

Goal 1: (High Student Achievement - Where do we want to go?)

Pine Island Schools strives to be an exemplary educational facility offering a rigorous and challenging curriculum.

In order to serve as an example of excellence, the Pine Island Schools strives for student performance in the top 20% of all area schools in each of the following MCA assessment areas: reading, math, and science.

In grades K-2, Pine Island strives for student performance in the top 20% of all Zumbro Education Districts in each of the following Aimsweb assessment areas: kindergarten early literacy, Kindergarten early numeracy, reading curriculum based measurements, computation and mathematical concepts and applications.

As students prepare for their postsecondary experiences, Pine Island Schools is committed to ensuring that they are academically prepared. Pine Island strives for comprehensive student performance in the top 15% of Minnesota Schools on the ACT assessment.

High student achievement will continue to be supported through action research in PLCs with a focus on development of power standards, aligned curriculum and responsive staff development.

Data Sources: (Where are we now?)

- 2013-2014 district MCA scores: **64%** Reading (includes grades 3-8, 10), **69%** Math (includes grade 3-8, 11), **65%** Science (includes grades 5, 8 and HS).
- Aimsweb scores (percentages in well-below average: Kind. Early Literacy: **11%** LSF, **10%** LNF, **13%** Early Numeracy: **13%**, First Grade Reading: **3%** RCBM, First Grade Math: **28%**, Second Grade Reading: **4%** RCBM, Second Grade Math: **8%** COMP **1%** CAP, Third Grade Reading: **4%** RCBM, Third Grade Math: **10%** COMP **2.3%** CAP, Fourth Grade Reading: **10%** RCBM, Fourth Grade Math: **1%** CAP, **6%** COMP.

Strategies: (How will we get there?)

- Data review will be an integral part of the school. Teachers will continue to analyze data (MCA, Aimsweb, district adopted local assessments, Formative and Summative Assessments) and respond to the educational needs of individual students.
 - Through PLC work, teachers will review state standards, create content-area power standards, and ensure that students are given adequate opportunities to demonstrate proficiency through best practices, differentiated instruction and formative assessments.
 - Staff development opportunities will be responsive to curriculum review and alignment and to additional needs of the district.
 - The current RTI structure and student response flowchart will become a common practice. A pyramid of interventions and systematic changes will provide a seamless system to meet the needs of all students.
 - Through the sustained efforts of staff, continuous improvement will remain an integral part of our school climate and culture.
 - Current PLTW initiatives and current practices will be researched and implemented as determined.
 - 1:1 technology initiative will be supported and enhanced through appropriate staff development.
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How will we sustain these efforts?

- The big ideas surrounding the PLC concept will permeate the culture of the building. Power standards, formative assessments, alignment and differentiated instruction will become commonplace to meet the needs of all students to obtain the level of desired performance on the MCA, Aimsweb assessments, and other local assessments.
 - PLC Leadership Team will be established to help guide the district.
 - Data coaches will ensure that data is at the forefront of academic decision-making.
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Goal 2: (Create and Maintain a Collaborative Work Environment - Where do we want to go?)

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- A. During the 2013-2014 school year, a comprehensive behavior program (PBIS) will continue to be sustained and reviewed. This program will incorporate the SWIS data collection and tracking website which will enable the K-8 building to effectively monitor and respond to positive and negative behaviors.

Data Sources: (Where are we now?)

- The district currently has a system in place to attend to problem behaviors and recognize positive behavior and academic success.

Strategies: (How will we get there?),

- Grant provided training will provide additional direction for our positive behavior programming.
- A team has been created and is planning a Positive Behavior Intervention program that is in effect for the 2012-2013SY. Data will be entered into the SWIS system daily.
- The high school will participate in the existing PBIS team and continue to research options.
- A continuum of discipline procedures and consequences will be defined and used regularly by all staff members.
- Major and minor classroom discipline incidents will be defined and familiar to faculty, staff, and administration.
- Expected student behaviors will be taught directly to the students in stations at the beginning of the school year. Students will carry a positive behavior passport to each of the stations. Successful participation in each station will warrant a stamp for that given area. At the completion of all stations, the student will sign his/her passport indicating an understanding of all expectations.
- Positive behaviors will be recognized in a consistent manner with a 4:1 goal. (4 positive recognitions to each negative)

How will we sustain these efforts?

An effective and comprehensive system will be valued and sustained by faculty, staff and administration.

Goal 2: (Create and Maintain a Collaborative Work Environment - Where do we want to go?)

- B. During the 2013-2014 school year, a comprehensive survey will be created and distributed to all stake holders (staff, students, parents, community).
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Data Sources: (Where are we now?)

- The comprehensive satisfaction/improvement survey will be reviewed and implemented.

Strategies: (How will we get there?),

- The Collaborative Work Committee and the board of education will determine points of interest to generate the survey.
 - The Collaborative Work Committee and the board of education will determine the avenue for distribution to ensure stake holder participation.
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How will we sustain these efforts?

- Information will be analyzed and reviewed for continuous improvement.
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Goal 2: (Create and Maintain a Collaborative Work Environment - Where do we want to go?)

- C. During the 2013-2014 school year, a staff mentoring program will be implemented to serve as a foundation for a supportive and reflective teaching experience.

Data Sources: (Where are we now?)

- The mentoring program for new staff members will continue to serve as an introduction to the 2014-2015 school year.

Strategies: (How will we get there?)

- Mentors will be provided with structural and content expectations.
 - Program will be reviewed at the conclusion of the school year for possible improvements.
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How will we sustain these efforts?

- Information will be analyzed and reviewed for continuous improvement.
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Goal 3: (Effective and Efficient Operations - Where do we want to go?)

Staff Development Plan

During the 2014-2015 school year, the staff development committee will be accountable and responsible for maintaining a structured plan and budget.

Data Sources: (Where are we now?)

- The 2014-2015 proposed budget will be reviewed for approval from the school board.

Strategies: (How will we get there?)

- Mandatory training without categorical support will be supported.
- All requests must align with goals and budget for consideration.

How will we sustain these efforts?

On-going meetings and fiscal responsibility will ensure staff development plan fidelity.

Action	Who	Costs	Evaluation
High Student Achievement (K-12)Mn Assessment Conference August, 2013	(K-12)Building Principals, Superintendent, plus designated teachers	01-005-640-000-316-366	Participant Feedback
(K-8)Literacy Continuous Improvement	K-8 teachers	Outside consultant providing on-site training Split 50/50 01-100-640-000-316-305 01-200-640-000-316-305	Reading Progress, on-level proficiency
K-12 Curriculum Alignment		01-005-640-000-316-185	

Staff Development Plan

(9-12)Standards alignment with MN Dept. of Education and college boards	Per Curriculum Review Cycle and others as needed	Sub costs: 01-300-640-000-316-305	Test scores, ACT, MCA Grad Test
K-12 Curriculum Alignment and Course Development	Curriculum writing time to work on new course curriculum. New courses will follow research, community and student interest and state standards.	01-005-640-000-316-185	Course development and registration
(K-12) TIES Workshop December 8-9, 2014	Registration, meals, sub pay, and transportation	(6 staff members) Registration, meals, transp: 01-005-640-000-316-366 Sub pay: 01-005-640-000-316-305	Feedback and technology implementation
Technology Tickets	All teachers – time to work on self-directed technology needs	01-005-640-000-316-185	Form application and post evaluation
Other technology integration needs including electronic curriculum		Electronic Curric: 01-005-640-000-316-430 Technology Equipment: 01-005-640-000-316-555	
Innovation Applications	All teachers – opportunity to apply for dollars to support innovative initiatives	01-005-640-350-316-430	Form application and follow-up feedback
PLTW	Identified staff members for course training	01-005-640-252-316-185	
Collaborative Work Environment			
(K-12)Positive Behavior Bullying Prevention	All teachers	01-005-640-000-316-401	Student, staff and parent evaluation
(PreK-12)Positive Behavior Intervention and Support	PBIS Training Team	PreK-4 5-8	Program implementation, goals completion

Staff Development Plan

		9-12 Four days allocated for each at 8 members. 01-005-640-000-316-185	
K-12 Mentoring Program	New Teachers and mentors	(2 days new teachers) (mentors) 01-005-640-000-316-185	
Teacher Evaluation	Committee and others	01-005-640-000-316-185	
Effective and Efficient Operations			
(K-12)Study of other effective and efficient K-12 facilities	Designated administration, board members and staff	01-005-640-000-316-185	Feedback
Site Base Leadership Team Meetings	Site base leadership 4 ½ day meetings/site (PreK-4, 5-8, and 9-12)	01-005-640-000-316-185	Building operations, staff feedback
SITE BASED LEADERSHIP TEAM DISCRETION	Staff members applying for staff development dollars – applications must align with district goals and include a plan for reporting	01-005-640-000-316-185	Feedback and communication with others
PLC Days – All Staff	PLCs will have the opportunity to apply for (up to one full day) for additional PLC work.	01-005-640-000-316-185	
PLC Leadership Team Meetings	PLC Leadership Team (to also include books, etc as deemed appropriate by the team)	01-005-640-000-316-185 01-005-640-000-316-401	
Baldrige Self-Assessment	Cabinet	01-005-640-000-316-401	
Data Coaches	3 (1 per building) stipend	01-005-640-000-316-185	
Department Conferences		01-005-640-000-316-185	
Special Education Specific Requests		01-005-640-400-316-366	

Site: District with site specific actions

Staff Development Plan

Date: October 1, 2014

Staff Development Team	Summer reporting and planning	01-005-640-000-316-185	
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2014-2015