

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these **formula cells are locked** as well as the title cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, **the rows are able to be stretched** if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and **select PDF under Save as Type**.

To save the entire Workbook as a PDF, **use the Options button to select Publish What > Entire Workbook**.

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Winston-Salem/Forsyth County	Diggs-Latham Elementary	430	2015-2016
Principal Name (or Designee)	Donna Marie Cannon	Principal Name (or Designee) Email	dcannon@wsfcs.k12.nc.us
School Mission	Our mission at Diggs-Latham Elementary Magnet School is to inspire all students to develop a desire for learning by providing students with rigorous academic experiences emphasizing the arts and global studies and embracing cultural diversity.		
School Vision	It is our vision at Diggs-Latham to provide all students with the strategies, skills, and motivation needed to grow academically, socially, and intellectually in order to become global life-long learners and supporters of the arts.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

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K-2 Reading - Fluency- 55% of K-5 students are below grade level (Word Study Stations) - TRC indicates that written comprehension is the area where students are struggling, especially 1st and 2nd grade (1st- 3% proficient, 2nd- 5% proficient) - 3-5 Reading - 54.6% of students are a Level 1 (28.7% are grade level proficient) (Guided Reading, lesson planning, Literacy Stations, Additional Support- through PRTs, volunteers, interventionist)

Hispanic students have the highest difference of meeting AMO (target) (SIOP)

3-5 Math - 33.6% Level 1 (32.3 % at Level 2) (34.1% GLP proficient) for Math 3-5 - 3rd grade math overall is a strength, especially Geometry (68.8% correct) - 4th grade- Measurement and Data is an area in need of growth (36.4% correct), all areas need strengthening - 5th grade Goal Summary- Gridded Response is an area in need of growth (25.2% correct) - 5th grade Science- 19.4% Proficiency/ 13.4% CCR -

Overall in reading, math, and science females outperformed males - Teacher/student/ parent surveys are positive provide important feedback to improve DL - 3rd grade math hit 4 out of 5 AMO targets - Teachers have buy-in and are open to change (PD) - Collaborative environment-where teachers teach teachers - Strong community partners to support needs of families at Diggs-Latham - Met EVAAS growth past two years 70% of teachers met growth in EVAAS 2013-14 - Embedded learning opportunities for students outside of classroom – B.O.B reading, research skills, lunch & learn struggling readers

-ALL grades and all tests DLES - ALL CCR 20.6% GLP 29.8% EVAAS ALL -3.95 R Does not meet expected growth

-Grade 3: - Mth CCR 26.4% Mth GLP- 45.1% - RD CCR 22.0% RD GLP – 34.1%

-Grade 4: - Mth CCR 18.6% Mth GLP – 27.1% EVAAS Mth -9.2 R - RD CCR 23.7% RD GLP 32.2% EVAAS RD -5.0 R

-Grade 5: - Mth CCR 22.4% Mth GLP 25.4% EVAAS Mth +1.6 G - RD CCR 15.2% RD 18.2% EVAAS RD +1.8 G - Sci CCR 13.4% Sci 19.4% EVAAS -5.2 R

Student discipline Data:

Teacher/student/ parent surveys are positive provide important feedback to improve DL

Student Demographic, Attendance, & Discipline: - Based on the data below we will use the past two years data to determine if PBIS is decreasing referrals. o School attendance data is 1% higher than district and state at 96% o During 2013-2014, 275 office referrals - During 2014-15, 189 office referra - During 2013-2014 there was an increase in office referrals prompting us to initiate an invetigation of possible school-wide efforts including PBIS -

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Winston-Salem/Forsyth County	Diggs-Latham Elementary	430	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Increase the number of proficient students in K-5 ELA/Reading from 33.8% overall to 40% overall for 2015-16 school year to ensure that they are college and career ready upon graduation from high school		
	SBE Goal Alignment:	Goal 2: Every student has a personalized education.	
	LEA Goal Alignment:	By 2020 90% of third graders will read on or above grade level.	
	Indistar Indicator: (if applicable)	I04 - All teachers provide sound instruction in a variety of modes; teacher-directed whole-class; teacher directed small group; student-directed small group; independent work;	
Progress:	Progress Monitoring Status:	Partially Implemented	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Increase the number of proficient students in K-5 math from 40.3% overall to 45% overall by spring 2015 to ensure that they are college and career ready upon graduation from High School		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	By 2018 we will close the achievement gap between sub goupys by 10 percentage points by increasing performance of all subgroups.	
	Indistar Indicator: (if applicable)	I02 - All teachers monitor and assess student mastery of standard-based objectives in order to make appropriate curriculum adjustments. (1715)	
Progress:	Progress Monitoring Status:	Partially Implemented	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Design and implement a PBIS team and school wide rules to decrease discipline referrals by 10% and increase positive interactions with students for 2015-16		
	SBE Goal Alignment:	Goal 5: Every student is healthy, safe, and responsible	
	LEA Goal Alignment:	By 2018 our graduation rate will be 90%	
	Indistar Indicator: (if applicable)	I06 - The school Leadership Team regularly looks at multiple measures (e.g., behavior data, aggregated classroom observation data, and school climate surveys of staff, students, and parents) and uses this data to make decisions about student social and emotional learning. (2590)	
Progress:	Progress Monitoring Status:	Partially Implemented	

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GOAL #1:	<i>Increase the number of proficient students in K-5 ELA/Reading from 33.8% overall to 40% overall for 2015-16 school year to ensure that they are college and career ready upon graduation from high school</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Implement small flexible group reading instruction K-5 with fidelity</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1. Teachers will administer ELA/reading assessments (DIBELS Next/TRC) to determine students' instructional levels for group placement. 4th and 5th grade teachers will assess using Reading 3D/TRC. Benchmark assessments will occur three times a year.</i>		
	<i>2. Teachers and staff will utilize a specific weekly leveled reading lesson plan for small group instruction. Using Haiku-administration will give feedback via Haiku.</i>		
	<i>3. Administration's feedback will focus on the anecdotal notes the teacher takes to ensure accountability. During verbal feedback time, teachers will reflect: Why am I taking notes during small flexible groups? What will I do with the notes I have?</i>		
	<i>4. During daily small flexible group time, teachers will implement differentiated literacy stations: Working with Words/Word Study/Fluency, SSR, Writing. With support from Star 3 MTSS specialist of differentiation.</i>		
	<i>5. PRTs will help reduce class size by teaching small, fluid, flexible groups in grades 1-4 based on hard data at hand.</i>		
Evidence: (Identify documents and artifacts)	DIBELS, TRC, EOG, Benchmark assessments; Lesson plans; Lesson plan feedback; parent attendance for title one nights and reading railroad grant night; student attendance rosters for rising stars; KEA-data		
Person(s) Responsible:	DLES teachers and administrators; District SIOP coach ; PRT; literacy committee; CC's; AG teacher; reading interventionist; star 3 teacher leaders; Barbie Brown -PD		
Timeline:	2015-16 School year		
Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #2: Describe the strategy that will support this goal	<i>Create and implement effective lesson plans that reflect differentiation and alignment to the ELA/reading standards</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	

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Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<ol style="list-style-type: none"> 1. Based on teacher feedback, the Scheduling Team created a schedule that provides large blocks of instructional time for ELA/reading as part of a new 5-day rotation. 2. Teachers will use a reading lesson plan that includes the "essential components" from the Reading Acquisition Lesson Plan and components of the Comprehensive Literacy Framework to plan weekly using Haiku feedback. 3. Administration will provide written and verbal feedback to teachers to ensure accountability as a follow-up with lesson plan writing. 4. District SIOP coach will support all SIOP modules at monthly faculty meetings and in classrooms. Follow-up coaching will be provided. ESL Teachers will continue to present a "SIOP Minute" at each staff meeting to educate staff on vocabulary strategies. Star 3 ESL coach. 5. Early Release days will be utilized to improve reading instruction through vertical planning as part of the PD plan. 6. Ms. Batten, Media Coordinator, will meet with teachers, students and parents to implement Reading Railroad Grant to supplement and support classroom instruction throughout the year. 7. Literacy Committee will plan and implement two additional Parent Curriculum Nights focused on literacy, school wide (Pre-K - 5) in which parents engage in reading strategies to implement at home. Star 3 Parent Engagement Coordinator. 8. CCs will continue to focus on unpacking ELA/reading standards and integrating research-based strategies/RTI into discussion to support differentiation, vocabulary instruction, and lesson planning. 9. Teachers will integrate the arts into instruction based on the school-wide Arts A+ Schools Program professional development and supported by Star 3 A+ coordinator. 10. School wide all teachers submit weekly lesson plans for submission, review, implementation observation, and feedback conferences for 2015-16. 11. Data dives for 3 - early release dates. Mr. Olsen will present overall school achievement data, Student EVAAS reports, and EVAAS reports based on grade and subject in Math. 		
	Evidence: (Identify documents and artifacts)	DIBELS, TRC, EOG, Benchmark assessments; Lesson plans; Lesson plan feedback; parent attendance for title one nights and reading railroad grant night; student attendance rosters	
	Person(s) Responsible:	DLES teachers and administrators; SIOP coach Rebecca Olsen; PRT; literacy committee; CC's; AG teacher; reading interventionist; star 3 teacher leaders; Barbie Brown -PD	
	Timeline:	2015-16 School year	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	Analyze data to identify target areas for reading intervention		
Progress:	Progress Monitoring Status:	Partially Implemented	

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Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<p>1. CCs and teachers will review Reading 3D Progress Monitoring data, in PLTs to develop and track interventions every two weeks. Jointly teachers and CCs will create Progress Monitoring calendars.</p> <p>2. School level personnel will plan and implement a targeted tutoring program (Rising Stars) taught by our faculty that is data driven for at risk students K-5. November-April (target dates)</p> <p>3. Administrators are engaged and aware of assessment data and student progress through communication with grade level teams, classroom observations, leadership team, and meetings with CCs in order to help drive instruction.</p> <p>4. Part-time AG teacher will provide accelerated instruction for AG and "Talent Pool" students in grades 3-5 based on data.</p> <p>5. All above steps are supported by Star 3 Academic Coach</p>		
	Evidence: (Identify documents and artifacts)	DIBELS, TRC, EOG, Benchmark assessments; Lesson plans; Lesson plan feedback; parent attendance for title one nights and reading railroad grant night; student attendance rosters	
	Person(s) Responsible:	DLES teachers and administrators; District SIOP coach; PRTs; literacy committee; CC's; AG teacher; reading interventionist; Star 3 Teacher Leaders; Barbie Brown -PD	
	Timeline:	2015-16 School year	
	Budge Amount: (if applicable)		Budget Source: (if applicable)

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District Name:	School Name:	School Code:	Year:
Winston-Salem/Forsyth County	Diggs-Latham Elementary	430	2015-2016
GOAL #2:	<i>Increase the number of proficient students in K-5 math from 40.3% overall to 45% overall by spring 2015 to ensure that they are college and career ready upon graduation from High School</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Implement small group math instruction in every classroom with fidelity</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. CCs and teachers will utilize data (K-2 math performance tasks, anecdotal records, EOG goal summaries, formative assessment tasks, and 3-5 EOQ data) to form small differentiated math groups. 2. Teachers will increase the use of real world connections and strategic use of district resources such as the Math Wiki, Standards of Mathematical Practice, math routines, anchor charts and manipulatives for problem solving when planning. 3. Administration will provide written and verbal feedback to teachers to ensure accountability as a follow-up with lesson plan writing. 4. Part-time AG teacher will provide accelerated instruction to AG and "Talent Pool" students in grades 3-5. 5. Administration will seek out community business partners to sponsor Family Math Curriculum Night focusing on small group strategies in school and at home. Star 3 Parent Engagement Coordinator		
	Evidence: (Identify documents and artifacts)	K-2 math performance tasks; EOQ/EOG data; Feedback from district coaches; Feedback from administration on lesson plans; KEA data	
	Person(s) Responsible:	DLES teachers and administrators; District SIOP coach; PRTs; CCs; AG teacher; Star 3 Teacher Leaders;	
	Timeline:	2015-16 School Year	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Analyze data to identify target areas for math intervention.</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	

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Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. In PLTs, CCs and teachers will analyze achievement data (K-2 math performance tasks, anecdotal records, EOG goal summaries, formative assessment tasks, and 3-5 EOQ data) to determine specific areas to plan for and target.		
	2. Teachers will utilize data discussed in PLTs to identify students in need of intervention- specifically with the 'number sense' and 'measurement and data' domains.		
	3. Data dives for teachers on Early Release Days. Mr. Olsen will present overall school achievement data, Student EVAAS reports, and EVAAS reports based on grade and subject in Math.		
	4. Teachers will integrate the arts into instruction based on school-wide Arts A+ Schools Program professional development. Supported by Star 3 A+ program coordinator		
	5. School wide all teachers submit weekly lesson plans for submission, review, implementation observation, and feedback conferences for 2015-16		
	6. All above will be supported by Star 3 Strategic Academic Coach.		
	Evidence: (Identify documents and artifacts)	K-2 math performance tasks; EOQ/EOG data; Feedback from district coaches; Feedback from administration on lesson plans; KEA data	
	Person(s) Responsible:	DLES teachers and administrators; SIOP coach Rebecca Olsen; PRT; CC's; AG teacher; Star 3 teacher leaders;	
	Timeline:	2015-16 School Year	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #3: Describe the strategy that will support this goal	[Enter Goal Goal #2 Strategy #3]		
Progress:	Progress Monitoring Status:		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	[Enter Tasks/Action Steps for Goal #2 Strategy #3]		
	Evidence: (Identify documents and artifacts)		
	Person(s) Responsible:		
	Timeline:		
	Budge Amount: (if applicable)		Budget Source: (if applicable)

School Plan for Improvement

District Name:	School Name:	School Code:	Year:
Winston-Salem/Forsyth County	Diggs-Latham Elementary	430	2015-2016
GOAL #3:	<i>Design and implement a PBIS team and school wide rules to decrease discipline referrals by 10% and increase positive interactions with students for 2015-16</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Construct a PBIS team</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1. Collaborate with PBIS coach for district, PBIS Lead Coach, for implementation of PBIS, and construct a PBIS Team twice a month. 2. Conduct and review results of a Diggs-Latham a yearly self assessment provided by the district's PBIS program to determine the staff's feedback /perception 3. District trainers will provide PBIS training in October/November 2015 for Module 1 and Winter 2015 for Module 2 4. Put together a PBIS Team with representatives from various grade levels, specialists, classified, etc.. Plan training schedule. Winter 2015		
	Evidence: (Identify documents and artifacts)	Swiss data; Office referrals; Meeting agendas; celebration timelines; A constructed MIL sheet; A constructed PBIS book	
	Person(s) Responsible:	District PBIS lead coach; PBIS team; Guidance Counselor; classroom teachers; administration.	
	Timeline:	2015-16 School Year	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Implement school-wide expectations during this transition year prior to full PBIS implemenation</i>		
Progress:	Progress Monitoring Status:	Partially Implemented	
Tasks/Action Steps: Describe the action steps that will be taken to	1. Utilize the school-wide behavior expectations matrix/Tiger Pride 2. The Guidance Counselor will support the expectations during classroom lessons aligned with PBIS and behavior expectations. 3. Implement Positive Office Referrals for students that exhibit Tiger Pride each month Reward students with small celebration.		
	Evidence: (Identify documents and artifacts)	Swiss data; Office referrals; Meeting agendas; celebration timelines; A constructed MIL sheet; A constructed PIBS book	

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support this strategy.	Person(s) Responsible:	District PBIS lead coach; PBIS team; Guidance counselor; classroom teachers; administration.		
	Timeline:	2015-16 School Year		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	
Strategy #3: Describe the strategy that will support this goal	<i>[Enter Goal Goal #3 Strategy #3]</i>			
Progress:	Progress Monitoring Status:			
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>[Enter Tasks/Action Steps for Goal #3 Strategy #3]</i>			
	Evidence: (Identify documents and artifacts)			
	Person(s) Responsible:			
	Timeline:			
	Budge Amount: (if applicable)		Budget Source: (if applicable)	