

Strategic Plan: Year 1 of 5 Year Plan

Year End Report for 2009-2010 – *SUMMARY*



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.	<p>1.1.1a Introduce and provide professional learning around <i>Learning For All K-12</i>.</p> <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>1.1.1d 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</p>	<p>1.1.1a/b Initiative successfully completed. Numerous professional learning sessions and training opportunities were provided to all appropriate staff groups.</p> <p>1.1.1b Initiative successfully completed (see detailed plan).</p> <p>1.1.1c Initiative successfully completed. Other elementary initiatives with a focus on increasing student achievement in literacy and numeracy included <i>Schools In The Middle, Student Work Strategy, Small and Northern Boards Project, and Collaborative Inquiry for Learning - Mathematics</i></p> <p>1.1.1d Initiative successfully completed.</p> <p>1.1.1e Initiative successfully completed. All elementary Principals and Vice-Principals</p>	<p>1.1.1a Elementary Achievement: Progress was evident in all provincial assessment categories with the exception of stable provincial scores in mathematics. System wide baseline data on report card achievement has been collected.</p> <p>1.1.1a Secondary Achievement: Progress was evident in all provincial assessment categories with the exception of a 2% decline in academic English. System wide baseline data on report card achievement has been collected.</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>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>1.1.2/3a 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>participated in monthly Principal Learning Team meetings with a focus on improved student achievement.</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</p> <p>1.1.2/3a Initiative successfully completed through the <i>Let's Talk, Let's Listen</i> initiative, Student Success Leadership Camp (OELC) in Orillia, Student Voice Speakup Projects, Link Crew orientation programs, transition programs, and MEND approaches in schools.</p> <p>1.1.2/3b Initiative successfully completed through new comprehensive Cooperative Education and technology manuals, expansion of various Pathways programs, a review of Focus Programs, and numerous partnerships programs with local business and educational institutions to enhance program opportunities for students.</p>	<p>1.1.2 Secondary Credit Accumulation: Progress occurred in all indicator categories. Increases in credit accumulation for students in all grades ranged from 1-3%.</p> <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>1.2 Implement the <i>Full-Day Learning For 4 and 5 Year Olds</i> initiative as per Ministry direction.</p> <p>1.3 Enhance learning through the arts and technology in the elementary panel.</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>1.3.1 There are an increased number of specialist teachers delivering arts and technology programming in elementary schools.</p>	<p>1.1.4a Implement strategies for student success as outlined in <i>Learning for All K-12</i>.</p> <p>1.1.4b Extend implementation strategies to enhance the <i>Collaborative Services Delivery Model (CSDM)</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>1.2.1a Upon Ministry direction, implement recommendations for full day early learning within requisite timelines.</p> <p>1.3.1a Establish a joint Board / Federation committee to explore models and develop opportunities to enhance programming through the use of specialist teachers.</p>	<p>1.1.4a Initiative successfully completed through a wide range of courses and in-service events for staff.</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.</p> <p>1.1.4c Initiated successfully completed. See detail plan.</p> <p>1.1.4d Initiative successfully completed. All secondary schools have an intervention process in place.</p> <p>1.2.1a Initiative successfully completed. Fourteen Full-Day Early Learning- Kindergarten classes were collaboratively planned and in place in 8 schools for September 2010, with 3 schools approved for 2011.</p> <p>1.3.1a Initiative successfully completed. Primary Core French will be piloted in four elementary schools; a music specialist teacher will deliver music instruction to K-8 students in five elementary schools</p>	<p>1.1.4. Students with Special Education needs (excluding gifted) Elementary students with special needs (excluding gifted) have increased participation and achievement in language and mathematical literacy as evidenced by provincial assessment data, with up to 10% improvement in all categories except Grade 3 mathematics.</p> <p><i>Secondary Literacy</i> Of students with special education needs writing the grade 10 OSSLT, 57% were successful in 2009-10, an increase of 7% from 2008-09, and 11% above the provincial average</p> <p>Closing the Achievement Gap; Gender : 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.</p> <p>Full-Day Early Learning-Kindergarten: 1.2.1 Fourteen Full-Day Early Learning – Kindergarten classes (100% of Ministry allocation) began September 2010 in 8 schools. Six additional classes in 3 schools to commence September 2011.</p> <p>Specialist Instruction: 1.3.1a 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. A Music Specialist teacher will deliver music instruction, to K – 8 students in 5 elementary schools (QECVI Family and Rideau Public) in 2010-2011. Data collected throughout the pilot will determine success and possible expansion 2011-2012.</p>
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		<p>1.3.1b Continue to expand experiential learning opportunities through the grade 7 and 8 design and technology program.</p>	<p>1.3.1b Initiative successfully completed. Design and Technology sites were established at 2 additional elementary schools, and one for elementary and secondary students enrolled in the Robert Meek Youth Access Program</p>	<p>1.3.1b Design and Technology sites were established at 2 additional elementary schools, as well as one for elementary and secondary students enrolled in the Robert Meek Youth Access Program</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>2.1.2b In-service administrators on implementation of school-based risk assessments.</p> <p>2.1.2c Continue to provide <i>Risk/Threat Assessment Training, Traumatic Event Systems Training and Suicide Risk Assessment Training to LDSB Administrators and Educational Services staff when required.</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</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 187 staff trained across the LDSB schools.</p> <p>2.1.2a Initiative successful and ongoing. Community Protocol for student referral was developed and training for staff and partners provided.</p> <p>2.1.2b Initiative successfully completed. Training was provided to administrators.</p> <p>2.1.2c Initiative successful. Training was provided on Level 1 and Risk Threat Assessment Training, Level 2 Traumatic Events System Training, Suicide Risk Assessment Training, TAPP-C (The Arson Prevention Program – Children), TEACH: ADHD, and Teaching Kids with Separation Disorder.</p>	<p>Safe Schools:</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. The two intervention specialists conducted 30 circles in 2009-10. They were involved in over 40 situations for consultation or interventions that resolved the issues.</p> <p>2.1.1 Staff report cultural shifts at their schools, fewer disciplinary issues and greater success with challenging students. 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>2.1.3 Students identified as hard to serve, suspended or expelled successfully complete the academic components of their programs.</p> <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>2.1.3a 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>2.1.3c 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>2.1.4 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.</p> <p>2.1.4b Revise Limestone District School Board <i>Safe Schools Protocol</i> to align with Keeping Kids Safe at School Act.</p>	<p>2.1.3a/b Initiative successfully completed through STEP UP: Action to Refuse Violence, a violence prevention and intervention project based on SAFETEEN: Powerful Alternatives to Violence (copyright) program) Training.</p> <p>2.1.3c Initiative successfully completed. Sites which were audited in Spring 2009 complied with the recommendations.</p> <p>2.1.3d A review of the secondary behaviour programs was completed.</p> <p>2.1.3e Initiative successfully completed.</p> <p>1.1.3f Initiative successfully completed and a presentation on the results of the roundtable was made to LDSB Trustees.</p> <p>2.1.4a Initiative successful and ongoing.</p> <p>2.1.4b Initiative successful and ongoing. Both revised administrative procedures are posted on the LDSB website. Staff training was provided.</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>2.2 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>2.1.4c Revise Limestone District School Board Lockdown procedure to align with new Keeping Kids Safe at School Act.</p> <p>2.1.4d Develop a Comprehensive Safe Schools binder for Administrators.</p> <p>2.1.4e In-service School Administrators on Progressive Discipline strategies.</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>2.1.4c 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 was completed for School Teams and materials distributed (DVDs) for School Teams/Principal to train staff.</p> <p>2.2.1a Initiative successfully completed. Procedure has been created and published on website. Training is underway for all employees.</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 and published on website. Training will be extended through next school year.</p> <p>2.2.2b Initiative successfully completed. Regular annual training is in place for various employee groups, and specific training has been provided on Asbestos Management, Keeping Our Kids Safe at School Act, Violence Threat, Risk Assessment, Staff Use of Wireless Handheld Devices While Driving Procedure.</p>	<p>Equity and Inclusion: 2.2.1 Equity and Inclusion Procedures are completed and training is on target for the fall of 2010.</p> <p>Human Rights and Violence In the Work Place: 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>2.2.5b Provide safe, effective and supportive Accommodation and Return to Work Plans.</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.</p> <p>2.2.3b Initiative successfully completed. Customer Service training <i>How May I Help You?</i> 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. Results were reviewed and will be shared.</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. Stages of program have been implemented on an individual basis.</p> <p>2.2.5b Initiative ongoing.</p>	<p>Accessibility Planning: 2.2.3 Procedures are in place for <i>Accessibility for Ontarians with Disabilities</i> Customer Service Standard and employee training implemented.</p> <p>Employee Assistance program: 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>Attendance Support: 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. From September 2009 to June 2010 there were a total of twenty- two (22) Accommodation and Return to Work Plans for Support Staff. Thirteen academic staff are being formally accommodated; 5 academic staff are working part time on graduated return to work programs</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>2.2.6a 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>2.2.7c Complete planning and begin process for installation of Cardiac Automated External Defibrillators across system.</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. School level and Senior Staff collaborated effectively with KFL&A Public Health staff.</p> <p>2.2.7a Initiative successfully ongoing. The HEAL Committee was active, Daily Physical Activity PE Specialist provided ongoing support throughout the year to elementary schools; numerous programs and activities occurred throughout LDSB.</p> <p>2.2.7b Initiative successfully completed. Elementary schools were surveyed and a report was produced in June 2009.</p> <p>2.2.7c. Initiative successfully ongoing. AEDs were donated by L&A EMS and installed at NDSS, Sydenham and Ernestown.</p>	<p>Pandemic Preparation: 2.2.6a Pandemic plan components were implemented by 100% of 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>Healthy Living: 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.</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>3.1.1f Review purchasing procedures and practices to align with updated legislation.</p>	<p>3.1.1a Initiative successfully completed. The allocation of Educational Assistants was reviewed and 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 and 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 process resulted in a significant reimbursement of funding.</p> <p>3.1.1d Initiative successfully completed and software in place in 50% of schools. Information and support from Financial Services staff is ongoing.</p> <p>3.1.1e Initiative successfully completed. Trustee expenditure policy was revised to align with new government guidelines, approved and posted on website.</p> <p>3.1.1f Final draft of revised purchasing administrative</p>	<p>Operational Improvement:</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>3.1.1g 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>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, resulting in approximately \$100,000 in savings.</p> <p>3.1.1j Review of current Integrated Voice Response (IVR) system complete, resulting in replacement of system.</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 and E-training platform was developed.</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>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>3.1.1n Initiative successfully completed. All groups now have their own First Class Conference site.</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 successful and in progress. Procedures are developed and consultant is in place to support implementation.</p> <p>3.1.1q Initiative successfully completed.</p> <p>3.1.1r Initiative complete for Occasional teaching staff and in progress for support staff.</p> <p>3.1.1s Initiative successfully ongoing. Draft orientation manual in use in Principals Qualification Course, scheduled automated dispatch training 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 provided for various employee groups.</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>3.1.1u <i>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>3.2.1d 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>3.1.1u Initiative successfully completed.</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 (i.e. use less power) with a strategy for potential use of recycled materials.</p> <p>3.2.1c Initiative successfully ongoing. Thirty-two schools from elementary and secondary panels are fully engaged with RWD technology. Twenty-seven councils are now using the technology for their website.</p> <p>3.2.1d Initiative successfully ongoing. Pilot projects were implemented at Westdale and NDSS for classroom based technology. Pilot projects in 5 secondary schools and one elementary have been developed for 2010/2011.</p> <p>3.2.1e Initiative successfully ongoing. ITS has implemented wireless N (a new and faster wireless standard) in two pilot sites at Westdale / NDSS. Infrastructure has been set up to support further investment in high-speed wireless</p>	<p>Technology:</p> <p>3.2.1 Phase 1 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>3.2.1f Review and align operational and school technologies to ensure applications are supported by the same infrastructure.</p>	<p>for schools, including new school constructions in Napanee, Kingston East and Sharbot Lake.</p> <p>3.2.1f Initiative successfully ongoing. ITS is investigating infrastructure software and management systems, pilot projects have begun, and a Board wide selected teachers survey on the current and future use of teaching software was conducted in June.</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>4.1.1d 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>4.1.1a-i Initiatives successfully ongoing. Professional learning for teachers, support staff and administrators related to teaching and learning occurred throughout the year. Learning focused on literacy and mathematics, differentiated instruction, assessment and evaluation, student engagement, transitions, pathways opportunities, school improvement planning, aboriginal education, assistive technology, and other specific topics. See long version of year-end report for further information on each initiative.</p>	<p>Professional Learning and Training: 4.1.1 Teachers, support staff and administrators participated in numerous professional learning activities throughout the year related to initiatives to support student achievement. These will continue in 2010-2011.</p>

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		<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>4.1.1i 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 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</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>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>4.2.1b Trustees will attend relevant conferences, meetings, training sessions and events as appropriate.</p>	<p>4.1.2.a See 1.1.1a/b</p> <p>4.2.1a Trustees were kept up to date 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>4.2.1b Initiative successfully ongoing. LDSB trustees led and participated actively in committees and activities related to the Ontario Public School Board Association (OPSBA), the Ontario Ministry of Education (MOE) as well as numerous community, school and board events. See <i>Year End Plan for 2009-10 - Detailed Plan</i>.</p>	<p>4.1.2 Completed. See 1.1.1. <i>Year End Report for 2009-10 - Detailed Plan</i>.</p> <p>4.2.1 Trustees were kept up to date on all relevant documents, information, issues, conferences and events and are active participants in professional associations, advocacy and initiatives. They lead and participate actively in committees and activities related to the Ontario Public School Board Association (OPSBA), the Ontario Ministry of Education (MOE) as well as numerous community, school and board events. See 4.2.1b in <i>Year End Report for 2009-10 - Detailed Plan</i>.</p>
<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>4.3.1a Senior Staff and managers will attend relevant conferences, meetings, training sessions and events as appropriate.</p>	<p>4.3.1a Initiative successfully ongoing. Senior staff and managers were active in their various affiliation associations, attended multiple conferences and professional learning opportunities in the areas of provincial and Board priorities and individual responsibilities. Multiple examples are available from the office of the Director.</p>	<p>4.3.1 Senior staff and managers were active in their various affiliation associations, attended multiple conferences and professional learning opportunities in the areas of provincial and Board priorities and individual responsibilities.</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>5.2.1 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>5.2.1a 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>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>Technologist appointed.</p> <p>5.2.1a Initiative successfully ongoing. Planning and approval processes commenced for both Kingston East and Greater Napanee. Design process is in progress for both schools. A new K-12 school on existing Sharbot Lake High School site was approved and entering design phase.</p> <p>5.2.1b Initiative successfully ongoing for Kingston West and Loyalist and on hold in Kingston North.</p> <p>5.2.1c Initiative successfully completed. Recommendations from review of French Immersion and extended French delivery to ESS, NDSS, SHS, and their feeder schools have been implemented.</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 with recommendations 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>Accommodation Review: 5.2.1 Program and Accommodation reviews have been completed for approximately 40% of the LDSB's schools.</p> <p>Secondary French Immersion Review: 5.2.1 This review is complete and recommendations are in operation.</p> <p>Program Review: 5.2.1 Program Reviews of the LEAP and Challenge programs were completed in 2009-2010. Implementation of recommendations to continue 2010-2011. Three Program and Accommodation Reviews have been completed, one more is in progress and planning for additional reviews is in progress.</p> <p>New School Construction: 5.2.2 Design phase has commenced for 2 new schools and design of third school will commence in 2010-2011.</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 <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>5.2.3a 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>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>5.2.3a See 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 at N.D.S.S.</p> <p>5.3.1b Initiative successfully completed. Three (3) portables were moved and 3 new portables were added during the 2009-2010 school year.</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. 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 due to lack of skilled worker availability.</p>	<p>Full-day Early Learning: 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>Facilities: 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 science room renovations at N.D.S.S were completed along with a much larger Heating Plant retrofit project, which is now 60% complete.</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>5.4.1a Initiative successfully completed. Revised draft academic and non-academic Succession Leadership Plans completed and in final consultation phase.</p> <p>5.4.1b Initiative successfully ongoing. Data collection regarding retirement demographic was collected for analysis.</p> <p>5.4.2a The succession process was conducted for elementary and secondary panels. Candidates were appointed to pools and placed in positions for September 2010.</p> <p>5.4.3 Initiative successfully completed. Staffing Committee met, reviewed projections, actual enrolment and allocated staff as needed.</p>	<p>Leadership Preparation: 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>Procedures: 5.5.1 A revised school year calendar process was revised and implemented.</p> <p>All policies and procedures have been reviewed annually or as dictated by legislative or system need.</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>5.5.1b 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>5.5.1a Initiative successfully completed. A revised process, including consultation meetings and surveys with the broader community was successfully implemented for the development of the 2010-2011 calendar year.</p> <p>5.5.1b Initiative successfully complete.</p> <p>5.5.1c Initiative deferred to 2010-2011.</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 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>5.6.1a Initiative successfully ongoing. Additional wireless access points and new wireless-N standard) are being deployed. Pilot projects at Westdale and NDSS for classroom based technology are underway. Pilot projects have begun with teachers / schools to provide "Cloud Computing" infrastructure support.</p>	<p>Technology: 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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LDSB Strategic Plan: Year 1 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.*

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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, reporting, and finance.</p> <p>6.1.2 All School Councils will have participated in mandatory annual training.</p> <p>6.2.1 All requirements of the Student Support Leadership Initiative are implemented.</p>	<p>6.1.1a Provide direct support for School Councils related to updated financial management and reporting requirements.</p> <p>6.1.1b Utilize parent input to plan School Council Liaison Committee speakers and meeting.</p> <p>6.1.1c Provide workshops for School Council representatives on Parent Reaching Out grants.</p> <p>6.1.2a Conduct in-service for School Councils on role, operation, engagement, reporting and finance.</p> <p>6.2.1a Continue to serve as lead Board for Student Support Leadership Initiative: Cluster 20.</p>	<p>6.1.1a Initiative successfully ongoing. Presentations were made to School Council Liaison Committee on E-Funds and Board Technology Training for Councils. Financial Services staff provided support to individual schools as requested.</p> <p>6.1.1b Initiative successfully completed that resulted in a series of four speaker presentations to parents.</p> <p>6.1.1c Initiative successfully completed. Presentations were provided to School Councils on PRO (Parents Reaching Out) Grants and funding was forwarded to schools for use according to approved grants.</p> <p>6.1.2a Initiative successfully completed.</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>. Planning template for Year 4</p>	<p>Parental Outreach:</p> <p>6.1.1 LDSB's accounting department provides support to school councils related to financial management and reporting requirements on an ongoing basis. Twenty-six percent of schools submitted Parents Reaching Out Grants for 2009-10. Four Speaker spotlight series occurred for parents.</p> <p>6.1.2 Approximately 50/66 school councils were represented at the training. 50% of school councils have voluntarily adopted e-funds software.</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 process to support at risk students and a communication mechanism to report to KFL&A Children's Services Steering Committee.</p>

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<p>6.2 Actively engage educational partners, municipal and provincial governments, community agencies and the public.</p>	<p>6.2.2 Stakeholder satisfaction surveys indicate high levels of satisfaction with Board communication and partnership.</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>6.2.2c Liaise and collaborate with municipalities, including sustainability planning, Kingston Track and Field project, and potential accommodation partnerships.</p>	<p>(2010-11) was submitted for approval.</p> <p>6.2.2a Initiative successfully ongoing. Full participation by HR leadership in all events and initiatives.</p> <p>6.2.2b Initiative successfully ongoing. Multiple examples available through 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 Communication Officer of OPSBA, membership in OPSBA Provincial Bargaining Advisory Group</p> <p>6.2.2c Initiative successfully ongoing. Multiple examples of staff and trustees involvement are 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</p>	<p>Communication and Educational Partnerships:</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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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?

		<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>6.2.2f 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>Presentation. Participated in various municipalities' Sustainability Planning, 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. Partnerships are ongoing with St. Lawrence College and Queen's University on numerous Student Success initiatives. See Year End Report for 2009-2010 – Detailed Plan for further examples.</p> <p>6.2.2f Initiative successfully ongoing. Internal stakeholder communication survey completed and analysis underway.</p> <p>6.2.2g Initiative successfully ongoing. LDSB Senior Staff members were Co-Chairs of the Children and Youth Services Steering Committee (CYSSC) Integration with Education subcommittee.</p> <p>6.2.3a Initiative successfully completed. An Aboriginal Resource Bank was created and projects supported at 12 elementary schools.</p>	<p>Aboriginal Partnership:</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>
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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?

<p>6.3 Enhance labour relations with our employee group partners through effective collaboration and implementation of collective agreements and contracts.</p>	<p>6.2.4 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>6.3.1 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>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 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>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. Trustees and staff provided system leadership and school support for numerous organizations and initiatives, including United Way, Easter Seals, Boys and Girls Club, Food Sharing Project, Rotary Clubs and others. See Year End Report for 2009-2010 – Detailed Plan for further detail.</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. All employee group leaders met regularly with senior staff and consultation occurred over numerous initiatives. Some examples include for School Year Calendar; MEND survey and training; Equity and Inclusive Education training, United Way campaign, Strategic Plan Development, and individual issues as may arise.</p> <p>6.3.2a Initiative successfully ongoing. Some examples of collaboration include Safe Schools Protocols, Joint EAP Committee; NTIP Steering Committee; School Year Calendar Committee; Environmental Education</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>Community Support and Outreach:</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 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 2009-2010 LDSB United Way campaign reached it highest total ever up 14% overall to \$90,000.</p> <p>Employee Group Consultation:</p> <p>6.3.1 Regular labour relations meetings continue on a monthly basis in addition to regular communications as needed to proactively solve problems as they arise to avoid or minimize grievance proceedings. Only 2 Grievances proceeded to Arbitration.</p> <p>Consultation:</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</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 completed in February 2010. Internal communications survey. 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 were developed, electronic and physical outreach for meetings implemented and attendance significantly improved for 10/11 schools.</p>	<p>relations meetings</p> <p>Communication and Recognition:</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.</p> <p>Staff student and school achievements recognized at opening of 10/11 monthly Board meetings.</p> <p>The role of the Outreach Coordinator was developed and communicated internally and to external partners.</p> <p>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>Inter-School Student Council</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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