2024-2025 Action Plan

Jose R. Santos, Principal

CHALLENGE
EARLY COLLEGE HIGH SCHOOL

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs	**Vision**	**Theory of Action**

Needs related to student achievement data:

In 2023, according to the TEA accountability table, Challenge ECHS exhibited the following performance in all subjects: 98% of all students approached, 86% met, and 40% achieved mastery in the STAAR tests. When disaggregated by demographic groups, African American students, constituting 10% of the population, achieved 98% approaches, 92% meets, and 61% mastery. Hispanic students, representing 78% of the population, attained 98% approaches, 83% meets, and 34% mastery.

This year, our Emerging Bilingual group expanded from 69 students in 2022-23 to 111 students in 2023-24. This growth highlights the necessity to implement and support our Emerging Bilingual students, particularly in preparation for the STAAR Test, given that 90% of the accepted students were in the 9th grade.

Upon analyzing the Advanced Placement (AP) scores from 2023-24 for grades 9 through 12, the percentage of students passing with a score of 3 or higher by grade level is as follows: 9th grade - 43%, 10th grade - 50%, 11th grade - 33%, and 12th grade - 38%. This underscores the need to address insufficient access to new curriculum resources that align fully with new courses, including AP/PAP, UT OnRamps, HCC Dual Credit courses.

Needs related to improving the quality of instruction:

Upon reviewing the Independent Review Team (IRT) visits, it's evident that there is room for improvement, with scores ranging from 7.70 to 10.33. Our focus is on aligning and integrating our most effective instructional practices from the AP/PAP, UT OnRamps, and HCC Dual Credit programs with district expectations.

Furthermore, with new staff set to join the Challenge ECHS team next year, it's essential to offer professional development opportunities. These sessions will serve to align and calibrate the instructional team, ensuring the delivery of high-quality tier 1 instruction.

Teachers are encouraged to plan and internalize lessons in advance to meet diverse student needs, supported by ongoing coaching sessions and feedback from instructional coaches. A system for reviewing and providing feedback on lesson plans ensures alignment with instructional goals. Participation in professional learning communities fosters collaboration and the sharing of best practices among teachers, while calibrated walks by administration ensure instructional quality consistency. Pre-service training emphasizes high-quality instruction, and collaborative opportunities with other early college programs support teacher development. Retention of highly effective teachers is prioritized through professional development and recognition initiatives, contributing to a positive teaching environment.

System evaluation (philosophy, processes, implementation, capacity)

Challenge Early College High School employs an evaluation process for assessing its systems, which involves gathering data on various metrics including attendance, family engagement, student support services, and feedback

from stakeholders. This data is collected from multiple sources such as student achievement records and input from stakeholders. Subsequently, a thorough analysis is conducted to identify both strengths and areas for improvement. Stakeholders, including teachers, administrators, students, parents, and community members, actively participate in goal setting activities, which are aligned with the SMART framework. Following feedback from students, staff, and other stakeholders, a campus action plan is developed. This action plan outlines specific strategies and responsibilities that are systematically implemented, with ongoing monitoring and review processes in place. The implementation phase involves providing professional development opportunities, establishing collaborative structures such as Professional Learning Communities (PLCs), and allocating resources effectively to support improvement initiatives. Leadership support, teacher empowerment, and fostering a collaborative culture are crucial elements in building capacity within the school community. Additionally, promoting data literacy and creating a continuous learning environment are prioritized to support ongoing growth and improvement.

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Key Action 1 *(Briefly state the specific goal or objective.)*

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. Improve the quality of instruction by increasing the use of various student engagement strategies.

Indicators of Success *(Measurable results that describe success.)*

1. Increased Participation and Interaction: Measure the level of student engagement through indicators such as participation rates, contribution to class discussions, and active involvement in group activities. A successful implementation of multiple engagement strategies should result in a noticeable increase in student participation and interaction during lessons. A 1 to 5 evaluation scale will be employed to assess engagement levels, with 1 representing low engagement and 5 indicating high engagement. This evaluation will be conducted both at the individual teacher level and on a school-wide basis. Progress will be evaluated and will be carried out at three points throughout the school year: the beginning in October, the middle in December, February and the end in April. Our objective is to achieve a rating of 75% by May 2025 of the school year using this evaluation system. Here, a rating of 1 corresponds to 0%, 2 represents 25%, 3 indicates 50%, 4 denotes 75%, and 5 signifies 100%.

2. Improved Learning Outcomes: When students are evaluated in Biology, English 1, English 2, and Algebra 1 on the STAAR Interim assessments, 60% will achieve a predicted score of "Meets" or "Masters".

3. Improved Learning Outcomes: All students will achieve an average of 75% or higher on formative and summative assessments. Assess student performance and learning outcomes through formative and summative assessments. Look for improvements in student achievement, comprehension, and mastery of concepts across various subjects. Successful implementation of high-quality instruction methods should lead to enhanced learning outcomes demonstrated through improved grades, test scores, and depth of understanding. The evaluation will involve comparing students' demonstration of learning outcomes to the results of common assessments. Students are expected to achieve an average score of 75% or higher on their assessments.

4. Positive Feedback from Students and Teachers: Feedback will be gathered from both students and teachers regarding their experiences with the implemented strategies. Surveys, interviews, or focus groups will be conducted to gauge perceptions of effectiveness, satisfaction, and impact on the learning environment. Positive feedback from both students and teachers regarding increased engagement, enjoyment of learning, and perceived effectiveness of instruction indicates success in enhancing student engagement through the implemented strategies. Additionally, a 1 to 5 evaluation scale will be utilized to assess their experiences with engagement and implementation in the classroom, with 1 representing low satisfaction and 5 indicating high satisfaction. This evaluation will be conducted at both the individual teacher level and on a school-wide basis. Progress will be evaluated at three points throughout the school year: the beginning in August, the middle in December, and the end in April.

5. As we collaborate with our new team and refine their instructional practices for the upcoming school year, our objective is to enhance progress and alignment with IRT evaluations. If we utilize the TTESS

KEY ACTION ONE

rubric, our aim is to elevate the percentage of our teachers starting at the Proficient level from 70% to 90% by the end of the school year. Alternatively, if we adopt the LEAD target distribution rubric, our goal is show progress and start at Proficient 1 to Proficient 2, with at least 50% of the staff progressing to Exemplary 1.

Specific Actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Provide Professional Development Workshops:
- Organize workshops and training sessions for teachers on effective implementation of multiple response strategies, including project-based learning, cooperative learning, differentiated instruction, and technology integration.
- Ensure that teachers understand how to utilize these strategies to increase student participation and interaction during lessons.
- Ensure that teachers understand how to use the spot observation to measure their level of student engagement in the classroom.

Model Effective Instructional Practices:
- School leaders should model the use of multiple response strategies during professional development sessions and classroom observations.
- Demonstrate how to effectively integrate technology, facilitate group discussions, and implement differentiated instruction to engage students and promote active learning.

Establish Monitoring and Support Systems (SPOT observations):
- Implement a system for monitoring and providing feedback on the implementation of engagement strategies in classrooms.
- Conduct regular classroom observations and provide constructive feedback to teachers on their use of multiple response strategies.
- Offer additional support and resources to teachers who may need assistance in effectively implementing these strategies.

Align Assessment Practices with Engagement Strategies:
- Ensure that formative and summative assessments are aligned with the engagement strategies being implemented.
- Encourage teachers to utilize diverse assessment methods that mirror end-of-year assessments students will encounter, such as STAAR and Advanced Placement exams. These assessments should reflect student participation, critical thinking skills, and the application of knowledge across various subjects.
- Provide guidance on how to use assessment data to measure the impact of engagement strategies on student learning outcomes.

Facilitate Data Collection and Analysis:
- Work with teachers to establish protocols for collecting data on student engagement indicators such as participation rates, contribution to class discussions, and group activities.
- Use assessment data to measure improvements in student achievement, comprehension, and mastery of concepts resulting from the implementation of engagement strategies.

Conduct Focus Groups:
- Conduct focus group discussions to delve deeper into specific aspects of engagement and instruction.
- Analyze feedback to identify strengths, areas for improvement, and adjustments needed to enhance the

effectiveness of engagement strategies.

Specific Actions – Staff *(What specific action steps will the staff take to accomplish the objective?)*

Collaborative Planning Sessions:
- Engage in collaborative planning sessions to discuss and brainstorm effective ways to integrate multiple response strategies into lesson plans.
- Share ideas, resources, and best practices for implementing project-based learning, cooperative learning, differentiated instruction, and technology integration.

Professional Development Participation:
- Actively participate in professional development workshops such as Pre-Service, PLC, District professional development, UT OnRamps, Advanced Placement, AVID professional development and training sessions focused on enhancing student engagement.
- Participate in tailored sessions designed to offer guidance on effectively implementing engagement strategies aligned with Challenge Early College HS's School Improvement Plan.

Implementation of Engagement Strategies:
- Integrate multiple response strategies, such as project-based learning activities, cooperative group projects, differentiated tasks, and technology-enhanced lessons, into daily instruction.
- Modify lesson plans to incorporate opportunities for student participation, critical thinking, and application of knowledge aligned with end-of-year assessments like STAAR and Advanced Placement exams.

Data Collection and Reflection:
- Collect data on student engagement indicators, such as participation rates, group collaboration, and critical thinking skills demonstrated during lessons.
- Reflect on collected data to assess the effectiveness of implemented engagement strategies and identify areas for improvement.

Feedback and Collaboration:
- Provide constructive feedback to colleagues on the implementation of engagement strategies observed during classroom observations (Learning Walks).
- Collaborate with colleagues to share successes, challenges, and insights regarding the integration of multiple engagement strategies.

Student Goal Setting and Support (Data Talks):
- Guide students in setting personalized learning goals aligned with the objectives of each engagement strategy.
- Provide support and encouragement to students as they work towards achieving their goals, fostering a sense of ownership and responsibility for their learning.

Professional Growth and Learning:
- Engage in continuous professional growth and learning by seeking out opportunities for further training and development in effective engagement strategies.
- Stay informed about research-based practices and innovative approaches to student engagement, incorporating new ideas into instructional practices.

Key Action One:

Who:

School Leaders:
- Provide oversight and direction for the implementation of engagement strategies.
- Coordinate professional development sessions and resources.
- Monitor progress and provide support to staff.

Staff Members:
- Actively participate in professional development sessions.
- Implement engagement strategies in their classrooms.
- Collect data and reflect on the effectiveness of strategies.

What:

Implement a variety of engagement strategies, including multiple response techniques, project-based learning, cooperative learning activities, differentiated instruction methods, and the integration of technology, to enhance student engagement and promote high-quality instruction.

When:
- Professional development sessions will be scheduled at the beginning of each semester.
    - Summer Professional Development
    - Preservice
    - District PD Days
    - PLC
    - Scheduled Professional Development Conference aligned to designated program.
- Implementation of engagement strategies will occur throughout the academic year during regular instructional periods.
- Ongoing data collection and reflection will take place continuously, with formal reviews conducted at the end of each grading cycle.

Where:
- Professional development sessions will be held at designated locations within Challenge ECHS, or designated location.

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- Implementation of engagement strategies will occur in individual classrooms across the school.
- Data collection and reflection may take place within classrooms or designated meeting spaces.

<table>
<tr><th></th><th>Proposed Item</th><th>Description</th><th>Amount</th></tr>
<tr><td rowspan="15">BUDGET</td><td>Staff development</td><td>Professional Development</td><td>$20,000</td></tr>
<tr><td rowspan="4">Materials / resources</td><td>Response Cards</td><td>$1,000</td></tr>
<tr><td>Interactive Notebooks (3000)</td><td>$4,000</td></tr>
<tr><td>Technology – Peardeck</td><td>$1,000</td></tr>
<tr><td>Project based learning supplies</td><td>$10,000</td></tr>
<tr><td>Purchased services</td><td></td><td></td></tr>
<tr><td>Other</td><td></td><td></td></tr>
<tr><td>Other</td><td></td><td></td></tr>
<tr><td colspan="2" style="text-align:right">TOTAL</td><td>$36,000</td></tr>
<tr><td colspan="3">Funding Sources:</td></tr>
</table>

Key Action 2 *(Briefly state the specific goal or objective.)*

Increase STAAR Mastery level on Eng I EOC, Eng II EOC, Biology EOC, Algebra EOC, and US History EOC.

Indicators of Success *(Measurable results that describe success.)*

1. Increase a 2% increase on STAAR Masters level on the 2025 Spring STAAR English 1.

2. Increase a 2% increase on STAAR Masters level on the 2025 Spring STAAR English 2.

3. Increase a 2% increase on STAAR Masters level on the 2025 Spring STAAR Algebra 1.

4. Increase a 2% increase on STAAR Masters level on the 2025 Spring STAAR Biology.

5. Increase a 2% increase on STAAR Masters level on the 2025 Spring STAAR U.S. History.

Specific Actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Data Analysis and Target Setting:
- Analyze the STAAR results for English 1, English 2, Algebra 1, Biology, and U.S. History to identify areas of improvement and determine baseline mastery levels.
- Set specific targets for increasing STAAR Masters level performance in each subject area based on the indicators of success provided.

Curriculum Alignment and Resource Allocation:
- Ensure that the content are school curriculum is aligned with the STAAR standards for English 1, English 2, Algebra 1, Biology, and U.S. History.
- Allocate resources, including instructional materials, technology, and professional development, to support teachers in delivering high-quality instruction that addresses the targeted STAAR standards.

Professional Development Workshops:
- Organize professional development workshops focused on effective teaching strategies and assessment practices aligned with the STAAR standards.
- Provide training on differentiated instruction, formative assessment techniques, and data-driven instructional decision-making to support teachers in meeting the needs of diverse learners and improving student mastery levels.

Collaborative Planning and Data Review Meetings:
- Facilitate regular collaborative planning sessions where teachers can share best practices, analyze student data, and develop targeted intervention plans to address areas of weakness identified in the STAAR results.
- Conduct data review meetings to monitor progress towards the mastery level targets and make necessary adjustments to instructional practices and interventions.

KEY ACTION TWO

Monitoring and Support:
- Implement a system for ongoing monitoring of student progress towards STAAR mastery level goals.
- Provide support and resources to teachers, including instructional coaching, modeling of effective teaching practices, and access to additional professional development opportunities as needed.

Parent and Community Engagement:
- Engage parents and community stakeholders in the school improvement process by sharing information about the STAAR mastery level targets and providing opportunities for collaboration and input.
- Communicate regularly with parents about student progress towards mastery level goals and provide resources and support for home reinforcement of learning objectives.

Specific Actions – Staff *(What specific action steps will the staff take to accomplish the objective?)*

Curriculum Alignment and Instructional Planning:
- Review the STAAR standards and align classroom instruction and assessments with the specific skills and knowledge required for mastery level performance in English 1, English 2, Algebra 1, Biology, and U.S. History.
- Collaborate with colleagues to develop lesson plans and instructional materials that target the identified areas of improvement based on the 2024 and 2023 STAAR results.

Differentiated Instruction and Intervention:
- Implement differentiated instruction strategies to meet the diverse needs of students and support their progress towards mastery level achievement.
- Identify students who are at risk of not reaching mastery level and provide targeted interventions, including small group instruction, tutoring, and additional resources.

Formative Assessment and Data Analysis:
- Utilize formative assessment techniques to monitor student progress and identify areas of strength and weakness in relation to the STAAR mastery level standards.
- Analyze student performance data from formative assessments and adjust instructional strategies accordingly to address areas needing improvement.

Integration of Technology and Engaging Activities:
- Incorporate technology tools and interactive activities into lessons to enhance student engagement and facilitate deeper understanding of STAAR-tested concepts.
- Utilize online resources, educational software, and multimedia materials to reinforce key content areas and provide additional practice opportunities for students.

Professional Learning Communities (PLCs) and Collaboration:
- Participate actively in PLC meetings to share insights, resources, and effective instructional practices related to increasing STAAR mastery levels.
- Collaborate with colleagues to develop common assessments, analyze student data, and plan targeted interventions to support student growth and achievement.

Parent and Student Communication:
- Communicate regularly with parents and students about the importance of achieving mastery level performance on the STAAR exams.
- Provide guidance and resources to parents to support their child's learning at home, including suggestions for study strategies and review materials.

Key Action Two:

Who: School Leaders, Staff

This comprehensive plan involves a coordinated effort between school leaders and staff to implement specific actions focused on curriculum alignment, professional development, data analysis, collaboration, and community engagement, all aimed at achieving the targeted increase in STAAR mastery levels.

What:

Implementation of specific action steps to increase levels of STAAR Mastery in English 1, English 2, Algebra 1, Biology, and U.S. History, targeting a 2% increase in STAAR Masters level by the 2025 Spring STAAR exams.

When:

Data analysis and target setting:
Begin immediately following the release of 2024 STAAR results and ongoing throughout the academic year.

Curriculum alignment and resource allocation:
Continuous process with adjustments made as needed based on data analysis and feedback.

Professional development workshops:
Scheduled regularly throughout the academic year, focusing on targeted areas identified in data analysis.

Collaborative planning and data review meetings:
Conducted regularly, with initial planning sessions beginning immediately following data analysis.

Monitoring and support:
Ongoing throughout the academic year, with regular check-ins and adjustments as needed.

Parent and community engagement:
Continuous communication and engagement efforts throughout the academic year.

Where:

On-site at Challenge Early College HS for regular PreService, PLC meetings, and district professional development days.

Collaboration with other early college high schools may require travel time for visits and meetings, extending beyond the campus as needed.

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Proposed Item	Description	Amount

Staff development			
Materials / resources	NEWS ELA, I XL, and other materials		$15,000
Purchased services			
Other	Tutorials		$3,000
Other			
		TOTAL	$18,000
Funding Sources:			

KEY ACTION THREE

Key Action 3 *(Briefly state the specific goal or objective.)*

Improve AP scores to higher levels + 3 scores in all tested subjects.

Indicators of Success *(Measurable results that describe success.)*

1. **Percentage Increase in AP Exam Scores:**
   a. Increase Ap score of 3 or higher by 2%. Measure the percentage increase in the number of students achieving a score of 3, 4, or 5 on AP exams compared to the previous school year.
   b. Success would be indicated by a significant increase in the overall percentage of students scoring at these levels across all AP subjects.

2. **Overall Pass Rate:**
   a. Enhance the overall pass rate by 2% compared to the 2023-2024 academic year for students achieving a score of 3 or higher on their AP exams. Calculate the overall pass rate for AP exams, defined as the percentage of students who achieve a score of 3 or higher.
   b. Success would be demonstrated by an increase in the overall pass rate compared to the previous school year.

3. **Subject-Specific Performance:**
   a. Analyze the performance of students on individual AP exams in various subjects.
   b. Increase performance across all AP subjects by 2%, with a higher percentage of students achieving scores of 3, 4, or 5 compared to the previous year.

4. **Achievement Gap Reduction:**
   a. Improve a percent of AP scores for unrepresented students by 2%. Evaluate changes in the achievement gap between different student demographic groups (e.g., race/ethnicity, socioeconomic status) in AP exam performance.
   b. Success would be indicated by a reduction in the achievement gap, with historically underrepresented groups demonstrating increased success rates on AP exams compared to previous years.

5. **Student Participation and Access:**
   a. Monitor changes in student participation rates in AP courses and exams.
   b. Increase participation in AP to reach 95%. Success would be demonstrated by increased participation from a diverse range of students, including those traditionally underrepresented in AP programs, indicating improved access and equity in advanced coursework opportunities.

Specific Actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Data Analysis and Goal Setting:
- Analyze previous years' AP exam data to identify trends and areas for improvement in student performance.

- Set specific targets for increasing the percentage of students achieving scores of 3, 4, or 5 on AP exams in each subject area for the 2024-2025 school year.

Curriculum Review and Alignment:
- Review the AP course curriculum to ensure alignment with College Board standards and objectives.
- Collaborate with AP teachers to identify areas where curriculum enhancements or adjustments may be necessary to improve student performance.

Professional Development:
- Provide targeted professional development opportunities for AP teachers focused on effective instructional strategies, content knowledge, and assessment practices.
- Offer training sessions on addressing the needs of diverse learners and closing achievement gaps in AP courses.

Monitoring and Support:
- Implement a system for ongoing monitoring of student progress in AP courses, including regular check-ins with teachers and data reviews.
- Provide academic support and resources to students identified as needing additional assistance to succeed in AP coursework and exams.

Equity and Access Initiatives:
- Develop strategies to increase access to AP courses for all students, particularly those from historically underrepresented groups.
- Implement outreach and recruitment efforts to encourage more students to enroll in AP courses, ensuring equitable access to advanced coursework opportunities.

Collaboration and Data Sharing:
- Foster collaboration among AP teachers, departments and other schools within the district to share best practices, resources, and strategies for improving student performance.
- Establish protocols for sharing student data and progress updates to facilitate targeted interventions and support efforts.

Parent and Community Engagement:
- Engage parents and community stakeholders in the importance of AP coursework and exam success.
- Provide resources and support for parents to help their students navigate the AP program and prepare for exams.

Continuous Improvement and Evaluation:
- Regularly evaluate the effectiveness of initiatives and interventions aimed at increasing AP exam scores.
- Adjust strategies and interventions as needed based on ongoing data analysis and feedback from stakeholders.

Specific Actions – Staff *(What specific action steps will the staff take to accomplish the objective?)*

Data-Informed Instruction:
- Analyze individual student performance data from previous AP exams to identify areas of strength and weakness.
- Use data to inform instructional planning and provide targeted support to students based on their specific needs.

Differentiated Instruction:
- Implement differentiated instructional strategies to meet the diverse needs of students in AP courses.
- Provide additional support and enrichment opportunities for students requiring remediation or seeking to further challenge themselves.

Subject-Specific Professional Development:
- Participate in subject-specific professional development opportunities to enhance content knowledge and instructional strategies relevant to AP courses.
- Collaborate with colleagues and external partners from other specialized schools to share best practices and resources.

Formative Assessment and Feedback:
- Administer regular formative assessments to gauge student understanding and progress throughout the year.
- Provide timely and constructive feedback to students to help them improve their performance and prepare for AP exams.

Encouraging Student Participation:
- Encourage and support all students, including those traditionally underrepresented in AP programs, to enroll in AP courses.
- Provide information and guidance to students about the benefits of AP coursework and exam success.

Collaboration with Other Schools:
- Collaborate with teachers and staff from other specialized schools to share resources, collaborate on instructional strategies, and support student success in AP courses.
- Participate in joint professional development opportunities and cross-school initiatives to enhance AP program effectiveness.

Monitoring and Adjustments:
- Regularly monitor student progress and performance in AP courses, adjusting instruction and support as needed.
- Collect and analyze data on student participation rates and achievement outcomes to assess the effectiveness of strategies and make data-driven decisions for improvement.

Parent and Community Engagement:
- Engage parents and community stakeholders in supporting student success in AP courses and exams.
- Provide information sessions, workshops, and resources to parents to help them understand the AP program and support their child's academic endeavors.

Key Action Three:

Who: School Leaders, Staff

This comprehensive plan involves coordinated efforts from school leaders and staff to implement specific actions focused on data analysis, curriculum alignment, professional development, monitoring and support, collaboration, and parent and community engagement. By targeting these areas and working collaboratively, the school aims to increase student success on AP exams and achieve the desired outcomes by the end of the 2024-2025 school year.

What:

Implementation of specific action steps to increase the overall level of students achieving a 3, 4, or 5 on AP exams by the end of the 2024-2025 school year, as measured by indicators of success including percentage increase in AP exam scores, overall pass rate, subject-specific performance, achievement gap reduction, and student participation and access.

When:

Data Analysis and Goal Setting:
Begin immediately following the release of previous years' AP exam data and ongoing throughout the academic year.

Curriculum Review and Alignment:
Conducted at the beginning of the academic year and ongoing as needed.

Professional Development:
Scheduled regularly throughout the academic year, with targeted sessions aligned to AP course content and instructional strategies.

Monitoring and Support:
Ongoing throughout the academic year, with regular check-ins and adjustments based on student progress and data analysis.

Collaboration and Data Sharing:
Conducted regularly throughout the academic year, with opportunities for cross-school collaboration and sharing best practices.

Parent and Community Engagement:
Continuous throughout the academic year, with regular communication and outreach efforts.

Where:

On-site at the school for regular meetings, professional development sessions, and data analysis.

Collaborative efforts may extend beyond the school to include meetings and collaborations with other specialized schools within the district.

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Parent and community engagement efforts may take place both on-site and within the community through outreach events and communication channels.

	Proposed Item	Description	Amount
B U D G E T	Staff development	AP Professional Development / Conference	$4,000
	Materials / resources	AP materials	$10,000
	Purchased services		
	Other		
	Other		
		TOTAL	$14,000
	Funding Sources:		

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Key Action 4 *(Briefly state the specific goal or objective.)*

Foster a positive school culture in which inclusive practices promote the wellbeing of students, staff and community.

Indicators of Success *(Measurable results that describe success.)*

1. **Increased Sense of Belonging:**
   o Measure the percentage of students, staff, and community members who report feeling a strong sense of belonging within the school community.
   o Success would be indicated by a significant increase in the percentage of individuals reporting a feeling of inclusion and connection.

2. **Enhanced Respect and Empathy:**
   o Evaluate the level of respect and empathy demonstrated among students, staff, and community members through observable behaviors and interactions.
   o Success would be demonstrated by a noticeable improvement in respectful communication, collaboration, and understanding among all members of the school community.

3. **Positive Emotional Well-being:**
   o Assess the emotional well-being of students, staff, and community members through surveys or other measures of mental health and satisfaction.
   o Success would be reflected in improved overall emotional well-being, including reduced stress levels, increased feelings of happiness and fulfillment, and lower rates of mental health issues.

4. **Reduction in Negative Incidents:**
   o Reduce the number of disciplinary incidents, conflicts, and instances of bullying or harassment reported within the school community by 2%.
   o Reduce level 1 behavior incidents by 5%. Reduction of level 2 incidents by 2%. Success would be indicated by a decrease in the frequency and severity of negative incidents, demonstrating a healthier and more positive school climate.

5. **Increased Engagement and Involvement:**
   o Increase student, staff, and community engagement in school activities, events, and initiatives by 5% .
   o Success would be demonstrated by higher rates of participation and involvement, indicating a greater sense of investment and commitment to the school community.

Specific Actions – School Leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

By implementing the following specific actions, school leaders can work towards the objective of fostering 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. These actions address the identified indicators of success

KEY ACTION FOUR

and contribute to creating a supportive and inclusive learning environment for all members of the school community.

Conduct Climate Surveys:
- Administer regular surveys to students, staff, and community members to assess their sense of belonging, respect, empathy, emotional well-being, and engagement within the school community.
- Analyze survey data to identify areas of strength and areas needing improvement in fostering a positive and inclusive school climate.

Establish Inclusive Policies and Practices:
- Review existing school policies and practices to ensure they promote inclusivity, respect, and empathy for all members of the school community.
- Develop and implement new policies or initiatives that address any identified gaps or areas of concern.

Cultivate Positive Relationships:
- Facilitate opportunities for students, staff, and community members to build positive relationships through activities such as mentorship programs, community service projects, and school-wide events.
- Provide training and resources to staff on fostering respectful communication, conflict resolution, and empathy-building skills.

Review Social-Emotional Learning (SEL) Programs (ADVO):
- Review the ADVO class / social-emotional learning (SEL) program at Challenge ECHS curriculum to support students' emotional well-being and develop their interpersonal skills.
- Provide professional development for teachers on implementing ADVO/SEL strategies in the classroom and creating a supportive learning environment.

Address Negative Incidents Promptly and Effectively:
- Develop clear protocols and procedures for addressing disciplinary incidents, conflicts, bullying, and harassment within the school community.
- Ensure that all reported incidents are thoroughly investigated and resolved in a timely and fair manner, with appropriate support provided to all parties involved.

Promote Student Voice and Leadership:
- Create opportunities for students to participate in decision-making processes and school governance through student councils, advisory boards, and leadership roles (AVID / Ambassadors) .
- Encourage student-led initiatives and projects that promote inclusivity, empathy, and positive school culture.

Provide Resources and Support:
- Allocate resources and funding to support initiatives aimed at fostering a positive and inclusive school climate, such as staff training, counseling services, and community partnerships.
- Establish support networks and referral systems for students, staff, and families in need of additional assistance or resources related to mental health and well-being.

Celebrate Diversity and Inclusion:
- Organize events and activities that celebrate the diverse backgrounds, cultures, and identities represented within the school community.
- Foster a culture of acceptance, tolerance, and appreciation for differences through inclusive language, curriculum materials, and classroom discussions.

Specific Actions – Staff *(What specific action steps will the staff take to accomplish the objective?)*

Promote Inclusivity in Classroom Practices:
- Incorporate diverse perspectives, voices, and experiences into lesson plans and classroom activities to foster a sense of belonging among students.
- Encourage open discussions and respectful dialogue on topics related to diversity, equity, and inclusion to enhance empathy and understanding among students.

Model Respectful Behavior:
- Demonstrate respectful communication, empathy, and cooperation in interactions with students, colleagues, and community members.
- Serve as positive role models for students by practicing active listening, valuing diverse opinions, and resolving conflicts constructively.

Support Student Well-being:
- Create a supportive and nurturing classroom environment that prioritizes students' emotional well-being and mental health.
- Implement strategies to help students manage stress, build resilience, and develop coping skills to promote positive emotional well-being.

Intervene and Address Incidents Appropriately:
- Be vigilant in identifying and addressing instances of bullying, harassment, or other negative behaviors among students.
- Follow established protocols for reporting and responding to incidents, providing appropriate support and intervention to both victims and perpetrators.

Engage in Professional Development:
- Participate in professional development opportunities focused on promoting inclusivity, empathy, and positive school climate.
- Attend workshops, seminars, and training sessions on topics such as cultural competency, trauma-informed teaching, and restorative practices.

Facilitate Student Engagement:
- Create opportunities for student voice and participation in decision-making processes within the classroom and school community.
- Encourage students to take on leadership roles, participate in extracurricular activities, and contribute to school-wide initiatives to increase their engagement and involvement.

Collaborate with Colleagues:
- Work collaboratively with colleagues to promote a culture of respect, inclusivity, and emotional well-being throughout the school.
- Share best practices, resources, and strategies for fostering positive relationships and creating a supportive learning environment for students.

Collaborate with Wraparound Specialist:
- Work closely with the Wraparound Specialist to identify students and families in need of additional support for non-academic needs.
- Share information and collaborate on strategies to address issues such as mental and physical health, food insecurity, housing instability, and other challenges that may impact students' well-being and academic success.

Referral and Support:
- Refer students and families to the Wraparound Specialist for assistance with accessing community-based resources and support services.
- Provide ongoing support and follow-up to ensure that students and families receive the necessary assistance and that their non-academic needs are addressed effectively.

Awareness and Education:
- Increase awareness among staff, students, and families about the availability of support services provided by the Wraparound Specialist and other community-based organizations.
- Provide education and information sessions on topics related to mental health, nutrition, housing assistance, and other non-academic needs to empower students and families to seek help when needed.

Cultivate a Supportive Environment:
- Foster a culture of empathy, compassion, and support within the school community by modeling caring behavior and creating opportunities for students and families to connect with one another.
- Encourage staff and students to actively participate in initiatives aimed at supporting the well-being of all members of the school community, including those provided by the Wraparound Specialist.

Communicate and Build Relationships with Families:
- Maintain open lines of communication with parents and families to keep them informed about classroom activities, student progress, and school events.
- Collaborate with families to support students' social-emotional development and address any concerns or challenges related to their well-being.

Key Action Four:

Who: Challenge Early College HS leaders, staff, students, families, and the wider school community.

What: Implementing specific actions to foster a positive and inclusive school climate that promotes a sense of belonging, respect, and emotional well-being among all stakeholders

STAFF

When: Continuously throughout Challenge Early College HS, with ongoing monitoring and evaluation of progress and outcomes.
Where: Within Challenge Early College HS environment, including classrooms, common areas, extracurricular activities, and community outreach efforts.

BUDGET

Proposed Item	Description	Amount
Staff development	Team building activities	$3,000
Materials / resources	AVOD class materials for activities	$3,000
Purchased services		
Other	Other marketing items	$6,000
Other		
	TOTAL	12,000

Funding Sources: