD, #21 in the state, #43 in Magnet High Schools and #48 in National Rankings. <https://www.usnews.com/education/best-high-schools/texas/districts/houston-independent-school-district/challenge-early-college-high-school-19263>

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 480 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 11% African American, 6% White, 5% Asian, 77% of Hispanic, and 1% that claim other races. To further highlight our demographics, we serve students that are approximately 69% At-Risk, 84% Economically Disadvantaged, 32% Gifted and Talented, 23% Emergent Bilingual and all students are supported by the Title I program.

Demographics Strengths

Challenge ECHS 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, UT OnRamps, 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.

Table of Contents

Challenge Early College High School	2
Comprehensive Needs Assessment	5
Student Achievement	5
School Culture and Climate	7
Parent and Community Engagement	10
Priority Problems of Practice	12
Comprehensive Needs Assessment Data Documentation	13
Key Actions	14
Key Action 1: To enhance student engagement through the implementation of multiple strategies to facilitate high quality instruction, including multiple response strategies, project-based learning, cooperative learning, differentiated instruction, and technology integration.	14
Key Action 2: Increase levels of STAAR Mastery level on STAAR Eng 1, STAAR Eng 2, STAAR Biology, STAAR Alg 1, and STAAR US History.	15
Key Action 3: Increase the overall level of students achieving a 3,4, or 5 on the AP exams at the end of the 2023-2024 school year.	20
Key Action 4: To foster a positive and inclusive school climate that promotes a sense of belonging, respect, and emotional well-being among students, staff, and the wider school community	21
State Compensatory	23
Budget for 323 Challenge Early College High School	23
Personnel for 323 Challenge Early College High School	23
Site-Based Decision Making Committee	24
Addendums	25

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1) In addition to our commitment to high-quality instructional materials and assessments, Challenge Early College High School faces the unique structure of aligning our curriculum with various specialized programs. These programs, including Dual Credit with Houston Community College, UT OnRamps, and Advanced Placement, bring a wealth of opportunities and requirements. We must ensure that our curriculum seamlessly integrates with these programs, allowing our students to benefit from diverse and challenging educational pathways. This alignment is essential to meet the specific standards and competencies set forth by these programs while maintaining a cohesive educational experience. Through meticulous planning and continuous evaluation, we strive to strike a balance that provides our students with the best of both worlds: rigorous program-specific content and alignment with the broader educational standards embodied by the Backwards Design Process. This intricate curriculum design work empowers our students with a comprehensive and enriching education that aligns with desired outcomes while meeting the unique demands of these specialized programs.

2) Effective classroom routines and instructional strategies are central to our approach. The Backwards Design Process emphasizes planning learning experiences and instruction that guide students toward achieving desired results. This involves designing engaging and effective learning experiences and developing activities, lessons, and resources that support the learning goals. Differentiation strategies are considered to meet diverse student needs, ensuring that all students have the opportunity to master the content. In our classrooms, we implement multiple response strategies, use timers to manage instructional time effectively, and encourage students to take notes. Furthermore, technology is used to enhance teaching and learning, and we remain culturally sensitive, recognizing diverse perspectives that may influence students' understanding.

3) Data is a fundamental driver of our instruction. During monthly principal visits to teachers, feedback is provided using specific "look fors" that include the presence of configuration boards with learning objectives, TEKS, agendas, and demonstrations of learning. We also assess whether teachers have comprehensive lesson plans or slide decks to guide their lessons. In our assessment process, we use OnTrack assessments, beginning-of-the-year MAPs assessments, and STAAR assessment results to evaluate student progress and set goals. This data is essential in helping us understand how students are performing and where adjustments in our instruction may be necessary. By continuously reflecting on the effectiveness of our instructional plan and assessing student performance, we can make data-informed adjustments to enhance student learning and achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

1) Analyzing the student achievement data from 2022 and 2023, we can identify areas of notable strength. Specifically, in 2023, student achievement in "Meets" and "Masters" categories demonstrated considerable strength in English 1 and US History. In English 1, 94.70% of students met the standards, while an impressive 37.12% reached the level of mastery. In US History, 93.14% of students met the standards, with

a 68.63% attaining mastery. These data points reflect a consistent and substantial growth in students' ability to meet and master the content. The strength in these areas can be attributed to the campus's commitment to focused instructional practices and targeted interventions, such as structured tutorials during and after school, along with targeted Saturdays, which provided students with additional support to excel in these subjects.

2) Academically, our campus demonstrated significant improvements in various areas, and these enhancements are primarily attributed to the effectiveness of targeted interventions and instructional practices. Notably, Algebra 1 witnessed notable growth, with 80.26% of students meeting the standards in 2023, and 44.74% achieving mastery. This growth can be attributed to the meticulous monitoring of tier 1 instruction and the intentionality behind the implementation of structured tutorials. The increased focus on targeted interventions, including tutorials during and after school, as well as on selected Saturdays, allowed students to receive additional support and practice, which contributed to their academic improvement. The continuous effort of educators to provide focused guidance and the dedication of students to their academic progress played a pivotal role in this improvement.

3) Students at our campus indeed excelled in various areas, showcasing their dedication to academic achievement. An exemplary area of student excellence is evident in their performance in US History in both 2022 and 2023. In both years, 100% of students reached the "Approaches" level, and in 2023, a significant 68.63% achieved mastery. This consistent excellence in US History highlights the students' capacity to excel in a challenging subject area and demonstrates their commitment to mastering the content. The success in US History can be attributed to the campus's rigorous instructional practices and the robust system of structured tutorials. The data underscores our students' commitment to academic excellence and their ability to excel in subject areas with dedication and support.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Standards Aligned Instruction: Challenge ECHS faces a problem of practice in regards to implementing standards aligned instruction for a variety of curriculums including: Advanced Placement curriculum, UT On Ramps Curriculum, HISD Curriculum, and HCC Dual Credit Curriculum. Teachers need additional support and training in aligning instruction with HISD and external programs effectively. **Root Cause:** * Insufficient access to new curriculum resources that are fully aligned with new courses including UT On Ramps, HCC Dual Credit, and AP/PAP courses. * Increased need for professional development opportunities for teachers to gain resources and skills to align instruction to new course standards and district goals and instructional guidelines.

School Culture and Climate

School Culture and Climate Summary

1) At Challenge Early College High School, the school climate is often described as welcoming and positive by both staff and students. The culture of teamwork is pervasive throughout the school, creating an environment where collaboration and open communication are the norm. Teachers are receptive to on-the-spot coaching, and they work together to align the school's mission with the district's mission. This culture of teamwork is a key strength of the school climate, fostering an atmosphere of trust and support.

2) There is a direct relationship between attendance, tardies, and discipline data and the school's culture and climate. The high average student attendance of 98% reflects the commitment of both students and educators to creating a positive and welcoming school climate. Staff attendance also plays a crucial role in maintaining a productive learning environment. The low number of staff absences, considering the total number of working days, demonstrates the staff's dedication to teamwork and ensuring students receive the quality education they deserve.

3) The data on student behaviors and discipline reflect a culture of responsibility and accountability. Students are aware of the importance of regular attendance and punctuality, especially when taking dual credit courses. Their behavior aligns with the school's high expectations for attendance and commitment. In cases of teacher absences, students demonstrate understanding and adaptability, which contributes to a smoothly functioning learning environment.

4) Students and staff alike describe the school climate as one characterized by positive attitudes, respect, strong relationships, a sense of belonging, and unwavering support. The data reveals that these aspects are consistently reflected across different groups within the school community. Teachers and students share mutual respect, fostering a collaborative atmosphere where belonging and support are core values. This positive culture is not limited to specific groups but permeates throughout the entire school community.

5) The data indicates that student behavior and discipline at Challenge Early College High School are aligned with the school's commitment to a positive learning environment. Both students and educators contribute to the promotion of a safe and respectful school climate. With low discipline issues and a focus on strong relationships, the school community creates a sense of physical safety that enables students to engage in their learning.

6) The data shows a strong correlation between effective classroom management, organization, and student achievement. The culture of teamwork, characterized by open communication and collaboration, fosters the sharing of best practices. Teachers align their instructional practices, ensuring that the classroom is organized and conducive to learning. This alignment is reflected in the high student achievement data, highlighting the positive impact of a well-structured and organized learning environment on student outcomes.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Challenge Early College High School (CECHS) demonstrates several key areas of strength, as evident from its STAAR test data and the information discussed in this conversation. Notably, CECHS excels in fostering a culture of teamwork, which is reflected in its student attendance rates of 98% and staff members' willingness to collaborate and align the school's mission with the district's. The engagement with parents and the community is another strong suit, with regular meetings, surveys, and events, such as "coffee with the principal" and open houses, showcasing a commitment to strong

relationships. This collaborative approach, along with the administration's active presence at Houston Community College, contributes to a safe and welcoming environment, ensuring that students and staff feel supported and physically secure. CECHS's dedication to maintaining a positive atmosphere, promoting high expectations, and emphasizing attendance as a priority are the hallmarks of its success. Furthermore, CECHS creatively balances academics with school events and extracurricular activities to address the lack of electives and sports typical of comprehensive schools. They do this by incorporating clubs on Fridays, an ADVOC program to support Social-Emotional Learning, team building, and leadership skills, along with various school events such as the fall festival and cultural celebrations. These initiatives aim to provide students with a well-rounded educational experience that celebrates culture, holidays, and monthly events while fostering personal and academic growth.

Based on the STAAR data, Challenge Early College High School (CECHS) has shown improvements in student performance between 2022 and 2023. In 2022, CECHS had strong results, with high percentages of students "meeting" or "mastering" the STAAR exams, but the data for 2023 reveals more outcomes.

In English 1, CECHS improved from 86% meeting to 93% approaching, showcasing an increase in the number of students actively working toward meeting and mastering the content. A 33% of students mastered the subject, signifying achievement.

For English 2, the school's results indicate a similar trend. In 2022, 92% met the standards, while in 2023, 96% approached, demonstrating the commitment of the majority of students to their academic progress. A 20% of students achieved mastery, representing substantial growth.

The Algebra 1 results reveal that CECHS students were proactive in meeting and mastering the content, with 69% meeting the standards and an impressive 50% mastering the subject in 2023. The increase in the "meeting" category from 2022 to 2023 further highlights this academic growth.

In Biology, the school exhibited progress, with 86% of students meeting the standards and 47% mastering the content. The increase in the "meeting" and "mastering" categories indicates a commitment to in the field of science.

In the field of US History, the school achieved a remarkable 98% "meeting" and 84% "mastering," showcasing a high level of achievement and growth.

Challenge Early College High School (CECHS) has shown improvement compared to previous years in various aspects. CECHS's student average attendance increased from 97% in the previous year (2022) to 98% in the current year. This signifies a positive trend in student attendance, which is crucial for maintaining an effective learning environment. The school has taken proactive measures to engage with parents and ensure they are well-informed and involved in their students' education. Meetings with students and parents to review the program and expectations, monthly Possip pulse check parent surveys, coffee with the principal, parent meetings, and various school events have all contributed to increased parental involvement.

CECHS has fostered a culture of teamwork among staff, with teachers being receptive to on-the-spot coaching and actively working together to align the school's mission with the district's. This collaborative approach supports professional development and student success.

CECHS places a strong emphasis on the safety and support of both students and staff. The presence of Officer Machado in collaboration with the HCC police department, active administration presence at Houston Community College (HCC), and a supportive atmosphere contribute to physical security and a sense of belonging within the school community. We strives to maintain a balanced approach by incorporating clubs on Fridays and programs that focus on social-emotional development, team building, leadership, and other essential skills. School events and programs aimed at celebrating culture and holidays help balance academics with extracurricular activities.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Challenge ECHS, there may be an opportunity to increase teacher comfort with the new systems and programs implemented on the campus. Despite the school's dedication to providing an enabling atmosphere, concerns related to collaboration, and increased professional demands are affecting overall job performance. **Root Cause:** Need for additional opportunities for teachers to draw upon their diverse experience and expertise to collaborate and assist all campus instructional staff in increasing instructional staff in increasing instructional capacity and ownership with campus and district expectations.

Parent and Community Engagement

Parent and Community Engagement Summary

Challenge Early College High School (CECHS) actively engages families and community members in meaningful activities to support student learning. These activities encompass a wide range, including Open House events, Saturday Parent University sessions, Coffee with the Principal meetings, Parent-Teacher Organization (PTO) meetings, School Decision-Making Committee (SDMC) meetings, Welcoming New Parents Eagle Camp, Cultural Festivals, and other community-based programs. The frequency of these activities is noteworthy, occurring between two to three times per month. This robust calendar of events ensures that families and community members have multiple opportunities to get involved in supporting their children's education and school community.

The types of activities families and community members engage in at CECHS vary, and a notable trend is the consistent involvement of parents across these activities. "Coffee with the Principal," PTO meetings, and SDMC meetings are some of the most well-attended events, indicating a strong commitment from parents to actively participate in decision-making processes and engage with the school. These activities foster open lines of communication, feedback exchange, and collaboration between parents and the school. The willingness of parents to be involved in meaningful ways is a pattern that stands out and greatly contributes to a strong sense of community.

While CECHS has seen success in engaging parents, there are barriers to achieving even greater parental involvement. One significant barrier is the economic disadvantage of a considerable portion of the student body, as 85% of the school's students fall into this category. Many parents of these students are working parents, which can limit their availability for daytime activities and school events. Balancing work and family commitments can be a challenge for some families, making it difficult to attend daytime meetings or events. Overcoming this barrier may require exploring alternative times or methods for engaging working parents and ensuring that their voices are also heard.

CECHS benefits from several valuable services and community partnerships that support families, community members, and students. These include a partnership with Houston Community College (HCC), where CECHS is located. Additionally, the school collaborates with the Houston Independent School District's Family and Community Engagement (FACE) program, which offers presentations and assistance in supporting students and parents. CECHS also has a Wraparound Department, with the recent addition of a wraparound specialist, to provide support for non-academic needs. The school's partnership with Grow + On focuses on building essential skills for students through programs and clubs. These services and partnerships collectively enhance the support system for families, community members, and students, enriching the overall school environment and contributing to student success.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

At Challenge Early College High School (CECHS), successful engagement with parents and the community is achieved through a comprehensive strategy that leverages several programs, resulting in significant impacts on parent involvement and student performance. These programs, including Dual Credit with Houston Community College, UT OnRamps, University of Houston ACES, Grow + On (student leadership and empowerment program), and AVID, offer various benefits that strengthen the school's relationship with parents and enhance student outcomes.

Dual Credit with Houston Community College provides students with the opportunity to earn college credits while in high school. Parents recognize the financial and academic advantages of this program. They actively engage with the school to ensure their children's success in dual credit courses, attending orientations and meetings, and supporting their educational journey. As students excel academically, parents witness the benefits of college readiness and cost savings, reinforcing their involvement.

The rigor of UT OnRamps courses prepares students for college-level academics. When parents see their children thriving in these challenging courses, they become more engaged in school activities and discussions. The program's emphasis on communication and parent orientations creates a sense of partnership, instilling confidence in parents regarding the quality of education their children receive.

The partnership with ACES promotes advanced academics and continuous improvement. Parents observe their students' participation with UH tutors. The resulting high performance of ACES students fosters parental involvement, as they appreciate the quality education provided by CECHS and actively participate in school events and discussions.

Grow + On (Student Leadership and Empowerment Program): This program equips students with leadership skills and life skills that empower them to excel academically. Students' improved academic performance is correlated with their leadership development. Parents, recognizing the value of these skills, actively engage in supporting their children's participation in Grow + On. The program's impact on student leadership resonates with parents, strengthening their partnership with the school.

AVID (Advancement Via Individual Determination): AVID provides students with skills that enhance their academic success and fosters a supportive community within the school. As AVID students thrive academically, parents are more likely to engage in AVID activities and school events, as they witness the program's positive influence. The collaborative nature of AVID extends to the home environment, with parents actively supporting their children's educational journey.

In summary, CECHS has successfully engaged parents and the community through its comprehensive programs. These programs not only enhance student performance but also provide parents with a clear understanding of the high-quality education their children receive. Recognizing the academic and financial advantages of these programs, parents actively participate in school activities and discussions, strengthening their partnership with the school and contributing to improved student outcomes. The success of these programs demonstrates the positive impact of parental involvement on student success.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: A significant portion of CECHS's student body comes from economically disadvantaged backgrounds, with many parents working during the daytime. This situation poses a challenge in engaging these working parents in school activities like meetings, or volunteer opportunities, as they often cannot attend during regular school hours.

Root Cause: One root cause of the challenge in engaging working parents at CECHS is the accessibility of daytime school activities. These parents, who are often economically disadvantaged, may hold jobs that require them to work during regular school hours. As a result, they cannot attend meetings, coffee with principal or volunteer opportunities that predominantly take place during the day.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions

Key Action 1: To enhance student engagement through the implementation of multiple strategies to facilitate high quality instruction, including multiple response strategies, project-based learning, cooperative learning, differentiated instruction, and technology integration.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: 50% increase on evaluation scores during appraiser walkthroughs from initial observations (Sept/Oct) to spring observations (Mar/Apr.) on the student engagement component





Specific Action 1 Details		Reviews			
<p>Specific Action 1: School Leaders will provide feedback for teachers regarding best teaching practices and teachers will apply it in the classroom.</p> <p>School Leaders' Actions</p> <p>2-Week professional development outlining preferred student engagement strategies.</p> <p>60 total evaluator Spot Checks to monitor and score use of various student engagement strategies outlined at the start of the year.</p> <p>Staff Actions</p> <p>Full participation in mandatory and optional professional development opportunities provided for student engagement strategies.</p> <p>Participation and attendance at PLC meetings (Grade Level and Department)</p> <p>Implementation of all AVID suggested strategies including: A. Higher-Level Thinking B. Structures for Inquiry C. Writing to Learn and Writing Process D. WICOR E. Critical Reading Process F. Focused Note-Taking G. Access to Digital Information, Technology as a Tool for Collaboration, Collaborative Study Groups</p>		Formative			Summative
		Feb	Mar	Apr	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

Key Action 2: Increase levels of STAAR Mastery level on STAAR Eng 1, STAAR Eng 2, STAAR Biology, STAAR Alg 1, and STAAR US History.

Strategic Priorities:





Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: 3% increase on STAAR Mastery on the 2024 Spring STAAR English 1.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of progress towards mastery and teachers will provide effective instruction.</p> <p>School Leaders' Actions</p> <p>Provide targeted interventions for all students identified with the campus/district/state STAAR Pre- Assessment as well as those identified on the Accelerated Instruction Report.</p> <p>Enroll High Risk students in Math/Science/Reading support classes as needed.</p> <p>Track students throughout the instructional year to modify intensity and frequency of provided supports.</p> <p>Enforce backwards planning and lesson plans incorporating high impact learning strategies.</p> <p>Staff Actions</p> <p>Assist the school in providing high quality interventions for students identified by the school leadership</p> <p>Be available to provide interventions outside the normal school day.</p> <p>Administer all district and campus pre-assessments and benchmarks as required by the campus, district, and state.</p> <p>Provide AVID instruction (inquiry, critical thinking, test taking strategies) to help increase student scores currently identified as Approaches and Meets. a. Writing to Learn b. WICOR Strategies</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 2: Increase levels of STAAR Mastery level on STAAR Eng 1, STAAR Eng 2, STAAR Biology, STAAR Alg 1, and STAAR US History.

Indicator of Success 2: 3% increase on STAAR Mastery on the 2024 Spring STAAR English 2.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of progress towards mastery and teachers will provide effective instruction.</p> <p>School Leaders' Actions</p> <p>Provide targeted interventions for all students identified with the campus/district/state STAAR Pre- Assessment as well as those identified on the Accelerated Instruction Report.</p> <p>Enroll High Risk students in Math/Science/Reading support classes as needed.</p> <p>Track students throughout the instructional year to modify intensity and frequency of provided supports.</p> <p>Enforce backwards planning and lesson plans incorporating high impact learning strategies.</p> <p>Staff Actions</p> <p>Assist the school in providing high quality interventions for students identified by the school leadership</p> <p>Be available to provide interventions outside the normal school day.</p> <p>Administer all district and campus pre-assessments and benchmarks as required by the campus, district, and state.</p> <p>Provide AVID instruction (inquiry, critical thinking, test taking strategies) to help increase student scores currently identified as Approaches and Meets. a. Writing to Learn b. WICOR Strategies</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 2: Increase levels of STAAR Mastery level on STAAR Eng 1, STAAR Eng 2, STAAR Biology, STAAR Alg 1, and STAAR US History.

Indicator of Success 3: 2% increase on STAAR Mastery on the 2024 Spring STAAR Algebra 1.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of progress towards mastery and teachers will provide effective instruction.</p> <p>School Leaders' Actions</p> <p>Provide targeted interventions for all students identified with the campus/district/state STAAR Pre- Assessment as well as those identified on the Accelerated Instruction Report.</p> <p>Enroll High Risk students in Math/Science/Reading support classes as needed.</p> <p>Track students throughout the instructional year to modify intensity and frequency of provided supports.</p> <p>Enforce backwards planning and lesson plans incorporating high impact learning strategies.</p> <p>Staff Actions</p> <p>Assist the school in providing high quality interventions for students identified by the school leadership</p> <p>Be available to provide interventions outside the normal school day.</p> <p>Administer all district and campus pre-assessments and benchmarks as required by the campus, district, and state.</p> <p>Provide AVID instruction (inquiry, critical thinking, test taking strategies) to help increase student scores currently identified as Approaches and Meets. a. Writing to Learn b. WICOR Strategies</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Key Action 2: Increase levels of STAAR Mastery level on STAAR Eng 1, STAAR Eng 2, STAAR Biology, STAAR Alg 1, and STAAR US History.

Indicator of Success 4: 2% increase on STAAR Mastery on the 2024 Spring STAAR Biology.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of progress towards mastery and teachers will provide effective instruction.</p> <p>School Leaders' Actions</p> <p>Provide targeted interventions for all students identified with the campus/district/state STAAR Pre- Assessment as well as those identified on the Accelerated Instruction Report.</p> <p>Enroll High Risk students in Math/Science/Reading support classes as needed.</p> <p>Track students throughout the instructional year to modify intensity and frequency of provided supports.</p> <p>Enforce backwards planning and lesson plans incorporating high impact learning strategies.</p> <p>Staff Actions</p> <p>Assist the school in providing high quality interventions for students identified by the school leadership</p> <p>Be available to provide interventions outside the normal school day.</p> <p>Administer all district and campus pre-assessments and benchmarks as required by the campus, district, and state.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 2: Increase levels of STAAR Mastery level on STAAR Eng 1, STAAR Eng 2, STAAR Biology, STAAR Alg 1, and STAAR US History.

Indicator of Success 5: 2% increase on STAAR Mastery on the 2024 Spring STAAR U.S. History.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of progress towards mastery and teachers will provide effective instruction.</p> <p>School Leaders' Actions</p> <p>Provide targeted interventions for all students identified with the campus/district/state STAAR Pre- Assessment as well as those identified on the Accelerated Instruction Report.</p> <p>Enroll High Risk students in Math/Science/Reading support classes as needed.</p> <p>Track students throughout the instructional year to modify intensity and frequency of provided supports.</p> <p>Enforce backwards planning and lesson plans incorporating high impact learning strategies.</p> <p>Staff Actions</p> <p>Assist the school in providing high quality interventions for students identified by the school leadership</p> <p>Be available to provide interventions outside the normal school day.</p> <p>Administer all district and campus pre-assessments and benchmarks as required by the campus, district, and state.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 3: Increase the overall level of students achieving a 3,4, or 5 on the AP exams at the end of the 2023-2024 school year.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Increase the total number of student 3,4,5 scores on the AP exams at the end of the 2023-2024 school year by 10%.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep provide Professional Development and feedback for AP teachers and they will implement it in the classroom.</p> <p>School Leaders' Actions</p> <p>Provided support to the AP teachers on the campus by providing, offering, and allowing AP subject specific training.</p> <p>Monitoring the use of AP Classroom and other AP supports by AP teachers on the campus.</p> <p>Staff Actions</p> <p>Planning, aligning, and internalizing AP course content with the College Board provided materials while also utilizing high impact instructional strategies shown to positively impact student achievement.</p> <p>Conducting AP review sessions and other interventions as needed with identified high-need students.</p> <p>Increasing the engaging nature of planned instructional activities with an emphasis on student- centered instruction</p> <p>Creating a clear action plan for individual students, based on pre-assessments, to determine path of success, allowing students to take accountability for their own learning.</p> <p>Utilization of AVID strategies for success to increase scores including: A. Focused Note Taking B. Higher-Level Thinking C. Structures of Inquiry D. Organizational Methods and Tools</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 4: To foster a positive and inclusive school climate that promotes a sense of belonging, respect, and emotional well-being among students, staff, and the wider school community

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Indicator of Success 1: Increase positive responses on the school climate survey by 5% from initial to final survey

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will keep track of progress towards the goal and teachers implement SEL practices in the classroom.</p> <p>School Leaders' Actions</p> <p>Establish a School Climate Committee composed of representatives from various stakeholders, including administrators, teachers, support staff, students, parents, and community members.</p> <p>Conduct a comprehensive school climate assessment, utilizing surveys, focus groups, and other data collection methods, to identify areas of improvement and gather baseline data.</p> <p>Analyze the assessment results to identify key focus areas and prioritize interventions.</p> <p>Develop an action plan with specific strategies, initiatives, and activities to address the identified areas for improvement.</p> <p>Allocate necessary resources, including time, budget, and personnel, to support the implementation of the action plan.</p> <p>Establish a system for ongoing monitoring and evaluation of progress towards improving the school climate.</p> <p>Staff Actions</p> <p>Incorporate social-emotional learning (SEL) into the curriculum through explicit instruction, discussions, and activities that promote empathy, emotional regulation, and positive relationships (Advisory and AVID.)</p> <p>Implement restorative practices to address conflicts and promote healing, including restorative circles and conferences.</p> <p>Create a safe and inclusive classroom environment that values diversity, encourages student voice, and promotes respectful interactions.</p> <p>Establish regular check-ins with students to assess their emotional well-being and provide necessary support.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

State Compensatory

Budget for 323 Challenge Early College High School

Total SCE Funds: \$68,300.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for 323 Challenge Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Charles Collins	Tchr, Math	1
Jose Poa	Lecturer, Hrly - Degreed	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jose Santos	Principal
Administrator	Christopher Saikin	Dean of Students
Parent	Yazmin Marquez	Parent
Parent	Manisha Dalwadi-Brahmbhatt	Parent
Classroom Teacher	Bina Dr. Singh	Biology Teacher
Classroom Teacher	Eric Porter	Dual Credit - Theatre Arts
Paraprofessional	Cynthia Penna	Student Case Worker
Non-classroom Professional	Sara Graur	Counselor, Secondary
District-level Professional	Frederick Taylor	Chair, Spcl Ed
Community Representative	Michael Hobdy	College P-16 Director - SouthWest, P-16 Dual
Community Representative	Leslie Sullivan	HCC Building Facilities

Addendums

School Information

District Name:	HOUSTON ISD
Campus Type:	High School
Total Students:	476
Grade Span:	09 - 12

For more information about this campus, see:

<https://TXschools.gov>

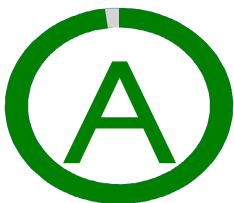
or the Texas Academic Performance Report at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2022/index.html>

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating



98 of 100

Student Achievement



97 of 100

School Progress



96 of 100

Closing the Gaps



100 of 100

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Texas Education Agency
2022 School Report Card
 CHALLENGE EARLY COLLEGE H S (101912323) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about CHALLENGE EARLY COLLEGE H S, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	98.7%	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	10.9%	22.1%	12.8%
Hispanic	73.7%	61.9%	52.8%
White	8.4%	9.7%	26.3%
American Indian	0.6%	0.2%	0.3%
Asian	5.3%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	1.1%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	76.5%	79.2%	60.7%
Special Education	1.9%	8.4%	11.6%
Emergent Bilingual/EL	10.9%	35.1%	21.7%
Mobility Rate (2020-21)			
	4.5%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	17.4	17.6	16.3
Foreign Languages	19.5	22.7	18.4
Mathematics	26.6	21.2	17.5
Science	23.5	21.5	18.5
Social Studies	19.6	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,046	\$10,524	\$11,106
Instruction	\$3,802	\$5,989	\$6,358
Instructional Leadership	\$79	\$185	\$186
School Leadership	\$1,253	\$749	\$654

Texas Education Agency
2022 School Report Card
 CHALLENGE EARLY COLLEGE H S (101912323) - HOUSTON ISD - HARRIS COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2022	74%	69%	97%	94%	97%	100%	80%	97%	-	100%	97%
	2021	67%	57%	94%	91%	94%	98%	100%	100%	*	-	94%
ELA/Reading	2022	75%	70%	95%	94%	95%	100%	*	92%	-	*	95%
	2021	68%	60%	95%	90%	96%	100%	*	100%	*	-	95%
Mathematics	2022	72%	67%	97%	94%	97%	100%	*	100%	-	*	98%
	2021	66%	53%	84%	86%	83%	86%	*	100%	*	-	85%
Science	2022	76%	68%	98%	91%	99%	100%	*	100%	-	*	98%
	2021	71%	59%	99%	95%	100%	100%	*	100%	*	-	99%
Social Studies	2022	75%	70%	100%	100%	100%	100%	*	*	-	-	100%
	2021	73%	66%	100%	100%	100%	100%	*	100%	-	-	100%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2022	48%	43%	82%	79%	82%	88%	40%	91%	-	63%	82%
	2021	41%	33%	77%	74%	75%	91%	80%	86%	*	-	77%
ELA/Reading	2022	53%	49%	88%	84%	88%	93%	*	92%	-	*	87%
	2021	45%	38%	87%	77%	87%	95%	*	100%	*	-	87%
Mathematics	2022	42%	38%	61%	69%	58%	60%	*	89%	-	*	59%
	2021	37%	27%	52%	52%	48%	71%	*	78%	*	-	51%
Science	2022	47%	39%	81%	64%	82%	100%	*	86%	-	*	81%
	2021	44%	33%	72%	79%	69%	80%	*	71%	*	-	73%
Social Studies	2022	50%	44%	97%	92%	98%	100%	*	*	-	-	98%
	2021	49%	42%	92%	100%	90%	100%	*	89%	-	-	92%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2022	23%	21%	40%	46%	37%	58%	20%	59%	-	38%	39%
	2021	18%	15%	29%	32%	24%	51%	20%	49%	*	-	27%
ELA/Reading	2022	25%	24%	27%	38%	21%	36%	*	67%	-	*	26%
	2021	18%	16%	18%	17%	13%	42%	*	42%	*	-	17%
Mathematics	2022	20%	19%	26%	25%	26%	30%	*	33%	-	*	26%
	2021	18%	13%	12%	19%	10%	0%	*	33%	*	-	13%
Science	2022	21%	17%	42%	55%	37%	78%	*	57%	-	*	39%
	2021	20%	14%	25%	32%	20%	40%	*	29%	*	-	22%
Social Studies	2022	30%	26%	83%	85%	80%	100%	*	*	-	-	81%
	2021	29%	23%	80%	100%	71%	100%	*	89%	-	-	75%
Academic Growth Score (All Grades Tested)												
Both Subjects	2022	74	78	92	98	92	83	-	100	-	-	94
	2019	69	68	79	85	80	85	-	64	-	-	80
ELA/Reading	2022	78	81	94	100	93	-	-	100	-	-	96
	2019	68	68	77	82	78	93	-	60	-	-	77
Mathematics	2022	69	75	87	90	88	-	-	-	-	-	88
	2019	70	68	84	94	85	80	-	-	-	-	87
- Indicates there are no students in the group. * Indicates results are masked due to small numbers to protect student confidentiality. n/a Indicates data reporting is not applicable for this group.												

Texas Education Agency
2022 School Report Card
 CHALLENGE EARLY COLLEGE H S (101912323) - HOUSTON ISD - HARRIS COUNTY

Graduation and College, Career, and Military Readiness

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2020-21	2.4%	4.0%	0.2%	0.0%	0.3%	0.0%	*	0.0%	*	*	0.0%
2019-20	1.6%	3.1%	0.2%	0.0%	0.3%	0.0%	*	0.0%	-	*	0.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2021 Graduated	90.0%	85.7%	99.1%	100.0%	98.8%	100.0%	-	100.0%	-	*	100.0%
Graduates, TxCHSE, & Cont	94.2%	89.5%	99.1%	100.0%	98.8%	100.0%	-	100.0%	-	*	100.0%
Class of 2020 Graduated	90.3%	83.8%	97.9%	100.0%	100.0%	75.0%	-	*	-	*	100.0%
Graduates, TxCHSE, & Cont	94.6%	87.6%	97.9%	100.0%	100.0%	75.0%	-	*	-	*	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2020 Graduated	92.2%	86.0%	97.9%	100.0%	100.0%	75.0%	-	*	-	*	100.0%
Graduates, TxCHSE, & Cont	93.8%	87.0%	97.9%	100.0%	100.0%	75.0%	-	*	-	*	100.0%
Class of 2019 Graduated	92.0%	84.2%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	100.0%
Graduates, TxCHSE, & Cont	93.9%	86.3%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019 Graduated	92.6%	84.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	100.0%
Graduates, TxCHSE, & Cont	93.8%	86.2%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	100.0%
Class of 2018 Graduated	92.6%	85.2%	100.0%	100.0%	100.0%	100.0%	-	-	*	-	100.0%
Graduates, TxCHSE, & Cont	93.9%	86.7%	100.0%	100.0%	100.0%	100.0%	-	-	*	-	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2021	90.0%	83.7%	99.1%	100.0%	98.8%	100.0%	-	100.0%	-	*	100.0%
Class of 2020	90.3%	82.0%	97.9%	100.0%	100.0%	75.0%	-	*	-	*	100.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	50.0%	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2021	85.7%	85.1%	96.5%	85.7%	97.6%	100.0%	-	100.0%	-	*	95.1%
Class of 2020	87.8%	86.8%	97.9%	90.0%	100.0%	100.0%	-	*	-	*	97.0%
College, Career, and Military Ready (Annual Graduates)											
2020-21	65.2%	60.0%	99.1%	100.0%	98.8%	100.0%	-	100.0%	-	*	98.8%
2019-20	63.0%	61.8%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%
SAT/ACT Results (Annual Graduates)											
Tested											
2020-21	70.8%	62.8%	92.0%	85.7%	93.9%	85.7%	-	77.8%	-	*	89.0%
2019-20	76.7%	91.7%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%
Average SAT Score											
2020-21	1002	967	1113	1185	1086	1265	-	1182	-	*	1095
2019-20	1019	974	1114	1093	1105	1283	-	1090	-	1170	1094
Average ACT Score											
2020-21	20	26	*	*	*	*	-	*	-	-	*
2019-20	20	24	22	18	24	27	-	19	-	-	21

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

SIP APPROVAL 2023-2024

School Name and Campus #: Challenge Early College High School

Principal Name: Jose R. Santos

Area Office: Central Division

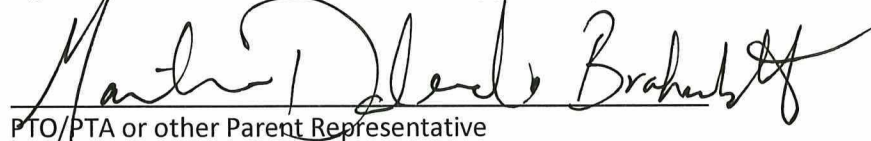
Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on November 8, 2023 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

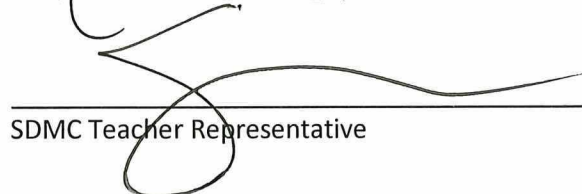

Principal

Nov 8, 2023
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

11/8/2023
Date


SDMC Teacher Representative

Nov 8, 2023
Date

Executive Director

Date

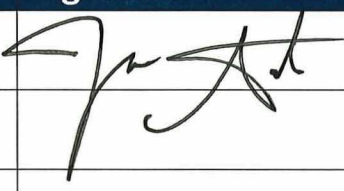


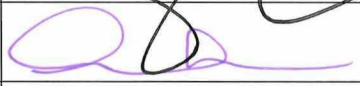


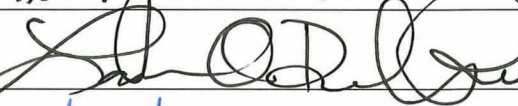

Superintendent - Central • Division

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

Date

Signature Page

Name	Position / Role	Signature
Santos, José	Principal	
Saikin, Christopher	Dean of Students	
Marquez, Yazmin	Parent	
Dalwadi-Brahmbhatt, Manisha	Parent	
Dr. Singh, Bina	Biology Teacher	
Porter, Eric W	Theater Teacher	
Penna, Cynthia	Student Information Rep	
Graur, Sara G	Counselor	
Taylor, Frederick G	Chair, Special Education	
Hobdy, Michael	College P-16 Director - SouthWest, P-16 Dual	
Sullivan, Leslie	HCC Building Facilities	
Salazar, Esmer	Teacher Spec.	
Joseph, Preeti	Dean of Students	
Laura Del Rio	Magnet Coordinator	
Rolando Gutierrez	wraparound	

SDMC Meeting

November 8, 2023



TEAM NORMS

- We will maintain a positive tone at our meetings
- We will begin and end our meetings on time and stay fully engaged throughout each meeting.
- We will listen respectfully and consider matters from another's perspective.

AGENDA - Purpose / Goal(s) for this meeting:

- Welcome
- SDMC Members
 - Invitation to other non-members to participate
- Celebrations
 - Partnership with HCC – New programs – alignment with HISD
 - Safety meeting with HCC
- Review of School Improvement Plan 2023 – 2024
- Accountability Review 2021 2022 – see page - 25 (22-23 pending)
 - Distinctions Designations
 - Academic Achievement in English /Language Arts/Reading
 - Academic Achievement in Mathematics
 - Academic Achievement in Science
 - Academic Achievement in Social Studies
 - Top25% Comparative Academic Growth
 - Top 25% Comparative Closing the Gaps
 - Distinctions Designations not accomplished
 - Postsecondary Readiness
 - Postsecondary Readiness Indicators for Campuses:
 - Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)
 - Four-Year Longitudinal Graduation Rate
 - Four-Year Longitudinal Graduation Plan Rate
 - TSI Criteria Graduates
 - College, Career, and Military Ready Graduates
 - SAT/ACT Participation
 - AP Examination Participation: Any Subject
- District Goals – alignment with CECHS Goals
 - AP – UT OnRamps - STAAR – PLC – Assessments – Support
 - Special Populations / SPED/ TIER 2 & 3 / Emerging Bilingual
 - CCMR

SDMC Meeting

November 8, 2023



- FACE – working on increasing parental involvement / PTO
 - Communication with Parents
 - Parent Volunteer – VIPS

- Attendance
 - New Wraparound Specialist – Mr. Gutierrez
 - Truancy
 - Tardiness
 - Absences
 - Missed instruction, Make up instruction.

Date of next meeting: April 23, 2024

Minutes:

The Challenge Early College High School SDMC meeting on November 8 2023. Mr. Santos, the principal, led the discussion and provided updates on significant documents, including the School Improvement Plan, the Action Plan, and the TEA accountability report for 2021-22. Additionally, a chart depicting STAAR scores from 2022 was presented, facilitating a comparison to the current year, 2023.

During the meeting, Mr. Santos presented the School Improvement Plan, utilizing the Action Plan as a guiding framework. Ms. Ramkinssoon raised questions regarding sports observations and their alignment with TTESS. Mr. Santos explained that when providing feedback, he employs the TTESS rubric for more detailed explanations. While the Sport Form is a checklist, not encompassing all aspects of the rubric, Mr. Santos emphasized that district initiatives, especially the implementation of Multiple Response Strategies (MRS), Learning Objectives, Demonstration of Learning, Timer, Slide Deck which support the TTESS rubric by ensuring all students are engaged.

Mr. Santos demonstrated the Spot Tool's appearance and underscored the benefits of recording at least six walkthrough forms. He explained that teachers would benefit from the best walkthrough by having a total of six recorded walkthroughs and one observation. The meeting also delved into the various programs available at Challenge Early College HS, such as Dual Credit, Advanced Placement, UT OnRamps, AVID, and support systems including in-school and after-school tutorials, AVID tutorology, small group support, digital resources, and scheduled Saturday school.

Concerns were raised about UT OnRamps' expectations in delivering the curriculum, with Mr. Santos recommending the inclusion of UT OnRamps' instructions in the slide deck for clarity. This would help and guide the instructional coaches on reviewing the expectations of the assignment (Th UT On Ramps way). The School Improvement Plan, encompassing new initiatives and staff changes, received unanimous agreement.

SDMC Meeting

November 8, 2023



The introduction of Mr. Gutierrez as the new Wraparound Specialist and insights into the process of converting hourly staff to full-time positions were notable updates. Mr. Santos also announced the arrival of a new English teacher soon and expressed gratitude for the team's continuous support and commitment.

In conclusion, the SDMC meeting addressed key aspects of Challenge Early College High School's functioning, fostering collaborative efforts and highlighting achievements and areas for improvement.

The meeting ended at 4:35 PM with an optimistic outlook for the upcoming initiatives at Challenge Early College High School.