

**King Elementary School**  
**School Continuous Improvement Plan**  
*Last Updated August 2014*

<b>CL16) Professional development for teachers will be determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports.</b>	
<b>Current level of development or implementation:</b>	We currently use a 3-tiered model of support where we analyze data to improve all instruction including social emotional and behavior. We use walk through data to help plan for professional development for example incorporating more higher level thinking skills. Strong grade level teams and positive collaboration have helped us implement new practices and supports for Learning.
<b>How it will look when fully met:</b>	Grade level instructional teams will continue to use a three-tiered model of support to analyze data and create grade level smart goals. Smart goals will be shared, developed, and implemented across disciplines with the grade level teams. Staff will utilize the expertise of grade level colleagues or specialists as well as the Rti core team. The students will master their smart goals; progress will be reflected on grade level feedback forms. Opportunities for peer coaching and peer mentoring will be provided when possible to give teachers the opportunity to plan, collaborate, implement. Evidence will be reflected in mastery of common assessment rubrics and benchmark data.
<b>Task</b>	1. We will create a collaboration and Response to Intervention/Rti schedule that allows for peer coaching and peer mentoring. We will utilize the instructional coach and professional cadre team members to support grade levels and individual teachers. <i>Assigned to Dionne Webster</i>

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<b>IF05) Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management.</b>	
<b>Current level of development or implementation:</b>	No development; the district is implementing a new evaluation tool in 2013-2014 which aligns with the Danielson model and is focused on evidence-based learning.
<b>How it will look when fully met:</b>	Our district professional development plan will train and support teachers implementing the Danielson Framework for Learning. Which will include time to reflect, to collaborate with grade level team members, and time to plan for implementation. This would be evidenced by King School walkthrough data that supports we are using effective teaching and classroom management strategies (i.e. student engagement, supportive learning environment, higher level learning).  The district will provide a structure to the self-assessment or a rubric around the framework and for benchmark data.
<b>Tasks</b>	1. The principal will utilize the data collected from classroom walkthroughs to ensure effective teaching and classroom management strategies are being implemented effectively in the classroom. <i>Assigned to Dionne Webster</i>
	2. Teachers will be provided with a self-assessment tool aligned with the Danielson Framework that will allow them to reflect upon their daily teaching practices in order to improve their overall teaching performance and instruction. <i>Assigned to Dionne Webster</i>

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<p><b>IF08) Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</b>  <i>Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.</i></p>	
<p><b>Current level of development or implementation:</b></p>	<p>King utilizes peer professional development and support through staff development with our building level Professional Development Cadres, and through grade level meeting discussions. The principal also analyzes informal walk through data with the staff to choose an area of improvement in which to focus. We as a school focus on the district initiatives which align with our strategic plan, the district continuous improvement plan, and our school improvement plan.</p>
<p><b>How it will look when fully met:</b></p>	<p>Our faculty will take time to look at our school wide assessment data and choose an area in need of improvement across all grade levels and disciplines. Based on teachers' self assessments, classroom common assessments, standardized tests, writing is currently an area in which we need additional curriculum and professional development resources.</p>
<p><b>Task</b></p>	<p>1. During faculty meetings, the staff will reflect upon results of classroom observations and walkthrough data to determine areas of need across the building to support quality instruction. Professional development will be provided by the principal, the professional development cadre, and central office staff in the identified areas.  <i>Assigned to Dionne Webster</i></p>

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<b>IIB02) Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.</b>	
<b>Current level of development or implementation:</b>	Currently our 2-5 grades utilize pre and post test data especially in the areas of mathematics. All grade levels have been working to complete common assessments across grade levels in our building and the district is encouraging common assessment development across the district. K-1 also use running records as pre test data to determine instructional reading levels for the literacy block. The guided reading model allows us to assess student's growth in specific reading readiness and reading strategies as they are taught and students are continually assessed in order to facilitate flexible groupings.
<b>How it will look when fully met:</b>	Once we have determined our school wide area of need/focus, all grade levels will make a commitment to analyze student work, use standards, use district curriculum guides and resources, and progress report data to create an administer pre and post tests for that unit of instruction.
<b>Tasks</b>	1. Teachers will utilize common grade level rubrics for writing, exemplars, writing prompts, writing folders, and curriculum guides provided by the district to improve instructional outcomes for all students. <i>Assigned to Natalee Bretz</i>
	2. Teachers will meet in grade level teams in the building and across the district to develop common grade level assessments aligned with the Common Core. <i>Assigned to Dionne Webster</i>
	3. Grade level teachers will analyze and utilize student data to inform instructional decisions and differentiate instruction for all students to create quality pre-tests and post-tests that will provide them with an accurate assessment of the students' mastery of the unit. <i>Assigned to Dionne Webster</i>