SDMC Meeting 1 Minutes - 2026 2027 School Year

Facilitator	José R. Santos	Time	3:45 p.m. to 4:45 p.m.	Date	Sep 8, 2026

Agenda

Purpose Review the 2026–2027 campus action plan, receive operational updates, gather committee feedback, and identify follow-up actions that support student progress and campus implementation of the SB 1882 partnership.

Topic	Discussion Focus
Welcome and Introductions	Call to order, member introductions, and meeting purpose
2026–2027 Campus Action Plan	Review selected success factors, key actions, progress measures, classroom walkthrough evidence, and submission timeline
Special Education Support	Review compliance and instructional-support staffing, service coverage, and possible supplemental support
SB 1882 Budget and Operations	Discuss the revised campus allocation, purchasing and Oracle processes, enrollment-based funding, and legal or accounting support
Leadership, Evaluation, and Stipends	Review the leadership employment transition, system access and delegation, possible evaluation options, and staff stipend concepts
School Choice and Student Transitions	Discuss special education transition ARDs, program fit, admissions timing, and parent communication
Committee Input and Next Steps	Questions, recommendations, action items, and closing
Adjournment	Conclude Meeting 1

Materials

- 2026–2027 Campus Action Plan and selected success factors
- Current SB 1882 budget and operational updates
- Special education support and transition information

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Summary

Meeting Summary The committee reviewed the 2026–2027 campus action plan and reached consensus to proceed with submission. Members also discussed special education support, SB 1882 budget and purchasing challenges, leadership transition matters, staff stipends, School Choice timelines, student program fit, and ways families can support student progress.

1 Opening and Introductions

Call to order. The meeting began at 3:45 p.m. Mr. Santos welcomed the committee, invited introductions, and explained that the primary purpose was to review the campus action plan before its final submission.

2 Campus Action Plan Review

Context. The campus moved from the former School Improvement Plan format to an action plan that identifies campus needs, sets measurable goals, and monitors progress. The committee recognized the campus accountability rating of 99 and emphasized continued growth in literacy, student progress, STAAR performance, and Advanced Placement readiness.

Success factors. Teachers reviewed and voted on success factors during preservice. The six highest-ranked factors were incorporated into the plan and will guide classroom expectations, walkthroughs, feedback, and progress monitoring.

Focus Area	Measure and Target	Evidence
Reading and annotation	By January 2027, 75% of classrooms observed through SPOT walkthroughs will demonstrate implementation of campus annotation and close-reading strategies at least 1 time a week. By April 2027, this rate will increase to 85%.	SPOT Form walkthroughs and classroom evidence
Monitoring and adjustment	By January 2027, 75% of teachers will implement real-time monitoring and adjustment strategies during instruction, as evidenced through SPOT walkthroughs, lesson observations, and instructional coaching feedback. By April 2027, this rate will increase to 85%.	Walkthroughs, feedback, PLC records, and student data

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Focus Area	Measure and Target	Evidence
Monitoring and adjustment	By October 2026, 100% of PLC teams will review student failure data, subgroup performance trends, and intervention effectiveness every grading cycle to identify students requiring additional academic support and instructional adjustments.	Power School Reports & Tracking Excell
Evidence-based writing	By January 2027, 85% of teachers will implement at least two evidence-based writing opportunities weekly across all content areas, as evidenced through lesson plans, walkthrough observations, and student work samples.	Lesson plans, walkthroughs, observations, and student work
Higher-order thinking	By February 2027, 85% of teachers will provide students with weekly opportunities to respond to higher-order questions using evidence-based written responses aligned to TEKS, AP, and college-readiness standards.	Lesson plans, observations, and student responses
Student discourse	By January 2027, 85% of students will actively participate in classroom discussions using academic vocabulary, evidence-based responses, and collaborative reasoning strategies, as evidenced through classroom observations.	Classroom observations and student discussion

Communication to the SDMC in regards Instruction.

Instructional cycle. Teachers submit lesson plans on Mondays, the instructional team reviews them on Tuesdays, and teachers and leaders discuss next steps during Thursday PLCs. Classroom visits then provide evidence of implementation and opportunities for feedback.

Scope. The action plan applies to instruction delivered by CECHS teachers, including AP and college-designated courses taught by CECHS staff. College courses taught solely by HCC faculty are not included because CECHS does not direct or formally observe HCC faculty instruction.

Decision. Committee members expressed support for the action plan. Consensus was reached to proceed with submission; no objections were recorded.

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3 Special Education Support and Compliance

- The committee reviewed the transition from the prior special education staffing model. The district assigned a staff member to support ARD compliance and is working to assign a separate instructional-support staff member who will monitor student progress and collaborate with teachers.
- Campus administration will assess whether the district support is sufficient. If additional support is needed, the campus may seek part-time hourly assistance from retired specialist potentially one day per week.
- A committee member shared SPEDTex as a resource for educators and families seeking information about special education law, procedures, or individual questions.

4 SB 1882 Budget and Operations Update

- The campus remains in a stronger financial position than the prior year; however, the district revised the allocation after the campus and the Friends of Challenge Early College High School Board had planned and approved the budget.
- The revised allocation was lower than the amount provided in June. Campus administration is awaiting a detailed explanation and is coordinating with other SB 1882 partners regarding the contractual.
- The campus has continued approved staffing and instructional supports based on the earlier allocation, including the addition of instructional support for curriculum planning and related work.
- Purchasing remains slower than intended because of Oracle workflow steps, vendor restrictions, and system issues. Administration is using allowable purchasing options and working to reduce unnecessary delays while maintaining legal and financial compliance.
- The Friends of Challenge Early College High School maintains a bank account, while the district currently provides paid financial-management services because the campus does not yet have sufficient internal accounting capacity.
- Enrollment increased from the projected 485 students to approximately 510 students. The district snapshot and leveling process may generate additional funding later in the year, with an update anticipated in December.

5 Leadership Transition, Evaluation, and Stipends

- Mr. Santos reviewed the employment transition from Houston ISD to the Friends of Challenge Early College High School under the SB 1882 partnership. He will report to the nonprofit governing board, while campus leadership will help complete certain district approvals and system tasks during the transition.
- The campus is examining teacher-evaluation options for the next school year and will compare the instructional and financial implications before recommending a change.
- Administration is developing possible performance and leadership stipends, including recognition tied to strong instructional practices. Any proposal must align with available funding and applicable district requirements.

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- A committee member offered to help connect the campus with TEA contacts so that the operating partner can receive clearer, more direct guidance about SB 1882 implementation.

6 School Choice, Student Transitions, and Program Fit

- The committee discussed the compressed timeline for incoming ninth-grade students receiving special education services. Late notification reduced the time available for record review, transition ARDs, and coordinated planning with middle schools and families.
- School Choice representatives indicated that family notifications are expected earlier which should provide more time for transition meetings and informed program decisions.
- CECHS will continue to provide required accommodations and services. Because the program centers on dual-credit and AP coursework, families should understand the academic expectations and whether the campus program matches each student's needs.
- The committee discussed the importance of clear tours, early records review, middle-school communication, parent meetings, and transition planning. Ninth grade remains the standard entry point because later entry can make completion of the college pathway difficult.

7 Family and Community Support

- Families can support students by monitoring grades and progress reports, checking MyEagle information, confirming attendance at in-school or after-school tutorials, and communicating with teachers and administrators.
- Members emphasized obtaining complete information when concerns arise and working collaboratively with the school to resolve issues and support student success.

8 Decisions and Follow Up

Action	Responsible Party	Target
Submit the 2026–2027 campus action plan after incorporating SDMC feedback.	Principal	Sept. 11
Monitor action-plan implementation through lesson plans, PLCs, classroom walkthroughs, observations, and student work.	Instructional team	Ongoing
Review student failure data and identify students for in-school and after-school tutorials.	PLC teams	Oct. 2026

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Action	Responsible Party	Target
Confirm special education instructional-support coverage and determine whether supplemental hourly support is needed.	Campus administration	Ongoing
Seek written clarification regarding the revised allocation and coordinate with other SB 1882 partners on legal and contractual questions.	Principal and governing board	Ongoing
Continue development of compliant staff stipend options and evaluate future teacher-evaluation models.	Campus administration	2026–2027
Coordinate earlier special education record reviews and transition ARDs after School Choice notifications.	Campus and district teams	Spring 2027

9 Adjournment

Adjournment. The meeting concluded at 4:45 p.m.