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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Challenge Early College High School is located on the Houston Community College (HCC) Southwest Campus. Our building is on the 610 West Loop, near Bellaire, Texas. Our agreement with HCC recommends that our enrollment remains small. Our primary goal is to keep classes small enough to provide students with a more personal learning experience. This year, we have approximately 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.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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 (RtI) 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

- Other additional data

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

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			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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

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
Strategy 1: PLC period for Math/Algebra I 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:** Resources: HISD TDS, CANVAS Master Course, HISD Curriculum Manager Review of bi-weekly students' work, assessments, data, CBA's **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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". **Staff Responsible for Monitoring:** Principal, Math teachers, Dean of Students **Action Steps:** Resources: OnTrack reports, EOC TEKS data tracker, Lead4Ward, Master course CANVAS lessons, Region 4 and SAT resources Teacher will document small group students on weekly lesson plans. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All students will know their progress towards EOC master's level through data conferences with teachers after snapshots, DLAs and formative assessments **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. **Staff Responsible for Monitoring:** Principal, Math teacher, Dean of Students, Campus Testing Coordinator **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. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

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

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 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

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			
	Formative			Summative
	Nov	Jan	Mar	June
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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

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
Strategy 1: All parents who attend a school event will sign in and those sign in sheets will be reflected in Power School system. **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. **Staff Responsible for Monitoring:** Principal, Title 1 Coordinator, SIR Clerk **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. **Title I:** 4.1, 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The number of opportunities for parents to attend a campus event through meaningful activities and appropriate community resources. **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. Recognize parents and community partners for their involvement in school events/activities. **Staff Responsible for Monitoring:** Principal, Title 1 Coordinator, SIR Clerk, FACE mentor **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. **Title I:** 4.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Encourage parents to form a PTO or PTA. **Strategy's Expected Result/Impact:** Create a committee of parents and teachers and support staff to meet every month to review next steps. **Staff Responsible for Monitoring:** Principal, Title 1 Coordinator, SIR Clerk, FACE mentor, parents **Action Steps:** Resources: PTO forms, TEAMS, Google PTO drive/digital binder, contact list, PTO mentor 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 **Title I:** 4.2				

 No Progress Accomplished Continue/Modify Discontinue

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)

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	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.
2	1	1	1	PLC period for Math/Algebra I teachers.
5	1	1	1	Communication with students and parents about attendance

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	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.
2	1	1	1	PLC period for Math/Algebra I teachers.
5	1	1	1	Communication with students and parents about attendance

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	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.
2	1	1	1	PLC period for Math/Algebra I teachers.
5	1	1	1	Communication with students and parents about attendance

Title I

1. Comprehensive Needs Assessment (CNA)

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.

2. Campus Improvement Plan

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 Improvment Plan was shared with SDMC - school decision making commitee on Sep 8, 2022. SIP, then was posted on the school website and camp site Challenge to share with parents and comunity. 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.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

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

Addendums

CHALLENGE EARLY COLLEGE HS
2022 – 2023 Pre-Service Week 2

Monday, August 15	Tuesday, August 16	Wednesday, August 17	Thursday, August 18	Friday, August 19
Teacher Preparation Day 8AM – 3:45PM	**Campus PD** 8AM – 3:45PM Lunch 12pm - 1pm Welcome / Vision / Mission Organization Structure Data / Smart Goals/School Wide Goals Instructional Planning / Best Practices Look fors Technology / google drive AVID - WICOR Student Intervention Log, Parental Involvement and Documentation PLC – Department / Grade Level Mtgs Title I IPDP	**Campus PD** 8AM – 3:45PM Lunch 12pm - 1pm DDI - Data Driven Instruction IAT/SPED/504/Tier 2 & 3/TELPAS Attendance Protocols First Day procedures Second Day Procedures Forms Student Handbook Items	**Campus PD** 8AM – 3:45PM Lunch 12pm - 1pm T - TESS Literacy - School Wide Learning to Write vs. Learning Through Writing SEL / Crisis Intervention TEAM Nurse Culhane Safety Open House Information	**Campus PD** 8AM – 3:45PM Lunch 12pm - 1pm Accountability Clubs /Organizations / Student Leaders /Advisory/Guidance/Study Labs-AVID Staff Handbook

Santos, Jose R

Subject: FW: Welcome Challenge Early College HS to our 2022 - 2023 school year
Attachments: Central_Map_Spring_2022.pdf; GT-Summer-Course-Offerings-2022_59068.pdf; Challenge ECHS record of Professioanl Dev_PreService.docx

From: Santos, Jose R
Sent: Sunday, August 7, 2022 2:35 PM
To: Collins, Charles D <CCOLLI18@houstonisd.org>; Crosby, Terrence <Terrence.Crosby@houstonisd.org>; Culhane, Mary <Mary.Culhane@houstonisd.org>; Del Rio, Laura O <LDELRIO@houstonisd.org>; Dennis, Walter <WDENNIS@houstonisd.org>; Dostert, Mark <MDOSTERT@houstonisd.org>; Flores, Elaine M <Elaine.Flores@houstonisd.org>; Hendricks, Leah C <LHENDRI2@houstonisd.org>; HernandezDamian, Jacqueline <Jacqueline.HernandezDamian@houstonisd.org>; Hunt, Maxine H <MHUNT1@houstonisd.org>; Husain, Syed A <Syed.Husain@houstonisd.org>; Johnson, Michael A <Michael.Johnson@houstonisd.org>; Johnson, Yvette G <YJOHNSO6@houstonisd.org>; Jones, Rachele D <RJONES33@houstonisd.org>; Jordan, Melodie L <MJORDAN6@houstonisd.org>; Leal, Rita <RLEAL@houstonisd.org>; Mack, Crystal E <CMACK1@houstonisd.org>; Miller, Tonya R <TMILLER@houstonisd.org>; Mironitchev, Alexandre <AMIRONIT@houstonisd.org>; Patrick, Natasha S <NPATRICK@houstonisd.org>; Penna, Cynthia <CPENNA@houstonisd.org>; Porter, Eric W <EPORTER1@houstonisd.org>; Ramkissoon, Savitri M <SRAMKISS@houstonisd.org>; Roberson, Bea J <BROBERS1@houstonisd.org>; Saikin, Christopher W <CSAIKIN@houstonisd.org>; Sampson, Elnora L <ESAMPSON@houstonisd.org>; Silberman, Joshua P <JSILBERM@houstonisd.org>; Simon, Angelo B <Angelo.Simon@houstonisd.org>; Singh, Bina <BSINGH4@houstonisd.org>; Tojin, Kevin D <Kevin.Tojin@houstonisd.org>; Torres, Sandra <Sandra.Torres@houstonisd.org>; Walls, Donnie K <DWALLS@houstonisd.org>; Weindorff, Karin L <Karin.Weindorff@houstonisd.org>; Celestine, Tracy B <Tracy.Celestine@houstonisd.org>; Graur, Sara G <SGRAUR@houstonisd.org>; Martinez, Stephanie M <Stephanie.Martinez@houstonisd.org>
Subject: Welcome Challenge Early College HS to our 2022 - 2023 school year

Greetings Challenge ECHS Family,

Welcome to our 2022 -2023 school year,

I hope all enjoyed a well-rested and safe summer and I look forward to working with each of you . I want to give you the schedule for your first week back.

Your official first day back is this tomorrow Monday, August 8 and students first day of school is August 22.

We will start our first day back at Challenge ECHS, then we will transition to University of Houston. Houston ISD has professional developments ready for us from Tuesday, Aug 9 – Friday, Aug 12 depending on your content area and job responsibilities. We will have time to review the agenda/email on Monday morning and register for courses using OneSource. Please use the professional development to record the trainings you will be attending (also included your Job-A-Like, GT, Safety, and other online trainings you decide to complete) and make adjustment throughout the week. Please submit your up-dated and completed professional development to my secretary Ms. Rita Leal by the end of the week Friday, Aug 12 - 4pm.

In addition to your content and job a-like PD, the goal for the first week is also to complete the following district wide professional development requirements.

- Gifted and Talented trainings

- Mandatory District-Wide Employee Safety Training
- 2022-2023 District-Wide Mandatory Compliance Courses
- Canvas Online

I will be meeting with the administration from 8am to 9am in the morning to review status on Master Schedule and other items, then we will be joining you for breakfast.

I am looking forward to seeing all of you, and hearing about your summer adventures. It's going to be an awesome year, and I am glad to be part of the Challenge Early College High School Family!

August 8 – Campus PD

- 8am – 9am – Admin meets in conference room
- **8am – 8:30am – Staff - Please complete surveys**
    - Anonymous Survey on Campus Strengths/Areas for Growth:
        - https://forms.gle/Pq8UA3TqeRMTdVqVA
        - The results of this survey are anonymous (unless you choose to share your name). I will generalize results and share general responses with leadership/staff if appropriate and necessary. However, specific responses will NOT be shared with anyone other than me. I urge you to provide your honest feedback.
    - Getting to Know You:
        - https://forms.gle/8sr3F6VgrEbDfd4t5
        - This is a more light-hearted survey so that I can learn more about each of you.
- **Breakfast- Welcome - Introductions from 8:30am – 11am**
- Review of email / register for professional developments / Complete survey,
- **1pm – 3pm :**
    - What is "Academic Integrity" and How Do We Teach It to Dual Credit Students?
        - This session will examine the realities of working with dual credit students and explore techniques for fostering a greater sense of academic integrity in the college classroom. What does it mean for students to write a more "professional" college paper? How can students learn and behave in ways that demonstrate "I have been trained to do this college work well?" Bring your experience, questions, and a willingness to collaborate!
        - Location: HCC Central Auditorium
            - University of Houston – 1300 Holman St. Houston Texas 77004.
            - participants may park in Lot 13 (behind the auditorium), on San Jacinto & Alabama OR Lot 9 (Corner of Holman & Crawford), I have attached our Central Campus Map for your convenience. ,
- **5pm – 8pm (Optional Teambuilder) Game Room**
    - Location: 4455 University Dr. Houston, TX 77204-3049
        - UH Game Room located in Student Center South B30
    - Description
        - Join us for bowling, billiards, and ping pong. You are welcome to bring your family to join in on the fun. Bowling shoes included for all (please be sure to wear socks.)
        - Parking Information: www.uh.edu/parking
            - Welcome Center Parking Garage
            - Park at Visitor parking at Welcome Center Garage at 4434 University/ then walk to Student Center South on 4455 University
            - From <https://uh.edu/af-university-services/parking/parking-on-campus/visitor/rates.php>
            - Game Room: 832.842.6202

- Front desk: 832-842-6205
- Office: 832-842-6201 www.uh.edu/games

First 30 minutes	No Charge
31 min. -1 hour	$3
1-2 hours	$6
2-3 hours	$10
3-4 hours	$14
4-24 hours	$18
Lost Ticket	$18

	August 8	August 9	August 10	August 11	Augu
	Campus PD 8:00- 3:45	District-wide PD Academic PD/ Choice Sessions Job Alike Sessions	District-wide PD Academic PD/ Choice Sessions Job Alike Sessions	District-wide PD Academic PD/ Choice Sessions Job Alike Sessions	District- Acader Choice Job Alike

- **August 2022 Pre-Service and Job Alike – Update 4**
  - Pre-service and Job Alike courses for campus planning. The Pre-Service eLearning site, **www.houstonisd.org/eLEarning,** has officially launched as of July 25, 2022. The Pre-Service eLearning site provides details regarding training dates/times, course numbers, and other logistics.

- **District Wide PD Days for TEACHERS (AUGUST 9-12, 2022)**
  - Teachers and Teaching Assistants are to participate in professional development relevant to the content/grade-level teaching for the 2022-2023 school year on the district-wide August Pre-Service days.
  - Professional development (PD) sessions are offered in both in-person and virtual formats.
  - Training is designed for all teachers - Core content (ELA, Math. Science, and Social Studies); Early-childhood, Core-enrichment (FA, H/PE, FL, CTE, etc.); Special Education.
  - Each campus is assigned one designated Academic Day to attend Pre-Service
  - The Assigned Campus list is located on the **Pre-Service Website** and can be located **here**.
  - Parking will be extremely limited. Please carpool to the Pre-Service training location if possible.
  - The Course Catalog will continue to be updated with additional trainings until Monday, August 1st, 2022. Refer back to the website for final registration.
  - Registration:
    - Teachers will register through One Source between July 25 - August 19 (with the exception of Reading Academy and Canvas Training - please refer to instructions on Pre-Service website).
    - Teachers can register up to 24 hours before an in-person course, as long as space is available.
    - Teachers can register up to 15 minutes before a virtual course, as long as space is available.

        - Courses may have limited capacity. Registration is first-come-first-serve. However, required courses are offered multiple times to accommodate the audience.
    - Support with registration is available through:
        - Email **psd@houstonisd.org**
        - Teams Chat – Link found on the **www.houstonisd.org/eLEarning** website
    - Attendance is taken in all trainings (in-person and virtual). Credit will be provided through OneSource Learning.
    - Pre-Service website:
        - Use the pre-service website – **www.houstonisd.org/eLEarning** - to view the catalog of courses offered for August Pre-Service

- **August 2022 Pre-Service for Secondary Teachers**
    - The Secondary Curriculum and Development department is pleased to provide information regarding the August 9-12, 2022, Pre-Service week for campus planning.
    - Teachers are to participate in the Academic content professional development sessions relevant to the content/grade-level teaching for the 2022-2023 school year.
    - All secondary academic content professional development (PD) sessions will be in-person
    - Participants choose from 3 hour block and/or 90-minute block sessions to make up a full day of learning.
        - Please plan and record your training using template attached.
    - Trainings are designed for all teachers - Core content (ELA/R, Math. Science, and Social Studies); Core-enrichment (H/PE and LOTE)
    - Registration: Teachers must pre-register for Academic PD sessions. To register and/or view the catalog of courses offered for August Pre-Service, refer to the Pre-Service website **https://www.houstonisd.org/eLearning.**
    - Refer back to the website by August 8th for final registration
- **CHOICE PD TOPICS**:
    - For the remaining three days during pre-service week, teachers have the option to extend their learning with additional optional professional development opportunities.
    - DISTRICT-WIDE VIRTUAL AND IN-PERSON PROFESSIONAL DEVELOPMENT will be offered. Topics offered may include SEL, Special Education, Data-driven Instruction, Data with DDIS, CANVAS, Office 365 and more.
    - Teachers can pre-register for these choice sessions on the eLearning site which will be updated throughout the summer to provide information about the pre-service days and links to training sessions.
    - Please refer to the August 2022 Pre-Service, and Job-Alike Update 1 ASM for Pre-Service information at-a-glance.

- **Mandatory District-Wide Employee Safety Training**
    - As part of Texas Education Agency, the Texas School Safety Center, Senate Bill 11 and appropriate City of Jurisdiction Fire Code, all employees are required to complete annual safety training as outlined below and available via OneSource.
    - GENERAL SAFETY: 1472040 RM_Compliance 2022: District-wide Employee Safety Training
    - This mandatory safety training compliance course must be completed by all employees by August 19, 2022. Please note this training will be loaded onto the OneSource portal the week of August 1, 2022.

- **Canvas LMS Summer Training Requirements and Offerings**

- Campus leaders, teachers and staff are required to complete Canvas training by August 19, 2022. To assist leaders, teachers and staff in completing this requirement, multiple training pathways have been developed.
- The live training pathway for teachers and staff consists of AIT live Canvas Bootcamp sessions offered during the **Instructional Impact Institute** July 26-28 and during August preservice (August 9-19). Access the **Canvas training** site for preservice Canvas Bootcamp registration information.
- Self-paced learning options for leaders, teachers and staff include the Growing with Canvas Course (OneSource #1471008) which provides opportunities for teachers and staff to collaborate during the learning process and the **K-12 First Day Ready** course which provides an overview of key features and tools in Canvas.
- To complete the requirements for Canvas training, teachers and staff must complete ONE of the following by August 19, 2022:
  - Canvas Learning Series 101-105 (March 21, 2022 - July 14, 2022)
  - Growing with Canvas asynchronous course
  - K-12 First Day Ready asynchronous course
  - Canvas Bootcamp Part 1 during Instructional Impact Institute (July 26-28), New Teacher YOUniversity (July 26-28), or August Preservice (August 9-19)
- Principals, Assistant Principals and Deans complete the requirements for Canvas Training by completing ONE of the following by August 19, 2022:
  - Canvas 101-105 for Leaders (June 13, 2022 - July 21, 2022)
  - Growing with Canvas asynchronous course
  - K-12 First Day Ready asynchronous course
- For information on how to register for these learning opportunities, please visit the **Canvas Training website**. If you have questions or need additional information, contact Academic Instructional Technology at **InsTech@HoustonISD.org.**

- **Career and Technical Education (CTE) Teacher Pre-Service Day Location and Campus Assignments**
  - CTE teachers will attend a full day of training for instructional preparedness regarding Industry Based Certification Planning, Special Populations, and various choice sessions. Pre-Service days will take place from 8:00 AM – 3:30 PM.
    - Date: August 10
    - Location: Waltrip HS
    - CTE teachers will register with OneSource number 1477121.

- **T-TESS Campus level training**
  - T-TESS certified principals and appraisers will facilitate the training at the campus level during the week of August 15. All campuses are required to facilitate the training by August 19. The time needed for the training is three hours. Teachers will be required to take a 5-question quiz in OneSourceMe Learning at the end of the training.

- **SDMC Committee 2022 - 2023**
  - The 2022-2023 campus SDMC website page should be set up with the new committee members and meeting dates for the school year by the first day of school.

- **2022-2023 District-Wide Mandatory Compliance Courses.**
  - There are several districtwide compliance courses for the 2022-2023 year for employees. Starting the first week of July, employees are auto-enrolled in the district-wide compliances courses based on course frequency requirements and users' previous course completions:
    - Courses 1-6 (in green) are required every year and are assigned to all district employees.

- Courses 7-9 (in orange) are required every other year and are assigned to employees who did not complete those courses last year.
- Courses 10-15 are required to be completed once and are assigned to employees who have never completed those courses during their tenure at HISD.

#	Course Title	Hours
1	Suicide Prevention*	1
2	Student Bullying Prevention*	1
3	Appropriate Workplace Behavior*	1
4	Sexual Harassment and Title IX	1
5	Sexual Abuse, Sex Trafficking, and Maltreatment	1.5
6	Building Trauma-Sensitive Schools	2
7	Ethics	1
8	Copyright Law	1
9	Cybersecurity	1
10	Employee Safety	1
11	Seizure Training for School Personnel	1
12	Bloodborne Pathogens	1
13	Food Allergies	1.5
14	Professionalism for Campus Staff	1
15	Social Media	1

- **Employees who completed the equivalent 2021-22 course before June 19, 2022, will be enrolled in the Refresher version of the course.
- Course Instructions
  - Employees may receive and email from HISDLearningSF-DO-NOT-REPLY@houstonisd.org with list of assigned courses that the employee has been assigned. (Check Focused Inbox and Other.)
  - Courses will appear on the employee's OneSourceMe Learning "My Learning Assignments" list.
  - Employees click "Start Course/Continue Course" to select and view the online course content.
  - All employees must successfully complete the quiz for each online course to receive completion credit.
- **Principals and Manager (SUPERVISORS)**

- Principals are strongly encouraged to allocate time during the HISD Pre-Service Days (August 2022) for campus employees to work on compliance courses. Department managers are strongly encouraged to allocate time during a new employee's onboarding timeframe and provide reminders to current employees to complete. The full districtwide compliance online courses can total sixteen plus (16+) hours.
- Principals can approve campus-based staff who complete compliance training courses during non-duty time prior to August 8, 2022 to utilize a compensation day in place of the February 20, 2023 Teacher Service Day.
- New Teachers and New Employees hired during the 2022-2023 year will be auto-enrolled in the courses when granted access to the OneSource system. Plan to allocate onboarding time for the completion of required HISD courses.
- I am also attaching so me resources such as the pre-service week one overview, the reopening parent guide created by HISD and a Digital tool page
- I did want to reach out to each of you to inform you that our SE P-16 team will be working virtual for the remainder of the month or until further notice. Should you need anything, please do not hesitate to reach out. Both Rosario and I are here for you. I also do want to know your districts plans, (besides HISD) on plans to have students remain in person or remote?

- **GT Trainings**
  - G/T 30 – Must have certificate on file at campus – Initial 30hours are required by all teachers and GT coordinators, taken once in career)
  - G/T 6 Hours Updates – Must have certificate; taken annually for all teachers.
  - FYI:
    - All course included on the attachments count towards G/T update hours.
    - Any G/T courses completed from June 12, 2021 – June 8, 2022, will count towards the 2021-2022 school year.
    - Any G/T course completed from June 9, 2022 - June 1, 2023, will count towards the 2022-2023 school year.

Thank you

José R. Santos, Principal
Challenge Early College High School
5601 W Loop S, HOUSTON, TX 77081
713-664-9712 (office)

CHALLENGE
EARLY COLLEGE HIGH SCHOOL

OneSource

RECORD YOUR PROFESSIONAL DEVELOPMENT

EMPLOYEE'S ID - RECORD #		EMPLOYEE'S NAME:		Content Area	

	Monday	Tuesday	Wednesday	Thursday	Friday
	8/8/2022	8/9/2022	8/10/2022	8/11/2022	8/12/2022
Hour					
8am To 3:45pm	8am – 9am – Admin meets in conference room **8am – 9am** **Staff - Please complete surveys** Anonymous Survey on Campus Strengths/Areas for Growth: https://forms.gle/Pq8UA3TqeRMTdVqVA The results of this survey are anonymous (unless you choose to share your name). I will generalize results and share general responses with leadership/staff if appropriate and necessary. However, specific responses will NOT be shared with anyone other than me. I urge you to provide your honest feedback. Getting to Know You: https://forms.gle/8sr3F6VgrEbDfd4t5 This is a more light-hearted survey so that I can learn more about each of you. **8:30am – 11am** **Breakfast- Welcome - Introductions from** Review of email / register for professional developments / Complete survey, **1pm – 3pm :** What is "Academic Integrity" and How Do We Teach It to Dual Credit Students? Location: HCC Central Auditorium University of Houston – 1300 Holman St. Houston Texas 77004. Participants may park in Lot 13 (behind the auditorium), on San Jacinto & Alabama OR Lot 9 (Corner of Holman & Crawford), I have attached our Central Campus Map for your convenience.	District-wide PD Academic PD/ Choice Sessions Job Alike Sessions eLearning / Home (houstonisd.org) **Training 1:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 2:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 3:** **Start time:** **End Time:** **Once Source ID:**	District-wide PD Academic PD/ Choice Sessions Job Alike Sessions eLearning / Home (houstonisd.org) **Training 1:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 2:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 3:** **Start time:** **End Time:** **Once Source ID:**	District-wide PD Academic PD/ Choice Sessions Job Alike Sessions eLearning / Home (houstonisd.org) **Training 1:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 2:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 3:** **Start time:** **End Time:** **Once Source ID:**	District-wide PD Academic PD/ Choice Sessions Job Alike Sessions eLearning / Home (houstonisd.org) **Training 1:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 2:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:** **Training 3:** **Start time:** **End Time:** **Once Source ID:**

	5pm – 8pm **(Optional Teambuilder) Game Room _ ALL EARLY COLLEGES** Location: 4455 University Dr. Houston, TX 77204-3049 UH Game Room located in Student Center South B30 Description Join us for bowling, billiards, and ping pong. You are welcome to bring your family to join in on the fun. Bowling shoes included for all (please be sure to wear socks.) Parking Information: www.uh.edu/parking Welcome Center Parking Garage Park at Visitor parking at Welcome Center Garage at 4434 University/ then walk to Student Center South on 4455 University From <https://uh.edu/af-university-services/parking/parking-on-campus/visitor/rates.php> Game Room: 832.842.6202 Front desk: 832-842-6205 Office: 832-842-6201 www.uh.edu/games	**In-Person Location:** **Virtual Link:** **Training 4:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:**	**In-Person Location:** **Virtual Link:** **Training 4:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:**	**In-Person Location:** **Virtual Link:** **Training 4:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:**	**In-Person Location:** **Virtual Link:** **Training 4:** **Start time:** **End Time:** **Once Source ID:** **In-Person Location:** **Virtual Link:**
Other:					

Notes **Description of special project/assignment during the week:**

Upload this professional development plan/form to your Google Digital Binder or return completed form to Ms. Leal (rleal@houstonisd.org) by Friday. August 12 – 4pm.

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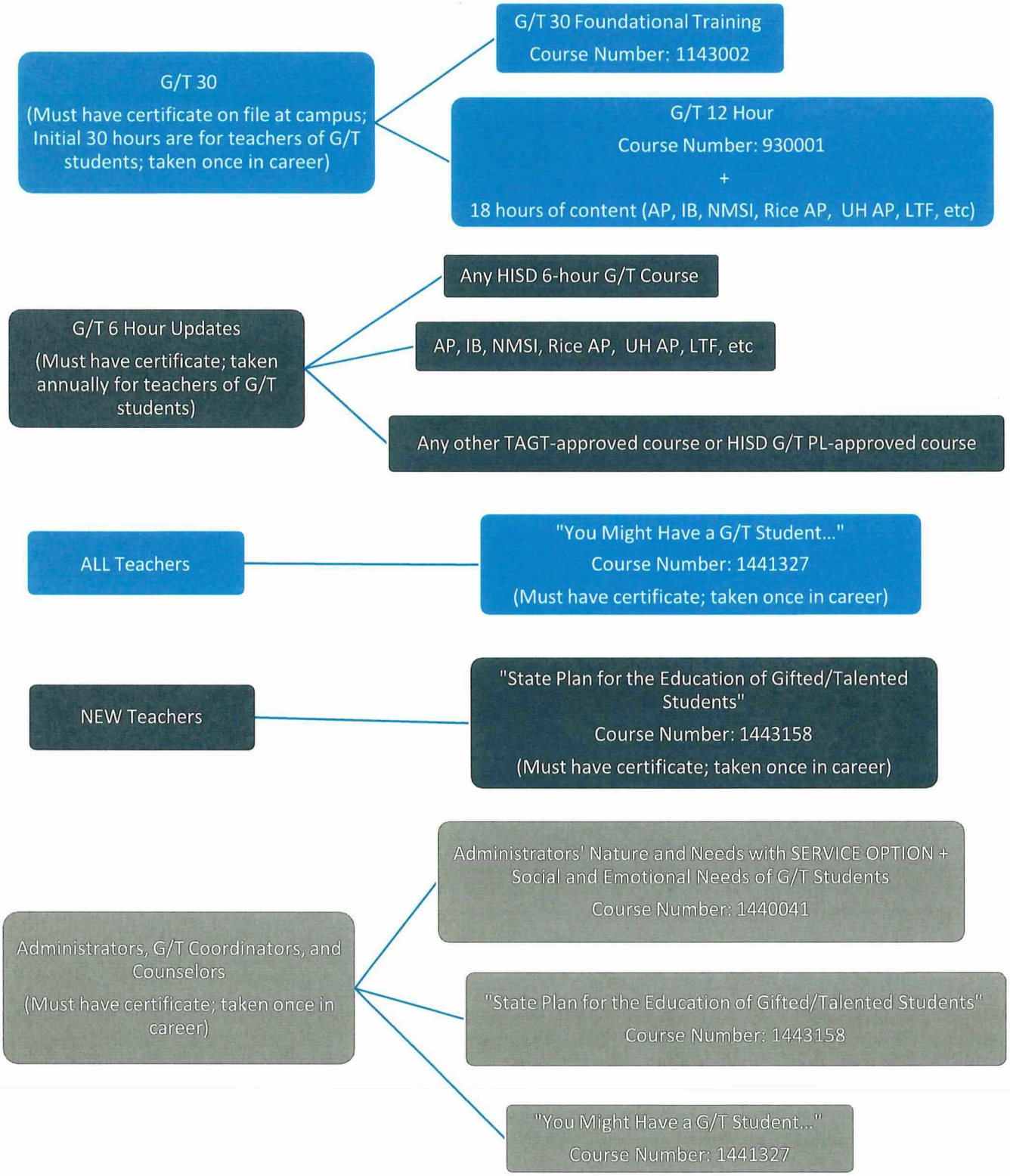
HISD | Gifted and Talented

REVOLUTIONIZING THE WAY WE THINK

G/T Compliance Training Quick Reference Chart



Revised 8/20/2020

HISD | Gifted and Talented

REVOLUTIONIZING THE WAY WE THINK

G/T Compliance Training Quick Reference Guide

State Plan for the Education of Gifted/Talented Students Course (1443158)

- **Required for all Administrators, New Teachers, and Counselors**
- Must have a certificate or transcript documenting hours
- Take once per career (with certificate proof)

You Might Have a G/T Student... Course (1441327)

- **Required for Administrators, Counselors, Teachers and G/T Coordinators**
- Must have a certificate or transcript documenting hours
- Take once per career (with certificate proof)

G/T 30 Hour Training Requirements

- **Required for all core teachers (ELA/Reading, Math, Social Studies, Science) of G/T Students**
- Best Practice for *any* teacher of G/T students
- MUST have a certificate or transcript documenting hours
- Take once per career (with certificate proof)
- **Requires an annual 6-hour update

G/T 30 Foundational Training Options

- OPTION 1: Any teacher can take the **HISD 30-Hour Foundational Training (1143002)** which **includes all elements required by the state.**
- OPTION 2: Teachers can create their own "bundle" that includes:
  - ***12 Hours- Nature & Needs and Identification & Assessment (930001)
    - **These topics are REQUIRED BY THE STATE (no substitutions)**
  - 18 Hours- Content Material
    - NMSI (National Math Science Institute)
    - LTF (Laying the Foundation)
    - Rice/UH AP Training
    - International Baccalaureate Training
    - TAGT or HISD G/T PL Approved courses

G/T 6-Hour Annual Update

- **Required for teachers of gifted students**
- Must have certificate or transcript documenting hours
- Take ANNUALLY after receiving the 30-hour foundational training
- Possible course options
  - HISD 6-Hour G/T Course
  - Region 4 6-Hour G/T Course
  - NMSI (National Math Science Institute)
  - LTF (Laying the Foundation)
  - Rice/UH AP Training
  - International Baccalaureate Training
  - TAGT or HISD G/T PL Approved courses

G/T Administrator's Nature and Needs with SERVICE OPTION 6-Hour Course (1440041)

- **Required for appraisers of teachers who instruct any G/T student**
- **Required for all G/T Coordinators**
- **Required for all Counselors (who work with G/T students)**
- Must have a certificate or transcript documenting hours
- Take once per career (with certificate proof)
- Does not require an annual 6-hour update (UNLESS the administrator/coordinator also teaches a course)

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REVOLUTIONIZING THE WAY WE THINK

Teacher G/T Trainings

OneSource Learning ONLINE COURSES

- Online Courses are open year-round and offered via OneSource Learning
- Online Courses work best on an HISD device
- Online Courses are self-paced course offerings
- OneSource Learning Online Courses will receive a certificate upon completion

Teacher Foundational GT Trainings (Online Courses)	G/T Credit Hours	Item #
G/T 30 Foundational Training	30	1143002
GT 12 Hours (K-12) (Nature & Needs and Identification & Assessment)	12	930001
NEW! You Might Have a G/T Student... *(Required for all Administrators, Counselors, ALL Teachers and G/T Coordinators)*	2	1441327
NEW! State Plan for the Education of Gifted/Talented Students *(Required for all Administrators, NEW Teachers, and Counselors)*	1	1443158
Teacher GT Update Trainings (Online Courses)	**G/T Credit Hours**	**Item #**
NEW! Gifted Education Plans – The Power and The Purpose	2	1447548
NEW! Renzulli Learning Student Profiler	2	1447549
NEW! Questioning Strategies to Elevate Critical Thought	2	1447551
NEW! Navigating the Texas Performance Standards Project (TPSP) Website	1	1447555
NEW! Thinking Routines to Drive Critical Thought	1	1447554
NEW! Gifted and Talented Expo Training	1	1447556
NEW! Why Being Gifted is Much More Than What We Think	1	1452033
NEW! The Differentiator to Establish Tiered Learning Activities and Groupings	1	1447552
NEW! Navigating the Mentoring Minds Mobile App to Align Critical Thought, Standards Mastery, and SEL	1	1447553
NEW! Digital Choice Boards as an Instructional Tool	1	1447557
NEW! Using Depth and Complexity Icons to Elevate Student Engagement	5	1447550
NEW! Identifying Gifted Students in Special Populations	6	1447647
Social and Emotional Needs of G/T Students	6	1317001
Identification and Assessment for G/T Students	6	883009
G/T Differentiation for Gifted Learners	6	1434021

DEADLINES:

- **ALL G/T staff members (including teachers, counselors, administrators, etc.):** Must complete G/T Training by first day of school
- **New Hires (staff members hired after the first day of school):** Must complete G/T Training by the first Monday of December
- **Any G/T course completed from June 9, 2022 – June 1, 2023, will count towards the 2022-2023 school year.**

HISD | Gifted and Talented
REVOLUTIONIZING THE WAY WE THINK

Administrator G/T Trainings

OneSource Learning ONLINE COURSES

- Online Courses are open year-round and offered via OneSource Learning
- Online Courses work best on an HISD device
- Online Courses are self-paced course offerings
- OneSource Learning Online Courses will receive a certificate upon completion

Administrator GT Courses (Online Courses)	G/T Credit Hours	Item #
Nature and Needs Service Options + Social and Emotional Needs of G/T Students *(Administrators, Counselors and G/T Coordinators **ONLY**)*	6	1440041
NEW! State Plan for the Education of Gifted/Talented Students *(Required for all Administrators, NEW Teachers, and Counselors)*	1	1443158
NEW! You Might Have a G/T Student... *(Required for all Administrators, Counselors, ALL Teachers and G/T Coordinators)*	2	1441327
Administrator GT Courses (Online Courses)	**G/T Credit Hours**	**Item #**

DEADLINES:

- **ALL G/T staff members (including teachers, counselors, administrators, etc.):** Must complete G/T Training by first day of school
- **New Hires (staff members hired after the first day of school):** Must complete G/T Training by the first Monday of December
- **Any G/T course completed from June 9, 2022 – June 1, 2023, will count towards the 2022-2023 school year.**

Region 4 ESC Gifted and Talented
Summer 2022 Professional Learning Sessions

In alignment to the *Texas State Plan for the Education of Gifted/Talented Students* (*Texas State Plan*), districts make a local decision regarding what courses to accept as the G/T 30-hour training requirement and annual six-hour update. Region 4 encourages every participant to check with his or her district G/T lead prior to registering for any G/T session.

30-Hour Training Requirement

The following Region 4 courses align to the *Texas State Plan* requirements for the G/T 30-hour training requirement.

Please note: These sessions may also be counted for the six-hour update if the participant is in need of a refresh on the content or if the district requires different courses for the 30-hour requirement.

Asynchronous Online Course Opportunities

These sessions begin five days after registration closes and end approximately three weeks later. The sessions are provided through our Canvas Learning Management System (LMS) so participants have greater flexibility in completing the course.

Nature and Needs of Gifted/Talented Students Online

Gain a deep understanding of the benefits and challenges facing gifted students. Examine and analyze the history of gifted education, modern legal requirements, and service design options. Explore the characteristics of gifted students and the nature of gifted education through research-based, hands-on activities. This is a facilitated, self-paced online course. Course login information will be emailed from gifted@esc4.net during the week prior to the course start date.

Please note: Course completion certificates will be available 3-5 business days after the session has closed.

Session Dates	Session ID
June 29, 2022	1625959
July 20, 2022	1625960

Identification and Assessment of Gifted/Talented Students Online

Review the definition of giftedness according to the state of Texas and understand how the *Texas State Plan for Educating Gifted and Talented Students* guides the process for the identification of students for gifted services. Examine the gifted and talented identification process including information about assessment options and uncovering important considerations for the identification of culturally, linguistically, and economically diverse (CLED) students to ensure all gifted students are identified. This is a facilitated, self-paced online course. Course login information will be emailed from gifted@esc4.net during the week prior to the course start date.

Please note: Course completion certificates will be available 3-5 business days after the session has closed.

Session Dates	Session ID
June 29, 2022	1625968
July 20, 2022	1625969

Region 4 ESC Gifted and Talented
Summer 2022 Professional Learning Sessions

Social and Emotional Needs of Gifted/Talented Students Online

Build a working knowledge of the intense feelings and sensitivities of the gifted student. Learn to recognize and interpret the behaviors of gifted children and how these behaviors can affect their social growth and academic achievement. Participants will explore strategies to increase gifted students' awareness of their own social development and how it impacts their academic achievement. This is a facilitated, self-paced online course. Course login information will be emailed from gifted@esc4.net during the week prior to the course start date.

Please note: Course completion certificates will be available 3-5 business days after the session has closed.

Session Dates	Session ID
June 29, 2022	1625978
July 20, 2022	1625979

G/T Curriculum and Instruction: Models of Differentiated Instruction Online

Gain a foundational understanding of differentiation and learn how to develop an array of learning experiences to build upon students' unique readiness levels, learning profiles, and interests. Explore effective models of differentiated instruction in the classroom that address content, process, and/or product. Acquire instructional tools for incorporating differentiation in workable and successful ways. This is a facilitated, self-paced online course. Course login information will be emailed from gifted@esc4.net during the week prior to the course start date.

Please note: Course completion certificates will be available 3-5 business days after the session has closed.

Session Dates	Session ID
June 29, 2022	1625997
July 20, 2022	1626000

G/T Curriculum and Instruction: Engaging Gifted Students by Adding Depth and Complexity Online

Understand the elements of depth and complexity from Dr. Sandra Kaplan's model. Evaluate several strategies to help modify the depth and complexity of your content and encourage gifted students to become experts. Learn how to incorporate the elements of depth and complexity into your curriculum with engaging activities that naturally take students' thinking to higher levels. Understand how depth and complexity assists in the development of advanced products and performances. This is a facilitated, self-paced online course. Course login information will be emailed from gifted@esc4.net during the week prior to the course start date.

Please note: Course completion certificates will be available 3-5 business days after the session has closed.

Session Dates	Session ID
June 29, 2022	1626027
July 20, 2022	1626028

Region 4 ESC Gifted and Talented
Summer 2022 Professional Learning Sessions

G/T Curriculum and Instruction: Creative and Critical Thinking Online
Understand the components of creative and critical thinking. Learn new tools for creating challenging learning experiences that develop students' creative and critical thinking abilities. Examine effective ways to develop activities that promote creativity, curiosity, higher-level thinking, decision-making, and innovation. This is a facilitated, self-paced online course. Course login information will be emailed from gifted@esc4.net during the week prior to the course start date.
Please note: Course completion certificates will be available 3-5 business days after the session has closed.

Session Dates	Session ID
June 29, 2022	1626044
July 20, 2022	1626045

Facilitated Synchronous Session Opportunities

These sessions begin and end in one day and will be provided at Region 4's McKinney Center. Depending on current health guidelines, sessions may be moved to a virtual training platform. Participants will be notified of the change.

Nature and Needs of Gifted/Talented Students
Gain a deep understanding of the benefits and challenges facing gifted students. Examine and analyze the history of gifted education, modern legal requirements, and service design options. Explore the characteristics of gifted students and the nature of gifted education through research-based, hands-on activities.

Date	Session ID
June 13, 2022	1626052
July 12, 2022	1626054

Identification and Assessment of Gifted/Talented Students
Review the definition of giftedness according to the state of Texas and understand how the *Texas State Plan for Educating Gifted and Talented Students* guides the process for the identification of students for gifted services. Examine the gifted and talented identification process including information about assessment options and uncovering important considerations for the identification of culturally, linguistically, and economically diverse (CLED) students to ensure all gifted students are identified.

Date	Session ID
June 15, 2022	1626058
July 13, 2022	1626060

Region 4 ESC Gifted and Talented
Summer 2022 Professional Learning Sessions

Social and Emotional Needs of Gifted/Talented Students

Build a working knowledge of the intense feelings and sensitivities of the gifted student. Learn to recognize and interpret the behaviors of gifted children and how these behaviors can affect their social growth and academic achievement. Participants will explore strategies to increase gifted students' awareness of their own social development and how it impacts their academic achievement.

Date	Session ID
June 10, 2022	1626064

G/T Curriculum and Instruction: Models of Differentiated Instruction

Gain a foundational understanding of differentiation and learn how to develop an array of learning experiences to build upon students' unique readiness levels, learning profiles, and interests. Explore effective models of differentiated instruction in the classroom that address content, process, and/or product. Acquire instructional tools for incorporating differentiation in workable and successful ways.

Date	Session ID
June 16, 2022	1626071
July 14, 2022	1626073

G/T Curriculum and Instruction: Engaging Gifted Students by Adding Depth and Complexity

Understand the elements of depth and complexity from Dr. Sandra Kaplan's model. Evaluate several strategies to help modify the depth and complexity of your content and encourage gifted students to become experts. Learn how to incorporate the elements of depth and complexity into your curriculum with engaging activities that naturally take students' thinking to higher levels. Understand how depth and complexity assists in the development of advanced products and performances.

Date	Session ID
June 21, 2022	1626076
July 19, 2022	1626077

G/T Curriculum and Instruction: Creative and Critical Thinking

Understand the components of creative and critical thinking. Learn new tools for creating challenging learning experiences that develop students' creative and critical thinking abilities. Examine effective ways to develop activities that promote creativity, curiosity, higher-level thinking, decision-making, and innovation.

Date	Session ID
June 22, 2022	1626083
July 21, 2022	1626084

Region 4 ESC Gifted and Talented
Summer 2022 Professional Learning Sessions

Gifted and Talented Update Session Opportunities

These sessions begin and end in one day and will be provided at Region 4's McKinney Center. Depending on current health guidelines, sessions may be moved to a virtual training platform. Participants will be notified of the change.

Implementing the Texas Performance Standards Project TPSP)

Learn all about the Texas Performance Standards Project and why this tool provides an effective framework for meeting the state goal for gifted and talented services. Participants will explore the TPSP website and its key components to support classroom implementation. Participants will review a project in their respective grade bands, including related rubrics and systematic and systemic considerations. Participants will leave with first steps for an action plan to facilitate the creation of sophisticated student products through the Texas Performance Standards Project (TPSP).

Date	Session ID
June 28, 2022	1626096
July 25, 2022	1626098

2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____ **Campus Number** _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page….

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

   - List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page….

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

3. Parent and Family Engagement: Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities**.**

1. _____

2. _____

3. _____

4. _____

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page….

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?
If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

Continued on next page….

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - **[General]**	30003397	
Teacher, Intervention (Hourly) All grade levels - **[Math]**	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - **[Reading]**	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – **[Science]**	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
***Teacher, Class-Size, Kinder**	30001366	
***Teacher, Class-Size, K-ESL**	30001376	
***Teacher, Class-Size, K-Bilingual**	30001377	
***Teacher, Class-Size, ESL**	30000553	
***Teacher, Class-Size, Bilingual**	30001374	
***Teacher, Class-Size Reduction [General]** All grade levels	30001705	

Before hiring a CSR teacher, schools must first meet the **State's standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

SDMC Meeting

September 8, 2022

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.

Quarter 1 (August, September, October) - The Quarter 1 meeting held in September 08, 2022
Quarter 2 (November, December, January) - The Quarter 2

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 coming up
- Review of School Improvement Plan 2022 – 2023
- Accountability Review 2021 2022
  - 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
  - STAAR – PLC – Assessments – Support
  - Special Populations / SPED/ TIER 2 & 3 / Emerging Bilingual
  - CCMR
  - FACE – working on increasing parental involvement / PTO
    - Communication with Parents
    - Parent Volunteer - VIPS

SDMC Meeting

September 8, 2022

- Fund raising
- $5 per locker – funds to senior class

- Attendance
  - Truancy
  - Tardiness
  - Absences
  - Missed instruction, Make up instruction.

Date of next meeting: __December 18, 2022____

MEETING MINUTES (To be completed by the recorder):

SDMC Meeting Agenda

September 8, 2022

Team Members Present – Sign In Sheet

Name	Role	Signature
Mr. Santos	Facilitator:	
Eric Porter	Teacher	
Olubumi Adegoke	Parent	
Manisha Dalwadi Brahmbhatt	Parent	
Melodia Harbfield	Teacher	
Savitri Ramkissoon	Teacher	
Cindy Penna	SIR	
Rachel Jones	Administrator	

SIP APPROVAL 2022-2023

School Name and Campus #: **Challenge Early College High School**

Principal Name: **Jose R. Santos**

Area Office: **High School Area Office**

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 ***September 8, 2022*** 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 — Date: 9/08/2022

Signatures below indicate review and approval of this document.

PTO/PTA or other Parent Representative — Date: 9/8/2022

SDMC Teacher Representative — Date: 9/8/22

School Support Officer/Lead Principal — Date: 10-3-2022

Area Office Superintendent — Date: 10-3-2022

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