

2026-2027 Action Plan

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Challenge Early College High School continues to demonstrate strong overall academic performance aligned to the Texas Education Agency (TEA) accountability system, with a continued focus on maintaining an “A” accountability rating through the Student Achievement, School Progress, and Closing the Gaps domains. Based on 2024–2025 STAAR, AP, TELPAS, CCMR, TAPR, IRT, and SPOT data, the campus demonstrates several strengths, including advanced course enrollment, strong college readiness systems, exceptional attendance, and high levels of student engagement in rigorous coursework. During the 2024–2025 school year, the campus achieved a 97.8% attendance rate, and according to Pro EveryDay Labs data, attendance increased to 98.2% during the 2025–2026 school year, representing the highest attendance rate in Houston ISD. The data used for this needs assessment includes 2025 STAAR EOC performance data (English I, English II, Algebra I, Biology, and U.S. History), TEA TAPR performance and distinction reports, CCMR indicators, TELPAS results, IRT and SPOT instructional data, and PEIMS demographic information. Current enrollment for the 2025–2026 school year is approximately 485 students, including 320 Hispanic students (~69%), 52 African American students, 56 Emerging Bilingual students, and 382 economically disadvantaged students.

While the campus continues performing at a high level overall, analysis of 2025–2026 accountability and subgroup performance data highlights opportunities to further strengthen student achievement outcomes through intentional instructional focus and targeted support systems. Specifically, the campus will continue concentrating on increasing Masters-level performance across all STAAR EOC assessments, strengthening academic language development for Emerging Bilingual students, improving subgroup outcomes among Hispanic and African American students, and closing Black/White and Hispanic/White achievement gaps in alignment with SB 1882 Appendix 3 requirements.

The campus will also continue strengthening Tier 1 instructional practices through reading and annotation strategies, evidence-based writing, structured academic discourse, higher-order questioning, and real-time monitoring and adjustment of instruction aligned to AP, TSI, Dual Credit, and college-readiness expectations. As part of this work, the campus has established measurable goals for Spring 2027, including increasing English I Meets performance from 35% to 38%, English II from 28% to 31%, Algebra I from 57% to 60%, Biology from 51% to 54%, and U.S. History from 82% to 85%. Additionally, based on TELPAS outcomes and changing student demographics through the HISD School Choice process, the campus will aim to increase TELPAS Advanced High proficiency in Reading and Writing for Emerging Bilingual students from 68% to 73% by Spring 2027 through implementation of annotation strategies, academic vocabulary development, evidence-based writing, structured academic discourse, and real-time instructional scaffolds aligned to rigorous Early College and AP expectations.

Needs related to improving the quality of instruction

Root Cause

Challenge Early College High School continues to demonstrate strong overall academic performance, advanced course participation, exceptional attendance rates, and positive college readiness outcomes; however, analysis of 2025–2026 STAAR EOC, TELPAS, CCMR, TAPR, IRT, SPOT, and subgroup performance data indicates the need to deepen and

strengthen the intentional implementation of high-quality Tier 1 instructional practices to further accelerate student achievement outcomes among Hispanic, African American, Emerging Bilingual, and economically disadvantaged student groups. As the campus continues expanding rigorous AP, Dual Credit, and Early College opportunities, there is a purposeful focus on strengthening academic language development, evidence-based writing, annotation practices, higher-order questioning, structured student discourse, and real-time monitoring and adjustment of instruction to better support students in mastering increasingly complex academic expectations. Emerging Bilingual students, in particular, continue to benefit from targeted language supports, academic vocabulary development, and scaffolded opportunities to engage in rigorous reading, writing, listening, and speaking tasks aligned to college readiness standards. Additionally, while many students continue performing successfully at the Approaches and Meets levels, the campus is intentionally concentrating on increasing Masters-level performance and accelerating subgroup growth through stronger feedback systems, student discourse opportunities, data-driven instructional adjustments, and purposeful alignment of classroom instruction to TEA accountability indicators, CCMR expectations, and SB 1882 performance goals.

System evaluation (philosophy, processes, implementation, capacity)

Challenge Early College High School operates with a philosophy centered on high expectations, equity, college readiness, and continuous improvement to ensure all students graduate prepared for postsecondary success. As an Early College High School, the campus is committed to providing all students – particularly Hispanic, African American, Emerging Bilingual, and economically disadvantaged students access to rigorous academic opportunities, including AP coursework, Dual Credit classes, Associate Degree pathways, and college-ready instructional experiences. The campus believes that strong relationships, high-quality Tier 1 instruction, student engagement, and purposeful academic support systems are essential to increasing student achievement and sustaining long-term success within the TEA accountability framework and SB 1882 partnership expectations.

The campus has established strong instructional and operational processes that support continuous improvement and accountability. These systems include:

- Weekly Professional Learning Communities (PLCs)
- Lesson internalization and instructional planning protocols
- SPOT walkthroughs and instructional feedback cycles
- IRT instructional monitoring and calibration
- Demonstration of Learning (DOL) checks
- Student work analysis protocols
- Subgroup data monitoring
- AP, Dual Credit, TELPAS, and CCMR progress monitoring systems

These processes allow campus leaders and teachers to analyze student performance data regularly, monitor progress toward accountability goals, and implement targeted instructional responses aligned to student needs.

Implementation of the campus instructional framework is grounded in the “Great 8” instructional strategies and campus-wide focus areas, including:

- Reading and annotation practices
- Monitoring and adjusting instruction in real time
- Structured student discourse
- Evidence-based writing
- Higher-order questioning aligned to Bloom’s Taxonomy
- Grade-level rigor with differentiated scaffolds
- Frequent checks for understanding
- College-readiness aligned instruction

The campus has demonstrated strong capacity to implement these systems effectively, as reflected through high attendance rates, growth in IRT instructional scores, strong AP and Dual Credit participation, and sustained overall academic performance. Additionally, the school’s culture of collaboration, coaching, and continuous feedback supports teacher growth and instructional improvement. Campus leadership intentionally prioritizes real-time instructional feedback, student-centered coaching, and data-driven decision-making to strengthen classroom practices and improve student outcomes.

As the campus continues to expand rigorous academic opportunities and support a growing number of special population students, Challenge Early College High School will continue strengthening systems that support:

- Masters-level student achievement
- Emerging Bilingual academic language development
- Closing Black/White and Hispanic/White achievement gaps
- CCMR outcomes
- Consistent implementation of rigorous Tier 1 instruction aligned to TEA accountability expectations and SB 1882 performance goals

Through intentional instructional planning, targeted feedback cycles, and ongoing progress monitoring, the campus will continue building capacity to sustain high levels of achievement while ensuring all students are prepared for success in college, career, and beyond.

Key Actions

- **Strengthen Reading and Annotation Practices Across All Content Areas**
Build consistency in close reading, annotation, and evidence-based analysis to improve comprehension, academic vocabulary, and STAAR/AP performance.
- **Increase Evidence-Based Writing and Writing-to-Learn Opportunities**
Implement structured writing practices across all content areas to strengthen analytical thinking, constructed responses, and college-ready communication skills.
- **Improve Monitoring and Adjustment of Instruction in Real Time**
Strengthen teachers' ability to analyze student understanding during instruction and make immediate instructional adjustments based on student feedback and performance trends.
- **Increase Structured Student Discourse and Academic Reasoning**
Expand opportunities for students to explain thinking, engage in collaborative discussions, use academic language, and participate in higher-order questioning aligned to AP and college-readiness expectations.

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Strengthen Reading and Annotation Practices Across All Content Areas
	Indicators of success (<i>Measurable results that describe success.</i>)
	<ul style="list-style-type: none"> 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%. By January 2027, 80% of students observed during walkthroughs will actively participate in structured academic discourse activities (e.g., accountable talk, Socratic seminars, collaborative annotation, text-based discussions) at least twice weekly. By March 2027, 100% of core content PLCs will analyze at least two student reading and annotation work samples biweekly to identify trends, misconceptions, and instructional next steps aligned to STAAR and AP expectations. By May 2027, 90% of students enrolled in AP and Dual Credit courses will consistently utilize annotation and evidence-based reading strategies, as evidenced through student work samples, AP practice assessments, walkthrough observations, and PLC calibration reviews.
	Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)
	<ul style="list-style-type: none"> Leaders will coach teachers on implementing campus-wide annotation and close-reading protocols aligned to AP, STAAR, and college-readiness expectations during block-to-block walkthroughs and PLCs. Leaders will monitor and provide feedback on evidence-based writing, annotation, and academic discourse implementation through SPOT walkthroughs, IRT calibration rounds, and student work reviews. Leaders will track, reflect on, and respond to subgroup reading and writing performance data, including Hispanic, African American, Emerging Bilingual, and economically disadvantaged student groups during weekly leadership and PLC meetings. Leaders will facilitate quarterly literacy calibration sessions focused on annotation practices, reading rigor, academic vocabulary development, and evidence-based writing across all content areas. Leaders will provide ongoing professional development and coaching on AP literacy strategies, higher-order questioning, text complexity, and academic discourse aligned to college-readiness expectations. Leaders will monitor implementation of reading and annotation strategies through lesson plan reviews, classroom walkthroughs, DOL analysis, and student work samples to ensure alignment to TEKS, STAAR, AP, and Dual Credit rigor.
	Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)

- Teachers will implement campus-wide annotation and close-reading strategies daily across all content areas to strengthen comprehension, academic vocabulary, and evidence-based analysis.
- Teachers will intentionally integrate evidence-based writing opportunities, annotation tasks, and academic discourse protocols into Tier 1 instruction during each instructional cycle.
- Teachers will use real-time monitoring strategies, checks for understanding, and differentiated scaffolds to support student mastery of rigorous reading and writing tasks.
- Teachers will engage students in structured collaborative discussions, text-based analysis, and AP-style reading tasks to strengthen academic reasoning and college-readiness skills.
- Teachers will participate in PLCs focused on analyzing student work, calibrating annotation expectations, reviewing subgroup data, and adjusting instruction to improve reading and writing outcomes.

Key Action One: Staff Development

Who:

- Instructional Coaches and Campus Leadership Team
- ELA, Social Studies, Science, Math, Elective and AVID Teachers
- Department Leads and PLC Facilitators
- AVID-trained Staff and AP/Dual Credit Teachers
- Emerging Bilingual Support Teachers and Interventionists

What:

1. Reading and Annotation Across the Curriculum

Instructional routines focused on close reading, annotation strategies, text analysis, and evidence-based responses aligned to AP, STAAR, and college-readiness expectations.

2. Academic Vocabulary and Language Development Strategies

Strategies to strengthen academic vocabulary acquisition, structured student discourse, and literacy supports for Emerging Bilingual students.

3. Evidence-Based Writing and AP Literacy Practices

Training on integrating evidence-based writing, short constructed responses, and AP-style analytical writing across all content areas.

4. Socratic Seminar and Academic Discourse Protocols

Facilitation strategies for structured student dialogue, collaborative reasoning, accountable talk, and text-based discussions.

5. Cross-Curricular Literacy Calibration

Calibration of reading, annotation, and writing expectations using student work protocols, campus rubrics, and AP/STAAR exemplars.

When:

- Daily instructional implementation
- Weekly PLCs and instructional coaching cycles
- Monthly campus PD sessions
- Weekly / Monthly calibration walks and literacy reviews

Where:

- Challenge ECHS / HISD Secondary Curriculum Office
- AVID, Lead4Ward, or Region 4 ESC
- Challenge Early College HS PLCs and Professional Development Days
- AVID Path Trainings and Virtual Learning Modules
- AP Summer Institutes and College Board Workshops

Key Action One: Budget

Proposed item	Description	Amount
Staff Development	Train teachers in annotation strategies, close reading protocols, evidence-based writing, AP literacy practices, SPOT-aligned engagement strategies, and academic discourse implementation. Includes literacy calibration walks, modeled lessons, and instructional coaching support.	\$4,000
Materials/Resources	Purchase annotation resources, AP literacy materials, classroom novels, academic vocabulary supports, AVID literacy resources, text annotation tools, writing exemplars, and digital literacy platforms.	\$3,500
Purchased Services	Registration for AVID Summer Institute, College Board AP trainings, Region 4 literacy workshops, literacy consultants, and instructional coaching support.	\$5,000
Educational Field Trips	Literacy and college-readiness connected field experiences including museum visits, college campus literacy workshops, historical document analysis experiences, theater/literature performances, and AP enrichment opportunities aligned to ELA and Social Studies content.	\$4,500
Other	Pay teachers for after-school literacy tutorial labs, AP reading boot camps, Saturday writing academies, and intervention supports focused on reading comprehension and evidence-based writing.	\$6,000
Other	Supplemental instructional supports for Emerging Bilingual students, including bilingual literacy resources, online annotation tools, and intervention materials.	\$2,500
TOTAL		\$25,500

Funding sources:

- 2110000000 – T-I, P-A-BASIC PROG
- 1991010004 – PUA-STATE COMP ED
- 1991010006 – PUA-BILINGUAL
- 1991010001 – PUA-REGULAR PROGRAM
- Title I / III Funds
- CCMR / College Readiness Funds
- 1882 Funds

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve Monitoring and Adjustment of Instruction in Real Time
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> 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%. By January 2027, 90% of classrooms will demonstrate evidence of immediate instructional adjustments based on student misconceptions, including scaffolded questioning, academic vocabulary supports, visual supports, chunking strategies, and targeted feedback aligned to special population student needs. By January 2027, 75% of teachers will utilize targeted Tier 2 and Tier 3 intervention strategies during Tier 1 instruction, including flexible grouping, differentiated scaffolds, and reteach opportunities, as evidenced through walkthrough observations, lesson plans, and instructional coaching feedback. By December 2026, 100% of PLCs will utilize subgroup performance data, student work analysis, and DOL trends weekly to plan reteach opportunities and targeted instructional adjustments aligned to TEA accountability indicators. 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. By October 2026, 85% of teachers will use student performance data to intentionally adjust pacing, rigor, grouping structures, and scaffolds for Tier 2, Tier 3, Emerging Bilingual, Special Education, and 504 students during daily instruction. By January 2027, 100% of AVID teachers will provide students with at least one opportunity weekly to reflect on academic progress, identify misconceptions, and set goals for improvement through student data tracking and conferencing protocols. By October 2026, 90% of teachers will maintain classroom data trackers aligned to DOL outcomes, STAAR readiness, AP progress, or TELPAS growth indicators to monitor student mastery trends. By October 2026, 75% of teachers will utilize student feedback, academic discourse strategies such as Ink-Pair-Share, whiteboard response strategies, short constructed responses, and Demonstration of Learning (DOL) data to intentionally adjust pacing, instructional scaffolds, student grouping, and questioning strategies during the instructional block, as evidenced through SPOT walkthroughs, lesson observations, and instructional coaching documentation.
Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>	
<ul style="list-style-type: none"> Leaders will coach teachers on implementing real-time monitoring and adjustment strategies aligned to SPOT expectations, DOL mastery, and student engagement practices. Leaders will conduct weekly walkthroughs focused on checks for understanding, instructional responsiveness, and subgroup engagement during Tier 1 instruction. Leaders will monitor subgroup performance trends through PLCs, DOL data reviews, common assessments, and student work analysis to identify areas requiring targeted instructional support. Leaders will facilitate data-driven PLCs focused on reteach planning, subgroup intervention systems, and instructional adjustments aligned to STAAR, AP, TELPAS, and CCMR goals. 	

- Leaders will provide professional development on formative assessment practices, differentiated instruction, questioning strategies, and real-time instructional decision-making.
- Leaders will review lesson plans, student work, and classroom assessment data to ensure alignment between instructional adjustments, TEKS rigor, and accountability expectations.

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

- Teachers will intentionally check in with Tier 2, Tier 3, Emerging Bilingual, Special Education, and 504 students during instruction to provide immediate feedback, monitor understanding, conduct frequent checks for understanding, and address misconceptions in real time through targeted questioning, scaffolded support, small-group conferencing, and instructional adjustments aligned to student learning needs.
- Teachers will implement frequent checks for understanding during instruction to monitor student mastery and adjust instruction in real time.
- Teachers will analyze DOLs, formative assessments, and student work data to identify misconceptions and plan targeted reteach opportunities.
- Teachers will intentionally differentiate instruction through scaffolds, flexible grouping, academic discourse, and intervention supports aligned to student needs.
- Teachers will engage students in collaborative problem-solving, academic discussions, and reflection activities to increase student ownership and responsiveness during instruction.
- Teachers will participate in PLCs focused on subgroup data analysis, reteach planning, instructional calibration, and progress monitoring aligned to TEA accountability indicators

Key Action Two: Staff Development

Who:

- Instructional Coaches and Campus Leadership Team
- ELA, Math, Science, Social Studies, and AVID Teachers
- Department Chairs and PLC Facilitators
- AP and Dual Credit Teachers
- Emerging Bilingual Support Teachers and Interventionists

What:

Real-Time Monitoring and Adjustment Strategies

- Training focused on checks for understanding, formative assessment practices, reteach cycles, and instructional responsiveness aligned to SPOT and STAAR expectations.

Data-Driven Instruction and PLC Calibration

- Strategies for analyzing subgroup data, DOL mastery, student work samples, and assessment trends to improve instructional decision-making.

Differentiation and Scaffolded Instruction

- Professional learning focused on targeted supports for Emerging Bilingual, African American, Hispanic, and economically disadvantaged students.

Student Engagement and Academic Discourse Practices

- Strategies for increasing student participation, collaborative problem-solving, and rigorous classroom discourse aligned

to AP and college-readiness expectations.

AP and College-Readiness Instructional Alignment

- Training focused on rigorous questioning, problem-solving, analytical reasoning, and instructional adjustments aligned to AP, TSI, and Dual Credit coursework.

When:

- Daily instructional implementation
- Weekly PLC meetings
- Monthly instructional coaching cycles
- Quarterly data calibration and reteach reviews

Where:

- Challenge ECHS / HISD Secondary Curriculum Office
- Region 4 ESC and Lead4Ward Trainings
- Challenge Early College HS PLCs and PD Days
- AVID Path Trainings and AP Summer Institutes
- Virtual Coaching and Data Analysis Modules

Key Action Two: Budget

Proposed item	Description	Amount
Staff Development	Professional development focused on formative assessment, real-time instructional adjustments, differentiated instruction, student engagement, data-driven PLCs, and subgroup intervention systems aligned to SPOT and STAAR expectations.	\$4,500
Materials/resources	Classroom response systems, DOL trackers, formative assessment tools, data analysis templates, instructional scaffolds, academic discourse materials, and progress-monitoring resources.	\$3,000
Purchased services	Region 4 workshops, Lead4Ward trainings, AP instructional support, instructional consultants, and PLC facilitation services focused on real-time instructional responsiveness and data-driven instruction.	\$5,500
Educational Field Trips	College-readiness and STEM-based field experiences connected to problem-solving, analytical reasoning, and real-world application aligned to Math, Science, and CCMR pathways.	\$4,000
Other	Teacher stipends for after-school intervention tutorials, reteach academies, Saturday boot camps, and data-planning sessions focused on subgroup support and STAAR readiness.	\$6,000
Other	Supplemental intervention programs, online progress-monitoring platforms, and instructional supports for targeted student groups.	\$3,000
TOTAL		\$26,000

Funding sources:

- 2110000000 – T-I, P-A-BASIC PROG
- 1991010004 – PUA-STATE COMP ED
- 1991010006 – PUA-BILINGUAL
- 1991010001 – PUA-REGULAR PROGRAM
- Title I / III Funds
- CCMR / College Readiness Funds
- 1882 Funds

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase Evidence-Based Writing and Writing-to-Learn Opportunities
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> 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. By October 2026, 85% of classrooms will implement at least two daily writing-to-learn strategy such as quick writes, short constructed responses, learning logs, or evidence-based reflections, as evidenced through walkthrough observations and lesson plan reviews. By December 2026, 100% of PLC teams will analyze student writing samples biweekly to identify misconceptions, calibrate writing expectations, and plan targeted instructional supports aligned to STAAR and AP writing expectations. 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. By September 2026, 75% of Tier 2, Tier 3, Emerging Bilingual, Special Education, and 504 students will receive scaffolded writing supports, sentence stems, exemplars, and targeted feedback during writing tasks, as evidenced through student work samples and walkthrough observations. By February 2027, 85% of ELA teachers will utilize real-time writing conferences, feedback cycles, and checks for understanding during writing tasks to address misconceptions and strengthen student writing performance during instruction.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Leaders will coach teachers on implementing evidence-based writing strategies, writing-to-learn practices, and structured academic writing routines aligned to STAAR, AP, TSI, and college-readiness expectations. Leaders will monitor implementation of writing opportunities across all content areas through SPOT walkthroughs, student work analysis, and lesson plan reviews. Leaders will facilitate PLC calibration sessions focused on analyzing student writing samples, rubric alignment, evidence-based responses, and subgroup writing performance trends. Leaders will provide professional development focused on constructed responses, AP-style analytical writing, academic vocabulary development, and scaffolded writing supports for Emerging Bilingual and special population students. Leaders will conduct writing-focused instructional rounds and coaching cycles to strengthen classroom implementation of writing-to-learn and evidence-based writing practices.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Teachers will implement daily writing-to-learn opportunities, including quick writes, short constructed responses, reflections, and evidence-based writing tasks across all content areas. Teachers will intentionally incorporate academic vocabulary development, annotation strategies, and structured writing scaffolds into Tier 1 instruction to support all student groups. Teachers will provide students with regular opportunities to analyze texts, explain reasoning, and support claims using evidence-based written responses aligned to AP and STAAR expectations.

- Teachers will conduct writing conferences, checks for understanding, and targeted feedback cycles during writing instruction to address misconceptions and strengthen student performance.
- Teachers will participate in PLCs focused on student writing analysis, subgroup progress monitoring, rubric calibration, and planning instructional adjustments aligned to writing outcomes.

Key Action Three: Staff Development

Who:

- Instructional Coaches and Campus Leadership Team
- ELA, Social Studies, Science, Math, and AVID Teachers
- Department Chairs and PLC Facilitators
- AP and Dual Credit Teachers
- Emerging Bilingual Support Teachers and Interventionists

What:

Writing-to-Learn Across the Curriculum

1. Instructional routines focused on integrating daily evidence-based writing, constructed responses, and analytical thinking tasks into all content areas.

AP and College-Ready Writing Practices

2. Strategies focused on analytical writing, evidence citation, argumentative responses, and AP-style writing aligned to college-readiness expectations.

3. Academic Vocabulary and Language Development

3. Professional development focused on academic vocabulary instruction, scaffolded writing supports, and structured literacy practices for Emerging Bilingual students.

4. Writing Calibration and Student Work Analysis

4. Calibration of writing expectations using STAAR exemplars, AP rubrics, constructed response protocols, and student work analysis practices.

5. Real-Time Writing Feedback and Conferencing Strategies

5. Training focused on writing conferences, immediate feedback cycles, misconception checks, and differentiated writing supports during instruction.

When:

- Daily instructional implementation
- Weekly PLC meetings
- Monthly campus PD sessions
- Quarterly writing calibration and instructional review cycles

Where:

1. Challenge ECHS / HISD Secondary Curriculum Office
2. Region 4 ESC and Lead4Ward Trainings
3. Challenge Early College HS PLCs and Professional Development Days
4. AVID Path Trainings and College Board Workshops
5. Virtual Literacy and Writing Modules

Key Action Three: Budget

Proposed item	Description	Amount
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Staff development	Professional development focused on writing-to-learn strategies, AP writing practices, evidence-based writing, academic vocabulary instruction, and real-time writing feedback aligned to SPOT and STAAR expectations.	\$4,500
Materials/resources	Writing journals, constructed response resources, AP writing materials, digital writing platforms, academic vocabulary supports, writing exemplars, and literacy intervention resources.	\$3,500
Purchased services	Region 4 literacy trainings, College Board AP workshops, writing consultants, AVID literacy supports, and instructional coaching services focused on evidence-based writing and analytical thinking.	\$ 5,500
Educational Field Trips	College-readiness and literacy-connected field experiences including university writing workshops, historical document analysis experiences, literature performances, debate competitions, and museum literacy activities aligned to ELA and Social Studies standards.	\$4,500
Other	Teacher stipends for after-school writing labs, AP writing boot camps, Saturday tutorials, and intervention supports focused on evidence-based writing and STAAR/AP readiness.	6,000
Other	Supplemental literacy and writing intervention programs for Tier 2, Tier 3, Emerging Bilingual, Special Education, and economically disadvantaged students.	3,000
TOTAL		\$27,000
Funding sources: <ul style="list-style-type: none"> ● 2110000000 – T-I, P-A-BASIC PROG ● 1991010004 – PUA-STATE COMP ED ● 1991010006 – PUA-BILINGUAL ● 1991010001 – PUA-REGULAR PROGRAM ● Title I / III Funds ● CCMR / College Readiness Funds ● 1882 Funds 		

KEY ACTION Four	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase Structured Student Discourse and Academic Reasoning
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By January 2027, 80% of classrooms observed through SPOT walkthroughs will demonstrate implementation of structured student discourse strategies at least three times weekly, including accountable talk, Ink-Pair-Share, collaborative problem-solving, and evidence-based discussions. By October 2026, 100% of PLC teams will analyze student discourse practices, questioning strategies, and classroom engagement data biweekly to identify opportunities to strengthen student reasoning and participation. By Spring 2027, STAAR English I and English II Meets Grade Level performance will increase by 3 percentage points through implementation of academic discourse, evidence-based reasoning, and higher-order questioning strategies aligned to college-readiness expectations. By November 2026, 75% of teachers will intentionally utilize higher-order questioning aligned to Bloom's Taxonomy during instruction to increase student reasoning, analysis, and evidence-based discussion. By November 2027, 75% of students enrolled in AP and Dual Credit courses will demonstrate proficiency in academic discourse, collaborative reasoning, and evidence-based verbal responses during classroom discussions, as measured through classroom rubrics and walkthrough observations. By October 2026, 70% of teachers will implement regular checks for understanding during academic discourse activities to identify misconceptions, provide immediate feedback, and adjust instruction based on student responses, participation trends, and evidence of learning. By February 2027, this percentage will increase to 85%, as measured through SPOT walkthrough data, instructional coaching observations, and classroom discourse evidence. By October 2026, 80% of teachers will implement at least one structured student discourse activity daily, including Ink-Pair-Share, Socratic seminars, collaborative problem-solving, accountable talk, or academic discussion protocols, as evidenced through walkthrough observations and lesson plans. 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.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Leaders will coach teachers on implementing structured academic discourse protocols aligned to STAAR, AP, TSI, and college-readiness expectations. Leaders will monitor classroom implementation of student discourse strategies, collaborative reasoning activities, and higher-order questioning through SPOT walkthroughs and instructional coaching cycles. Leaders will facilitate PLC discussions focused on increasing student engagement, discourse opportunities, and evidence-based reasoning aligned to TEA accountability expectations. Leaders will provide professional development on Socratic seminars, collaborative learning structures, accountable talk strategies, and discourse scaffolds for Emerging Bilingual and special population students. Leaders will monitor subgroup participation trends in classroom discourse activities and collaborate with teachers to strengthen engagement and communication opportunities for all student groups. Leaders will conduct instructional rounds focused on student reasoning, academic language usage, and

collaborative problem-solving practices across all content areas.

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

- Teachers will implement daily structured student discourse opportunities, including Ink-Pair-Share, accountable talk, collaborative problem-solving, and text-based discussions across all content areas.
- Teachers will intentionally incorporate higher-order questioning strategies aligned to Bloom’s Taxonomy to strengthen analytical thinking and evidence-based reasoning.
- Teachers will provide scaffolded discourse supports, including sentence stems, academic vocabulary resources, and collaborative structures to support Tier 2, Tier 3, Emerging Bilingual, and special population students.
- Teachers will conduct real-time checks for understanding during discourse activities to identify misconceptions, provide immediate feedback, and adjust instruction as needed.
- Teachers will participate in PLCs focused on analyzing student discourse practices, engagement trends, subgroup participation, and instructional strategies aligned to student reasoning outcomes.

Key Action One: Staff Development

Who:

- Instructional Coaches and Campus Leadership Team
- ELA, Social Studies, Science, Math, and AVID Teachers
- Department Chairs and PLC Facilitators
- AP and Dual Credit Teachers
- Emerging Bilingual Support Teachers and Interventionists

What:

Structured Academic Discourse Protocols

1. Professional learning focused on accountable talk, collaborative reasoning, Socratic seminars, and student-led academic discussions aligned to college-readiness expectations.

Higher-Order Questioning and Academic Reasoning

2. Training focused on Bloom’s Taxonomy, inquiry-based learning, evidence-based discussions, and rigorous questioning strategies.

Academic Vocabulary and Language Supports

3. Strategies focused on scaffolded speaking opportunities, academic vocabulary development, and discourse supports for Emerging Bilingual students.

Student Engagement and Collaborative Learning Structures

4. Professional development on increasing student participation, collaborative problem-solving, peer feedback, and classroom discussion routines.

Real-Time Monitoring and Feedback During Discourse

5. Training focused on checks for understanding, immediate feedback cycles, misconception analysis, and instructional adjustments during student discussions.

When:

- Daily instructional implementation
- Weekly PLC meetings

- Monthly campus PD sessions
- Quarterly instructional rounds and discourse calibration reviews

Where:

- 1) Challenge ECHS / HISD Secondary Curriculum Office
- 2) Region 4 ESC and Lead4Ward Trainings
- 3) Challenge Early College HS PLCs and Professional Development Days
- 4) AVID Path Trainings and College Board Workshops
- 5) Virtual Academic Discourse and Engagement Modules

Key Action One: Budget

Proposed item	Description	Amount
Staff Development	Professional development focused on structured academic discourse, higher-order questioning, collaborative reasoning, student engagement strategies, and academic vocabulary development aligned to SPOT and AP expectations.	\$4,500
Materials/Resources	Academic discourse resources, sentence stem supports protocols, debate materials, and AP seminar supports.	3,000
Purchased Services	ACES Tutoring (University of Houston) Regular, scheduled small-group support for Tier 2 & 3 students in English and Math Region 4 workshops, AVID trainings, College Board instructional support, engagement consultants, and instructional coaching focused on academic discourse and reasoning practices.	25,000
Educational Field Trips	Debate competitions, mock trial experiences, college academic symposiums, STEM collaboration events, museum discussion-based learning experiences, and AP enrichment opportunities connected to discourse and reasoning.	4,500
Other	Teacher stipends for after-school debate clubs, AP seminar tutorials, collaborative reasoning academies, and Saturday intervention supports focused on academic discourse and oral communication skills.	\$6,000
Other	Supplemental intervention supports and discourse resources for Tier 2, Tier 3, Emerging Bilingual, and special population students.	\$3,000
TOTAL		\$46,000

Funding sources:

- 2110000000 – T-I, P-A-BASIC PROG
- 1991010004 – PUA-STATE COMP ED
- 1991010006 – PUA-BILINGUAL
- 1991010001 – PUA-REGULAR PROGRAM
- Title I / III Funds
- CCMR / College Readiness Funds
- 1882 Funds