



The Pellston Public School Board of Education adopts a new set of District Goals annually, which set the focus for the upcoming school year. 2019 District goals are set in conjunction with individual school building goals in an effort to ensure everyone in the District is working toward the same positive outcomes.

Pellston Public Schools Board of Education Goals

Pellston Public Schools Board of Education recognizes, with great pride, our tremendous student achievements through continued support, and looks to the future as leaders in education. Pellston Public Schools Board of Education will work with the District staff, students, parents and our community to achieve the three overarching goals:



Increase Student Achievement

- ❖ *Curriculum/Staff Development-In preparing all students for college, career, and community readiness Pellston Public Schools will increase the rigor and depth of content area student learning in kindergarten through grade 12, as evidenced by multiple measures focused on individual student growth and maximizing potential.*
 - Continue working to meet the needs of all learners with targeted focus on extended block scheduling for students in grades 6-9 in Mathematics.
 - Ensure that all students are well-grounded in basic academic skills with emphasis on the application of reading, writing, and mathematics.
 - Active team participation on the High Quality Teaching and Learning (HQTL) initiative with the local ISD, developing articulated curriculum guides at all levels and content areas, specifically identifying power standards.
 - Utilize district and ISD literacy resources to continue increase student reading proficiency in K-3.
 - Collaborate with parents, utilizing the newly required Individual Reading Improvement Plans (IRIP) for identified students in K-3 as a vehicle to communicate with families about individual student reading progress.
 - Continue to use an integrated system of technology to improve communication, enhance operational and instructional effectiveness and efficiency, and foster increased student achievement.
 - Provide meaningful staff development that is targeted to increasing student performance, and meet the needs of ALL students.
 - Collaborate with the Hornet Health Center and the Northwest Michigan Health Department to provide elementary age students formal instruction from K-5, Second Step Curriculum.
 - Implement alignment of the recently released Social Emotional Learning (SEL) Standards and current work with the Michigan Model Health Curriculum.

- Provide support to the district Leadership Team in gaining an understanding of Multi-Tiered System of Support (MTSS) and the district self-assessment.
 - Implement with fidelity the 5d+ Professional Staff Evaluation Tool and PIVOT.
 - Collaborate with the ISD and to determine Student Growth as part of the Teacher Evaluation System.
 - Engage in the use of assessment data and research-based best practices to improve student achievement.
 - Increase the number of students meeting projected growth targets and proficiency levels.
 - Initiate new preschool programming for district three year olds.
- ❖ Policy Committee–*The Board of Education will provide leadership in the establishment of policies.*
- Continue the review and revision of District policies.
 - To create new policies as opportunities and challenges are presented.



Increase Teamwork, Professional Conduct, and Civility

- ❖ School /Community Relations-*Each member of Pellston Public Schools has the power and responsibility to affect school climate in a positive way.*
- teachers, administrators, and other professional and support staff to work together to achieve the goals of the Pellston Public School District.
 - Conduct periodic “Community Needs Assessment”.
 - District employees will adhere to the “Michigan Professional Educator’s CODE of ETHICS”
 - Continue to encourage staff and administrative visibility within and outside of the regular school day.
 - Collaborate with the Great Start Network to provide Family Evenings throughout the school year with a specific focus on the Five Protective Factors.
 - Demonstrate through a variety of communications and interactions to staff a high level of respect and also clearly set high expectations related to professionalism.
 - Positive Behavioral Intervention Supports (PBIS) will define the framework by which we teach and model positive behavior throughout the school community.
 - Supports the adoption of the *Full Value Agreement* (FVA) fostering an adult and student environment that is safe (both physically and emotionally), promotes teamwork and encourages “speak up”.
 - Responsibly maintain the facilities and grounds to ensure the safety and health and well-being of staff, students and community.
 - Promote with administration and staff “Brown and Gold” Fridays.
 - Support extracurricular activities and facilities.
- Provide the structure and environment for students, parents, community members, Create and maintain environments that inspire and support successful learning and delivery of educational services.

- Sparkle Principal: To ensure the buildings are kept at their highest cleanliness level possible and to oversee repair projects.



Improve Financial Prioritization & Stability

- ❖ *Finance/Negotiations*-The Board of Education will provide leadership and direction for budgetary decisions.
 - The district will be mindful of regulatory issues and economic conditions. The budget development will be zero-based and continue to identify and implement cost efficiencies in all areas.
 - Prepare and negotiate the PESPA and PEA contracts.
 - Provide a transparency in reporting of all Regional Enhancement Millage expenditures annually.
 - Continue to utilize district grant funds to support improvement of programming for students at all levels.
 - Use all resources wisely.