



WINGS
“Where I Now Gain Success”
School Action TAP Turnaround Plan

Why does WINGS require a School Action Turnaround Plan?

Based on data review and gap analysis, performance trends for WINGS STAAR assessments reveal there is a significant deficit in the area of student achievement.

	2017		2018	
	<u>Meets</u>	<u>Masters</u>	<u>Meets</u>	<u>Masters</u>
Reading	0%	0%	16%	2%
Math	0%	0%	0%	0%

Furthermore, Texas Education Agency (TEA) conducted an Effective School Framework Diagnostic (ESF) and found the following as root causes or barriers related to the lack of progress in prioritized areas for improvement.

Prioritized Focus Areas for Improvement:

- 1.1 Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities
- 2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators
- 4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence

District and campus intervention teams met to discuss all possible TEA provided turnaround strategies for W.I.N.G.S. to deliver improved results for students. The team analyzed school performance data, school performance trends, building utilization, enrollment trends, the successes and failures of previous improvement efforts, and the local context related to the need for WINGS.



WINGS School Improvement Turnaround Plan

Per TEA requirements, DeSoto ISD WINGS campus is required to post the Turnaround Plan for 30 days to solicit feedback from stakeholders.

[Feedback Survey Form](#)

Which School Action will the district/campus take?

Based on all available options, WINGS will undertake a **redesign of a low-performing school**. WINGS will launch a redesigned, district-managed school with the existing campus staff, but with a new academic model.

How will you ensure that the campus (whether new, replicated, restarted, or redesigned) effectively addresses the levers of the Effective Schools Framework?

The Campus Leadership Team's plan for resolving the systemic root causes includes four components:

- 1) development of a plan which defines roles and responsibilities of campus instructional leaders
- 2) creation of a plan to recruit and retain highly qualified staff members
- 3) implementation of a school-wide blended learning model to support individualized student learning plans
- 4) development of an accelerated district curriculum plan

1.1 Develop campus instructional leadership:

The campus leadership team will consist of one principal with a designated instructional group of leaders to include an assistant principal and two instructional supervisors. The instructional leadership team in conjunction with the principal will devise a reoccurring PLC plan of action (i.e., schedule, personalized PD, instructional best practices support, data analysis and tiered interventions & enrichment).

2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators:

A marketing and recruiting plan will be created to recruit and retain highly qualified staff. The leadership team will make intentional efforts to attend district and area job fairs to advertise accomplishments and needs of the school. Highly skilled, full-time, content-specific teachers will be hired to provide high-quality instruction. Part-time interventionists will support personalized instruction to close achievement gaps and extend learning based on data trends.

4.1 Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence:

District and campus instructional leaders will work collaboratively to devise an accelerated curriculum guide to support hybrid student instructional schedules. Ongoing academic progress monitoring will occur via formative and summative assessments. Classroom teachers will monitor and adjust instruction based on an analysis of weekly formative assessments of standards. PLCs will meet every week additionally, performance data will be analyzed with support and input with district personnel during PLC discussions based on unit assessments every three weeks. Innovative practices and district recommended curriculum resources will be utilized to support an accelerated curriculum plan through a blended learning



model. As a part of the redesign, the campus is moving to include opportunities for academic acceleration based on student need and choice.

List major milestones, by month, for the activities necessary to plan and execute the school action.

Time frame	Activity
June - July 2019/2020	<ul style="list-style-type: none"> ● Leadership meeting for Strategic Planning ● Assigned roles and responsibilities developed ● Recruiting highly qualified staff and students ● Attend professional development sessions pertaining school goals <ul style="list-style-type: none"> ○ Begin UT Blended Learning Professional Development Series ● Work with district’s Communication department to devise marketing campaign
Aug 2019/2020	<ul style="list-style-type: none"> ● Analyze performance data and attendance trends ● Develop professional development/PLC calendar to include differentiation, personalized learning, GT, and blended learning ● Train and monitor teachers ability to adjust instruction based on data ● Generate Individualized Learning Plans for each student
Sept 2019/2020	<ul style="list-style-type: none"> ● Training teachers on identified needs based on data ● Administer BOY assessment for baseline EOC performance data ● Incorporate Fundamental 5 in to PLCs ● CIP development & SBDM meeting ● Relationship building with students and staff - Career Fair
Oct 2019/2020	<ul style="list-style-type: none"> ● retrain and monitor teachers ability to adjust instruction based on data; ● Implement Social/Emotional presentation ● Relationship building with students and staff - Meet the Teacher
Nov 2019/2020	<ul style="list-style-type: none"> ● Relationship building with students and staff - Family Night ● Special population meetings (ARDs, LPAC, 504, RTI)



	<ul style="list-style-type: none"> ● CIP development & SBDM meeting ● Recruiting event
Dec 2019/2020	<ul style="list-style-type: none"> ● All teachers will implement 1 PBL project ● Implement culture and climate survey to determine successes and needs ● Administer MOY assessment for EOC performance data ● Field experience for students to launch PBL ● Review Individualized Learning Plans ● Personalized Capstone presentations
Jan 2020/2021	<ul style="list-style-type: none"> ● Credit review; attendance review ● Revise/Create goal based on performance data and attendance trends ● Adjust professional development/PLC calendar based on previous semester
Feb 2020/2021	<ul style="list-style-type: none"> ● Measurement of the effectiveness of instruction ● Administer EOY assessment for EOC performance data ● CIP development & SBDM meeting
Mar 2020/2021	<ul style="list-style-type: none"> ● Implement tiering/differentiation program ● Relationship building with students and staff
Apr 2020/2021	<ul style="list-style-type: none"> ● analyzing EOC data; devising plans to address curriculum, instruction, assessment, and intervention ● Recruiting event
May 2020/2021	<ul style="list-style-type: none"> ● Test prep for TSI, ASVAB, SAT/ACT ● Field experience for students to launch PBL ● CIP development & SBDM meeting ● Personalized Capstone presentations
June 2020/2021	<ul style="list-style-type: none"> ● Evaluate the effectiveness of the instructional program ● Leadership Retreat for Strategic Planning ● Assigned roles and responsibilities developed ● Recruiting highly qualified staff and students ● Attend professional development sessions pertaining to school goals ● Work with district's Communication department to devise marketing campaign



What staffing actions will the campus or district take as result of the school action plan?

Full time teachers will be utilized in the specific content areas and part-time staff will be assigned to support college and career readiness test prep for TSI, ASVAB, ACT/SAT. A recruiting team will be created to attend district and area job fair events. In collaboration with principal, Instructional Supervisors will devise and monitor curriculum plans and coach teachers based on personalized needs with the support of the district. Staff will implement social/emotional activities to build relationships with students. District will support the training of blended learning professional development for staff. Staff will offer a personalized approach to closing the achievement gap on a daily basis. Principal will guide the collaboration and implementation of the action plan in conjunction with all staff based on assigned roles and responsibilities. Assignment of roles and duties will be created at the beginning of the school year. Extended day learning opportunities will be provided during the week by selected staff members. District professional development plan will include support for core teachers consistent with the school model.

Student Outcome Tracking: Describe how the campus and district will track student outcomes on the campus throughout implementation of the turnaround plan (including what data will be collected and when). If applicable, how will the district track and improve the outcomes for students that are moved to another campus within the district?

Ongoing academic progress monitoring will occur via formative and summative assessments. Classroom teachers will monitor and adjust instruction based on an analysis of weekly formative assessments of standards. PLCs will meet every week additionally, performance data will be analyzed with support and input with district personnel during PLC discussions based on unit assessments every three weeks. Data wall and student portfolios will be monitored at the campus level by the instructional leadership team. Students will self monitor their academic progress with an individual tracking tool. In the event that a student moves from one campus to another, the district will use our student data monitoring system to track and support to ensure success.

Budget and Financial Resources

<u>Category</u>	<u>Amount</u>	<u>Description</u>
Payroll	\$30,000	Extended Day Sessions
Professional Development	\$20,500(6,000 PBL, 2,000 GT, 5,000 BL, 3,600 Alt Ed. Conf, 3,600 THINK)	GT Training, Alt Ed. Conf., PBL, Blended Learning. Lead4ward Think conference.
Supplies and Materials	\$0	

