

Turnaround Plan 2024-2025 – High School Ahead Academy MS (PUA)

What is your School Improvement Strategy?

Our strategy is to provide over-age middle school students a pathway to success through an accelerated curriculum, high school credit opportunities, and personalized support in a small, nurturing environment. By addressing attendance, behavior, and academic challenges, we help students regain momentum toward graduation while connecting learning to future college and career opportunities. Our approach fosters resilience and equips students to overcome challenges both in and out of school.

How does this strategy align to your reason for CSI identification?

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.

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected strategy:

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](#)).
- 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](#)).
- 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](#)). 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.

Year 1 (Continued)

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](#) 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](#). 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](#). protocols to ensure targeted interventions are improving student outcomes.
- Implement peer collaboration models (multiple response strategies, [NES Playbook v3.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](#). 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.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

High School Ahead Academy MS follows the NES model, and the resource allocation is as follows:

- **NES Staffing Model** - Allocation of staffing resources to ensure specialized instructional support, and leadership capacity to drive campus improvement.
- **Spot Observations/Coaching in the Moment** - Investment in administrator and instructional leader time to conduct frequent classroom observations, provide real-time feedback, and improve teacher effectiveness.
- **Lesson Demonstration (Demo) Day** - Dedicated time and personnel for modeling high-quality instruction
- **Differentiated Instruction** - Resource commitment to training, materials, and instructional strategies that support personalized learning for diverse student needs.
- **Multiple Response Strategies** - Investment in professional development, tools, and classroom resources to enhance student engagement and formative assessment practices.

How will your budget be reallocated to meet the needs of the chosen strategy?

Leadership and 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. .
- 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.

How will staffing be reallocated to meet the needs of the chosen strategy?

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.

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.

Identify all curriculum programs that will be utilized during the 2025-2026 school year?

High School Ahead Academy MS utilizes district-created curriculum.

Date of Public Hearing:

2/11/25

Describe how the campus solicited feedback during the development of the TAP:

A public hearing was conducted on-site at the CSI-identified campus, providing an opportunity for a Q&A session and open feedback. Additionally, a survey was distributed to gather further input and perspectives.

[\[Feedback Attached\]](#)

Date of TAP Board Approval:

4/16/25

Board approval is required to submit the finalized Turnaround Plan (TAP) to the Texas Education Agency (TEA). The TAP builds upon the original Targeted Improvement Plan (TIP), which was approved by the Board on 2/13/25. This update extends the original one-year strategy into a comprehensive two-year plan.

Board Approval: _____

Date