

2025-2026 Action Plan



Jose R. Santos, Principal

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

The STAAR data highlights areas of academic success, especially in 9th Grade English I and Biology, but reveals significant achievement gaps, particularly at the Masters level. While performance at the Meets level is strong across many student groups, mastery rates are notably lower for Hispanic, Emerging Bilingual, and African American students. For example, in English I, while 100% of White students mastered the exam, only 37% of Emerging Bilinguals and 44% of Hispanic students did so. Similar trends appear in Algebra I, where mastery rates drop for Emerging Bilinguals, and in Biology, where while Meets performance is high, only 45% of Emerging Bilinguals reached the Masters level. These gaps are more pronounced in 10th and 11th grades, particularly in English II and U.S. History, where mastery performance for Hispanic, Emerging Bilingual, and African American students is significantly lower compared to White and Asian students. This indicates a need for targeted interventions and increased support to close these achievement gaps.

Parameters and metrics established by the District

Needs related to improving the quality of instruction

The data highlights the need for targeted instructional strategies and culturally responsive practices to address achievement gaps, particularly for African American, Hispanic, and Emerging Bilingual students. While Asian and White students perform well, especially in English I, Biology, and U.S. History, there is a pressing need to increase the number of underrepresented students reaching the Masters level across content areas. With a significant enrollment of African American (51), Hispanic (373), and Emerging Bilingual (111) students, a school-wide approach is necessary to close these gaps. This should include aligning tier 1 instruction, instructional supports, and interventions to meet the specific needs of these key student groups, with a particular focus on improving performance at the Masters level.

System evaluation (philosophy, processes, implementation, capacity)

Challenge Early College High School operates with a philosophy of equity-driven excellence, ensuring all students have access to rigorous instruction and the opportunity to achieve at high levels, regardless of their background. The school employs a data-informed, student-centered approach, with clear processes for disaggregating data by subgroup to monitor progress, especially in achieving mastery at the Meets and Masters levels. A tiered support system, including tutoring, acceleration labs, and Saturday sessions, addresses gaps in areas like English II and Algebra I. Instructional coaches support teachers in enhancing literacy and critical thinking skills, while professional development and collaboration time build capacity for consistent, culturally responsive practices. The school's implementation plan focuses on progress monitoring, PLCs, and strong family partnerships to ensure all students, particularly underrepresented subgroups, receive the support they need to succeed.

Key Actions

- Improve the quality of writing instruction
- Monitor and adjust to student academic outcome data
- Improve College, Career and Military Readiness
- Monitor and Adjust to Tier 2 and Tier 3 Student Academic Outcome Data

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve the quality of writing instruction. (HISD Core Belief 2- Effective Teachers make the most different in student academic performance)
	Indicators of success (<i>Measurable results that describe success.</i>)
	1. By December 2025, 70% of teachers will score 4/6 (proficient or above) engagement and deliver based on the SPOT form, increasing to 85% by May 2026, as measured by the monthly spot average. 2. By May 2026, 100% of core content teachers will implement writing-to-learn strategies at least twice per week, as evidenced by quarterly checks in the spot observation forms.
	Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)
	3. By August 2025, administrators and instructional coaches will provide each PLC with a planning protocol for embedding writing-to-learn and discourse strategies. 4. Beginning September 2025, campus leaders will review PLC agendas and provide targeted feedback to ensure alignment with writing-to-learn and academic discourse expectations. 5. Leaders will schedule and lead quarterly peer-learning walks focused on high-leverage instructional strategies tied to writing-to-learn. 6. Leaders will conduct monthly SPOT observations targeting writing strategies with real-time feedback and coaching. 7. Facilitate quarterly writing and student discourse calibration sessions across departments.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)
	8. Integrate writing-to-learn strategies into weekly lesson plans (journals, quick writes, reflections, response cards, etc.) aligned to content standards. 9. Teachers will incorporate at least two writing-to-learn activities per week (e.g., quick writes, reflections, exit tickets) into lesson plans that align directly with content TEKS and unit objectives. 10. Submit student writing samples quarterly for calibration and reflection using the campus-wide rubric. 11. Teachers will review student writing samples during PLCs biweekly to identify misconceptions and adjust instruction, ensuring writing tasks support both content mastery and literacy development. 12. By January 2026, 100% of teachers will participate in at least two peer-learning walks focused on writing-to-learn and academic discourse strategies.

Key Action One: Staff Development

Who:

1. Instructional Coaches and Selected Teachers
2. ELA, Social Studies, Science, Math, and AVID Teachers
3. Department Leads, Teachers
4. AVID-trained Staff, Open to All Teachers

What:

5. Writing-to-Learn Across the Curriculum
Instructional routines for daily writing-to-learn and integrating writing into lessons
6. Socratic Seminar & Discourse Protocols
Facilitation strategies for structured student dialogue, using evidence in discussion
7. Cross-Curricular Writing Calibration
Aligning expectations for writing products using campus rubrics
8. AVID Critical Reading & Writing Strategies
Academic writing and note-taking strategies with a focus on college-readiness

When:

- 1) Sep-25 ; 2) Oct-25 ; 3) Nov-25 ; 4) January 2026

Where:

9. Challenge ECHS / HISD Secondary Curriculum Office
10. AVID, Lead4Ward or Region 4 ESC
11. Challenge Early College HS Professional Development Day / PLCs
12. AVID Path Training or Virtual Modules

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Train teachers in Writing-to-Learn strategies that naturally support SPOT engagement and delivery (e.g., quick writes, learning logs, focused note-taking). SPOT calibration walks to build shared expectations. Writing strategy spotlights at faculty meetings and PLCs with modeled lessons. Literacy and writing workshops tied to district instructional frameworks. "Engage by Design" training focused on student engagement and delivery using quick checks and active participation techniques. Literacy Across the Curriculum training.	\$3,000
Materials/resources	Access to AVID's literacy-based curriculum and tools to support writing, inquiry, and collaboration in all content areas.	\$2,000

Purchased services	On-site PD days to plan lessons that embed engagement and writing strategies aligned to SPOT. Registration for AVID Summer Institute or Path to Schoolwide trainings focused on WICOR and engagement. ACES tutors in facilitating academic conversations and reflective writing prompts to reinforce class content.	\$4,000
Other	Pay teachers to run content-based writing tutorial labs after school (science, english, math, social studies, etc.).	\$5,000
Other		
TOTAL		\$14,000
Funding sources: • 2110000000 T-I, P-A-BASIC PROG • 1991010004 PUA-STATE COMP ED • 1991010006 PUA-BILINGUAL • 1991010001 PUA-REGULAR PROGRAM		

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Monitor and adjust to student academic outcome data. (HISD Core Belief 2- Effective Teachers make the most different in student academic performance)
	Indicators of success <i>(Measurable results that describe success.)</i>
	1. By the end of the academic year, the percent of students at Meets Grade Level on the STAAR Alg 1 will increase to 80% 2. By April 2026, students identified for intervention will demonstrate at least a 15% improvement from their baseline diagnostic scores (BOY, MOY, EOY) to the end-of-year common assessments in English II, Algebra I, and U.S. History.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	1. Leaders will facilitate monthly data conferences with each department to review assessment data, identify achievement gaps, and monitor progress on instructional adjustments. 2. Leaders will provide targeted coaching support for teachers needing assistance with data interpretation and lesson adaptation. 3. Leaders will develop a campus-wide data protocol and calendar to ensure timely assessments, data analysis, and instructional planning cycles are consistently followed.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	1. Incorporate student goal-setting and progress tracking strategies to increase student ownership and engagement with their learning data. 2. After each benchmark, teachers will meet in their grade-level PLCs to review student performance data, identify trends, and collaboratively adjust lesson plans to address areas of need. 3. Analyze diagnostic and formative assessment data to identify learning gaps and plan targeted reteach lessons or small-group instruction. 4. Collaborate within content-area PLCs to design common assessments and analyze student performance data at the grade level, with a specific focus on monitoring progress and growth among student subgroups. 5. By April 2026, 100% of teachers will administer three diagnostic assessments and submit instructional adjustment plans within one week of each cycle, resulting in at least an 8% increase in student mastery on targeted TEKS between each assessment window. 6. By January 2026, at least 85% of content-area PLCs will document and analyze subgroup performance data - specifically for African American, Hispanic, and Emerging Bilingual students to inform targeted instructional strategies.

Key Action Two: Staff Development

Who:

1. Core Content Teachers, Instructional Coaches, Administrators
2. Department Leads, Teachers
3. AVID Teachers, All Staff
4. AVID Teachers / College Readiness Coordinators
5. EB Coordinators, ESL Teachers, Content Teachers

What:

1. Lead4Ward Data-Driven Instruction Training
Interpreting assessment data, creating reteach plans, progress monitoring systems
2. PLC and Assessment Design Training
3. Building high-quality common assessments and using PLC protocols to drive instruction
4. AVID Data-Tracking and Student Ownership Workshop
Integrating student data tracking tools into AVID strategies and WICOR framework
5. TSI Readiness and Progress Monitoring ELA and Math Teachers,
Using diagnostics and progress monitoring to boost college readiness metrics (Goal 3)
6. Emerging Bilinguals and Data-Informed Scaffolding
Using TELPAS and formative data to differentiate instruction and close EB achievement gaps

When:

- 1) Aug-25 / 2) Sep-25 / 3) Oct-25 / 4) Nov-25 / 5) Dec-25

Where:

1. Region 4 ESC
2. Challenge Early College HS
3. AVID Regional Center or Challenge ECHS / HISD
4. AVID Training / UT OnRamps or HCC
5. HISD Multilingual Department / Challenge ECHS / Region 4

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Focus on Inquiry and Organization for Algebra I; Writing and Reading for English II and U.S. History. Strategy modeling: quick writes, Socratic seminars, and math talks to support content retention. Data-driven instruction cycles: how to use common assessment data to adjust instruction. Use of district-provided assessment tools and STAAR-aligned resources. Field Guide routines that increase engagement and	\$2,000

	retention for tested content. Data Deep Dive training.	
Materials/resources	Cornell note templates, focused note-taking, content-specific writing frames. One-pagers and reflection sheets for student self-assessment. Equation breakdown charts, DBQ outlines, claim-evidence-reasoning templates. Tools to align diagnostics and benchmark assessments with STAAR standards.	\$3,000
Purchased services	Provide targeted intervention support for students in Algebra I and English II, both during and after school. Small-group content coaching for Tier 2 & Tier 3 learners. Work directly with departments on standards unpacking and common assessment design. Allocate extra duty funds additional support such as tutors or substitute teachers or / and specialists coordinating pull-out sessions or tutoring groups aimed at improving outcomes.	\$8,000
Other	Pay teachers to host STAAR boot camps or intervention sessions. Tiered tutoring based on diagnostic data. Compensate staff for attending extended planning days to analyze common assessment data and plan targeted instruction. Closing the Gap - Pay teachers for conducting 1:1 data conferences with intervention students to review growth and set goals. Create stipends for teachers leading modeling or peer coaching around high-impact AP or and STAAR strategies.	\$5,000
Other		
TOTAL		\$18,000
Funding sources:		
• 2110000000 T-I, P-A-BASIC PROG • 1991010004 PUA-STATE COMP ED • 1991010006 PUA-BILINGUAL • 1991010001 PUA-REGULAR PROGRAM		

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve College, Career and Military Readiness (HISD Core Belief 2- Effective Teachers make the most different in student academic performance)
	Indicators of success <i>(Measurable results that describe success.)</i>
	1. By December 2025, 30% or more of 9th grade students will demonstrate college readiness in English through TSI 2.0 ELA. 2. By Summer 2026, the percentage of students graduating with an associate degree will increase from 67% to 75%, as measured by HCC final graduation.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	1. By October 2025, schedule and facilitate quarterly meetings with HCC instructors, college liaisons, AVID teachers, and counselors to align grading expectations, review data, and identify struggling students. 2. Use data from HCC to monitor pass/fail trends biannually and ensure targeted intervention plans are in place by department and teacher level. 3. Ensure 100% of 9th–10th grade students receive the AVID-led College Readiness Mini-Series by October 2025, reviewing content and delivery plans with AVID site coordinator. 4. Coordinate with HCC and testing coordinators to organize TSI testing sessions in late October, April/May, and June, ensuring at least three testing windows per year and provide targeted TSI preparation for students below benchmark. 5. By February 2026, collaborate with HCC to conduct associate degree pathway reviews for all seniors, involving counselors and HCC representatives to track progress and resolve any credit issues.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	1. By September 2025, at least 95% of dual credit students will complete a mid-semester academic reflection and goal-setting activity, monitored by the AVID team. 2. Integrate time management, note-taking, and academic integrity into content lessons and AVID curriculum by October 2025. 3. Review grade reports bi-weekly and provide ongoing support or tutoring to dual credit students, flagging issues early. 4. Use reflective journals and writing-to-learn strategies twice a week in dual credit and AVID courses to build academic stamina. 5. Use available practice resources in AVID class and offer tutorials for students prepping for the TSI assessments. 6. By October 2025, all 9th and 10th grade students will receive a College Readiness Mini-Series (4 sessions) focused on time management, note-taking, and academic integrity through AVID classes. 7. By October 2025, 100% of AVID teachers will collaborate with HISD/HCC dual credit instructors, a college liaison, campus administrators, and counselors to review college

readiness data, align grading expectations, and develop targeted support plans for struggling students.

Key Action Three: Staff Development

Who:

1. All AVID and Dual Credit Teachers
2. ELA, SS, and Science Teachers
3. Counselors, Admin, AVID Coordinator
4. All 9–12 Teachers
5. AVID Teachers and Supporting Dual Credit Team

What:

1. AVID Tutorology, Grading alignment, student support strategies, and data review protocols.
 2. Integrating writing-to-learn in dual credit settings
 3. Tracking associate degree progress and advising tools
 4. Embedding TSI readiness, note-taking, and time management into daily lessons
 5. Using Accuplacer/College Board student data dashboards to monitor readiness and growth
- Ongoing

When:

- 1) Oct-25, 2) Sep-25, 3) Dec-25, 4) Aug-25, 5) After Each Testing Window

Where:

1. AVID, Challenge ECHS or HCC Campus
2. Challenge ECHS / HISD PD or Lead4Ward
3. HCC Advising Training, Challenge Early College HS or ACES University of Houston / Region 4
4. AVID, Challenge ECHS AVID, led PD, ACES University of Houston
5. Accuplacer/ College Board / HISD Data Services or Campus PLCs

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Writing and Reading workshops to build academic literacy and readiness for TSI ELA.	\$4,000
	Focus on Organization and Inquiry to support college-level writing and dual credit course demands.	
	Departmental alignment of writing expectations (9th–12th grade) with college readiness standards.	
	Data-driven PLCs focused on progress toward TSI readiness benchmarks and graduation tracking.	
	ELA boot camp training resources and supplies for	

	teachers and students. Focused sessions on student engagement, critical reading, and academic vocabulary aligned to TSI/college readiness.	
Materials/resources	Use EdReady or/and Cambridge Edu - Credit Ready! Prep for the TSI 2.0 Student Text , TSIA2 Prep modules, or TSI Bootcamp materials (print/digital). Purchase TSI-aligned writing prompts, rubrics, and skill-based practice sets. Weekly articles for cross-curricular literacy development. For students to track writing growth aligned with TSI rubrics.	\$7,000
Purchased services	On-campus support /Tutors for students struggling in TSI Reading/Writing or dual credit coursework. On-campus support /Tutors for students who are almost at AP level. Planning TSI ELA or writing-to-learn interventions. Edgenuity, Accuplacer Practice, or HCC Reading/Writing Lab supports. College Board- Accuplacer testing units.	\$ 15,000
Other	Compensate teachers for leading targeted TSI prep sessions. Teacher-led labs focused on improving analytical and persuasive writing for both TSI and dual credit coursework. Extra duty for counselors or staff helping students navigate HCC registration, transcripts, and degree audits. Provide extra duty pay to staff and counselors who help administer the TSI assessment outside of regular school hours, including Saturdays. Offer extra duty compensation for teachers who commit additional planning time to create, analyze assessment data and design targeted lessons.	\$15,000
Other		
TOTAL		\$41,000

Funding sources:

- 2110000000 T-I, P-A-BASIC PROG
- 1991010004 PUA-STATE COMP ED
- 1991010006 PUA-BILINGUAL
- 1991010001 PUA-REGULAR PROGRAM

KEY ACTION Four	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Monitor and Adjust to Tier 2 and Tier 3 Student Academic Outcome Data. (HISD Core Value Core Value 1- All students can learn and reach his or her potential.
	Indicators of success <i>(Measurable results that describe success.)</i>
	1. By June 2026, 60% of 10th grade students that are identified as Tier 2 and Tier 3 students will pass TSI English - Accuplacer or equivalent. 2. By May 2026, 70% of 11th grade students that are identified as Tier 2 and Tier 3 students will pass TSI Math - Accuplacer or equivalent.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	1. Monitor student participation in SEL programs and remediation, ensuring that all Tier 2 and Tier 3 students are receiving appropriate services. 2. Collaborate with Magnet Coordinator, counselors and wraparound specialist intervention to ensure Tier 2 and Tier 3 students who are in academic probation have individualized plans in place that are reviewed and updated. 3. Offer professional development on SEL, remediation, and acceleration strategies to equip staff with the tools needed for effective, targeted interventions and instruction. 4. Review data on student progress and determine the effectiveness of remediation programs, adjusting resources as necessary to support struggling students. 5. Facilitate monthly meetings with teachers, counselors, and intervention specialists to analyze progress and identify strategies to better support Tier 2 and Tier 3 students.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	1. Implement targeted remediation strategies in tutorial and remediation classes, focusing on supporting Tier 2 and Tier 3 students to help close achievement gaps. 2. Track student progress on a weekly basis, adjusting instruction to meet the needs of Tier 2 and Tier 3 students. 3. Participate in professional learning communities (PLCs) to share and discuss best practices for supporting Tier 2 and Tier 3 students through academic remediation, acceleration, and SEL initiatives. 4. Utilize data to differentiate instruction and provide individualized academic support for Tier 2 and Tier 3 students. 5. Promote SEL practices within the ADVOC classroom, using strategies such as mindfulness, emotional regulation activities, and group discussions to build student resilience.

Key Action One: Staff Development
Who: 1. Teachers, counselors, and intervention specialists 2. All AVID teachers and Instructional coaches/Assistant Principals

3. AVID Teachers and staff involved in SEL and student support
4. AVID, Reading and Strategic Math Teachers

What:

1. SEL and Remediation Strategies Workshop
Focus on the best SEL practices and remediation strategies to support Tier 2 and Tier 3 students
2. Data-Driven Instruction Training
Training on analyzing and using student data to drive remediation and acceleration decisions for Tier 2 and Tier 3 students.
3. Mindfulness and Emotional Regulation Practices for Educators
Practical training on incorporating mindfulness and emotional regulation into daily classroom routines to build student resilience.
4. Targeted Intervention Training for Remediation
Focus on creating and implementing targeted intervention strategies for Tier 2 and Tier 3 students in math and reading.

When:

- 1) By November 2025; 2) By January 2026; 3) By December 2025; 4) By February 2026

Where:

- 1) Challenge Early College High School, AVID, ACES – University of Houston, and or Houston ISD/Region 4)
- 2) AVID, Challenge Early College HS, ACES – UH, Houston ISD, Region 4, or Lead4Ward
- 3) AVID, Challenge Early College HS, ACES – UH, Houston ISD, Region 4, or Lead4Ward
- 4) Challenge Early College HS, ACES – UH, Houston ISD, Region 4, or Lead4Ward

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Campus-based workshops on WICOR strategies with focus on <i>Writing and Reading</i> for TSI English and <i>Inquiry and Organization</i> for TSI Math. Schedule vertical alignment sessions across content areas to share best practices. Create PLCs around Tier 2 & 3 intervention strategies using TSI data Train staff on how to integrate UH tutors effectively into Tier 2/3 intervention groups.. Region 4 PD - Reading and Writing workshops for STAAR/TSI alignment. Lead4Ward PD - Instructional strategies focused on scaffolding, student ownership of learning, and use of student data trackers.	\$5,000

Materials/resources	Purchase TSI practice books and online licenses (Accuplacer-approved materials). Graphic Organizers, Sentence Frames, and Rubrics TSI Data Trackers <i>IXL, NoRedInk, Newsela, or EdReady.</i>	10,000
Purchased services	ACES Tutoring (University of Houston) Regular, scheduled small-group support for Tier 2 & 3 students in English and Math	20,000
Other	Region 4 or Lead4Ward - PD targeted at TSI preparation. Provide extra duty pay to teachers and staff who lead additional intervention sessions or tutoring groups dedicated to TSI preparation. Offer extra duty compensation for teachers who commit additional planning time to analyze assessment data and design targeted lessons for Tier 2 and Tier 3 students.	4,000
Other	AVID Center - Purchase site licenses or send teachers to Summer Institute or Path trainings.	\$7,000
TOTAL		\$48,000
Funding sources: ● 2110000000 T-I, P-A-BASIC PROG ● 1991010004 PUA-STATE COMP ED ● 1991010006 PUA-BILINGUAL ● 1991010001 PUA-REGULAR PROGRAM		