**High School Ahead Academy**

**Two Year Turnaround Action Plan**

Spring 2025-Spring 2027

### **School Improvement Strategy – High School Ahead Academy**

### **High School Ahead Academy, under the leadership of Principal Meghan Lyndersay,** strategic focus is on empowering non-traditional students, particularly overage learners who have struggled in traditional settings but are finding success within the New Education System (NES) model*. High School Ahead Academy follows the NES model and uses the NES curriculum and strategies as its key action plan to guide student improvement in achievement.* By providing flexible pathways, personalized academic support, and rigorous programming, we create opportunities for these students to re-engage in their education and achieve their goals. Through the NES structure and systems of support, including research-based interventions and data-driven instruction, we ensure students receive targeted, individualized support that addresses their unique challenges, closes achievement gaps, and prepares them for post-secondary success. Furthermore teachers receive training and support including coaching in the moment, multiple response strategies, and daily demonstrations of learning.

### **Evidence-Based Intervention**

* Teachers and administrators will engage in ongoing, collaborative analysis of student performance data to drive instructional planning and intervention strategies. By utilizing formative and summative assessments, progress monitoring tools, and real-time feedback, educators will identify learning trends, adjust instructional practices, and implement targeted interventions that address student needs effectively.
* Data-driven decision-making will play a critical role in identifying at-risk students early, allowing for proactive support through differentiated instruction, personalized learning plans, and evidence-based interventions. Teachers will receive professional development and coaching to enhance their ability to interpret data, implement responsive teaching strategies, and foster a supportive learning environment that ensures every student has the resources and guidance needed to succeed.

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| **Action Items** | **Timelines** | **Action Items** |
| Reviews of Demonstrations of Learning | Weekly | The Executive Director and Principal review data and create a schedule and action plan for teacher coaching and support the following week. |
| Unit Assessment | End of Unit | The Executive Director and Principal review data and create a schedule and action plan for teacher coaching and support the following week. |
| NWEA | Beginning of Year Assessment | The Executive Director and Principal review data and create a schedule and action plan for teacher coaching and support the following Fall Semester. |
| NWEA | MOY of Year Assessment | The Executive Director and Principal review data and create a schedule and action plan for teacher coaching and support the Spring Semester. |
| NWEA | EOY of Year Assessment | The Executive Director and Principal review data and create a schedule and action plan for teacher coaching and support the following year.  Ensure students still struggling with core content mastery have an opportunity of extended summer learning. |
| STAAR Assessment | April/May | The Executive Director and Principal review data and create a schedule and action plan for teacher coaching and support the following year.  Ensure students still struggling with core content mastery have an opportunity of extended summer learning. |

### **Milestones & Monitoring Efforts (Next Two Years)**

#### **Year 1 (Implementation & NES Foundation)**

* Implement weekly spot observations that allow for coaching in the moment and follow up support and training as necessary to ensure consistent feedback for continuous improvement (see page 13 NES Playbook, [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf)).
* Implement a systematic process for data analysis in PLCs to drive instructional decisions.
* Implement a consistent coaching in the moment teacher focused continued improvement (see page 21 NES Playbook, [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf)).
* Ensure all teachers receive comprehensive training on effectively utilizing formative assessments (as outlined in the table above) and progress monitoring tools to track student growth, identify learning gaps, and adjust instruction in real time, especially via coaching in the moment ([NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf)). This training will equip educators with the skills to analyze assessment data, implement targeted interventions, and provide differentiated support that meets the diverse needs of all students.

**Enhance Student Support Systems**

* Provide structured, personalized guidance and mentorship by implementing evidence-based mentorship programs that foster strong student-teacher relationships, promote academic resilience, and support students in setting and achieving their educational goals.
* Utilize the NES District vetted and created curriculum to ensure enhanced student support opportunities, resources, strategies and coaching support.
* Enhance the use of online learning platforms to support differentiated instruction, ensuring students receive targeted, data-driven interventions, flexible learning opportunities, and individualized support to accelerate progress and mastery of key concepts as stated in the [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf) and giving overage students the opportunity to earn high school credit and catch up with their cohort.
* Utilized the Differentiated Instruction process in the [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf).. DIFFERENTIATED INSTRUCTION LSAE stands for a set of distinct levels utilized within core instruction, with “L” signifying the lowest level and “E” representing the highest. For students classified as “L” or “S1” learners, they require the greatest degree of assistance and will continue to work closely with the teacher to receive tailored instruction during the latter part of the class, referred to as LSAE Teach Time. On the other hand, “S2” and “A” students engage with more advanced content and operate with minimal teacher assistance during the LSAE teach time.

**Improve Professional Development & Instructional Rigor**

* Launch teacher coaching cycles focused on differentiation and engagement strategies as a result of coaching in the moment and the review of DOLs.

#### **Year 2 (Refinement & Sustained Growth)**

* Review and refine data using the [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf). protocols to ensure targeted interventions are improving student outcomes.
* Implement peer collaboration models (multiple response strategies, [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf).) where teachers share best practices based on student performance data.
* Ensure the NES model, with the focus on delivering high-quality instruction, relies on releasing teachers from as many tasks as feasible that are unrelated to teaching. Each high-quality lesson is pre-written using the curriculum map and the Student Learning Objectives (SLO). Ensure teachers use critical model contents **effectively** including( [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf). p. 23-27):
  + LSAE,
  + Extended LSAE
  + Standards-based (teaching a TEK)
  + Instruction and learning at grade level
  + Multiple Response Strategies (MRS) consistently and effectively embedded throughout the lesson
  + Do-Now as students arrive (no more than 5 minutes total on the Do Now)
  + Students reading, writing, thinking, discussing 95% of the instructional setting
  + Use of a digital timer to keep pacing of the lesson
  + DOL at 40-45 min into the lesson • DOL Assessment complete within 10 minutes
  + “L” and “S1” reteach to close gaps for last 35 minutes
  + Learning Objectives
  + Demonstration of Learning
  + Direct Instructions
  + Student Engagement Strategies (such as response cards, whip around, modified whip around and whiteboards

**Expand College & Career Readiness Initiatives**

* Provide, and expand, and track high based college attainment credit.
* Increase opportunities and career certification pathways.

**Monitor & Adjust Extended Learning Programs**

* Adjust student support services based on participation and performance data.

### **Staffing Reallocation to Support the Strategy**

#### **1. Leadership & Instructional Support**

**Executive Director of Instruction**

* Coaches principal to coach teachers in the moment to implement data-driven instruction and differentiation strategies [NES Playbook v3.pdf](https://houstonisd-my.sharepoint.com/personal/abanegas_houstonisd_org/Documents/Microsoft%20Teams%20Chat%20Files/NES%20Playbook%20v3.pdf). .
* Support, model, and monitor quality professional learning communities (PLCs) and intervention planning.

**Executive Director of Support**

* Manages operational functions, allowing the principal to focus on instructional leadership.
* Streamline administrative processes by delegating routine operational tasks to dedicated support staff, freeing up principals and teachers to prioritize instructional leadership and student achievement.
* Implement centralized data management and reporting systems to reduce paperwork and allow educators to focus on analyzing student progress and refining instructional strategies.
* Leverage technology and automation for attendance tracking, scheduling, and communication, minimizing time spent on manual administrative tasks.
* Establish dedicated operational teams to oversee facilities management, compliance reporting, and logistical tasks, ensuring a seamless school environment while allowing instructional leaders to focus on teaching and learning.

#### **2. Expanded Teaching & Intervention Staff**

**Data & Intervention Specialist**

* Monitors student progress and identifies intervention needs.
* Provides targeted academic coaching for students struggling in key content areas.

**Other Interventions**

* Offers small-group interventions to address skill gaps.

#### **3. Professional Development & Teacher Leadership**

**Teacher Leaders for PLCs**

* Facilitates collaborative planning and data analysis to improve instruction.
* Works alongside leadership to ensure consistency in student support efforts.