Shared-Decision Making Committee (SDMC)

Date: January 14, 2026
Time: 3:30pm – 4:30pm
Location: Challenge ECHS – Art Classroom

Minutes

Welcome & Purpose of Meeting
The SDMC meeting was called to order by Mr. Santos, who welcomed members and reviewed the purpose of the meeting: to monitor progress on the Campus Action Plan, provide updates on key initiatives, and discuss next steps for continued campus improvement.

The committee reviewed the **Campus Action Plan – Key Actions and Indicators of Success**. Under **Key Action 1: Improve the Quality of Writing Instruction**, the goal is that by December 2025, at least 70% of teachers will score 7 out of 10 or higher in the Instructional section of the SPOT form (updated 08/11/25), including engagement strategies (wiring), with an increase to 85% by May 2026 as measured by monthly SPOT averages and multi-year trend data across all student subgroups. Additionally, by May 2026, 100% of core content teachers will implement writing-to-learn strategies at least twice per week, as evidenced by quarterly SPOT reviews and aligned to the district's Sweet 16 HQI leverage points and Great 8 strategies. The committee discussed continued monthly SPOT data reviews, targeted coaching cycles for teachers needing support, and embedding "At-Bats" during PLCs to practice instructional strategies to ensure progress toward these goals.

Under **Key Action 2: Monitor and Adjust to Student Academic Outcome Data**, the campus aims to increase the percentage of students scoring Meets Grade Level or above on the STAAR Algebra I exam to 85% by the end of the academic year, with subgroup data closely monitored to close achievement gaps. Additionally, by April 2026, students identified for intervention based on BOY data will demonstrate at least a 10% cumulative group average improvement from the January 2026 STAAR Interim (or campus-based assessment, if needed) to the end-of-year STAAR Summative assessments in English II, Algebra I, and U.S. History. The committee emphasized ongoing data monitoring cycles, intentional intervention planning, and responsive instructional adjustments.

Under **Key Action 3: Improve College, Career, and Military Readiness (CCMR)**, the campus will increase the percentage of 9th grade students demonstrating college readiness in English through TSI 2.0 ELA to 30% or higher by June 5, 2026. Additionally, by Summer 2026, the percentage of students graduating with an associate degree will increase from 80% to 85%, as measured by Houston Community College (HCC) final graduation reports and reinforced through joint monitoring with central office CCMR support staff. The committee discussed strengthening early TSI preparation, vertical alignment, and ongoing collaboration with HCC partners.

Under **Key Action 4: Monitor and Adjust to Tier 2 and Tier 3 Student Academic Outcome Data**, the campus goal is that by June 2026, at least 60% of identified 10th grade Tier 2 and Tier 3 students will achieve a qualifying score on the TSIA2 English (Accuplacer) or equivalent assessment, and 70% of identified 11th grade Tier 2 and Tier 3 students will achieve a qualifying score on the TSIA2 Math

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(Accuplacer) or equivalent assessment. The committee discussed strengthening targeted supports, progress monitoring systems, and structured intervention blocks to ensure these students receive intensive academic assistance.

Mr. Santos provided an update on the **HCC Cybersecurity, Artificial Intelligence, and Engineering Foundations pathways**. He shared that he is continuing discussions with HISD to finalize the draft crosswalk developed last year in partnership with HCC to ensure the successful launch of the Dual Credit Level 1 certificate program for Fall 2026. As discussed in the February 26, 2025 meeting, the plan is to enroll all 9th-grade students in a technology course next year to introduce them to programming, cybersecurity, and engineering concepts. This introductory experience will help identify students interested in the Cybersecurity pathway or the Engineering Foundations/Robotics pathway for the 2026–2027 school year. Ms. Jose is intentionally blending programming, cybersecurity, and related skills to support early exposure and gauge student interest. Proposed dual credit courses include ITAI 1370 – Artificial Intelligence (AI) History, Theory, and Platforms; ITAI 1371 – Introduction to Machine Learning; COSC 1436 – Programming Fundamentals I (Python); ITSC 1307 – UNIX Operating System I; ITAI 1372 – AI in Cybersecurity; and ITAI 1378 – Computer Vision for AI. Mr. Santos emphasized that finalizing the course sequence and obtaining feedback and approval are critical next steps to ensure proper scheduling and implementation.

The committee also reviewed the upcoming **Weapon Detection Training**. HISD will conduct staff training on Thursday, February 22. Mr. Santos will host both a morning and afternoon parent meeting on Friday, February 23, to review the weapon detection process, system implementation, and campus procedures. Full implementation is scheduled for February 26. The purpose of the rollout is to ensure student and staff safety while maintaining a smooth and organized entry process.

An update was provided regarding the potential **Level 5 Autonomy initiative and SB 1882 partnership exploration**. Challenge Early College High School is exploring participation in HISD's Level 5 Autonomy initiative, which may provide greater flexibility in budgeting, staffing, and program design while remaining a public school within HISD. The campus is also learning more about a potential SB 1882 partnership structure to support sustainable funding and long-term stability for innovative public schools. The purpose of exploring this opportunity is to preserve and strengthen the elements that have made Challenge a top-performing early college high school for nearly two decades: rigorous academics, strong dual-credit programming with Houston Community College, and a culture of high expectations.

It was emphasized that Challenge will remain a public school, with enrollment, admissions, transportation, special education, bilingual services, and district resources continuing as usual. Partnerships with Houston Community College and other key programs will remain intact. Students' daily experiences, academic rigor, and campus culture will not change. Level 5 Autonomy would

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provide greater flexibility in resource allocation, program design, teacher empowerment, and recognition systems aligned to campus values, while ensuring long-term sustainability. Mr. Santos shared that additional information will be presented on the next Professional Development Day. Ongoing communication will occur through staff meetings, newsletters, parent meetings, and community sessions, pending TEA approval.

The meeting concluded with questions, clarifications, and discussion of next steps.