

Strategic Plan: Year 1 of 5 Year Plan

Year End Report for 2009-2010 – Detailed Plan *(Summary also available.)*



Our mission is to prepare students to face a changing world as life long learners and informed, responsible citizens, within a safe, inclusive and dynamic environment

Limestone District School Board: *Success for All*

As at August 31, 2010

LDSB Strategic Plan: Year 1 of 5 Year Plan

GOAL 1: Improve Achievement and Success for All Students.

The Limestone District School Board is fully committed to the goals of improving achievement for all students and closing the achievement gap for particular groups of students, as established by the Ministry of Education.

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 1)	PROGRESS TOWARDS OUR SUCCESS INDICATORS
How will we accomplish this goal?	What will success look like in 2014?	What action will we take?	What is the status of Year 1 Initiatives?	What does success look like at the end of Year 1 of the Plan? What progress has been made toward achieving our Success Indicators?
1.1 Student success and achievement levels will be increased.	1.1.1 The goals of <i>Reach Every Student: Energizing Ontario Education</i> and the Limestone District School Board Improvement Plan for increasing overall achievement in language and mathematical literacy, as reflected on school based and provincial assessments, are met or exceeded.	1.1.1a Introduce and provide professional learning around <i>Learning For All K-12</i> .	1.1.1 a/b Initiative successfully completed. Numerous professional learning sessions and training opportunities were provided to all appropriate staff groups on differentiated instruction, the draft <i>Learning for All K-12</i> document, and related topics. Thirty-five Limestone schools applied for and received support for Differentiated Instruction projects.	<p>1.1.1a Elementary Achievement: Progress occurred in all indicator categories with the exception of stable provincial scores in mathematics. <u>Elementary Mathematics:</u> <i>Report Cards (Baseline data, June reports)</i> 68% of primary students achieved at level 3 or 4 63% of junior students achieved at level 3 or 4 58% of intermediate students achieved at level 3 or 4 <i>Provincial Mathematics Assessments</i> 66% of students in grade 3 achieved at level 3 or 4 in 2009-2010, stable with 2008-9 and up 3% from 2007-08. 56% of students in grade 6 achieved at level 3 or 4 in 2009-10, stable with 2008-09 and up 2% from 2007-08.</p> <p><u>Elementary Reading:</u> <i>Report Cards (Baseline data, June reports)</i> 65% of primary students achieved at level 3 or 4 78% of junior students achieved at level 3 or 4 73% of intermediate students achieved at level 3 or 4 <i>Provincial Reading Assessments:</i> 58% of students in grade 3 achieved at level 3 or 4, up 2% from 2008-2009 72% of students in grade 6 achieved at level 3 or 4 (an increase of 2% from 2008-2009)</p> <p><u>Elementary Writing:</u> <i>Report Cards (Baseline data, June reports)</i> 55% of primary students achieved at level 3 or 4 75% of junior students achieved at level 3 or 4 71% of intermediate students achieved at level 3 or 4 <i>Provincial Writing Assessments:</i> 65% of students in grade 3 achieved at level 3 or 4, up 3% from 2009 67% of students in grade 6 achieved at level 3 or 4, up 4% from 2009</p> <p>1.1.1a Secondary Achievement: Progress occurred in all provincial assessment categories with the exception of a 2% decline in academic English. <u>Secondary Mathematics</u></p>

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		<p>1.1.1b Provide professional learning, workshops, and courses related to differentiated instruction for all administrators, student success leads and teachers.</p> <p>1.1.1c Provide professional learning to increase student achievement in reading, writing and mathematics through the <i>Schools Helping Schools Project</i>.</p>	<p>1.1.1b Initiative successfully completed (see 1.1.a and 1.1.4a)</p> <p>1.1.1c Initiative successfully completed. Kindergarten, Gr. 2/3, Gr. 5/6 teachers (English and French Immersion) and Special Education teachers from all elementary schools participated in professional learning sessions, following the Teaching Learning Critical Pathway (TLCP), with a focus on Making Connections (reading and writing). All elementary schools completed at least one TLCP. Other elementary initiatives with a focus on increasing student achievement in literacy and numeracy included <u><i>Schools In The Middle</i></u> School Improvement Teams from seven Schools In The Middle (Rideau, Sinclair, Central, Collins Bay, Selby, Storrington, Truedell)) and two Ontario Focused Intervention Program (OFIP) 1 & 2 schools (Rideau Heights, Prince Charles) participated in professional learning with a focus on curriculum planning and clustering expectations, reading comprehension strategies, success criteria and high yield teaching strategies. <u><i>Student Work Strategy</i></u> Select teachers from seven Student</p>	<p><u><i>Report Cards</i></u></p> <ul style="list-style-type: none"> ➤ In grade 9 academic mathematics there was a 13% increase in achievement of the provincial standard, to 67% and an increase of 6% in grade 10 to 60%. ➤ In grade 9 applied mathematics there was a 5% increase in achievement of the provincial standard, to 54% and an increase of 4% in grade 10 to 50%. ➤ In grade 9 locally developed mathematics there was a 3% decrease in achievement of the provincial standard, to 56% and an increase of 9% in grade 10 to 66%. <p><u><i>Provincial Mathematics Assessment Results</i></u></p> <ul style="list-style-type: none"> ➤ 78% of students writing the academic assessment achieved levels 3 and 4, an increase of 3% from 2009, and 4% below the provincial average ➤ 42% of students writing the applied assessment achieved levels 3 and 4, an increase of 4% from 2009, and 2% above the provincial average. <p><u><i>Secondary English</i></u></p> <p><u><i>Report Cards</i></u></p> <ul style="list-style-type: none"> ➤ In grade 9 academic English there was a 6% decrease in achievement of the provincial standard, to 68% and an increase of 9% in grade 10 to 79%. ➤ In grade 9 applied English there was an 11% increase in achievement of the provincial standard, to 63% and an increase of 10% in grade 10 to 61%. ➤ In grade 9 locally developed English there was a 6% decrease in achievement of the provincial standard, to 56% and an increase of 5% in grade 10 to 61%. <p><u><i>Provincial Literacy Assessment Results(OSSLT)</i></u></p> <ul style="list-style-type: none"> ➤ 94% of students enrolled in academic English achieved levels 3 and 4, a decrease of 2% from 2009 and 1% above the provincial average ➤ 63% of students enrolled in applied English achieved level 3 and 4, an increase of 4% from 2009 and 8% above the provincial average ➤ 25% of students enrolled in locally developed English achieved level 3 and 4, an increase of 8% from 2009 and 14% above the provincial average ➤ The deferral rate for all students decreased by 1% between 2009 and 2010 and our success rate for all first-time eligible students increased by 2%. ➤ LDSB is 1% above the provincial average on the OSSLT for all first-time eligible students
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			<p>Work Study schools (Amherstview, Cataraqui Woods, Henderson, Loughborough, Lundy's Lane, Odessa, Polson Park) participated in professional learning with a focus on descriptive feedback. A Student Work Study teacher worked with select teachers in the seven schools with a focus on examining student work and instructional practices to improve student achievement.</p> <p><u>Small and Northern Boards Project</u> Gr. 3-6 teachers from Schools In The Middle, OFIP 1 & 2 and District Review Schools participated in professional learning with a focus on the three part problem solving process in numeracy.</p> <p><u>Collaborative Inquiry for Learning - Mathematics</u> Three elementary schools were involved in the Collaborative Inquiry for Learning – Mathematics project (CIL-M) (Bayridge PS, First Ave, Lord Strathcona) with a focus on improved numeracy instruction through the problem solving process. Teachers, principals, vice principals and consultants participated in co-teaching and co-planning along with educators from three schools from our co-terminus Board. Three additional elementary schools (Lancaster Drive PS, H.H. Langford and Newburg/Centreville) participated in CIL-M professional learning sessions.</p> <p><u>Leader to Leader</u> J.G. Simcoe was paired with an elementary school from our co-terminus Board to participate in capacity building for teachers and administrators in literacy and numeracy.</p>	
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		<p>1.1.1d Support secondary teachers in instruction and assessment practices focused on problem solving strategies through Families of Schools.</p> <p>1.1.1e Initiate the <i>Leading Student Achievement Project</i> to increase instructional leadership capacity for administrators in the areas of literacy and numeracy.</p> <p>1.1.1f Facilitate the development and implementation of a strategic Language and Mathematical Literacy Action Plan in every secondary school.</p> <p>1.1.1g Expand the number of elementary schools engaged in District Reviews from 3 to 7.</p>	<p>1.1.1d Initiative successfully completed. Breakthrough Math problem solving with Grades 7-12 teachers in FSS and KCVI families of schools occurred in semester 1. Each family of schools participated in professional learning. Teachers from LCVI family of schools, and other teachers who had not previously taken part in Breakthrough Math participated in professional learning in semester II. Teachers from NDSS, LSS and KCVI, FSS families of schools participated in professional learning with Dr. Marian Small, focusing on teaching through Big Ideas and Questioning along with assessment planning.</p> <p>1.1.1e Initiative successfully completed. All elementary Principals participated in monthly Principal Learning Team meetings with a focus on improved student achievement through the Teaching Learning Critical Pathway. The professional learning sessions were repeated with the Elementary Vice Principals.</p> <p>1.1.1f Initiative successfully completed. Mathematical Literacy Action Plans for inclusion in School Improvement Plans were developed by planning teams in every secondary school.</p> <p>1.1.1g Initiative successfully completed. Seven elementary schools participated in a District Review: (Prince Charles, Perth Road, Joyceville, Truedell, Fairfield, Sharbot Lake PS and NAEC.</p>	
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	<p>1.1.2 Credit Accumulation: At least 85% of students working towards a high school diploma earn fifteen credits by the end of grade 10.</p> <p>1.1.3 Graduation Rate: At least 85% of students working towards a high school diploma graduate within five years.</p>	<p>1.1.2/3a Support achievement through student engagement initiatives e.g.: Tell Them From Me Program, Student Voice, Mediating by Empowering with Nurturing Dialogue (MEND Approach), Student Focus Groups, Student Success Leadership Camp, Inter-School Council activities, Bullying Prevention programs, Character Education initiatives and the <i>Let's Talk, Let's Listen</i> initiative.</p> <p>1.1.2/3b Implement and refine Pathways opportunities through Focus Programs, Expanded Cooperative Education, Dual Credits, Specialist High Skills Majors and Alternative Programs.</p>	<p>1.1.2/3a Initiative successfully completed. The <i>Let's Talk, Let's Listen</i> initiative was developed and 180 students and 20 staff representing all secondary schools attended the Student Success Leadership Camp (OELC) in Orillia. Thirty (30) Student Voice <i>SpeakUp</i> Projects in 13 schools were completed. Full Link Crew orientation programs operated in 6 secondary schools, and transition programs operated in all schools. Secondary program team met with students from secondary schools twice during the year to discuss assessment & evaluation practices. Three thousand, one hundred and eighty-five (3,185) students from 9 secondary schools have completed the Tell Them From Me student surveys. Student feedback is being shared with staff. Inter-school Student Council implemented strategies to include rural and distant schools. Inter-school Council LimeAide concert operated for second year with great success.</p> <p>1.1.2/3b Initiative successfully completed. A comprehensive Cooperative Education manual was developed and introduced. Managing Technology for Experiential Learning (MTEL) training was completed with full implementation in 2010 - 1,600 Certifications were issued to students through expanded certification programs. Limestone Skills Competition expanded to 32 events. Association continued with community partners/ groups including Kingston Home Builder's Association and the Kingston Technology Council. University</p>	<p>1.1.2 Secondary Credit Accumulation: Progress occurred in all indicator categories.</p> <ul style="list-style-type: none"> ➤ 84.2% of grade 9 students achieved 8 or more credits by June 2010, up 1.2% from 2009 ➤ 82.8% of grade 10 students earned 15 or more credits, up 1.3% from 2009 ➤ 73.0% of grade 10 students achieved 16 or more credits by June 2010, up 2.3% from 2009 ➤ 70.5% of grade 11 students achieved 23 or more credits, and therefore still on track to graduate in four years, up 3.3% from 2009 <p>1.1.3 Graduation Rate: Of the total number of students in year 4 in 2008-9, 90% had either graduated or returned for a fifth year of school in LDSB, up 1% from 2007-08. (The number for 2009-10, the total has not yet been finalized.)</p>
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	<p>1.1.4 The goals of <i>Reach Every Student: Energizing Ontario Education</i> and The Limestone District School Board Improvement Plan are met or exceeded for reducing achievement gaps for specific student populations including special education, gender, Aboriginal, and applied programming.</p>	<p>1.1.4a Implement strategies for student success as outlined in <i>Learning for All K-12</i>.</p>	<p>partnerships were continued with Queen's Engineering / Robotics and Queen's Arts. The Harvesting House Sustainable Energy project, in partnership with Braebury Homes Inc. completed construction Phase I and began preparation for the Education Phase II. Specialist High Skills Major (SHSM) increased the number of sectors from 4 to 7, adding Forestry, Health/Wellness and Energy. A new SHSM Teacher Handbook, a new Technology Standard Operating Procedures handbook, and a new Focus Program approval process were created. Focus Programs were reviewed for process, alignment and pathway. All secondary schools and one alternative centre provided opportunities for students to participate in Dual Credit programming. The number of skilled trade placements through OYAP and Dual Credit increased. Course Calendars in all secondary schools received one page inserts for all Expanded Opportunities to provide consistency around messaging and access. A Full-time PLAR teacher was put in place to provide system support.</p> <p>1.1.4a Initiative successfully completed. Courses for teachers and educational assistants included effective instructional practice for student success from <i>Learning for All K-12: SST/LPS</i> course; EA Exceptionalities course Developmental Disabilities Course; Geneva Centre training – Applied Behaviour Analysis</p>	<p>1.1.4. Students with Special Education needs (excluding gifted) have increased overall achievement in language and mathematical literacy as evidenced by EQAO data.</p> <p><i>Elementary Mathematics: EQAO</i></p> <ul style="list-style-type: none"> ➤ The proportion of grade 3 students with special education needs who participated increased to 85% (78% in 2008-2009) ➤ 35% of students with special education needs in grade 3 achieved at level 3 or 4, down 4% from 2008-2009) ➤ The proportion of grade 6 students with special education needs who participated increased to 86% (80% in 2008-2009) ➤ 25% of students with special education needs in grade 6 achieved at level 3 or 4, up 4% from 2008-2009)
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		<p>1.1.4b Extend implementation strategies to enhance the <i>Collaborative Services Delivery Model</i>.</p> <p>1.1.4c Continue to implement the Differentiated Instruction Professional Learning Strategy.</p> <p>1.1.4d Facilitate, through Success Teams, the expansion of the Pyramid of Preventions and Interventions Model to support all students.</p>	<p>1.1.4b Initiative successfully completed. LDSB Connections Coordinator met every six weeks with the Autism Intervention Program (AIP) staff at Pathways for Children and Youth to review and continue the implementation of the CSDM Logic Model. All tools are complete and will be shared with Principals of schools where a student is transitioning from the Intensive Behavioural Intervention (IBI) program to school-based programming.</p> <p>1.1.4c See 1.1.1 a/b</p> <p>1.1.4d Initiative successfully completed. Success teams in 7 secondary schools adopted a Pyramid of Preventions and Interventions model. All secondary schools have an intervention process in place.</p>	<p><i>Elementary Reading: EQAO</i></p> <ul style="list-style-type: none"> ➤ The proportion of grade 3 students with special education needs who participated increased to 79%, up 10% from 2008-2009 ➤ 21% of students with special education needs in grade 3 achieved at level 3 or 4, up 1% from 2008-2009) ➤ The proportion of grade 6 students with special education needs who participated increased to 87%, up 8% from 2008-2009 ➤ 36% of students with special education needs in grade 6 achieved at level 3 or 4, up 1% from 2008-2009) <p><i>Elementary Writing: EQAO</i></p> <ul style="list-style-type: none"> ➤ The proportion of grade 3 students with special education needs who participated increased to 86%, up 8% from 2008-2009 ➤ 46% of students with special education needs in grade 3 achieved at level 3 or 4, up 9% from 2008-2009) ➤ The proportion of grade 6 students with special education needs who participated increased to 88%, up 8% from 2008-2009 ➤ 37% of students with special education needs in grade 6 achieved at level 3 or 4, up 5% from 2008-2009) <p><i>Secondary Mathematics: EQAO</i></p> <ul style="list-style-type: none"> ➤ Of students with special education needs writing the applied EQAO Grade 9 mathematics assessment, 36% achieved level 3 or 4 in 2009-10, an increase of 1% since 2008-09, and 3% above the provincial average ➤ Of students with special education needs writing the academic EQAO Grade 9 mathematics assessment, 61% achieved level 3 or 4 in 2009-10, a decrease of 4% since 2008-09, and 11% below the provincial average <p><i>Secondary Literacy EQAO</i></p> <ul style="list-style-type: none"> ➤ Of students with special education needs writing the grade 10 OSSLT, 57% were successful in 2009-10, an increase of 7% since 2008-09, and 11% above the provincial average <p><i>Closing the Achievement Gap: Gender</i></p> <p><i>Elementary:</i></p> <ul style="list-style-type: none"> ➤ Overall, the achievement gap between male and female students in grade 3 is improving over time. In both grade 3 and 6 writing the achievement indicates improvement for both genders while the gap closes. ➤ The achievement gap between male and female students in grade 3 and 6 reading is 9% and 10% (12% and 8% in 2008-2009)
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<p>1.2 Implement the <i>Full-Day Learning For 4 and 5 Year Olds</i> initiative as per Ministry direction.</p>	<p>1.2.1 The <i>Full-Day Learning for 4 and 5 Year Olds</i> initiative is fully implemented within the parameters established by the Ministry of Education.</p>	<p>1.2.1a Upon Ministry direction, implement recommendations for full day early learning within requisite timelines.</p>	<p>1.2.1a Initiative successfully completed. Following extensive collaborative consultation with community partners (Consolidated Municipal Service Managers, Best Start Network, Child and Youth Services Steering Committee), co-terminus Boards, municipalities, Ministry Of Education, unions and Board and school staff, fourteen Full-Day Early Learning Kindergarten classes are in place for September 2010 in 8 schools (Centreville, First Ave., Frontenac, NAEC, Perth Road, Prince Charles, Sharbot Lake PS, Westdale Park).</p> <p>1.2.1b The Child & Youth Services Steering Committee has revised the Community Protocol for Transition to School and is working on the <i>Planning Entry to School Package</i>.</p> <p>1.2.1c The selection of six additional classrooms at three schools (J.G. Simcoe, Rideau Heights, Fairfield) for phase 2 (2011-2012) was developed with input from the partners listed above and was approved by the Board and the Ministry of Education.</p>	<ul style="list-style-type: none"> ➤ The achievement gap between male and female students in grade 3 and 6 writing was reduced to 13% and 19% (15% and 20% in 2008-2009) ➤ The achievement gap between male and female students in grade 3 and 6 mathematics was reduced to 1% and 6% (2% and 4% in 2008-2009) <p>1.2.1 14 Full-Day Early Learning – Kindergarten classes (100% of Ministry allocation) began September 2010 in 8 schools. Six additional classes to commence September 2011.</p>
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<p>1.3 Enhance learning through the arts and technology in the elementary panel.</p>	<p>1.3.1 There are an increased number of specialist teachers delivering arts and technology programming in elementary schools.</p>	<p>1.3.1a Establish a joint Board / Federation committee to explore models and develop opportunities to enhance programming through the use of specialty teachers.</p> <p>1.3.1b Continue to expand experiential learning opportunities through the grade 7 and 8 design and technology program.</p>	<p>1.3.1a Initiative successfully completed. Primary Core French will be implemented in four elementary schools (Winston Churchill, Rideau PS., Central PS, and Sydenham PS) in September 2010. A music specialist teacher will deliver music instruction to K-8 students in five elementary schools (Frontenac PS, Rideau Heights PS, JG Simcoe PS, First Ave PS, and Rideau PS) beginning in September 2010.</p> <p>1.3.1b Initiative successfully completed. Design and Technology sites were established at two (2) elementary schools, (The Prince Charles PS and Bayridge PS) as well as one for elementary and secondary students enrolled in the Robert Meek Youth Access Program. Ten schools now participate in district robotic competitions. Two Elementary Vocational Instruction Strategy carts are now available for elementary classroom program. Expanded elementary options were created for Limestone Skills Competition. Elementary Guidelines for Technology were completed.</p>	<p>1.3.1 Primary Core French will be piloted in four elementary schools (KCVI Family) in 2010-2011. Data collected throughout the pilot will determine success and possible expansion 2011-2012</p> <p>A Music Specialist teacher will deliver music instruction, K – 8 to students in 5 elementary schools and data collected throughout the pilot will determine success and possible expansion 2011-2012</p> <p>Two additional technology classrooms are in place at two sites and two additional itinerant technology carts are available for use.</p>
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LDSB Strategic Plan: Year 1 of 5 Year Plan

GOAL 2: Foster Health and Wellness in Safe Environments for Students and Staff.

For the public to have confidence in our education system, and for staff and students to feel safe and comfortable working and learning, school environments must be respectful, inviting and inclusive:

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<p>2.1 Improve educational programs and increase support strategies for at risk students.</p>	<p>2.1.1 All schools are trained in the <i>Mediating by Empowering with Nurturing Dialogue</i> (MEND) restorative approach.</p> <p>2.1.2 Students receiving Community Threat Assessments are those most at risk of harm to self or others.</p>	<p>2.1.1a Provide Level One MEND training to sixteen additional schools.</p> <p>2.1.1b Provide Level Two MEND training to twenty key staff members.</p> <p>2.1.2a Begin implementation of the <i>Collaborative Response to Needs of Students at Risk Protocol</i>.</p>	<p>2.1.1a Initiative exceeded requirements. Six hundred staff members were trained in 09-10 bringing the total to 900 staff members trained in LDSB schools since the MEND project began in 2007. The total percentage of administrators trained is 94 %. All schools have at least one staff member who completed Level One MEND training. Furthermore, 30/66 schools have a substantive core of staff trained.</p> <p>2.1.1b Met expectations. Level 2 MEND training to 20 staff from a variety of schools in October brought the total to 200 staff trained across the LDSB schools. The trained staff are able to conduct MENDING Circles.</p> <p>2.1.2a Initiative successful. Met expectations. Students who are at risk of self harm or harm to others and in need of support by the Child and Adolescent Psychiatry staff at Hotel Dieu Hospital are identified by school administrators in consultation with Educational Services staff after having been trained. Protocol training was provided to LDSB Principals, Educational Services</p>	<p>2.1.1 The 2009-10 goal of training 16 additional schools was exceeded. MEND trained staff are in place in all schools. Over 30 schools are committed to MEND practices. Over 3,000 students have been introduced to MEND foundation concepts. Over 400 students have been trained at Level 1 and over 100 community members have been trained at Level 1. Two hundred staff are trained at Level 2. The two intervention specialists conducted 30 circles in 2009-10. They were involved in over 40 situations, as consultations, or interventions that did not need to proceed.</p> <p>2.1.1 Staff report cultural shifts at their schools, fewer disciplinary issues and greater success with challenging students. The number of students with conflicts is declining in classrooms employing the MEND approach and students are responding to the MEND approach. Students are requesting MENDING assistance with conflict, developing greater empathy and understanding for one another and ultimately feeling more comfortable in the school environments.</p> <p>2.1.2 There were 61 threat assessments in 2009-10. Approximately 92% of these students were deemed medium or high risk.</p>

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		<p>2.1.2b In-service administrators on implementation of school-based risk assessments.</p> <p>2.1.2c Continue to provide Risk/Threat Assessment Training, Traumatic Event Systems Training and Suicide Risk Assessment Training to LDSB Administrators and Educational Services staff when required.</p>	<p>staff and Guidance Heads.</p> <p>2.1.2b Initiative successful. Training was provided to administrators by Educational Services District Teams and the Behaviour Action Team.</p> <p>2.1.2c Initiative successful. Level 1 Risk Threat Assessment Training was provided for LDSB staff, bringing the total number of staff trained over the past 5 years to 400; Level 2 Traumatic Events System Training was provided, bringing the total number of staff trained over the past 4 years to 100 people; Suicide Risk Assessment Training was provided to Educational Services staff; TAPP-C (The Arson Prevention Program – Children) was provided for 30 LDSB staff; TEACH: ADHD was provided for LDSB Educational Services staff; Teaching Kids with Separation Disorder was provided for LDSB staff. Two additional LDSB staff – Student Attendance Counselors – have become qualified to deliver Level 1 Risk Threat Assessment Training to LDSB staff. LDSB now has 5 trainers.</p>	
	<p>2.1.3 Students identified as hard to serve, suspended or expelled successfully complete the academic components of their programs.</p>	<p>2.1.3a Provide 5-day <i>Safe Teen</i> training for 20 key staff.</p> <p>2.1.3b Provide 2-day <i>Safe Teen</i> refresher course for previously trained staff.</p>	<p>2.1.3a Initiative successfully completed. (LDSB STEP UP Action to Refuse Violence is a violence prevention and intervention project based on SAFETEEN: Powerful Alternatives to Violence (copyright) program) Training.</p> <p>2.1.3b Initiative successfully completed.</p>	

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		<p>2.1.3c Implement recommendations of Limestone District School Board Safe Schools Audit.</p> <p>2.1.3d Conduct review of District Learning Centres.</p> <p>2.1.3e Complete 3 year Action Plan of Student Support Leadership Initiative.</p> <p>2.1.3f Host best practices suspension/expulsion roundtable with other Boards. Incorporate best practices into Limestone District School Board Programs where possible.</p>	<p>2.1.3c Initiative successfully completed. Sites which were audited in Spring 2009 complied with the recommendations.</p> <p>2.1.3d Initiative successfully completed. A review of the secondary behaviour programs (District Learning Centres – Transitions and Transitions West) was completed. Program changes as recommended by the review will take place in September 2010 for Transitions and in January 2011 for Transitions West. A review of the secondary autism program supports was completed. Program and staff changes as recommended by the review will take place in September 2010. The review of the elementary autism programs will continue in September 2010.</p> <p>2.1.3e Initiative successfully completed. The three year action plan of the Student Support Leadership Initiative, Phase 1, was completed.</p> <p>2.1.3f Initiative successfully completed. Ideas were adopted from the round table and a presentation on the results of the roundtable was made to LDSB Trustees.</p>	<p>2.1.3 85% of students expelled during the 2009-2010 school year have either (a) returned to school, having successfully completed the academic and non-academic components of their programs, or (b) they continue to work on the academic and non-academic components as part of their expulsion program.</p>
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	<p>2.1.4 <i>Revise Limestone District School Board policies and procedures to align with new Keeping Kids Safe at School Act and any related new or revised MOE policy/procedure memoranda.</i></p>	<p>2.1.4a <i>Revise Administrative Procedures 353 and 354 to comply with PPM 145 and 144.</i></p> <p>2.1.4b <i>Revise Limestone District School Board Safe Schools Protocol to align with Keeping Kids Safe at School Act.</i></p> <p>2.1.4c <i>Revise Limestone District School Board Lockdown procedure to align with new Keeping Kids Safe at School Act.</i></p> <p>2.1.4d <i>Develop a Comprehensive Safe Schools binder for Administrators.</i></p> <p>2.1.4e <i>In-service School Administrators on Progressive Discipline strategies.</i></p>	<p>2.1.4a Initiative successful and ongoing. Admin. Procedure 353 has been revised to meet the requirements of P/PM 145 and Admin Procedure 356 has been revised to meet the requirements of P/PM 144. Both revised administrative procedures are posted on the LDSB website. Staff training was completed for School Teams and materials distributed (DVDs) for School Teams/Principal to train staff. Staff not attached to a school: ITS technicians; occasional teachers; casual EAs; and Board staff received an e-training module, or by Supervisors of Educational Services.</p> <p>2.1.4b All procedures have been updated for the Keeping Kids Safe at School Act.</p> <p>2.1.4c Initiative successfully completed. Training for school staff will occur during fall of 2010.</p> <p>2.1.4d The LDSB Safe Schools manual is in final phases, pending the provision of specific provincial components direction. A new "Threats to School Safety" procedure will be incorporated.</p> <p>2.1.4e Initiative successfully completed. Training on the duty to respond to and/or report inappropriate student behaviour. (Also see 2.1.4 a). A Progressive Discipline Chart was developed for use in September.</p>	
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<p>2.2 Increase support for healthy working and learning environments and implement wellness strategies for staff and students</p>	<p>2.2.1 Recommendations from the MOE Equity and Inclusion Strategy are implemented system-wide.</p> <p>2.2.2 Review of policies and procedures related to harassment, violence and human rights are completed and implemented system wide.</p>	<p>2.2.1a Implement Equity and Inclusion Strategy directives and recommendations.</p> <p>2.2.2a Review and revise procedures and/or policies on human rights and harassment.</p> <p>2.2.2b Provide in-service and training on Health and Safety matters.</p>	<p>2.2.1a Initiative successfully completed. Training for school teams occurred and senior staff participated in regular meetings and biweekly teleconferences with Eastern Region. Community consultation of Religious Accommodation Guideline occurred. Guideline was revised to reflect recommendations. Equity and Inclusion procedure has been created, consultations complete and procedure published on website.</p> <p>2.2.2a Initiative successfully completed. Human Rights and harassment procedures have been updated; consultations process completed, procedures have been introduced to all staff.</p> <p>2.2.2b Initiative successfully completed. Asbestos training for new elementary pool administrators and others requiring training has been provided; LDSB has prepared a training presentation for use throughout the system. Violence Threat, Risk Assessment (V-TRA) Awareness training has taken place for all casual caretakers and casual secretaries. Additional V-TRA awareness training has taken place for permanent caretakers and for all Educational Assistants. Administrative Procedure 413 has been created for all staff relating to the use of Wireless Handheld Devices While Driving. Training in this area is complete.</p>	<p>2.2.1 Equity and Inclusion Procedures are completed and training is on target for the fall of 2010.</p> <p>2.2.2 Procedures related to harassment, violence and human rights are in place, staff Violence Risk Assessment survey completed, on-line training module completed, parent pamphlets complete and supplementary procedures in progress.</p>
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	<p>2.2.3 The implementation schedule of Ont. Reg. 429/07 <i>Accessibility for Ontarians with Disabilities Act, 2005</i> is met or exceeded.</p> <p>2.2.4 Statistical analysis and participant surveys show that employees accessing the Employee Assistance Program (EAP) and Employee Attendance Support Services are satisfied with the support and service.</p> <p>2.2.5 Use of Employee Attendance Support Program has increased and employee group attendance statistics meet or exceed provincial averages.</p>	<p>2.2.3a Develop the Accessibility Standard for Customer Service Administrative Procedure for Limestone District School Board.</p> <p>2.2.3b Train staff in newly developed customer service standards.</p> <p>2.2.4a Administer a customer satisfaction survey for the Employee Assistance program</p> <p>2.2.5a Administer the Limestone District School Board Attendance Support Program.</p>	<p>2.2.3a Initiative successfully completed. The Administrative Procedures for Accessibility Standards for Customer Service were written, shared and posted on the LDSB website. Admin Procedures 150, 151, 152, 153, 154, 155 and 156 were in effect January 1, 2010. Supervisory training completed.</p> <p>2.2.3b Initiative successfully completed. Customer Service training <u>How May I Help You?</u> for all staff began January 1, 2010. The compliance report was submitted to the Ministry of Community and Social Services.</p> <p>2.2.4a Initiative successfully completed. EAP Committee met throughout the year and improvements were made based on feedback. A formal survey of staff was completed. Quarterly statistics of usage received.</p> <p>2.2.5a Initiative in progress. A three year trend analysis has been completed using LDSB data, and similar data from other Boards is being sought as a comparative/standard or for approaches to improvement. Stages of program have been implemented on an individual basis.</p>	<p>2.2.3 Procedures are in place for <i>Accessibility for Ontarians with Disabilities</i> Customer Service Standard and employee training implemented.</p> <p>2.2.4 2010 Results of EAP staff satisfaction survey indicate that the majority of staff are satisfied with the service but that there are areas that require improvement. Results will be shared with the EAP Committee and Service Provider in September 2010 and follow up will occur over the course of the school year.</p> <p>2.2.5 Attendance Support is implemented on a case by case basis. Where individual meetings and goal setting has occurred, absenteeism has decreased. Data collection is in progress.</p>
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	<p>2.2.6 Limestone District School Board Pandemic Response Plan is communicated and implemented.</p> <p>2.2.7 Limestone District School Board healthy living initiatives are successfully promoted, implemented, completed and monitored.</p>	<p>2.2.5b Provide safe, effective and supportive Accommodation and Return to Work Plans.</p> <p>2.2.6a Train and prepare for implementation of Limestone District School Board Pandemic Response Plan under direction of the KFL&A Medical Officer of Health and MOE.</p> <p>2.2.7a Provide system support for Healthy Living initiatives such as grade 5 and 10 Activity Pass, Grade 3 Swim to Survive, and Employee HEAL Committee.</p> <p>2.2.7b Conduct review of Daily Physical Activity programs.</p>	<p>2.2.5b Initiative successfully completed. From September 2009 to June 2010 were a total of twenty-two (22) Accommodation and Return to Work Plans for Support Staff. Thirteen (13) academic staff are being formally accommodated; 5 academic staff are working part time on graduated return to work programs.</p> <p>2.2.6a Initiative successfully completed. Principals and supervisors developed business continuity plans for their schools using the framework developed by a Board committee. Senior Staff collaborated with KFL&A Public Health staff. Selected high schools held H1N1 vaccination clinics.</p> <p>2.2.7a Initiative successfully completed. HEAL Committee was active throughout the year. DPA (Daily Physical Activity) PE Specialist provided ongoing support throughout the year to elementary and secondary schools for the following: Swim to Survive; Grade 5 and 10 Activity Passes; Raise the Bar Student Leadership Conference; Celebration of Dance; Healthy Active Living Graduation Certificates, and School HEAL Awards.</p> <p>2.2.7b Initiative successfully completed. Elementary schools were surveyed and a report was produced in June 2009 which included the participation rate of daily DPA in elementary classes, delivery models of DPA, usage of</p>	<p>2.2.6 Pandemic plans were implemented by 100% of the schools as directed. No schools reported that they were unable to provide a safe level of supervision and class coverage due to H1N1 absenteeism.</p> <p>2.2.7 Healthy Active Living Committee, Activity passes for students, Swim to Survive, Healthy Active Living Graduation Certificates, Daily Physical Activity programs, HEAL Awards for schools are established and fully implemented. The Automated External Defibrillator program is under way and AEDs were installed at Ernestown SS, Napanee DSS and Sydenham HS.</p>
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		<p>2.2.7c Complete planning and begin process for installation of Cardiac Automated External Defibrillators across system.</p>	<p>OPHEA materials, successful conditions, challenges in implementation and recommendations.</p> <p>2.2.7c. Initiative successfully completed. AEDs were donated by L&A EMS and installed at NDSS as part of pilot. Grade 9 physical education teachers and heads of department at NDSS, ESS, SHS & SLHS completed training to use AEDs by the ACT Foundation. The Masonic Foundation of Ontario is pursuing a proposal to fund several more AEDs for Limestone schools.</p>	
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LDSB Strategic Plan: Year 1 of 5 Year Plan

GOAL 3: Ensure Fiscal Responsibility and Further Develop the Efficient Use of Resources.

In the Limestone District School Board, we believe that the organizational support services and operations of the Board must support and align with our educational goals of increasing achievement and success for all students. During a time when declining student enrolment is a local and provincial reality, and when finances are finite within an increasingly challenging economy, the Limestone District School Board strives to make both efficient and effective use of all resources.

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<p>3.1 The Limestone District School Board will complete internal reviews of operational systems and processes, including those in Tri-Board Transportation, Human Resources (HR), Educational Services, and Finance (budget, audit, purchasing, accounting, and non-Board funds) to reflect legislative changes and the recommendations with MOE Operational Reviews.</p>	<p>3.1.1 Processes for Educational Services, Financial Services (budget, audit, purchasing, accounting and non-board funds), Tri-Board Transportation, Planning and Human Resources (HR), reflect best practices and legislative changes and are aligned with recommendations from the MOE Operational Review.</p>	<p>3.1.1a Review EA allocation and service delivery model.</p> <p>3.1.1b Prepare for Measure of Variability Special Education funding initiative.</p> <p>3.1.1c Review process for developing Special Incidence Portion Funding claims.</p> <p>3.1.1d Complete implementation of e-Funds software for School Councils.</p> <p>3.1.1e Review process for Trustee expenditure reimbursement to align with updated legislation.</p>	<p>3.1.1a Initiative successfully completed. The allocation of Educational Assistants was reviewed. The Educational Assistant Placement meeting was successfully moved from its traditional end-of-August date to June 30, 2010.</p> <p>3.1.1b Initiative successfully completed. Continued consultation resulted in a letter to the MOE from LDSB Financial Services regarding predicted reduction in MOV and other Special Education funding envelopes.</p> <p>3.1.1c Initiative successfully completed. Successful review resulted in a significant reimbursement of funding.</p> <p>3.1.1d Initiative successfully completed in 50% of schools. A presentation was made to the School Council Forum, a draft administrative procedure was completed, and school information and support visits continue to be made by Financial Services staff on an ongoing basis.</p> <p>3.1.1e Initiative successfully completed. Trustee expenditure policy was revised to align with new government guidelines. Amended policy was approved, posted and</p>	<p>3.1.1 Internal review of various operational processes in Tri-Board Transportation and Financial Services (budget, audit, purchasing, accounting and non-Board funds) are underway. The revision of procedures for audit and purchasing functions is in progress. Implementation of e-software processes for non-board funds is approximately 50% complete. Operational reviews in Tri-board Transportation are 99% complete. The Provincial Operational Review for the Limestone District School Board is scheduled for January 2011.</p>

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		<p>3.1.1f Review purchasing procedures and practices to align with updated legislation.</p> <p>3.1.1g Review Board audit practices, policies, and procedures to align with updated legislation.</p> <p>3.1.1h Establish new budget, accounting and reporting framework for capital assets in accordance with Public Sector Accounting Board (PSAB) and MOE requirements.</p> <p>3.1.1i Complete bus route optimization review and reconfigure routes as appropriate.</p> <p>3.1.1j Update Tri-Board Transportation Integrated Voice Response system.</p> <p>3.1.1k Review process for collecting and utilizing enrolment data.</p> <p>3.1.1l Review role description of Outreach Coordinator.</p> <p>3.1.1m Complete review and revision of HR practices.</p>	<p>implemented.</p> <p>3.1.1f Final draft of revised purchasing administrative procedure in is on target for completion by November 2010.</p> <p>3.1.1g Initial revision of Audit procedure complete, pending finalized provincial regulations. Posted on LDSB website.</p> <p>3.1.1h Capital assets work for 2008-2009 year-end audit is complete. Draft administrative procedure will be completed by January 2011.</p> <p>3.1.1i Initiative successfully completed for selected schools. Two and a half bus routes will be eliminated for 2010-2011 school year, resulting in approximately \$100,000 in savings.</p> <p>3.1.1j Review of current Integrated Voice Response (IVR) system complete. Tri-Board staff are researching more cost effective services.</p> <p>3.1.1k Initiative successfully completed. Updated software in use.</p> <p>3.1.1l Initiative successfully completed. Job description was completed and position filled.</p> <p>3.1.1m Initiative successfully completed. New procedures for Violence in the Workplace, Harassment and Discrimination, Employment/Supervision of Family Members, Use of Handheld Devices approved by Executive Committee and on website. Development of supporting resources ongoing. E-training</p>	
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		<p>3.1.1n Introduce new HR support page on Board website.</p> <p>3.1.1o Complete space analysis of Education Centre and respond to recommendations.</p> <p>3.1.1p Conduct privacy risk analysis, develop guidelines and implement updated procedures in alignment with the MOE PIM process for records management, information requests, and Freedom of Information requests.</p> <p>3.1.1q Review and revise non-union job descriptions.</p>	<p>platform was developed to provide required training with respect to procedures and legislated initiatives (i.e.: Customer Service Standards, Anaphylaxis, Bill 157 – Duty to Report). Additional procedures/ training continue to be added, including Respect in the Workplace and Violence in the Workplace.</p> <p>3.1.1n Initiative successfully completed. Employee conference sites were established for casual employee groups on First Class. All groups now have their own conference to communicate information/initiatives. Staff are currently working with ITS to develop an HR platform for employee use.</p> <p>3.1.1o Initiative successfully completed. Implementation of recommendations is currently on hold pending possible PARC process.</p> <p>3.1.1p Initiative successfully in progress. HR staff established partnership with coterminous boards for remaining PIM work. Procedures relating to records and privacy have been developed and published on website. Laptop encryption process and initial implementation established</p> <p>3.1.1q Initiative successfully completed. Review and revision of non-union job descriptions completed and approved by supervisors. Recommendations will be considered for implementation in September 2010.</p>	
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<p>3.2 The Limestone District School Board will establish long term plans for the alignment and continuous renewal of operational and educational technology.</p>	<p>3.2.1 A multi-year plan for the renewal of operational and educational technology is implemented system-wide.</p>	<p>3.1.1r Review and support process for performance appraisal of support and non-union staff and occasional teaching staff.</p> <p>3.1.1s Review and establish orientation manuals and development programs for new Board employees.</p> <p>3.1.1t Establish automated dispatch system for occasional teachers and support staff.</p> <p><i>3.1.1u Develop an orientation/operation manual (Staff Handbook) for Educational Services Staff.</i></p> <p>3.2.1a Establish an ITS “disaster recovery” plan, as well as security and back-up processes.</p> <p>3.2.1b Establish plan for environmentally responsible renewal of ITS equipment.</p> <p>3.2.1c Support school based website development using Rapid Web Designer software.</p>	<p>3.1.1r Initiative in progress. Review is complete for Occasional teaching staff; support staff review will commence in the fall of 2010.</p> <p>3.1.1s Initiative successfully completed. Draft manual is used in Principals Qualification Course; Resume writing and interview skills workshops have been completed for occasional staff. Smartfind training on automated dispatch system on-going. NTIP program is ongoing in both panels, and mandatory procedure training is provided to all new employees.</p> <p>3.1.1t Initiative successful and nearing completion. SmartFind Express was implemented and training held provided for various employee groups.</p> <p>3.1.1u Initiative successfully completed. Staff Handbook for Educational Services staff was completed and provided electronically.</p> <p>3.2.1a Phase V of the plan has been revised to reflect potential sharing of internet services along with Disaster Recovery / Business Continuity.</p> <p>3.2.1b ITS is working with co-terminus boards to develop a RFP for technology acquisition that includes requirements for systems that meet green energy specifications.</p> <p>3.2.1c Initiative successfully ongoing. Thirty-two schools from elementary and secondary panels</p>	<p>3.2.1 Phase I of two year technology pilots is complete. Phase II projects have been identified and equipment ordered. Draft process for creating the multi-year plan which will include the consultation process completed. Board wide survey in the use of technology driven software is underway 30% complete.</p>
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		<p>3.2.1d Increase use of current education technology by teachers through individual school pilot projects.</p> <p>3.2.1e Increase wireless capability and accessibility throughout schools.</p>	<p>are fully engaged with RWD technology. Twenty-seven school councils are now using the technology for their website. Staff are continuing to provide training for remainder of sites.</p> <p>3.2.1d Initiative successfully ongoing. Pilot projects were implemented at Westdale and NDSS for classroom based technology. Examples of technology being reviewed for effectiveness and infrastructure support include netbook and netbook carts, smartboards, Ipods, and text reading technology for non-identified students. Planning for year two of the pilot has begun in consultation with Secondary / Elementary Curriculum Superintendents. Pilot projects in 5 secondary schools (ESS, KCVI, LSS, NDSS, QECVI & SLHS) have been developed for 2010/2011. These include projects for applied math included virtual manipulatives, Smartboard, mobile netbook carts as well as mobile technology for the teacher. A comprehensive elementary school pilot project at Perth Road Public School will be conducted throughout 2010-2011 school year which will include the implementation of Smartboards, mobile netbook carts, elmo's and mobile technology supplied to the teachers in support of existing school improvement.</p> <p>3.2.1e Initiative successfully ongoing. ITS has implemented wireless N (a new and faster wireless standard) in the pilot sites at Westdale / NDSS. Infrastructure has been set up to support further investment in high-speed wireless</p>	
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		<p>3.2.1f Review and align operational and school technologies to ensure applications are supported by the same infrastructure.</p>	<p>for schools, including new school construction in Napanee, Kingston East and Sharbot Lake.</p> <p>3.2.1f Initiative successfully ongoing. ITS is investigating Microsoft Infrastructure software to support technology management. Pilot projects have begun. A Board wide survey of the experiential/technology teachers on the current and future use of teaching software was conducted.</p>	
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LDSB Strategic Plan: Year 1 of 5 Year Plan

GOAL 4: Develop and Improve Work Practice and Leadership through Professional Learning.

In the Limestone District School Board, we believe that the Board and staff share the responsibility to model lifelong learning, teamwork, continual improvement and professional learning. Every staff member is valuable and essential to fostering high quality public education.

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<p>4.1 The Limestone District School Board will provide professional learning, training or development for all employees related to the Board's strategic direction.</p>	<p>4.1.1 Departmental records and employee appraisals demonstrate that all employees engaged in professional development or training related to the Board's strategic direction.</p>	<p>4.1.1a Facilitate professional learning for all administrators, to improve student achievement by addressing the diverse learning needs of students.</p> <p>4.1.1b Facilitate the growth of teacher instructional leadership in assessment and evaluation practices by providing learning opportunities for assessment and evaluation facilitators in every school.</p> <p>4.1.1c Facilitate the growth of teacher instructional leadership in mentorship by providing learning opportunities for mentor facilitators in every secondary school.</p>	<p>4.1.1a Initiative successfully ongoing. All elementary and secondary Principals participated in monthly panel-specific Principal Learning Team meetings with a focus on improved student achievement. The professional learning sessions were repeated with the Elementary Vice Principals.</p> <p>4.1.1b. Initiative successfully completed. Professional learning for school teams took place, with an additional consultation session following the release of <i>Growing Success</i> by MOE. Professional learning was also provided to Student Success teachers, LPS teachers and Guidance Heads.</p> <p>4.1.1c Initiative successfully completed. Supervisory staff met with mentor facilitators and mentors from secondary schools across the district for professional learning about NTIP and mentoring strategies. Staff met with secondary teachers who are part of the SIP & PLP Committee to streamline professional learning plans with the SIP. Staff met with school level mentoring teams to review the district mentoring model. Support was provided for teachers' job-embedded professional learning through the use of Instructional Coaches (Math & Language Literacy).</p>	<p>4.1.1 All Elementary Principals participated in monthly Principal Learning Team meetings. This will continue in 2010-2011.</p> <p>All new elementary teachers were supported through the NTIP mentoring and professional learning sessions. This will continue with new teachers in 2010-2011</p> <p>Professional learning has occurred for all LDSB teaching and administrative staff on <i>Learning for All K-12</i> and differentiated Instruction sessions, training and projects.</p> <p>Procedures at the secondary level in response to the Ministry's <i>Growing Success</i> document were revised, and a support document was developed for all secondary teachers to assist in the implementation of sound and research-based practices.</p> <p>Mentors and administrators met with the secondary program team to revise and expand current connections between mentors and new teachers. A new model will be introduced in 2010 based on feedback from new teachers.</p> <p>Professional development is ongoing for teaching staff with respect to key program and procedural initiatives identified in the strategic plan. Support staff are trained on all Board procedural initiatives and departmental specific initiatives as required.</p>

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		<p>4.1.1d Facilitate professional learning and implementation of <i>assessment for learning</i> and <i>assessment as learning</i>.</p> <p>4.1.1e Work with grade 7-12 teachers in selected schools to emphasize critical language literacy skills in core subject areas.</p> <p>4.1.1f Lead the professional learning community project for Eastern Ontario on Native Studies.</p> <p>4.1.1g Organize professional learning opportunities for K-12 teachers to support the implementation of the <i>Ontario First Nation, Métis, and Inuit Education Policy Framework</i>.</p> <p>4.1.1h Provide training, professional learning and support to new staff through NTIP and new administrator mentoring and in-service.</p>	<p>4.1.1d Initiative successfully completed. LDSB offered professional learning series to support secondary teachers in their implementation of our district level assessment and evaluation procedures and in engaging students in learning.</p> <p>4.1.1e Initiative successfully completed. The Language Literacy Instructional Focus Team (LLIFT) provided literacy support for the NDSS and LSS families of schools.</p> <p>4.1.1f Initiative successfully completed. Two sessions were held for teachers from Eastern Ontario boards; LDSB facilitated an interactive regional online community for Native Studies learning on the topics of Culturally Informed Pedagogy, Aboriginal History in Canada, Differentiated Instruction, and Teaching Around the Sacred Fire.</p> <p>4.1.1g Initiative successfully completed. Teachers met three times to incorporate Aboriginal education within their curriculum programs.</p> <p>4.1.1h Initiative successfully completed. New elementary teachers participated in professional learning sessions on the topics of Board and school orientation, classroom management, assessment & evaluation, mathematical literacy, reporting and differentiated instruction. New secondary teachers participated in professional learning based on the topics of orientation, classroom management, assessment & evaluation, mathematical literacy, reporting and differentiated</p>	
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		<p>4.1.1i Embed technology expectations in all professional learning where appropriate.</p> <p>4.1.1j Provide training on anaphylaxis awareness for all staff.</p> <p>4.1.1k Provide Customer Service training to all staff in accordance with Ontario Regulation 429/07: <i>Accessibility for Ontarians with Disabilities Act</i>.</p> <p>4.1.1l Provide in-service on new collective agreements.</p> <p>4.1.1m Provide training to administrators and supervisors on best practices for advising and supervising staff.</p> <p>4.1.1n Provide in-service on SDS e-serve application.</p> <p>4.1.1o Develop and in-service occasional teachers and</p>	<p>instruction, and the Aboriginal Education Framework. Differentiated professional learning was also provided for second year teachers on the topics of Evaluation, Understanding Backward Design and Assessing for Learning practices.</p> <p>4.1.1i Initiative successfully completed. LDSB supported the increased use of assistive technology for students with Individual Education Plans at QECVI, NDSS and LSS.</p> <p>4.1.1j Initiative successfully completed. Online training was provided through First Class; 100% declarations were completed.</p> <p>4.1.1k Initiative successfully completed through online video training.</p> <p>4.1.1l Initiative successfully completed. Briefings occurred with Principals, Vice-Principals, and supervisors, and agreements introduced to new employees</p> <p>4.1.1m Initiative successfully completed. Training was provided on topics of supervision and progressive including counseling, progressive discipline, performance management strategies, as well as procedural training on related procedures.</p> <p>4.1.1n Initiative successfully completed. Support to new administrators was provided individually as required or requested.</p> <p>4.1.1o Initiative successfully completed. New process has been</p>	
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<p>4.2 The Limestone District School Board will provide professional learning, training or development for Trustees related to the Board's strategic direction.</p>	<p>4.1.2 Departmental records demonstrate that all teachers, administrators and educational assistants received in-service on <i>Learning For All K-12</i>.</p> <p>4.2.1 Trustees will be current and informed on relevant issues.</p>	<p>administrators on new appraisal process for occasional teachers.</p> <p>4.1.1p Provide in-service to guide staff through internal job application process.</p> <p>4.1.1q Provide timely training and in-service for Health and Safety practices and procedures.</p> <p>4.1.1r Provide timely training and in-service for ongoing initiatives as required.</p> <p>4.1.1s Implement new performance appraisal system for administrators.</p> <p>4.1.2a Provide professional learning and training opportunities around <i>Learning For All K-12</i>.</p> <p>4.2.1a Staff will provide trustees with relevant documents, information and issues at appropriate Board committees, retreats, and through electronic communications.</p>	<p>presented and is fully implemented.</p> <p>4.1.1p Initiative successfully completed. In-service was provided to Occasional Teachers and Educational Assistants.</p> <p>4.1.1q Initiative completed and routinely ongoing, i.e., Asbestos Awareness; Back Care, Routine Practice Awareness Training; Violence Threat, Risk Assessment Awareness Training; First Aid; WHMIS; Fall Protection; Anaphylaxis; Bloodborne Pathogens; Pandemic Flu; Nutrition; Heart Health; Occupational Health and Safety.</p> <p>4.1.1r Initiative successfully completed. Success Team Training was provided to LST/LPS Teachers on assistive technology training to support at-risk students. Teacher training and recertification for teachers delivering components of SHSM, Technology and Sector Specific Arts is ongoing</p> <p>4.1.1s Initiative successfully completed. Process has been introduced and is fully implemented.</p> <p>4.1.2.a See 1.1.1a/b</p> <p>4.2.1a Trustees were informed on all relevant documents, information, issues, conferences and events through First Class Trustee Conference area and calendar, Board and committee meetings, and twice yearly retreats. LDSB Trustees led and participated in various OPSBA committees, meetings and events with regularity.</p>	<p>4.1.2 Completed See 1.1.1.</p> <p>4.2.1 Trustees were informed on all relevant documents, information, issues, conferences and events through First Class Trustee Conference area and calendar, Board and committee meetings, and twice yearly retreats. LDSB Trustees led and participated in various OPSBA committees, meetings and events with regularity.</p>
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<p>4.3 The Limestone District School Board will provide professional learning, training and development for Senior Staff related to the Board's strategic direction.</p>	<p>4.3.1 Senior Staff and Managers will be current and informed on relevant issues.</p>	<p>4.2.1b Trustees will attend relevant conferences, meetings, training sessions and events as appropriate.</p> <p>4.3.1a Senior Staff and managers will attend relevant conferences, meetings, training sessions and events as appropriate.</p>	<p>4.2.1b Initiative successfully completed. LDSB trustees led and participated actively in Ontario Public School Board Association (OPSBA). Key events which LDSB trustees attended included: Provincial Public Education Symposium; Provincial Labour Relations Conference; Annual General Meeting; Board of Directors meetings; regular Committee meetings; and Eastern Regional meetings. LDSB trustees attended multiple MOE professional learning events, such as the Equity and Inclusive Education Strategy Symposium, National School Trustees Conference, MTO conference, and participated in specific consultation opportunities related to legislative changes and key educational issues. Trustees attended multiple municipal, community, Board, Limestone Learning Foundation and individual school events, such as graduation, assemblies, School Council, curriculum celebrations.</p> <p>4.3.1a Initiative successfully completed. Senior staff and managers were active in their various affiliation associations, attended multiple conferences, tele-conferences and professional learning opportunities in the areas of provincial and Board priorities and individual responsibilities.</p>	<p>4.3.1 Senior staff and managers maintain currency on all relevant initiatives, documents, information, issues, conferences and events through Senior staff and senior staff/managers conferences areas in First Class, MOE Board and committee meetings, twice yearly retreats, weekly executive committee meetings, and numerous local, provincial, national and international conferences, symposia and courses. Senior staff and managers lead and participate in various OPSOA, OPC and other professional associations, as well as in numerous role and sector related committees, initiatives, and events.</p>
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LDSB Strategic Plan: Year 1 of 5 Year Plan

GOAL 5: Prepare for Future System Changes and Plan for Environmental Sustainability.

In the Limestone District School Board, we believe it is an important responsibility to be proactive in preparing for an economically and environmentally sustainable future, by planning for effective and efficient environments in which to work and learn.

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<p>5.1 Meet or exceed the requirements of the MOE environmental education direction document <i>Acting Today, Shaping Tomorrow</i>.</p>	<p>5.1.1 Environmental sustainability strategies and education are implemented in all buildings throughout the district.</p>	<p>5.1.1a Initiate pilot of refillable water bottle stations in several schools.</p> <p>5.1.1b Conduct energy audits of all schools and implement recommendations where feasible.</p> <p>5.1.1c Conduct system review of recycling practices.</p>	<p>5.1.1a Initiative successfully completed. Pilot project was conducted with two water filling stations installed at the following sites: L.S.S., Q.E.C.V.I., J.R. Henderson P.S., Fairfield E.S., F.S.S., Harrowsmith P.S. and N.A.E.C. Recommendations for expansion will be implemented during 2010-2011</p> <p>5.1.1b Initiative successfully completed. Implementation of recommendations ongoing, as workload and budget permit. Energy management capital projects completed as follows: Loughborough P.S. – Solar thermal system installed; Bayridge S.S. – Solar thermal system installed; LaSalle S.S. – Photovoltaic system installed; The Prince Charles P.S. – Heating system retrofitted; Truedell P.S. – Heating system retrofitted; Limestone Education Centre – Photovoltaic system to be installed commencing in fall of 2010. Gymnasium lighting retrofits completed at Bath P.S., W.J. Holsgrove P.S., Frontenac S.S. (both gymnasiums), Tamworth E.S. and Truedell P.S.</p> <p>5.1.1c Initiative successfully ongoing. Waste cycle audits occurred at 4 school sites. Schools have begun implementing</p>	<p>5.1.1 The LDSB is moving forward actively with respect to sustainability strategies and education. Eight more schools embraced the EcoSchools program during 2009-10. Energy audits were completed at all schools and recommendations will be implemented over the next 4 years as funding/budget permits.</p> <p>5.1.1 Sixteen (16) energy management projects (total value of \$1.3 million) completed during 2009-10. Therefore approximately 30% of planned projects are completed to date.</p>

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<p>5.2 Complete a comprehensive system review of building spaces for both pupil places and administration to address present and future enrolment needs and Prohibitive to Repair (PTR) concerns.</p>	<p>5.1.2 An Environmental Sustainability Policy is developed and implemented district wide.</p> <p>5.2.1 Program and Accommodation Reviews, where required, are completed.</p>	<p>5.1.1.d Encourage participation in the ECO-Schools Program.</p> <p>5.1.2a Develop an environmental policy in alignment with MOE requirements.</p> <p>5.1.2b Create positions as required by MOE directives.</p> <p>5.2.1a Initiate Request for Proposal and Planning process for Kingston East, Greater Napanee and Sharbot Lake Family as approved.</p> <p>5.2.1b Initiate Program and Accommodation Review processes for Kingston West and Loyalist and Kingston North.</p>	<p>recommendations from the audits. Twenty audits are scheduled for 2010-2011.</p> <p>5.1.1d Initiative successfully ongoing. Eight (8) additional LDSB schools have received Eco Schools certification.</p> <p>5.1.2a Initiative successfully completed. Environmental procedure was completed by a multi-representational committee, published on website and approved for implementation beginning September 2010.</p> <p>5.1.2b Initiative successfully completed. Board Environmental Education Lead staff appointed as additional administrative duty. Full-time Energy/Environmental Technologist appointed.</p> <p>5.2.1a Initiative successfully ongoing. Planning and approval processes commenced for both Kingston East and Greater Napanee. Architect was selected through an RFP process for both schools. Consultative Building Design committees ongoing. Trustees approved a new K-12 school on existing Sharbot Lake High School site. RFP process for an architect will ensue in fall 2010.</p> <p>5.2.1b Initiative successfully ongoing in Kingston West and Loyalist, and on hold in Kingston North. Final PARC Report was received by the Board in June 2010. Next step in process (in the fall of 2010) will be the development of Senior Staff's report and the public</p>	<p>5.1.2 Procedure completed, published and implementation scheduled for September 2010, as per MOE requirements.</p> <p>5.2.1 Program and accommodation reviews have been completed for approximately 40% of the LDSB's schools.</p>
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<p>5.3 Enhance the learning environment for students by repairing, renovating and updating existing educational facilities to meet current and future needs.</p>	<p>5.2.2 Construction of new schools, as approved, is completed or initiated.</p> <p>5.2.3 MOE directions for <i>Early Learning for Four and Five Year Olds</i> are implemented.</p> <p>5.3.1 School facilities are repaired and/or renovated as required providing safe and functional learning spaces for students.</p>	<p>5.2.1c Initiate a review of French Immersion service to selected areas.</p> <p>5.2.1d Complete program review of LEAP and Challenge programs.</p> <p>5.2.2a Complete design and begin construction of new school in Kingston East.</p> <p>5.2.3a Develop implementation plan for Full Day Early Learning upon receipt of MOE direction.</p> <p>5.3.1a Complete renovation of science room(s) at one or more secondary schools.</p>	<p>meeting to receive input regarding the PARC's and Senior Staff's reports. Kingston North review was deferred pending Early Learning implementation.</p> <p>5.2.1c Initiative successfully completed. A review of French immersion and extended French delivery to ESS, NDSS, SHS, and their feeder schools was conducted. Recommendations for revision were approved and initiated.</p> <p>5.2.1d Initiative successfully completed. The final report was shared with Senior Staff, LDSB Trustees, and LEAP and Challenge teachers and principals. Numerous program and operational recommendations were in place for September 2010.</p> <p>5.2.2a Initiative successfully ongoing. Architect selection is complete for both Kingston East and Greater Napanee new school projects. Building Design Committees have commenced work. Currently planning for construction to begin in the spring of 2011.</p> <p>5.2.3a Please refer to 1.2.1a</p> <p>5.3.1a Initiative successfully completed. The Grade 9 Integrated Technology Lab was completed at KCVI as well as a Sewing Design Lab at FSS. Four science room renovations completed were at N.D.S.S.</p>	<p>5.2.1 Program Reviews of the LEAP and Challenge programs were completed in 2009-2010. Implementation of recommendations to continue 2010-2011.</p> <p>Three (3) Accommodation Reviews have been completed, one more is in progress and planning for additional reviews is in progress.</p> <p>5.2.2 Design phase has commenced for 2 new schools and design of third school will commence in 2010-2011.</p> <p>5.2.3 Full-Day Early Learning – Kindergarten classes (100% of Ministry allocation) to begin in September 2010. Six additional classes in 3 schools scheduled to commence September 2011.</p> <p>5.3.1 The LDSB continues to upgrade school facilities as required to provide functional learning spaces for students. New classroom retrofits for experiential learning were completed at 9 sites. Four (4) science room renovations completed at N.D.S.S. along with a much larger Heating Plant retrofit project, which is now 60% complete.</p>
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		<p>5.3.1b Install new portable(s) at various schools as required.</p> <p>5.3.1c Replace heating and ventilation system at Perth Road P.S.</p> <p>5.3.1d Replace boiler system at Sydenham H.S.</p> <p>5.3.1e Complete Enhancement Projects at various schools to meet program and ODA needs</p> <p>5.3.1f Continue to work with community partners to finalize planning and construction of a community track and field facility.</p>	<p>5.3.1b Initiative successfully completed. Two portables were moved (1 from Polson Park P.S. to Winston Churchill P.S. and 1 from The Prince Charles P.S. to Lancaster P.S.) and two new installations (1 at J.R. Henderson P.S. and 1 at Lancaster Drive P.S.) all of which were completed by the fall of 2009. One new portable was installed at J.E. Horton P.S. and one moved from Holsgrove P.S. to First Avenue P.S. during summer of 2010.</p> <p>5.3.1c Initiative deferred to 2010-2011 (Design is being reconfigured to allow for funding under the Green Schools initiative).</p> <p>5.3.1d Initiative deferred to 2010-2011 school year so that project can be completed as part of the construction of the new addition at Sydenham H.S.</p> <p>5.3.1e Initiative successfully ongoing. Planning phase for enhancement projects completed and majority of work completed during the summer 2010 period. Small amount of work will be completed in early fall of 2010.</p> <p>A Sewing design room was constructed at TPCS, a teaching kitchen at Centennial PS, and a Communications Lab at Bayridge PS.</p> <p>5.3.1f Initiative successfully completed but construction deferred. Project construction, managed by the City of Kingston, was to commence during 2010-2011 school year, however the project is</p>	
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<p>5.4 Prepare for current and future Board leadership needs with respect to system and school administration and operational management.</p>	<p>5.4.1 Revised leadership succession plans for academic and non academic staff are implemented district wide.</p> <p>5.4.2 The Limestone District School Board maintains sustainable applicant pools of excellent school administrators and operations supervisors.</p> <p>5.4.3 Monitor staffing levels to meet budgetary limitations and to assess future needs to meet school/program needs.</p>	<p>5.4.1a Review and revise the academic succession plan process in accordance with requirements of Ontario Leadership Strategy.</p> <p>5.4.1b Develop a succession plan for operational leadership and management to ensure stable and effective leadership of operational services departments.</p> <p>5.4.3 Staffing committee to meet the first two weeks of school to review needs.</p>	<p>apparently delayed due to lack of skilled worker availability.</p> <p>5.4.1a Initiative successfully completed. A revised draft Academic Succession Plan is being vetted. Some recommended changes were implemented during Spring 2010 Succession Application process.</p> <p>5.4.1b Data was collected for Senior Staff, Managers, Principals and Vice- Principals and administrative job descriptions were updated.</p> <p>5.4.2a The succession process was conducted for elementary and secondary panels, candidates appointed to pools and some placed in positions for September 2010.</p> <p>5.4.2b Initiative successfully completed. A Draft Succession Plan was developed for support staff leadership. Consultation with user associations is scheduled and pilot implementation will occur in the fall of 2010.</p> <p>5.4.3 Initiative successfully completed. Staffing Committee met, reviewed projections, actual enrolment and allocated staff as needed.</p>	<p>5.4.1 Drafts for revised academic and support succession plans completed. Consultation is ongoing. Final documents to be published by December 2010. Succession processes continue to be conducted annually to meet system needs. Staffing data is collected twice annually in secondary.</p> <p>5.4.3 Allocations based on Ministry funding were met.</p>
<p>5.5 Maintain policies and procedures that provide the basis for current, compliant and sound decision making and practices.</p>	<p>5.5.1 Limestone District School Board procedures and policies are compliant with legislation and system needs.</p>	<p>5.5.1a Review and revise school year calendar review process.</p>	<p>5.5.1a Initiative successfully completed. A revised process, including consultation meetings and surveys with the broader community successfully implemented for the development of the 2010-2011 calendar year.</p>	<p>5.5.1 A revised school year calendar process was implemented. Policies and procedures have been reviewed annually or as dictated by legislative or system need.</p>

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<p>5.6 The Limestone District School Board will establish long term plans for continual renewal of operational and educational technology.</p>	<p>5.6.1 A system plan for the renewal of operational and educational technology is complete and implementation begun.</p>	<p>5.5.1b Develop a cycle of regular review for policies and procedures.</p> <p>5.5.1c Review and revise process for Appraisal of Director.</p> <p>5.6.1a A technology pilot to utilize various forms of instructional and administrative technology based on best practices from other districts will be developed and implemented to determine effectiveness, costs, training requirements, and infrastructure needs.</p>	<p>5.5.1b Initiative successfully complete.</p> <p>5.5.1c Initiative deferred to 2010-11 pending receipt of guideline process from Ontario Educational Services Corporation.</p> <p>5.6.1a Initiative successfully ongoing. Additional wireless access points and upgraded wireless speeds (new wireless-N standard) have been purchased and are being deployed on an as needed basis. Pilot projects at Westdale and NDSS for classroom based technology being reviewed for effectiveness. Pilot projects have begun with teachers / schools to provide infrastructure support</p>	<p>5.6.1 Phase One of a two year technology pilot was completed. Year 2 projects have been identified and planned. The process for the development of the multi-year plan is complete.</p>
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<p>6.2 Actively engage educational partners, municipal and provincial governments, community agencies and the public.</p>	<p>6.2.1 All requirements of the Student Support Leadership Initiative are implemented.</p> <p>6.2.2 Stakeholder satisfaction surveys indicate high levels of satisfaction with Board communication and partnership.</p>	<p>6.2.1a Continue to serve as lead Board for Student Support Leadership Initiative: Cluster 20.</p> <p>6.2.2a Foster relationships through participation in the Eastern Ontario Labour Relations Committee and Ontario Labour Relations network.</p> <p>6.2.2b Liaise and collaborate with education-related partners including with other Boards of Education, MOE, OPSBA, EOSDN, OPSOA, and CODE.</p>	<p>6.2.1a Initiative successfully ongoing. An inventory of community supports for at risk children and youth was created entitled <i>Safe Schools Resources</i>. The planning template for year 4 was submitted.</p> <p>6.2.2a Initiative successfully ongoing. Full participation by HR leadership at numerous meetings, including two multi-day events, regular use of provincial HR portal, and participation in various surveys and communications.</p> <p>6.2.2b Initiative successfully ongoing. Multiple examples available though director's office: i.e. The Net-Zero Harvesting House project, EOSDN's Assessment and Evaluation, Hosted Regional Educational Council of Directors (REC) attended other RECs and CODE events. Board representation at all OPSBA events, Regional meetings, Committee Membership and Leadership on Board of Directors, 100% Trustee attendance at Provincial Symposium. Senior Staff served as course instructors and presenters for EOSDN's Supervisory Officer Qualification Program, OPC's Principals' Qualification program, CODE's Succession Planning Symposium. Ongoing communication with Labour Relations and Communications Officer of OPSBA, membership in OPSBA Provincial Bargaining Advisory Group.</p>	<p>6.2.1 LDSB continued as lead Board for Student Support Leadership Initiative: Cluster 20. Funding has been extended for 2010-11. Members developed a work plan to support at risk students and a communication mechanism to report to KFL&A Children's Services Steering Committee.</p> <p>6.2.2 An internal Communication Survey was completed with results to be analyzed in September 2010. An external survey will be conducted during 2010-2011.</p> <p>Staff and trustees have been actively engaged with numerous education and community partners including with other Boards of Education, St Lawrence College, Queen's University, KFL&A Public Health, MOE, OPSBA, EOSDN, OPSOA, and CODE.</p> <p>Staff and trustees have been actively engaged with local municipalities, including sustainability planning, Kingston Track and Field project, and potential accommodation partnerships.</p>
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		<p>6.2.2c Liaise and collaborate with municipalities, including sustainability planning, Kingston Track and Field project, and potential accommodation partnerships.</p> <p>6.2.2d Work closely with KFL&A Public Health personnel, including the Medical Officer of Health to prepare for implementation of emergency protocols related to pH1N1 pandemic.</p> <p>6.2.2e Provide liaison with Queen's University and St. Lawrence College to enhance learning opportunities and pathways for students.</p>	<p>6.2.2c Initiative successfully ongoing. Multiple examples available through the Director's office. i.e., Collaborated with City of Kingston to finalize design details for new community track and field. Collaborated with Town of Greater Napanee on placement of new school site and potential recreational facilities. Collaborated with Kingston Social Planning Council on Safe Schools Presentation. Participated in Social Planning Council's consultation process over Kingston's Integrated Community Sustainability Plan (ICSP), participated in Kingston Sustainability Storefront, Kingston Immigrant Project, Pathways to Education Project.</p> <p>6.2.2d Initiative successfully completed. LDSB Education Centre and schools developed business continuity plans and reported changes in attendance to KFL&A Public Health and the Ministry of Education.</p> <p>6.2.2e Initiative successfully ongoing. Examples available through the Director's office i.e., Educational Services has begun collaborative planning with St. Lawrence College to enhance pathways to community college for students with a developmental disability. Partnerships are ongoing with St. Lawrence College on the following Student Success initiatives: Dual Credit Program/Triple Play/Brick and Stone, Skills Competitions, SHSM Reach Ahead opportunities, Dual Credit Apprentice Oversight – Phase I, Advanced Standing Agreements, OYAP Phase 1</p>	
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	<p>6.2.3 An Aboriginal speaker's bank is created and being regularly accessed by staff members.</p> <p>6.2.4 The Aboriginal Advisory Committee meets a minimum of three times a year.</p> <p>6.2.5 Participation is maintained in key charitable and community initiatives.</p>	<p>6.2.2f Develop and conduct satisfaction survey regarding communication and partnerships</p> <p>6.2.2g Provide liaison with the KFL&A Children's Services Steering Committee through the Integration With Education subcommittee.</p> <p>6.2.3a Create a speaker's bank of local resources for schools to use when engaging in Aboriginal education.</p> <p>6.2.4a Work with the Aboriginal Advisory Committee for feedback purposes.</p> <p>6.2.5a <i>Maintain, support, participation and leadership through membership in</i></p>	<p>Carpenter, Math Teacher Conference, Skilled Trade Advisory, OYAP Steering Committee. A Full-time dedicated Dual Credit teacher was put in place to liaise with St. Lawrence College. Partnerships are ongoing with Queen's University on the following Student Success initiatives: SHSM Arts Workshop Providers, SHSM Arts Reach Ahead Opportunities, Dual Credit/SCWI activities in place for 2010-2011</p> <p>6.2.2f Initiative successfully ongoing. Internal stakeholder communication survey completed and results tabulated. Development of recommendations scheduled for Fall 2010.</p> <p>6.2.2g Initiative successfully ongoing. LDSB Senior Staff members are Co-Chairs of the Children and Youth Services Steering Committee (CYSSC) Integration with Education subcommittee. LDSB is a member of the CYSSC and sits on the Executive Committee.</p> <p>6.2.3a Initiative successfully completed. An Aboriginal Resource Bank was created and projects supported at 12 elementary schools.</p> <p>6.2.4a. Initiative successfully ongoing. The Joint Aboriginal Education Advisory Committee held 3 Advisory meetings to provide input to the board on various issues.</p> <p>6.2.5a Initiative successfully ongoing. Provided system leadership and school support for</p>	<p>6.2.3 A speaker's bank of local resources was developed for schools to use when engaging in Aboriginal education. Ten resource people were used at 12 different sites with approximately 1,355 students involved in programming.</p> <p>6.2.4 The Aboriginal Advisory Committee met three times during 2009-10. Meetings are scheduled to continue during 2010-11 to provide feedback and guidance related to various initiatives.</p> <p>6.2.5 Staff maintained strong community leadership through membership in organizations such as Board of Directors of KFL&A, United Way, Boys & Girls Club, CAS, Limestone</p>
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<p>6.3 Enhance labour relations with our employee group partners through effective collaboration and implementation of collective agreements and contracts.</p>	<p>6.3.1 Wherever possible, grievances are resolved informally or by Step One.</p> <p>6.3.2 Employee groups are positively involved in collaborative initiatives.</p>	<p><i>organizations such as Board of Directors of KFL&A United Way, Boys & Girls Club, CAS, Limestone Learning Foundation, and The Food Sharing Project</i></p> <p>6.3.1a Foster Board-employee group relationships through informal problem-solving and ongoing communication.</p> <p>6.3.1b Conduct regular labour relations meetings and maintain open communication with leadership of all employee groups.</p> <p>6.3.2a Utilize collaborative structures and inclusive decision-making processes where feasible.</p>	<p>the 2009 United Way Campaign and Boys and Girls Club high impact event, "Be the Change." LDSB has senior staff representation on Boards of United Way, Kingston and Cataraqui Rotary Clubs, Boys and Girls Club and Food Sharing project.</p> <p>Initiative successfully ongoing, i.e. Promoted, attended and supported LLF Gala, Food Sharing Auction, United Way Breakfast, Easter Seals Telethon; Terry Fox Run; Jump Rope for Heart and Haiti Relief.</p> <p>6.3.1a Initiative successfully ongoing. Regular Labour/ Management meetings maintain a focus on proactive engagement, partnership and problem solving</p> <p>6.3.1b Initiative successfully ongoing. Employee group consultation for School Year Calendar; MEND survey and MEND training; Equity and Inclusive Education training, United Way campaign, Strategic Plan Development, and individual issues as may arise. All Bargaining groups are engaged in regular Labour/ Management meetings. Senior staff meet, as appropriate, and communicate with Union leadership.</p> <p>6.3.2a Initiative successfully ongoing, i.e. Safe Schools: Threat Assessments, Progressive Discipline, Police/Board Protocol, Safe Schools Protocol, Lockdown Procedure and supporting documents, Joint EAP Committee; NTIP Steering Committee; School Year Calendar Committee; Environmental Education</p>	<p>Learning Foundation, The Food Sharing Project.</p> <p>6.2.5 Staff was very active supporting and participating in numerous charitable directives such as system support of the annual KFL&A United Way Campaign, Terry Fox Run, Easter Seals, The Limestone Learning Foundation, Food Sharing Project. The LDSB fundraising United Way total reached it highest ever up 14% overall to \$90,000.</p> <p>6.3.1 Regular labour relations meetings continue on a monthly basis in addition to regular communications as needed. Only 2 Grievances proceeded to Arbitration.</p> <p>6.3.2 Employee group representatives are engaged on a continual basis for consultation and/or as work team members in the development or modification of procedures and initiatives. Some examples are: jointly planned PA day, new teacher orientation (NTIP) Health and Safety, Employee Assistance Program, staffing committees, regular Labour relations meetings</p>
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<p>6.4 Promote and celebrate the achievements of students, staff and the LDSB through active communications and outreach.</p>	<p>6.4.1 Student, staff and Board achievements are widely communicated and recognized on a regular basis.</p> <p>6.4.2 All secondary schools participate fully in inter-school student council.</p>	<p>6.4.1a Review and extend roles of Communications Department.</p> <p>6.4.1b Maintain representative presence at key community initiatives/events.</p> <p>6.4.2a Develop goals, budget and outreach plan to ensure full participation of all schools in inter-school student council.</p>	<p>Procedure Committee, PA Planning Committee.</p> <p>6.4.1a Initiative successfully ongoing. Review of similar Boards' Communication Department structure and roles; Internal communications survey and review of job descriptions completed. Resulting adjustments in progress for 2010-11.</p> <p>6.4.1b Initiative successfully ongoing. Multiple examples available through director's office. See 6. 2 for some examples.</p> <p>6.4.2a Initiative successfully ongoing. Budget proposal and goals developed and approved. Electronic and physical outreach for meetings implemented and attendance significantly improved for 10/11 schools.</p>	<p>6.4.1 An internal Communication survey has been completed and initial analysis completed. The LDSB Website widely used to recognize key school and Board activities and achievements. Staff student and school achievements recognized at opening of 10/11 monthly Board meetings. The role of the Outreach Coordinator was developed and communicated internally and to external partners. The Coordinator participated in numerous Board, community and municipal events and activities. Staff and trustees maintained representative presence at key community initiatives/events.</p> <p>6.4.2 100% of secondary schools participated in Inter-school Student Council. The goals, budget and outreach plan were developed, and implementation begun. Continued work will occur during 2010-11 to increase consistent distant rural participation. Year Two of Inter-school Student Council fundraising talent show raised \$1,500.</p>
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