

# *Strategic Plan: Year 2 of 5 Year Plan*

Mid-Year Report – January 31, 2011



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

**Limestone District School Board: *Success for All***

April 5, 2011

*LDSB Strategic Plan: Year 2 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.*

<b>Lead Personnel</b>	<ul style="list-style-type: none"><li>• Director of Education</li><li>• Superintendent of Education, Elementary</li><li>• Superintendent of Education, Secondary</li><li>• Supervising Principal of Student Success</li><li>• Supervising Principal of Special Education</li><li>• Supervising Principal of School Effectiveness</li></ul>
<b>Communication of Progress</b>	<ul style="list-style-type: none"><li>• Education/Human Resources Committee</li><li>• Mid-Year Strategic Directions Report</li></ul>

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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<p>1.1 Student success and achievement levels will be increased.</p>	<p>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.</p>	<p>1.1.1. – Secondary Report Card Achievement – Semester 1 for Grades 9 and 10 English and Math (Percentage of Students at Provincial Standard)</p> <p>Grade 9 Academic Math 69% (+2%) from 09 – 10  Grade 9 Applied Math 54% (-4%) from 09 – 10  Grade 9 Locally Developed Math 63% (+7% from 09 – 10)  Grade 9 Academic English 75% (+8% from 09 – 10)  Grade 9 Applied English 67% (+4% from 09 – 10)  Grade 9 Locally Developed English 72% (+16% from 09 – 10)</p> <p>Grade 10 Academic Math 65% (+5% from 09 – 10)  Grade 10 Applied Math 52 (+2% from 09 – 10)  Grade 10 Locally Developed Math 67% (+1% from 09 – 10)  Grade 10 Academic English 73% (-6% from 09 – 10)  Grade 10 Applied English 63% (+2% from 09 – 10)  Grade 10 Locally Developed English 66% (+5% from 09 – 10)</p> <p>1.1.1 Elementary K – 8 School-based assessments: January 2011 student achievement data (%age increase in students meeting or exceeding provincial standard between baseline and summative assessments):</p> <p>Primary  Reading: 23% increase (from 23 to 46%)  Writing: 23% increase (from 31 – 54%)  Math: 27% increase (from 37 – 64%)</p> <p>Junior  Reading: 30% increase (from 29 – 59%)  Writing: 32% increase (from 35 – 67%)  Math: 29% increase (from 63 – 92%)</p> <p>Intermediate  Reading: 29% increase (from 34 – 63%)  Writing: 21% increase (from 32 – 53%)  Math: 17% increase (from 47 – 64%)</p>	<p>1.1.1a Provide job-embedded professional learning for all elementary teachers and administrators with a focus on critical thinking skills to increase student achievement in reading and writing through the Student Achievement Division Initiatives.</p> <p>1.1.1b Provide job-embedded professional learning for all elementary teachers and administrators with a focus on problem solving skills to increase student achievement in mathematics through the Student Achievement Division Initiatives.</p>	<p>1.1.1a,b and c January 2011-Present-Educational Services has worked with Elementary Program Team to provide instructional support to teachers and administrators around accommodations and regular classroom instructional practice, including participation of clinical staff in Teaching Learning Critical Pathways and CILMs.</p> <p>September 2011-Present All Section, District Learning Centre and School to Community Teachers have participated in job-embedded professional development (Teaching Learning Critical Pathway and CILM)</p> <p>September 2011-Present Assistive Technology Resource Teacher provided job-embedded professional development/training for teachers/administration</p> <p>1.1.1a and b  All elementary school teachers and administrators participated in site-based professional learning sessions, with a focus on critical thinking in literacy and problem solving skills in mathematics, through the Teaching Learning Critical Pathway</p> <p>Schools In The Middle/OFIP School Improvement Teams from sixteen Schools In The Middle and five OFIP schools participated in a full day of professional learning on December 2, 2010 and February 23, 2011 with a focus on critical thinking: learning goals and success criteria. Two additional sessions are planned for April and May 6, 2011.</p>
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		<p>K – 8 Report Cards: February 2011 student achievement data (%age of students meeting or exceeding provincial standard). First time collection of baseline data:</p> <p>Primary  Reading: 61%  Writing: 54%  Math: 75%</p> <p>Junior  Reading: 70%  Writing: 67%  Math: 72%</p> <p>Intermediate  Reading: 68%  Writing: 67%  Math: 70%</p>	<p>1.1.1c Increase instructional leadership capacity for all elementary administrators in the areas of literacy and mathematics through the <i>Leading Student Achievement Project</i>.</p> <p>1.1.1d Review seven elementary schools through the District Review process.</p>	<p>Student Work Strategy  Select teachers from five Student Work Study schools work regularly with our SWS teacher with a focus on effective use of learning goals and success criteria to move student work from Level 2 to 3.</p> <p>Collaborative Inquiry for Learning – Mathematics  Fifteen elementary schools are involved in the CIL-M with a focus on improved mathematics instruction through problem solving.</p> <p>1.1.1c  All elementary Principals and Vice Principals participated in a half day monthly professional learning meeting related to the goals in the Board Improvement Plan: critical thinking, learning goals, success criteria, descriptive feedback, peer and self-assessment, mathematics problem solving</p> <p>1.1.1d  Seven schools are scheduled for a District Review in 2010-2011. Four (Amherstview, Selby, HH Langford and Lundy’s Lane) were completed by mid-March 2011. Three remaining schools (Cataraqi Woods, Lord Strathcona and Land O Lakes) will take place April – June 2011</p> <p>1.1.1d Fall 2010-Principal of Educational Services participated in four District Reviews to inform and enhance partnerships and collaboration between Ed. Services and Program.</p>
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			<p>1.1.1e Teachers and administrators will explore and use differentiated instruction strategies to meet the needs of learners.</p> <p>1.1.1f Instructional Coaching capacity will be expanded by focusing on mathematics and literacy coaching at selected sites, and through the LDSB Coaching Institute.</p> <p>1.1.1g Secondary teachers will explicitly teach higher-order thinking skills through the gradual release of responsibility model.</p> <p>1.1.1h Secondary mathematics teachers will focus on teaching through the 7 recommended mathematical processes.</p>	<p>1.1.1e K-6 Funding Strategy (on-going Oct 2010-May 2011) 190 teachers participated in the DI RAFT to have .5 of a release day added to baseline SEF release amounts for each elementary school. Each DI RAFT strategy is integral to the participating school's improvement planning process.</p> <p>1.1.1e – Forty-three Differentiated Instruction RAFT Proposals were submitted and approved. Three hundred secondary and one hundred and ninety elementary teachers are voluntarily participating in the DI RAFT Proposals. All secondary schools are taking part.</p> <p>1.1.1f – Instructional coaches was placed at the following schools in Semester 1: QECVI, LSS and NDSS. Program consultants met with coaches one half-day per month for professional learning. All coaches participated in the Coaching Institute with Dr. Jim Knight in October.</p> <p>1.1.1g – Fourteen secondary and fourteen elementary teachers were involved in three days of professional learning through Language Literacy Instruction Focus Team. Gradual release of responsibility was the basis for the professional learning.</p> <p>1.1.1h – Eighteen teachers from Grades 7 – 12 in the Sydenham Family of Schools met with Dr. Marion Small. Focus was on teaching through open problems using Collaborative Inquiry.</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 Secondary Grade 9-12 First Semester Results: Grade 9 students on track for 8+ Credits = 88.3% (plus 4% from 09 – 10) Grade 10 students on track for 16+ Credits = 77% (plus 6.5% from 09 – 10) Grade 11 students on track for 23+ Credits = 74.7% (plus 3.9% from 09 – 10)</p> <p>1.1.3 94% of Year 4 students graduated with their OSSD and 89% of Year 5 students graduated with their OSSD</p>	<p>1.1.2 /3a Support for student achievement will continue through student engagement initiatives, including student forums, and the use of <i>Tell Them From Me</i> student survey data in school improvement planning.</p> <p>1.1.2/3b Success teams at all schools will ensure implementation of expanded opportunities timelines and activities (Focus Programs, Coop, Dual Credits, OYAP, SHSM, Alternative Programming, and Community Living).</p> <p>1.1.2/3c Administration teams in each school, in collaboration with all staff and ensuring alignment with SEF indicators, will develop and implement a School Improvement Plan for Student Achievement.</p> <p>1.1.2/3d The Ministry Re-Engagement initiative focusing on 12-12+ “late leavers” will be fully implemented.</p>	<p>1.1.2/3a Fall 2010-Questions from the Equity and Inclusion Strategy are prepared and ready to be embedded in the Tell Them From Me and School Climate Survey.</p> <p>1.1.2/3a – Each secondary school completed the Semester One TTFM Survey with approximately 50% of their student population. Student Forums continue to provide insight about assessment practices.</p> <p>1.1.2/3b – Success Teams in Secondary Schools are providing multiple opportunities for students to take part in Expanded Opportunities (e.g., Dual Credit Activities)</p> <p>1.1.2/3c – Superintendent of Education (Secondary) and Student Success Leader met once 1<sup>st</sup> semester with each secondary school to review School Improvement Plans and Student Achievement Data.</p> <p>1.1.2/3c Elementary Administrators and teachers participated in professional learning related to the revised K-12 School Effectiveness Framework in October 2010. Superintendent of Education (Elementary) met with each Elementary school Admin Team to review School Improvement Plans and Mid-Year Student Achievement data, Feb-Apr 2011.</p> <p>1.1.2/3d – Reengagement Strategy was fully implemented in Semester one and initiated at the beginning of Semester two.</p>
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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>1.1.4 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>1.2.1 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>1.1.4 Since 2008, the achievement gap has been reduced between special education and non-special education students.</p> <p>Grade 9: 79.6% of special education students achieved four credits first semester vs. 91.0% of students (gap closed 6.1% from 2008)  Grade 10: 69% of special education students achieved 12 credits until the end of 1<sup>st</sup> semester vs. 80% of students (gap closed 13.9% from 2008)  Grade 11: 64.8% of special education students achieved 20 credit until the end of semester one vs. 79.1% of students (gap closed 7.3% from 2008)</p> <p>1.1.4 Thirty-four Focus Programs ran this year. Six hundred students were involved. To date, LDSB has 38 students signed as apprentices. We have 380 students involved in SHSM in 7 sectors and 22 programs.</p> <p>1.1.4 Two hundred and ninety-eight students were contacted. One hundred and sixty-six reengaged, with seventy seven students completing semester one. Thirty-six student s obtained 3 or more credits.</p> <p>1.2.1 Eleven Elementary schools (23 classes) will have Full-Day Learning by September 2011. An additional 25 classes will be added in Phase 3 (2012-2013) with the remaining classes added in Phases 4 &amp; 5</p>	<p>1.1.4a Secondary success teams and elementary school-based teams will adopt and implement the Tiered Approach to Interventions as a framework for planned support.</p> <p>1.1.4b Teams in all schools will ensure the implementation of Transitions timelines and activities for Gr. 7-12 (sharing form, student profile development, caring adult, orientation, timetable, mentoring, and career awareness).</p> <p>1.1.4c Establish a student/staff training and certification centre at the QECVI alternate learning site.</p> <p>1.2.1 Implement recommendations for Full-Day Early Learning – Kindergarten Programs in three additional schools, as identified in Phase 2 of the MOE’s 5 Year Plan.</p>	<p>1.1.4a Winter 2010-Present-Educational Services established work group to investigate a Service Delivery Model based on the Tiered Approach to Interventions. Work team to share with the system in Spring 2011  Fall 2010-Elementary schools begin implementation of in school consultation model (Admin, Student Support Teacher, classroom teacher, attendance counselor and School Support Worker) based on a Tiered Approach to Intervention.</p> <p>1.1.4a – Elementary and Secondary schools have developed a tiered approach to supporting students in “at-risk” situations.</p> <p>1.1.4b – Secondary schools continue to support students in at-risk situations through matching with a caring adult, an individualized timetable and career planning.</p> <p>1.1.4c – Limestone Training Centre is near completion.</p> <p>1.2.1 J.G. Simcoe, Rideau Heights and Fairfield will implement Full-Day Learning in September 2011</p> <p>1.2.1 Fall 2010-Present-Special Needs Working Group developed with representation from School Boards and Community Partners (LDSB, ALCDSB, Hotel Dieu, LARC, Pathways, Community Living Kingston, City of Kingston) meets</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>1.3.1 One Elementary Music Specialist teacher was hired for the 2010-11 school year servicing five elementary schools - base line data.            1.59 Primary Core French teachers were hired for 2010-11 servicing four elementary schools – base line data.            Three Qualified Technology Teachers provide instruction at four sites servicing eight elementary schools and one elementary /secondary program at the Boys and Girls Club (Youth Access)</p>	<p>1.3.1a Gather evidence and feedback from schools involved in the Primary Core French Project and Music Teacher Specialist Project to determine effectiveness and expansion.            1.3.1b Support will be provided for student participation in skills competitions.            1.3.1c Support for operation and access to elementary design technology classrooms across the district will continue.</p>	<p>monthly to share best practices and to work collaboratively to develop early intervention plans for success. Protocol has been developed in its draft phase and will be in place by the end of June 2011.</p> <p>February 2011-Transition planning for children entering school for the first time September 2011. Parent workshop held on February 11th at Hotel Dieu Hospital with representation from LDSB, ALCDSD, Community Living and the Child Development Centre.</p> <p>January 2011-Present- Early Learning Prevention &amp; Intervention Teams being developed to support Full Day Kindergarten with a multidisciplinary approach including Coordinator, Speech Language Pathologist, Student Support Counsellor, consultation with an Occupational Therapist and Developmental Pediatrician and community early learning resource consultant.</p> <p>1.3.1a Data to be collected from Pilot Schools (Music and Primary Core French) in March-April 2011</p> <p>1.3.1b – Students involved in the LDSB Skills' Competition are receiving in-school support.</p>
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***LDSB Strategic Plan: Year 2 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.*

<p><b>Lead Personnel</b></p>	<ul style="list-style-type: none"> <li>• Superintendent of Human Resources</li> <li>• Supervising Principal of Human Resources</li> <li>• Assistant to the Director and Safe Schools</li> <li>• Supervising Principal of Special Education</li> </ul>
<p><b>Communication of Progress</b></p>	<ul style="list-style-type: none"> <li>• Joint Health and Safety Committee Reports</li> <li>• Education/Human Resources Committee</li> <li>• Special Education Advisory Committee</li> <li>• Mid-year Strategic Directions Report</li> <li>• KFL&amp;A Medical Officer of Health</li> </ul>

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<p>2.1 Improve educational programs and increase support strategies for at risk students.</p>	<p>2.1.1. Staff in all schools utilize effective progressive discipline strategies, including 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>2.1.3. Students identified as hard to serve successfully complete the academic components of their programs as measured by credit accumulation. Students who have been expelled successfully complete the academic and non-academic components of their programs.</p> <p>2.1.4 Limestone District School Board policies, protocols and procedures for safe and inclusive environments reflect best practices, and align with legislation and new or revised MOE policy/procedure memoranda.</p>	<p>2.1.1. Ten MEND circles have been completed by MEND staff at 9 different schools. Over 35 students have been part of this process in resolving a variety of issues and conflicts. Three circles have been completed involving staff. Thirty-seven students have received MEND training to assist with peer mediation. 574 students have received empathy and perceptions workshops with our MEND trainers. Our MEND trainers have consulted on 26 additional issues at over 20 schools.</p> <p>2.1.2 Statistical tracking is underway. Sixteen Threat Assessments have taken place. 94% were deemed medium to high risk.</p> <p>2.1.3 Average of 3.2 credits per student for those expelled to SNAP during first semester</p> <p>2.1.4 Climate survey data for Grades 4-12 will inform school improvement planning in the Spring of 2011. External partners will be engaged in the second half of 2010-2011.</p>	<p>2.1.1a Provide support for schools in utilizing MEND approaches, providing level 1 and 2 training for 300 additional LDSB staff, and level 3 update training as appropriate.</p> <p>2.1.1b Model and provide opportunities that help students develop positive character traits, inclusive attitudes, citizenship, and global awareness.</p> <p>2.1.2a Track data for students receiving threat assessments, including correlating threat assessments data with suspension/expulsion data.</p> <p>2.1.3a Track academic and non-academic components of Student Action Plans (SAP) for completion and outcomes. Continue transition support for students who have been expelled. Initiate process to compare board's delivery and outcomes with adjacent/coterminous boards. Review entry and exit process from the long term suspension and expulsion programs.</p> <p>2.1.3b Initiate RFP process for long term suspension and expulsion programs. Include requirement for data regarding student outcomes.</p> <p>2.1.4a Support the establishment of Safe School teams in every school and the inclusion of a Safe Schools goal in the School Improvement Plan.</p> <p>2.1.4b Create a LDSB Safe Schools Committee with representation from schools, the Board, and community partners.</p>	<p>2.1.1a Approximately 200 staff were trained in level 1 MEND during the first ½ of 2010-2011. Fifty have been trained at level 2.</p> <p>2.1.1b Safe Teen training continued this year with several training sessions occurring in the fall.</p> <p>2.1.2a Approximately 50% of expelled students have had a threat assessment conducted.</p> <p>2.1.3a Academic and non-academic components of Student Action Plans (SAP) are monitored for completion and outcomes. Transition supports for students expelled from the Board continue to be in place. The entry and exit processes were reviewed in the fall.</p> <p>2.1.3b RFP in process.</p> <p>2.1.4a Safe Schools teams are in place at each LDSB school.</p> <p>2.1.4b A committee of internal stakeholders has been initiated.</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>2.1.4 Implementation of the LDSB Threats to School Safety Administrative Procedure is occurring across the system. Principals were trained in the fall.</p> <p>2.1.4 Police/Board Protocol to be reviewed and changed in partnership with police partners in the spring. Training for Community Threat Assessment Protocol, 2<sup>nd</sup> Edition will occur in the spring.</p> <p>2.2.1 Recommendations from the MOE Equity and Inclusion Strategy implemented system-wide for years 1 and 2.</p>	<p>2.1.4c Complete and implement the LDSB Threats to School Safety Administrative Procedure and provide training and resources for schools.</p> <p>21.4d Revise the Community Threat Assessment Protocol, and the Police/Board Protocol, and provide training and resources as needed.</p> <p>2.2.1a Conduct climate surveys for all elementary and secondary students (Gr. 4-12).</p> <p>2.2.1b Finalize the Equity and Inclusion procedure, implement staff training across the system, and embed training into new employee orientations.</p>	<p>2.1.4c LDSB Threats to School Safety Administrative Procedure and resources have been completed.</p> <p>2.1.4d The Community Threat Assessment Protocol (CTAP) has been revised.</p> <p>2.1.4d Fall 2010-Present-Educational Services Staff continues to participate in and support the work of the Community Threat Assessment Protocol by providing training to LDSB staff.</p> <p>2.2.1a Tell-Them-From-Me (TTFM) for grades 9-12 have been completed for half of our secondary students. 2.2.1a – Tell Them From Me Student Survey completed first semester in all Secondary Schools.</p> <p>2.2.1b Equity and Inclusion administrative procedure was completed and shared with system in Fall 2010. Principal training occurred in November 2010. Training for new employees is ongoing and January 25, 2011-Equity and Inclusive Education Symposium attended by Trustee, Supervising Principal, two administrators and Human Rights Advisor. February 17, 2011-Eastern Ontario Equity and Inclusive Education Symposium held in Kingston with representation of teachers and administrators from 5 secondary and elementary schools. Monthly teleconferences with Eastern Region Network facilitated by MOE Regional Office.</p>
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	<p>2.2.2 Review of policies and practices related to harassment, violence and human rights is completed and implemented system wide.</p> <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>2.2.6 Limestone District School Board Pandemic Response Plan is</p>	<p>2.2.1 Training on enhanced awareness and orientation of new employees will continue on an on-going basis</p> <p>2.2.2 Training on enhanced awareness and orientation of new employees will continue on an on-going basis</p> <p>2.2.3 Implementation Schedule of Ont. Reg. 429/07 <i>Accessibility for Ontarians with Disabilities Act, 2005</i> met, with Admin Procedures written, shared and posted and training ongoing.</p> <p>2.2.4 Completed EAP Satisfaction Survey May 2010 with EAP committee. Staff feedback continues to be monitored to communicate to provider.</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> <p>2.2.6 Emergency plans continue to be updated based</p>	<p>2.2.2a Continue with staff training and implementation of new procedures related to Violence and Harassment In Workplace.</p> <p>2.2.3a Provide staff training on Accessibility modules utilizing site based staff meetings and electronic media, and embed training into new employee orientations.</p> <p>2.2.4a Monitor staff feedback and usage data of EAP program in preparation for decisions with respect to contract renewal of EAP provider.</p> <p>2.2.5a Utilize data from automated staff replacement program to identify and address areas where attendance support program strategies are needed.</p>	<p>2.2.1b Procedure is complete, staff training complete and it is embedded in the new employee orientation manual</p> <p>2.2.2a Procedures and initial staff training complete</p> <p>2.2.3a Complete 2.2.3a Ongoing-How May I Help You Accessibility module is embedded into new employee orientations through on line training with declarations signed.</p> <p>February 2011- Next phase of consultation on the Integrated Accessibility Standards for Transportation, Information, Communication and Employment with the Accessibility Committee, HR, Tri Board Transportation and IT.</p> <p>2.2.4.a Consultation with user groups advisory committee Complete. Meeting held in Sept and on-going uses of the current provider was confirmed.</p> <p>2.2.5.a Currently working with several staff members to support improved attendance. Attendance rates have improved for those individuals receiving support. (For example, one employee has used 0 days since meetings began)</p>
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	<p>communicated and implemented.</p> <p>2.2.7 Limestone District School Board healthy living initiatives are successfully promoted, implemented, completed and monitored.</p>	<p>on the new admin procedure AP 141 "Threats to School Safety". Safe Schools Teams have a role in implementing the new procedure at each school site. Business continuity plans were completed through Family of Schools Supervisors in the fall</p> <p>2.2.7 The Board will be in full compliance with the Ministry's School Food and Beverage Policy (PPM 150) for September 2011 as required by the Ministry of Education. Teacher training will occur in the 2<sup>nd</sup> half of 2010-2011.</p>	<p>2.2.6 Schools will update emergency plans, including Business Continuity Plans.</p> <p>2.2.7a Continue annual anaphylaxis training for staff as required by Sabrina's law.</p> <p>2.2.7b Update and provide training on the provincial Food and Beverage Nutrition procedure.</p> <p>2.2.7c The Joint KFL&amp;A Public Health / LDSB work team will assess school needs to ensure targeted supports and training will be provided by KFL&amp;A Public Health.</p> <p>2.2.7d 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>2.2.6 Emergency plans continue to be updated based on the new admin procedure AP 141 "Threats to School Safety". Principals received training in the fall. Business continuity plans were completed through Family of Schools Supervisors in the fall.</p> <p>2.2.7a Completed annually</p> <p>2.2.7a September 30, 2010-All staff completed annual anaphylaxis training by September 30, 2011 as per Admin Procedure.</p> <p>2.2.7b Principals received the Ministry's School Food and Beverage Policy (PPM 150) training in the fall. The Food and Beverage Nutrition procedure is in the process of being revised.</p> <p>2.2.7c A food/nutrition training package has been developed by KFL&amp;A for our use.</p> <p>2.2.7d Healthy Active Living Award – 29 LDSB schools, 100% of grade 3 classes signed up for swim to survive Activity passes distributed to grades 5 and 9 December 1/10 and valid until Aug 31/10 8 schools (35 students, 8 teachers) participated Jan 26 2011 at Westdale Second session scheduled for Land O'Lakes – 4 schools (20 students, 4 teachers) 2010 2500 students (16 LDSB schools, 2011 – 3000 students (18 LDSB schools registered . Will be done in June 2011 DPA Leader training provided to 86 teachers and 1200 students</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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		<p>2.2.7 Currently AED units in place in four sites Further expansion of schools with AED units will continue into the spring with the anticipated placement of 3 further units and training for staff.</p>	<p>2.2.7e Continue the implementation process for Cardiac Automated External Defibrillators across system.</p>	<p>in 2010 Implementing H&amp;P in schools, staff meetings and teacher training sessions</p> <p>2.2.7e A fundraising project through the local Masonic Lodge is underway. SLHS and LCVI have received AED units and training with staff has occurred. NDSS has received a 2<sup>nd</sup> AED.</p>
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*LDSB Strategic Plan: Year 2 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.*

<p><b>Lead Personnel</b></p>	<ul style="list-style-type: none"> <li>• Superintendent of Business Services</li> <li>• Superintendent of Human Resources</li> <li>• Supervising Principal of Special Education</li> <li>• Supervising Principal of Student Success</li> </ul>
<p><b>Communication of Progress</b></p>	<ul style="list-style-type: none"> <li>• Education/Human Resources Committee</li> <li>• Property / Operations Committee</li> <li>• Mid-Year Strategic Directions Report</li> <li>• Special Education Advisory Committee</li> </ul>

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
How will we accomplish this goal?	What will success look like in 2014?	What progress has been made toward achieving our Success Indicators?	What action will be taken?	What is the status of Year 2 Initiatives?

<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>3.1.1 Internal review of various operational processes in Tri-Board Transportation and Finance (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 will be 70% complete at year-end. The Provincial Operational Review for LDSB is 100% complete., awaiting final report from consultant and Ministry of Education.</p>	<p>3.1.1a Complete implementation of e-Funds software for school councils.</p> <p>3.1.1b Improve the e-training platform to facilitate current and future procedural implementations.</p> <p>3.1.1c Complete revision of current purchasing administrative procedure in accordance with new Broader Public Sector guidelines, and implement new procedure.</p> <p>3.1.1d Complete development and publication of Board Wide Leadership Strategy document including development and recruitment practices.</p> <p>3.1.1e Implement new audit procedures in accordance with new Ministry of Education guidelines, including the appointment of 2 external members to the Audit Committee.</p> <p>3.1.1f Complete revision of support staff performance appraisal process including consultations with the respective employee groups.</p> <p>3.1.1g Develop new accounting and reporting framework/procedure for tangible capital assets in accordance with Public Sector Accounting Board (PSAB) and Ministry of Education requirements.</p> <p>3.1.1h Improve HR electronic support system with respect to EAP, return to work, benefits, forms, procedures, process, and database link to employee's own personal information.</p> <p>3.1.1i Complete bus route optimization review for additional selected groups of schools and reconfigure bus routes as</p>	<p>3.1.1a School councils continue to be trained in e-funds.</p> <p>3.1.1a Implementation continues at various schools. Project 70% complete.</p> <p>3.1.1c Administrative procedure revised in accordance with BPS guidelines. New procurement and expense guidelines released by the province, requiring additional revisions.</p> <p>3.1.1d Draft completed December 2010, Steering Committee formed to refine and finalize. Draft provided to steering committee with next meeting in April.</p> <p>3.1.1e New audit procedures implemented including selection of two external Audit Committee members.</p> <p>3.1.1f Draft documents complete Dec. 2010 and consultations Spring 2011.</p> <p>3.1.1g Development of accounting and reporting framework is completed. Administrative procedure 80% complete.</p> <p>3.1.1h Work on e-platform schedule for Spring 2011.</p> <p>3.1.1i Review 50% complete.</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
How will we accomplish this goal?	What will success look like in 2014?	What progress has been made toward achieving our Success Indicators?	What action will be taken?	What is the status of Year 2 Initiatives?

<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>3.2.1 Five year ITS plan on track for completion by August 31, 2011. ITS disaster recovery Plan completed. Implementation is pending budget deliberations.</p>	<p>appropriate.</p> <p>3.1.1j Continue preparations and respond to recommendations from operational review.</p> <p>3.1.1k Implement new Integrated Voice Response (IVR) system for public use.</p> <p>3.1.1l Complete installation of Automatic Vehicle Locators (AVLs) on all school buses managed by Tri-Board Student Transportation.</p> <p>3.1.1m Complete pay equity process and review of market analysis for non-union positions.</p> <p>3.1.1n Complete review and revision of support staff and non-union staff performance appraisal process.</p> <p>3.1.1o Revise orientation manuals to include recent legislative changes and Board procedures.</p> <p>3.1.1p Complete records management review and develop revised processes as needed based on the review from external consultant.</p> <p>3.2.1a Complete ITS disaster recovery plan in concert with coterminous board</p> <p>3.2.1b Complete ITS five year multi-year plan through consultation with stakeholders, and analysis of pilot projects.</p>	<p>3.1.1j Review complete awaiting recommendations from Ministry of Education report.</p> <p>3.1.1k Installation of new IVR system completed and system is being tested before release for public use.</p> <p>3.1.1l Installation of AVLs complete.</p> <p>3.1.1m Market analysis for non-union complete Jan. 2011. Pay equity process approximately 60% complete and progressing on schedule.</p> <p>3.1.1n Draft documents complete Dec. 2010 and consultations Spring 2011</p> <p>3.1.1o Complete</p> <p>3.1.1p Consultant has been hired and scope of work defined. Two month initial Inventory process begins Feb. 2011.</p> <p>3.2.1a Initial estimates complete and reviewed by executive committee. Specific budget implications will be evaluated during budget process.</p> <p>3.2.1b Consultations with students and teaching staff complete. Program team consultation scheduled for April 4. Principals will be consulted in April/May and Trustees will be consulted in May. Microsoft</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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			<p>3.2.1c Continue to support school based web-site development. There are currently 40 schools who have converted their school-based web sites to the standard First Class RWD web software. Of the remaining schools, 15 have no current web site, while 10 schools have not migrated their site to the First Class RWD software. As these sites request support to implement First Class RWD for their web sites, ITS staff will train and assist in implementation.</p> <p>3.2.1d Continue to increase and improve wireless capability and accessibility throughout schools.</p>	<p>consultant Iteryg has begun an active directory implementation plan to be completed in the Spring for consideration in the final ITS Strategic plan. Pilot projects are well underway and moving to evaluation phase in Spring and Fall of 2011.</p> <p>3.2.1c ITS has continued to train and support schools to use First Class RWD for their school / teacher web sites. Over the course of the 2010 / 2011 school year 4 additional schools have begun using First Class RWD, in addition to the 40 sites that were already active. There are still 11 schools with no web site, and 9 schools not using First Class RWD for their web site.</p> <p>3.2.1d ITS has completed a preliminary site plan for pervasive wireless implementation at Sydenham HS. The plan is currently under budget review to determine feasibility for the 2010 / 2011 school year. ITS has added 30 additional wireless access points to enhance services throughout schools in the district, and will continue to do so on an ad hoc basis until the full plan is in place for the 2011 / 2012 school year.</p>
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## *LDSB Strategic Plan: Year 2 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.*

<b>Lead Personnel</b>	<ul style="list-style-type: none"> <li>• Director of Education</li> <li>• Assistant to the Director and Safe Schools</li> <li>• Supervising Principal of Special Education</li> <li>• Superintendent of Business Services</li> <li>• Superintendent of Human Resources</li> <li>• Supervising Principal of Human Resources</li> <li>• Superintendent of Education, Secondary</li> <li>• Superintendent of Education, Elementary</li> <li>• Supervising Principal of Student Success</li> <li>• Supervising Principal of School Effectiveness</li> </ul>
<b>Communication of Progress</b>	<ul style="list-style-type: none"> <li>• Education/Human Resources Committee</li> <li>• Special Education Advisory Committee</li> <li>• Mid-year Strategic Directions Report</li> </ul>

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
How will we accomplish this goal?	What will success look like in 2014?	What progress has been made toward achieving our Success Indicators?	What action will be taken?	What is the status of Year 2 Initiatives?

<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>4.1.1 Employees annual learning plans , and performance appraisals are completed signed off by supervisors and filed in HR. At Departmental meetings the strategic is discussed, input sought, and direction is provided. At the department level progress is monitored and discussed.</p> <p>4.1.1 100% of Principals and Vice-Principals engaged in monthly professional learning related to the Board's strategic plan directions.</p> <p>100% of Elementary teachers engaged in Professional learning related to the Board's strategic directions during PA Days and school-based sessions.</p> <p>100% of Full-Day Kindergarten Principals/Teacher/ECE teams engaged in professional learning provided by the Board and Ministry of Education.</p>	<p>4.1.1 a Provide professional learning to support elementary and secondary teachers and administrators in language literacy and mathematics with an emphasis on the development of learning goals, success criteria, descriptive feedback, effective questioning and problem solving through the Student Achievement Division Initiatives.</p> <p>4.1.1b Professional learning will be provided for instructional coaches, new teacher mentors, student success teachers, and administrators to build and sustain collaborative environments within secondary schools that are focused on implementing research-based strategies in the area of instruction, assessment, and evaluation.</p> <p>4.1.1c Teachers will take part in professional learning related to differentiated instruction and Aboriginal education.</p> <p>4.1.1d Embed technology expectations in all professional learning where appropriate.</p> <p>4.1.1e Provide training and in-service, as required, for Health and Safety practices and procedures.</p> <p>4.1.1f Provide professional learning to support new staff through the New Teacher</p>	<p>4.1.1a See 1.1.1a &amp; b</p> <p>4.1.1 a/b/c-See 1.1.1 a and 1.1.1 e</p> <p>4.1.1a – Please refer to 1.1.1g and 1.1.1h.</p> <p>4.1.1b - Instructional Coaches meet monthly with Education Centre consultants to facilitate learning. Lead Student Success Teachers meet monthly, with an emphasis on professional learning. Teacher and Administrator learning is focused on research based strategies.</p> <p>4.1.1c – Professional Learning is available to elementary and secondary teachers through the Differentiated Instruction RAFT Proposal. Four Winds Student and Teacher Conference provided learning in the area of Aboriginal Education.</p> <p>4.1.1d Program Team meeting with ITS Leads in April 2011 to provide input on technology integration and strategic planning</p> <p>4.1.1e H&amp;S training is provided on an on-going basis as needed. This includes WHMIS, Back Care, First Aid, Asbestos Awareness, Behaviour Management Systems, CPR and First Aid to all employee groups as required and reported to the Joint Health and Safety committee.</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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			<p>Induction Program and the New Administrator Mentoring program.</p> <p>4.1.1g Build capacity among school administrators with respect to guiding, directing and supervision of staff.</p> <p>4.1.1h Provide professional learning to support Teacher/ECE teams to implement the recommendations regarding the Full-Day Early Learning – Kindergarten Program.</p>	<p>4.1.1f New elementary teachers attended four full-day professional learning sessions on Aug. 30, Sept. 24, Oct. 20 and Nov. 4, 2010. With the addition of new teachers hired mid-year, three additional days of professional learning will take place March 9, April 5 and May 24, 2011. 4.1.1f – New teachers are participating in in-school mentoring programs.</p> <p>4.1.1g – progressive discipline training and procedure completed. Continue case by case support. Training embedded in New Administrator orientation.</p> <p>4.1.1h Principal/ teacher/ECE teams participated in Ministry training sessions in November 2010 and April 2011.</p> <p>All Principal/Teacher/ECE teams participated in LDSB professional learning sessions on October 13, 2010 and March 31, 2011.</p> <p>LDSB Professional Learning sessions for Year 2 (2011-12) Early Learning Teams to be held in Spring 2011.</p> <p>4.1.1h Oct. 13,2011-In collaboration with Program Team, Ed. Services Team provided all LDSB Early Learning Teams with professional learning with Dr. Garth Smith presenting on the importance of early learning and the child development continuum.</p> <p>March 31, 2011-Professional Learning Early Learning Teams focused on learning goals, developmental continuum, linking play to the curriculum and the role of the EDI</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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	<p>4.1.2 All teachers, administrators and educational assistants will participate in in-service on Learning For All K-12.</p>	<p>4.1.2 129 K-6 teachers participating in Differentiated Instruction RAFT Plans. 300 + Grade 7-12 teachers participating in Intermediate Secondary Differentiated Instruction RAFT plans (Learning for All K-12).</p> <p>323 Teachers and administrators participated in sessions on Learning for All K-12, including differentiation.</p> <p>70 support staff (educational assistants, clinicians and student support counselors) participated in sessions on Learning for All K-12, including differentiation</p> <p>200 bus drivers participated in sessions on Learning for All, K-12, including differentiation.</p> <p>All members of the program team (21) have participated in sessions on Learning for All, K-12, including differentiation.</p>	<p>4.1.1i Provide training as required to employee groups on SDS e-serve application, performance appraisal processes, internal job application processes, Health and Safety processes.</p> <p>4.1.1j Establish a student/staff training and certification centre at the QECVI alternate learning site.</p> <p>4.1.2 Provide professional learning and training opportunities around Learning For All K-12, including differentiated instruction.</p>	<p>4.1.1i Dec 7, 2010 internal job application process Oct 4, 2010 – Violence &amp; Harassment in the Workplace</p> <p>4.1.1j Training Centre in partial use and full completion scheduled for March 31<sup>st</sup>. To date, there have 50 student certifications completed at the Limestone Training Centre.</p> <p>4.1.2 1. Board Courses (20 hours in length, after school professional learning)</p> <ul style="list-style-type: none"> <li>• -SST/LPS Course - completed Fall 2010 (30 teachers)</li> <li>• -Autism Course - completed Winter 2011 (24 teachers and 2 administrators)</li> <li>• -LD Course - will be completed Spring 2011 (23 teachers and 1 administrator)</li> <li>• -EA Course - completed Fall 2010 (28 educational assistants)</li> </ul> <p>2. Special Education Part 2 - April 2011-July 2011 (22 teachers, 1 administrator)</p> <p>3. AT sessions for SST (56), clinical staff(18), program team (21), student support counselors (24) (Fall/Winter 2010-2011)</p> <p>4. Multiple AT sessions with whole classes district wide with AT Resource Teacher and Spec Ed Co-ordinator (ongoing)- includes majority of elementary/secondary schools.</p> <p>5. Daily classroom teacher consultations via site visit, email or phone consultation district wide (k-12) (ongoing)</p> <p>6. NTIP professional learning (elementary (90) and secondary (20) Fall 2010 and Spring 2011</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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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>4.2.1 Trustees will be current and informed on relevant issues</p>	<p>4.2.1 Trustees are current and informed on relevant issues</p>	<p>4.2.1a Staff will provide trustees with relevant documents, information and issues at appropriate Board committees, retreats, and through electronic communications, including orientation for new trustees.</p> <p>4.2.1b Trustees will attend relevant conferences, meetings, training sessions and events as appropriate.</p>	<p>7. Occasional Teacher professional learning - ongoing (DI and AT focus) – (25 occasional teachers) Winter 2011  8. Bus Driver Professional Learning - Understanding Diverse Learners - Fall 2010 (3 locations – North Addington (40), west Belleville (100) and Bayridge S.S. (60))  9. Multiple staff meeting in-services (on-going)  10. Consultation with program teams re: DI being embedded within the professional learning (i.e. TLCP's, Assessment and Evaluation procedures, etc.) (on-going monthly at program team meetings)  11. Individual school DI team consultations (on-going)-approx. 60</p> <p>4.2.1a Trustees received training regarding Ministry requirements around new legislation including Bill 157 (Keeping our Kids Safe at School Act), Climate Surveys and Safe Schools Teams, and the proposed AP 149 Request for Distribution. Monthly presentations on current initiatives and outcomes etc. at LDSB Committee meetings. At OPSBA Provincial Education Symposia, most received trustee Certification Training Module 1. New trustee participated in local and provincial orientation sessions.</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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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>4.3.1 Senior Staff and Managers are current and informed on relevant issues.</p>	<p>4.3.1 Senior staff and managers will remain active in their professional associations, and will attend relevant conferences, teleconferences and professional learning in the areas of Provincial and Board priorities and individual responsibilities.</p>	<p>4.3.1 Senior staff participated in multiple professional learning opportunities: e.g. Building Blocks for Education Symposium; Quest Conference; Leading Student Achievement Conferences; EQAO Conferences; Ontario Education Research Symposium, Regional and Provincial Initiative Sessions (Early Learning, Schools In The Middle, Growing Success) Emergency and Disaster Planning Conference, the Law Works Conference, OPC Conference, and Police/Board Protocol Training, Regional Special Education Committee, Equity and Inclusion Strategy Networks, Child and Youth Services Steering Committee and sub committees Child and Youth Services Steering Committee Exec ,, OPSOA, CODE and OPSBA sessions and provincial committees, IT strategy, HR strategy, Freedom of information, Infrastructure Briefings with IBM and Microsoft, Microsoft new products for education, Provincial HR and Labour Relations strategy, HR Legal Issues, Quest Conference, Odyssey Conference, Ontario Educational Research Program, Regional and Provincial Student Success Meetings, Differentiated Instruction training etc.</p>
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**LDSB Strategic Plan: Year 2 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.*

<b>Lead Personnel</b>	<ul style="list-style-type: none"> <li>• Director of Education</li> <li>• Assistant to the Director and Safe Schools</li> <li>• Superintendent of Business Services</li> <li>• Superintendent of Education, Secondary</li> <li>• Superintendent of Education, Elementary</li> <li>• Supervising Principal of Safe Schools</li> <li>• Superintendent of Human Resources</li> <li>• Supervising Principals of Human Resources</li> </ul>
<b>Communication of Progress</b>	<ul style="list-style-type: none"> <li>• Environmental Sustainability Committee</li> <li>• Education/Human Resources Committee</li> <li>• Property / Operations Committee</li> </ul>

KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
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<p>5.1 Meet or exceed the requirements of the MOE environmental education direction document Acting Today, Shaping Tomorrow</p>	<p>5.1.1 Environmental sustainability strategies and education are implemented in all buildings throughout the district.</p> <p>5.1.2 An Environmental Sustainability Procedure is developed and implemented district wide.</p>	<p>5.1.1 The LDSB is moving forward actively with respect to sustainability strategies and education. Nine schools will embrace the EcoSchools program during 2010-11..</p> <p>5.1.2 ES leads in all schools will champion ES procedure. Trustees have established an ES Advisory Committee.</p>	<p>5.1.1a Continue to install water filling stations at additional elementary and secondary school sites, and the Education Centre.</p> <p>5.1.1b Continue to implement additional energy management capital projects in accordance with energy audit recommendations.</p> <p>5.1.1c Complete waste cycle audits at 20 additional school sites.</p> <p>5.1.1d Increase the number of schools participating in the Eco-Schools Program.</p> <p>5.1.1e Develop a process and criteria for an annual sustainability report.</p> <p>5.1.2a Plan and initiate implementation of LDSB Environmental Sustainability Procedure.</p> <p>5.1.2b Model and provide opportunities that develop students' awareness and commitment to environmentally responsible attitudes and practice.</p>	<p>5.1.1a One station installed in Education Centre. Remaining projects to be completed as part of Enhancement Projects.</p> <p>5.1.1b Planning continues and projects will commence during construction season.</p> <p>5.1.1c Completed in November 2010.</p> <p>5.1.1d Schools are all being encouraged to participate. Anticipate 9 schools will participate this year.</p> <p>5.1.1e Process and criteria for an annual sustainability report to be in place by August 31, 2011.</p> <p>5.1.2a All schools will have ES lead by June 2011. Currently In consultation with SSAO, AESA and EFTO.</p> <p>5.1.2b Currently in consultation with Facility services re the development of energy conservation and waste management guidelines. In the Fall 22 students from each LDSB high school were invited to participate in the 'Best Foot Forward' conference at St. Lawrence on Environmental Education. Expansion of the "Grow Projects" in conjunction with the Urban Agriculture Kingston; Two LDSB schools participated and currently four schools are involved. This enables students to connect with the community but also involves student engagement for Gr 5 and 6 students as well</p>
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KEY OBJECTIVES (3-5 YEARS)	SUCCESS INDICATORS	PROGRESS TOWARDS SUCCESS INDICATORS	KEY INITIATIVES	MID-YEAR UPDATE (Year 2)
How will we accomplish this goal?	What will success look like in 2014?	What progress has been made toward achieving our Success Indicators?	What action will be taken?	What is the status of Year 2 Initiatives?

<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>5.2.1 Program and Accommodation Reviews, where required, are completed.</p> <p>5.2.2 Construction of new schools, as approved, is completed or initiated.</p>	<p>5.2.1 Accommodation reviews have been completed for approximately 40% of the LDSB's schools</p> <p>5.2.2 Construction planning for 3 new schools in progress.</p>	<p>5.2.1a Complete program and accommodation review for Kingston West and Loyalist area.</p> <p>5.2.1b Initiate additional accommodation review(s) as approved by the Board.</p> <p>5.2.2a Complete design process, tender and commence construction of new schools in Kingston East and Greater Napanee and complete major renovation work at Bath P.S.</p> <p>5.2.2b Commence design process and prepare tender documents for new school in Sharbot Lake.</p> <p>5.2.2c Create a central training centre for LDSB student certification programs.</p>	<p>as local communities. LDSB partners with Public Health on KCAT, Kingston Coalition for Active Transportation. This is a school/community working group, currently has walking programs to schools and looking to expand. One symposium on active transportation in Kingston completed.</p> <p>5.2.1a Kingston West and Loyalist Accommodation completed March 30. Transition planning is ongoing.</p> <p>5.2.1b Accommodation report to be presented to the Board in March/April 2011.</p> <p>5.2.2a Design process complete. Drawings and specifications 85% complete. Cost consultant completing final cost estimate. Tender specifications and drawings being prepared for Bath P.S. project.</p> <p>5.2.2a Sandhurst and Bath Transition Committee is established with representation of Senior Staff, parents and staff from both locations to support Sandhurst community in the closure of Sandhurst and transition to Bath. Transition Committee met 3 times (Nov. 2010, Jan. and Feb. 2011). January 16, 2011-Open House held at Bath P.S.</p> <p>5.2.2b Architect selection process near completion. Anticipate design work to commence in March 2011.</p> <p>5.2.2c Project complete.</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>5.2.3. MOE Directions for Early Learning for Four and Five Year Olds 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>5.2.3.Full-Day Early Learning Kindergarten implementation is compliant with Ministry of Education direction.</p> <p>5.3.1. Repairs and renovations are on schedule and within budget.</p>	<p>5.2.3 Implement recommendations for Full-Day Early Learning – Kindergarten Programs in three additional schools, as identified in Phase 2 of the MOE’s 5 Year Plan.</p> <p>5.3.1a Replace boiler system at L.C.V.I, and Sydenham HS and heating and ventilation system at Perth Road PS.</p> <p>5.3.1b Install new biomass boiler system at N.A.E.C. and geothermal heating system at Bath PS.</p> <p>5.3.1c Upgrade building automated control systems at various schools.</p> <p>5.3.1d Complete enhancement projects at various schools to meet program and ODA needs.</p> <p>5.3.1e Continue to work with community partners to finalize construction of Kingston community track and field facility.</p> <p>5.3.1f Complete major heating retrofit project at N.D.S.S..</p>	<p>5.2.3 Work to be completed during construction season.</p> <p>5.3.1a Installation to be completed by August 31, 2011</p> <p>5.3.1b Project to be completed by April 30, 2011</p> <p>5.3.1c Work in progress.</p> <p>5.3.1d Planning in progress for enhancement projects. Work to be completed during summer 2011. Elevator project at QECVI completed.</p> <p>5.3.1d All new buildings and renovations to existing buildings to meet the needs of the Ontario Disability Association. For example February 2011- vertical lifts at QECVI. Ongoing-Review and support of accessibility requests through Facility Services and Educational Services</p> <p>5.3.1e Track project has been tendered and project awarded. Anticipate completion by spring 2012.</p> <p>5.3.1f Construction work in progress. Anticipate completion by August 31, 2011.</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>5.5 Maintain policies and procedures that provide the basis for current, compliant and sound decision making and practices.</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 Staffing levels meet budgetary limitations and are distributed appropriately to meet school/program needs.</p> <p>5.5.1 Limestone District School Board procedures and policies are compliant with legislation and system needs.</p>	<p>5.4.1 Academic succession plan in place in working draft . Non-academic succession plan scheduled for completion June 2011</p> <p>5.4.2 All permanent positions filled and adequate numbers for placement through 2011/2012. The Secondary AVP pool currently has several Acting appointments. Spring 2011 search for Manager of Financial Services is underway.</p> <p>5.4.3 Staffing levels are within budget and HR and Payroll records verified.</p> <p>5.5.1 Operational review complete and awaiting final report.</p> <p>5.5.1 Policy and Procedure Review tracked for ongoing compliance and to meet current system needs. Three-year review cycle of policies and procedures in place.</p>	<p>5.3.1g Complete construction of new addition at Sydenham H.S.</p> <p>5.4.1a Complete consultation, finalize, provide training, and implement revised leadership succession plans for academic and non-academic staff.</p> <p>5.4.1b Complete development and publication of Board Wide Leadership Strategy document including development and recruitment practices.</p> <p>5.5.1a Revise and implement the policy for Director Performance Appraisal.</p> <p>5.5.1b Review policies to ensure compliance with legislation regarding Roles of Trustees, Director and Board.</p>	<p>5.3.1g Design drawings and tender specifications 75% complete. Anticipate tendering for project in March/April 2011. Project to be completed by May 2012.</p> <p>5.4.1 Academic succession plan in place as working draft. Non-academic succession plan scheduled for completion June 2011</p> <p>5.4.2 All permanent positions filled and adequate numbers for placement through 2011/2012. Secondary AVP pool has Acting appointments. Spring 2011 search for Manager of Financial Services is underway.</p> <p>5.4.3 Staffing levels are within budget and HR and Payroll records verified.</p> <p>5.5.1a Planning for DPA process ongoing. Review schedule for May 2011.</p> <p>5.5.1b Operational review complete and awaiting final report.</p> <p>5.5.1.b Revision of Policies and procedures for compliance with Bill 177 on Good Governance completed January 2011.</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>5.6.1a Concept plan for ITS disaster recovery provided to Exec Committee with cost estimates. Implementation pending budget approval.</p> <p>5.6.1b ITS Strategic plan draft in progress with completion scheduled for August 31, 2011.</p> <p>5.6.1.c Classroom Technology Pilot Programs on going in several schools.</p>	<p>5.5.1c Implement new Threats to School Safety Procedures, and revise and implement new Food/Nutrition procedures.</p> <p>5.5.1d Revise and implement a distribution process for external organizations' communications to schools that addresses workload, fairness, consistency and environmental sustainability.</p> <p>5.6.1a Complete ITS disaster recovery plan in concert with coterminous boards.</p> <p>5.6.1b Include renewal strategy within ITS five year strategic plan.</p>	<p>5.5.1c The Food and Nutrition Procedure is in the process of being reviewed. LDSB will be in compliance with PPM 150 requirements for the fall of 2011 as required.</p> <p>5.5.1c Admin Procedure 141 (Threats to School Safety) has been completed. Training with Principals occurred in the fall. Site specific training is occurring at individual schools.</p> <p>5.5.1d Distribution Procedure 149 is currently being reviewed. New procedure for Access to Students is in the process of being developed.</p> <p>5.6.1a Concept plan provided to Exec Committee with cost estimates. Implementation pending budget approval.</p> <p>5.6.1b ITS Strategic plan draft in progress with completion scheduled for August 31, 2011.</p>
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***LDSB Strategic Plan: Year 2 of 5 Year Plan***  
**GOAL 6: Strengthen Communication and Engagement with Parents/Guardians,  
 Educational and Community Partners and the Public.**

*The Limestone District School Board believes that public education is most effective as a shared responsibility that includes students, parents, staff, government, and the community. The Limestone District School Board is committed to promoting, participating and leading in the development of positive partnerships at all levels.*

<b>Lead Personnel</b>	<ul style="list-style-type: none"> <li>• Director of Education</li> <li>• Assistant to the Director and Safe Schools</li> <li>• Supervising Principal of Special Education</li> <li>• Superintendent of Education, Secondary</li> <li>• Supervising Principal of Student Success</li> </ul>
<b>Communication of Progress</b>	<ul style="list-style-type: none"> <li>• Education/Human Resources Committee</li> <li>• Mid-year Strategic Directions Report</li> </ul>

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<p>6.1 Implement initiatives of the Parent Engagement office to respond to needs identified through the School Council Liaison Committee.</p>	<p>6.1.1 All School Councils are in compliance with MOE and Board requirements for operations, training, reporting, and finance.</p>	<p>6.1.1 Training with Councils will continue this spring to reach 100% compliance.</p>	<p>6.1.1a Conduct mandatory training sessions for all new school council chairs and treasurers to ensure compliance with Parent Involvement Committee regulations.</p> <p>6.1.1b Provide orientation to FirstClass electronic communication system and SDS school accounts training, and provide ongoing support related to updated financial management and reporting requirements.</p>	<p>6.1.1a Completed October 21, 2010.</p> <p>6.1.1b First Class Website Training offered on October 27<sup>th</sup> and November 2<sup>nd</sup> 2010.</p>
<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>6.2.1 Current Commitments of the Student Support Leadership Initiative are being implemented, including OPC project through Integration With Education, Special Needs Protocol and Crown Wardship Protocol.</p>	<p>6.2.1a Continue to serve as lead Board for Student Support Leadership Initiative: Cluster 20.</p> <p>6.2.1b Through partnership with the Kingston Frontenac Lennox &amp; Addington Children &amp; Youth Services Steering Committee, protocols between LDSB and Community partners to facilitate referral processes and the provision of services and support for (i) students with mental health concerns and (ii) for early learners entering the EL-K Program with special needs will be developed.</p> <p>6.2.1c Staff will work collaboratively with community partners on Pathways to Education project to improve outcomes</p>	<p>6.2.1 a Ongoing-Lead Board for Student Support Leadership Initiative Cluster 20.</p> <p>6.2.1b Ongoing - Child and Youth Services Steering Committee. Provides provincial Leadership, monetary support and partnerships with community agencies to support Integration With Education (OPC project-Focus on Mental Health Needs). The Special Needs Protocol is in Draft (see also 1.2.1) and will be Complete by Spring 2011. The Crown Wardship Champions Team protocol to support Crown Wards to be completed by Spring 2011.</p>

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	6.2.2 Stakeholder satisfaction surveys indicate high levels of satisfaction with Board communication and partnership.	6.2.2 Results of the Internal Communication Survey indicate high satisfaction with Board communication and partnership.	<p>for secondary students in north Kingston.</p> <p>6.2.1d Staff will work collaboratively with community partners (ISKA) on Kingston Immigration Project, and the Settlement Worker in Schools (SWIS) Project to facilitate transitions for new immigrant students and families.</p> <p>6.2.2a Conduct a satisfaction survey of internal and external partners regarding LDSB communication and partnership.</p> <p>6.2.2b Liaise and collaborate with municipalities, including sustainability planning, Kingston Track and Field Project and potential accommodation partnerships.</p> <p>6.2.2c Liaise with Queen's University and St. Lawrence College to enhance learning opportunities and pathways for students.</p> <p>6.2.2d Liaise and collaborate with education-related partners including with other Boards of Education, MOE, OPSBA, EOSDN, OPSOA, and CODE.</p>	<p>6.2.1d Ongoing-Educational Services staff attend meetings with community partners (ISKA). (Funding was not secured for a Settlement Worker to facilitate transitions for new immigrant students and families).</p> <p>6.2.2a Results from last year's survey continue to be analyzed. Follow-up will occur through future surveys. For example, a Parent Survey regarding a number of areas related to their child's school and the Board.</p> <p>6.2.2b Track project tendered and contract awarded.</p> <p>6.2.2c Proposal and Pilot to for LDSB to partner with St. Lawrence College, Ontario Works and FERC to support career education opportunities in the North. Accommodation plan to Property and Operations March 2011.</p> <p>6.2.2d Trustees and Senior staff active members of provincial and local associations, participate in, and lead committees and initiatives.</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>6.2.3 Aboriginal communities are positively involved in collaborative initiatives.</p> <p>6.2.4. Participation is maintained in key charitable and community initiatives.</p> <p>6.3.1 Wherever possible, grievances are resolved using internal problem solving processes.</p>	<p>6.2.3 Communication with Aboriginal communities is proactive and productive to support the many initiatives occurring within the LDSB. LDSB and Katarokwi Native Friendship Centre partnering on alternate Aboriginal School ongoing with 11 students registered.</p> <p>6.2.4 Schools and actively engaged in numerous charitable fundraising and awareness activities. System leaders continue to participate and partner with community organizations.</p> <p>6.3.1 Between September 2010 and March 31<sup>st</sup> 2011 0 grievances proceeded beyond internal process (i.e. arbitration, mediation etc).</p>	<p>6.2.2e Provide orientation, professional learning and ongoing support for new trustees, as needed.</p> <p>6.2.3a Collaborate with the Katarokwi Native Friendship Centre and LDSB Aboriginal Advisory Committee regarding the establishment of an alternate Aboriginal school, and other key initiatives related to Aboriginal education.</p> <p>6.2.3b The Aboriginal Advisory Committee meets a minimum of three times a year.</p> <p>6.2.4. Support through participation and membership in local charitable and community organizations such as the United Way, Easter Seals, Rotary Clubs, Boys &amp; Girls Club, CAS, LLF, KFL&amp;A Public Health and The Food Sharing Project.</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>6.2.2e New trustee attended provincial training as provided, and participated in multiple local orientation sessions. Ongoing support provided as required.</p> <p>6.2.3a Held multiple discussions with the KNFC regarding the opening of the Aboriginal School for February 2011. Secondary English teachers created units on the oral traditions. The Four Winds Teacher/Student Conference was held in November.</p> <p>6.2.3b Aboriginal Advisory Committee met in November.</p> <p>6.2.4a Successful system-wide United Way campaign raised \$84,000. Schools actively engaged in numerous charitable fundraising and awareness activities. System leaders continue to participate and partner with community organizations. 26 Staff members to participate in the Easter Seals Telethon.</p> <p>6.3.1a Regular communication to share information and solve problems occurs between regularly scheduled meetings, or as required within either H/R or the Director's Office.</p> <p>6.3.1b Regular Labour/Management meetings are scheduled monthly, or as required, to identify and resolve issues with all employee groups.</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>6.3.2 Employee groups are positively involved in collaborative initiatives.</p> <p>6.4.1 Students, 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>6.3.2 Employee groups participated in planning and consultation on various initiatives: OSSTF Secondary PA day, Elementary Progress Revised Report Cards, NTIP, School year calendar.</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.</p> <p>6.4.2 All secondary schools have elected representatives on Inter-School Council. Ten of the eleven schools attend regular Inter School Meetings, one through teleconference.</p>	<p>6.3.2a Continue to utilize collaborative structures and inclusive decision-making processes where feasible.</p> <p>6.4.1a Senior staff and trustees will maintain representative presence at key Board, school and community events.</p> <p>6.4.1b Recognize student, staff, school and district achievements through Board meetings, LDSB website, Director's E-Bulletin, the Director's Annual Report, and the biennial Trustees Report to the Community.</p> <p>6.4.2a Monitor attendance and provide tangible support to ensure full participation of all schools in inter-school student council.</p>	<p>6.3.2a Employee groups participated in planning and consultation on various initiatives, i.e. OSSTF Secondary PA day, Elementary Progress Revised Report Cards, NTIP, School year calendar, United Way campaign.</p> <p>6.4.1 a Maintained a representative presence at key community events including Sandhurst to Bath Transition Open House (January 16, 11), Assemblies and School Council meetings as invited, Lennox and Addington Hospital Art Gallery Opening (February 2011), various roundtable events.</p> <p>6.4.1.a 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.</p> <p>6.4.1b LDSB Communication Summary created to provide overview of communications strategies.</p> <p>6.4.2.a Due to distance, an invitation for electronic conferencing has been extended and there is occasional representation from the 11<sup>th</sup> school. Another distant school has attended via e-conference over the past two years. Meetings have been held at the Education Centre as well as outreach meetings at Sharbot Lake HS as well as Loyalist CVI over the past two years. An invitation to QECVI has been made to hold the event at their school as a next location for an outreach meeting. Student representatives from groups wishing to make presentations to Inter-School Council also attend. Sub-groups also meet to plan specific events (Lime-Aid for example) on a regular basis.</p>
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