

Success For All: Limestone District School Board

Strategic Plan: Year 4 of 5 Year Plan



Our mission is to prepare students within safe and inclusive environments to embrace a changing world as life-long learners and informed, responsible citizens.

LDSB Strategic Plan: Year 4 of 5 Year Plan
GOAL 1: IMPROVE Student Achievement

We are committed to improving overall achievement and closing achievement gaps for all students in every school. Our Board and all staff share the responsibility to model life-long learning, teamwork, leadership and continuous improvement to help all students reach their full potential.

Lead Personnel

Director of Education
Assistant to the Director and Safe Schools
Superintendent of Education, Program (2)
Supervising Principal of Student Success
Supervising Principal of Special Education
Supervising Principal of School Effectiveness
Superintendent of Business Services
Superintendent of Human Resources
Supervising Principal of Human Resources

Communication of Progress

Education/Human Resources Committee
Mid-Year Strategic Directions Report
Special Education Advisory Committee

KEY OBJECTIVES (4-5 YEARS)	SUCCESS INDICATORS	KEY INITIATIVES	YEAR END REPORT (Year 4)	PROGRESS TOWARDS 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 4 Initiatives?	What progress has been made toward achieving our Success Indicators?

<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>1.1.1a Elementary teachers and administrators will participate in job-embedded professional learning with a focus on critical thinking skills through collaborative inquiry to increase student achievement in reading and writing through the Student Achievement Division Initiatives.</p> <p>1.1.1b Elementary teachers and administrators will participate in job-embedded professional learning with a focus on process and problem-solving skills through collaborative inquiry to increase student achievement in mathematics through the Student Achievement Division Initiatives.</p>	<p>1.1.1a and b Initiative successfully completed. All elementary school teachers (including educational services staff) and administrators participated in site-based professional learning sessions through a collaborative inquiry model in reading, writing or numeracy. The focus of each inquiry was directly aligned with the needs of students as outlined on the School and Board Improvement Plan.</p> <p>System Implementation and Monitoring (formerly Schools in the Middle) The inquiry this year deepens our understanding of the connections between high yield instructional strategies to support effective design and implementation of instructional tasks that cultivate critical thinking. School Improvement Teams from ten schools (Storrington, Tamworth, Perth Road, First Avenue, Joyceville, Harrowsmith, Sir John A Macdonald, Southview, Centennial and Sharbot Lake) participated in collaborative learning sessions on November 15th, January 25th, March 5th and April 26th. Additionally, teachers participated in co-planning and co-teaching with colleagues in their schools.</p> <p>Ontario Focused Intervention Partnership (OFIP) Teachers and administrators from Frontenac, Rideau Heights and Prince Charles participated in monthly professional learning based on the strategies and actions identified on their School Improvement Plans in reading,</p>	<p>1.1.1 Elementary K – 8 Provincial Report cards: June 2013 student achievement data (percentage of students meeting or exceeding provincial standard)</p> <p>Primary Reading 66% (62% in February 2013) (+4) Writing 60% (56% in February 2013) (+4) Math 79% (77% in February 2013) (+2)</p> <p>Junior Reading 72% (67% in February 2013) (+5) Writing 67% (63% in February 2013) (+4) Math 74% (74% in February 2013) (--)</p> <p>Intermediate Reading 75% (72% in February 2013) (+3) Writing 71% (68% in February 2013) (+3) Math 72% (73% in February 2013) (-1)</p> <p>2013 Provincial Assessments – EQAO: Progress occurred in the percentage of students meeting or exceeding provincial standard in Primary reading, writing and mathematics as evidenced from the 2012 to 2013 EQAO Assessments.</p> <p>Primary Reading 64% (60% in 2012) (+4) Writing 73% (70% in 2012) (+3) Math 63% (62% in 2012) (+1)</p> <p>Junior Reading 73% (74% in 2012) (-1) Writing 69% (70% in 2012) (-1) Math 49% (54% in 2012) (-5)</p> <p>Results by Gender The achievement gap decreased in primary math while achievement improved in all areas</p>
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			<p>writing and math.</p> <p><u>Student Work Strategy (SWS)</u> Select teachers from J.R. Henderson, The Prince Charles, Sir John A Macdonald, Southview and Collins Bay collaborated with the SWS teacher in the classroom and examined student work. They collaboratively used their knowledge, evidence and research to inform next steps for student learning and instructional practices to improve student achievement.</p> <p><u>Collaborative Inquiry for Learning-Mathematics (CIL-M)</u> Thirty teachers from 14 schools participated in the Collaborative Inquiry for Learning-Mathematics project with a focus on improved mathematics instruction through the problem-solving process. Teachers, administrators and consultants participated in the co-learning, co-planning and co-teaching of mathematical concepts and processes.</p> <p><u>Early Primary Collaborative Inquiry (EPCI)</u> Nine teachers from five schools (Bayridge, Amherst Island, Joyceville, Truedell and Henderson) worked collaboratively with the Student Work Strategy teacher and the Elementary Consultant on understanding the impact of a responsive learning environment on student learning.</p> <p><u>Core French Collaborative Inquiry</u> All elementary Core French teachers participated in a collaborative inquiry with a focus on oral language, action-oriented tasks, differentiated instruction and assessment and evaluation.</p> <p><u>Tri-Board French Collaborative Inquiry</u></p>	<p>for girls and reading & writing for boys.</p> <p><u>Primary</u> Reading 13% (6% in 2012) (+7) Writing 12% (8% in 2012) (+4) Math 1% (5% in 2012) (-4) The achievement gap decreased in junior reading, writing and mathematics.</p> <p><u>Junior</u> Reading 5% (9% in 2012) (-4) Writing 15% (19% in 2012) (-4) Math 1% (2% in 2012) (-1)</p> <p><u>Students with Special Education Needs</u> Students with Special Education needs (excluding gifted) have increased overall achievement in primary and junior reading and writing as evidenced by EQAO assessments.</p> <p><u>Primary</u> Reading 37% (34% in 2012) (+3) Writing 54% (52% in 2012) (+2) Math 34% (36% in 2012) (-2)</p> <p><u>Junior</u> Reading 48% (41% in 2012) (+7) Writing 41% (36% in 2012) (+5) Math 22% (23% in 2012) (-1)</p> <p><u>1.1.1 Secondary Report Card Achievement</u> for Grades 9 & 10 English and Math (percentage of students who achieved the credits) in 2012-13:</p> <table> <tr> <td>Grade 9 Locally Developed English</td> <td>96% (-1%)</td> </tr> <tr> <td>Grade 9 Applied English</td> <td>96% (+2%)</td> </tr> </table>	Grade 9 Locally Developed English	96% (-1%)	Grade 9 Applied English	96% (+2%)
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		<p>1.1.1c Elementary administrators will participate in professional learning through collaborative inquiry with a focus on instructional leadership through the <i>Leading Student Achievement Project</i>.</p> <p>1.1.1d Teachers and administrators in seven elementary schools will participate in professional learning through the District Review process.</p> <p>1.1.1e Through involvement in the New Teacher Induction Program, new elementary teachers will participate in professional learning related to literacy, mathematics, differentiated instruction, assessment, assistive technology and Aboriginal Education.</p> <p>1.1.1f The Manager and Parent Facilitators in the Parenting and Family Literacy Centres will participate in professional learning to support the</p>	<p>Twenty LDSB elementary French teachers along with teachers from ALCDSB and HPEDSB participated in professional learning with a focus on critical thinking and oral language in FSL classrooms.</p> <p>1.1.1c Initiative successfully completed. All elementary Principals and Vice Principals participated in monthly professional learning related to the goals and strategies identified on the School and Board Improvement Plan: critical literacy, high yield instructional strategies, problem-solving in mathematics, assessment and evaluation.</p> <p>1.1.1d Initiative successfully completed. District Reviews were completed in seven elementary schools by June 2013.</p> <p>1.1.1e Initiative successfully completed. New elementary teachers and mentors participated in ongoing professional learning specific to the New Teacher Induction Program (NTIP). The professional learning included LDSB policies and procedures, critical literacy, problem-solving in mathematics, assessment and evaluation, differentiated instruction, high yield instructional strategies, education for all, Aboriginal Education and assistive technology. New French teachers participated in professional learning specific to French instruction.</p> <p>1.1.1f Initiative successfully completed. By June 2013, the Manager and Parent Facilitators in the Parenting and Family</p>	<p>Grade 9 Academic English 99% (+1)</p> <p>Grade 10 Locally Developed English 98% (+3%)</p> <p>Grade 10 Applied English 98% (+4%)</p> <p>Grade 10 Academic English 99% (+1%)</p> <p>Grade 9 Locally Developed Mathematics 96% (+3%)</p> <p>Grade 9 Applied Mathematics 96% (+5%)</p> <p>Grade 9 Academic Mathematics 97% (-1%)</p> <p>Grade 10 Locally Developed Mathematics 96% (+2%)</p> <p>Grade 10 Applied Mathematics 94% (+4%)</p> <p>Grade 10 Academic Mathematics 95% (----)</p> <p>1.1.1 Secondary Report Card Achievement of Provincial Standard (70% or above) in Grade 9 and 10 English and Math</p> <p>62% of students achieved provincial standard in grade 9 applied English in 2012-2013 (-1%)</p> <p>65% of students achieved provincial standard in grade 9 locally developed English in 2012-2013. (+4%)</p> <p>67% of students achieved provincial standard in grade 10 applied English in 2012-2013. (+3%)</p> <p>68% of students achieved provincial standard in grade 10 locally developed English in 2012-2013. (+12%)</p> <p>57% of students achieved provincial standard in grade 9 applied Math in 2012-2013. (+11%)</p> <p>64% of students achieved provincial standard</p>
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	<p>1.1.2 Credit Accumulation: At least 85% of students working towards a high school diploma earn sixteen 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>implementation of strategies and recommendations in accordance with Ministry requirements.</p> <p>1.1.1g Educational Services will provide job-embedded professional learning for elementary school to community teachers and district learning centre teachers through collaborative inquiry to increase student achievement.</p> <p>1.1.1-1.1.3h Secondary Schools will facilitate expanded opportunities (e.g. Focus Programs, Co-op, Dual Credits, SHSM, OYAP, Alternative Education) to support all students.</p>	<p>Literacy Centres participated in several Professional Learning opportunities to support the implementation of strategies and recommendations in accordance with Ministry requirements. Professional Learning included: Intensive Resiliency Skills Training; Observation and Documentation of Early Learning; Conflict Management Skills for Women; Child and Family Poverty in Ontario; Early Learning for Every Child Today (ELECT); Emergent Curriculum/Learning Through Inquiry and; Supporting Early Language Development Through Story and Music.</p> <p>1.1.1g Initiative successfully completed</p> <p>1.1.1-1.1.3h Focus Programs in 2012-2013: 31 programs running this year with 460 students involved in Semester 1 and Semester 2. Focus Carousel has visited 9 secondary schools and facilitated an evening presentation for parents to promote Focus Programs to students for 2013-2014. Dual Credits: 180 students took Dual Credits. Re-Engagement: 256 students contacted; 207 returned; 35 graduated; 65 students returning in September 2013.</p>	<p>in grade 9 locally developed Math in 2012-2013 (+8%)</p> <p>56% of students achieved provincial standard in grade 10 applied Math in 2012-2013. (+7%)</p> <p>69% of students achieved provincial standard in grade 10 locally developed Math in 2012-2013. (-2%)</p> <p>1.1.1g Thirty teachers participated in collaborative inquiries (from School to Community, Deaf Hard of Hearing, District Learning Centres) focused on:</p> <ul style="list-style-type: none"> - Phonological Awareness - Accuracy and Fluency - Reading Comprehension <p>Emergent Literacy for students using Alternative and Augmentative Communication</p> <ul style="list-style-type: none"> - Integrated Phonological and Strategy Based Remedial Reading <p>1.1.2 88.2% of Grade 9 students achieved 8 or more credits as of June 28th, 2013 (+3%)</p> <p>80.1% of grade 10 students have 16 or more credits as of June 28th, 2013 (+1%)</p> <p>75.5% of grade 11 students have 23 or more credits as of June 28th, 2013 (+1%)</p> <p>83.6% of grade 11 students have 22 or more credits as of June 28th, 2013 (+1%)</p>
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		<p>1.1.1-1.1.3i Guidance, Learning Program Support and Student Success will facilitate an integrated approach to supporting all secondary students.</p> <p>1.1.1-1.1.3j Success Teams in all secondary schools will ensure the implementation of transitions timelines and activities for Grades 7-12 (sharing form, student profile development, caring adult, orientation, individualized timetable, mentoring and career awareness).</p> <p>1.1.1-1.1.3k Members of the Secondary Program Team will facilitate professional learning with teacher leaders and administrators from all schools as part of the School Effectiveness Network. The purpose of this learning will be to help develop and implement school improvement plans, and professional learning plans.</p> <p>1.1.1-1.1.3l Differentiated school support visits will take place at each Secondary School to provide assistance with monitoring the implementation of strategies for school improvement, and of student outcomes.</p>	<p>1.1.1-1.1.3i All secondary schools have Success Teams in place consisting of guidance, LPS, administrators and other staff to support all students with an emphasis on students in at-risk situations.</p> <p>1.1.1-1.1.3j Secondary school Success Teams have hosted Grade 8 Parents' nights and visited elementary feeder schools to share information about Grade 9 course selection. Sharing Forms have been given to Success Teams for all Grade 8 students in our Board. Supports for students in Grades 9-12 have been reported in Taking Stock Report (July 2013).</p> <p>1.1.1-1.1.3k Members of the Secondary Program Team created the School Effectiveness Network Website. It has resources to support school plans for student achievement, teacher and administrator professional learning and school-based Collaborative inquiries.</p> <p>1.1.1-1.1.3k and l Members of the Secondary Program Team facilitated School Effectiveness Network Days with board-wide involvement. Schools were given resources, access to the SEN website and opportunities to develop and implement School Plans for Student Achievement and Professional Learning Plans.</p>	
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		<p>1.1.1-1.1.3m All schools will administer the <i>Tell Them From Me</i> student survey, and some schools will implement the Tell Them From Me parent and teacher surveys. The results of these surveys will inform the needs assessment of school improvement plans, and will be used to supplement monitoring actions at each school.</p> <p>1.1.1-1.1.3n Teachers and administrators at each secondary school will engage in Collaborative Inquiry professional learning. Members of the Secondary Program Team will provide support to school-level facilitators with the implementation of this learning.</p> <p>1.1.1-1.1.3o The program and self-identification goals of the Ontario First Nation Metis Education Policy Framework will be implemented.</p> <p>1.1.1-1.1.3p NTIP secondary teachers will participate in a variety of professional learning and report that they engage with board policies and procedures, and school resources, and feel supported during their transition into the profession.</p> <p>1.1.1-1.1.3q Coaches will continue to support secondary teachers' use of research-based instructional and assessment strategies in the area of mathematical and language literacy.</p>	<p>1.1.1-1.1.3m Tell Them From Me - All Secondary Schools have completed the administration of the Tell Them From Me survey with their students.</p> <p>1.1.1-1.1.3n Facilitated the initial centralized Collaborative Inquiry session to assist school groups in the CI process. Supported CI groups through work at the Eastern Ontario Staff Developmental Network, <i>Thinking Symposium</i> over two days. Members of the Secondary Program Team continued to support CIs at the school level. Central days were offered to support school CI Facilitator work.</p> <p>1.1.1-1.1.3o Newly designed First Nation, Métis, and Inuit Self-Identification brochures and posters were distributed to all schools and students. Two Professional Learning series were offered for Primary and Junior, Intermediate division teachers.</p> <p>1.1.1-1.1.3p Professional Learning specific to the NTIP process was completed by 20 new teachers in semester 1 and 2. The professional learning included LDSB Policies and Procedures, as well as mentor support.</p> <p>1.1.1-1.1.3q During Semester 1 and 2, eight instructional coaches received 4 days of centralized professional learning. Instructional Coaches are supporting teachers in 8 secondary schools.</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>1.2.1 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>1.1.1-1.1.3r Secondary teachers will engage in professional learning related to the School Improvement Plan.</p> <p>1.2.1a Full-Day Early Learning Kindergarten Programs will be implemented in seventeen additional schools, as identified in Phase 4 of the MOE's 5 Year Plan.</p> <p>1.2.1b Teachers/ECE teams will participate in professional learning to support the implementation of the instructional strategies and recommendations of the <i>Full-Day Early Learning – Kindergarten Program</i></p> <p>1.2.1c Educational Services will continue to support the early learning needs of students in FDK through the Community Transition to Kindergarten Protocol and supports through the Early Learning Team.</p>	<p>1.1.1-1.1.3r Secondary teachers participated in the Centralized Professional Learning Series: Procedures into Practice, Collaborative Backward Design and School Effectiveness Network Sessions.</p> <p>1.2.1a Initiative successfully completed.</p> <p>1.2.1b Initiative successfully completed. All teacher/ECE teams participated in professional learning with a focus on play-based learning, critical literacy, mathematics, inquiry in a kindergarten classroom and team building.</p> <p>1.2.1c Number of FDK students referred to the ELT to date: 111 students; Number of FDK Students who have received an intensive 3 week intervention - SK Language Intervention: 61 students - JK Social Language Intervention: 50 students; Number of Language Assessment completed by the ELT: 46; Through the Community Transition to Kindergarten process, 77 kindergarten students with special needs were transitioned.</p> <p>1.3.1a Initiative ongoing. A three-year expansion plan for the full implementation of primary core French in all elementary schools by September 2015 has been established.</p>	<p>1.2.1 Amherst Island, Amherstview, Central, Clarendon, Collins Bay, Enterprise, Joyceville, JR Henderson, Land O'Lakes, Lord Strathcona, Marysville, Newburgh, Odessa, Selby, Storrington, Tamworth and Yarker implemented Full-Day Early Learning Kindergarten Program in September 2013 in accordance with Phase 4 of the MOE's 5 Year Implementation Plan.</p> <p>As of September 2013, 75% of LDSB elementary schools provide the Full-Day Early Learning Kindergarten Program. The final 25% (13 schools) will be added in September 2014 completing the MOE's 5 Year Implementation Plan.</p> <p>1.3.1 Additional 1.85 Elementary music specialist teachers and 3.17 French teachers were hired for the 2012-13 school year. Primary Core French expanded to thirteen elementary schools (Frontenac, LaSalle and NDSS Family of Schools) in September 2013 resulting in an additional 5.71 French teachers.</p>
<p>1.3 Enhance learning through the arts and technology in the elementary panel.</p>	<p>1.3.1 There are an increased number of specialist teachers delivering arts and technology programming in elementary schools.</p>	<p>1.3.1a The number of specialist teachers delivering music and primary core French instruction will continue to be expanded in elementary schools.</p>		

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		<p>1.3.1b An increased number of specialized opportunities will be made available to teachers delivering arts and technology programming in elementary schools.</p> <p>1.3.1c Protective equipment and chemical storage containers will be made available to teachers delivering arts and technology programming in elementary schools.</p>	<p>1.3.1b The following specialized opportunities were to be made available to teachers delivering arts and technology programming in elementary schools:</p> <ul style="list-style-type: none"> > Hands on proficiency training in the use of technologies for elementary teachers wanting to increase their skills based competency; > Advanced WHMIS training and chemical handling for elementary Arts and Technology teachers; > Safe food handling and knife skills workshops for elementary culinary teachers; and > Board Standard Operating Procedures for Arts and Technology teachers. <p>1.3.1c Personalized protective equipment and chemical storage containers have been identified for use in specialized elementary technology and arts classrooms.</p>	<p>1.3.1 An additional technology program was introduced.</p>
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LDSB Strategic Plan: Year 4 of 5 Year Plan
GOAL 2: ENSURE Equity, Inclusion and Well Being

We are committed to providing safe, healthy and caring learning and working environments that are respectful, inclusive and welcoming for everyone.

Lead Personnel

Superintendent of Human Resources
Supervising Principal of Human Resources
Assistant to the Director and Safe Schools
Supervising Principal of Special Education

Communication of Progress

Joint Health and Safety Committee Reports
Education/Human Resources Committee
Special Education Advisory Committee
Mid-year Strategic Directions Report
KFL&A Medical Officer of Health

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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>2.1.1a Provide continuing support for schools in utilizing MEND (restorative practices) by providing Level 1 training opportunities to staff, level 2 training opportunities to administrators, central support staff, and school champions. An enhanced level 1 for staff previously trained will also be made available.</p> <p>2.1.1b Provide ongoing prevention/intervention support for schools through workshops with students and/or staff.</p> <p>2.1.1c Provide ongoing support for schools to attain MEND certification.</p> <p>2.1.1d Continue to model and provide opportunities for students to develop positive character traits, inclusive attitudes, citizenship, and global awareness.</p> <p>2.1.2 Track data for students receiving threat assessments, including correlating threat assessment data with suspension/expulsion data.</p>	<p>2.1.1a Four Level 1 and two Level 2 MEND trainings occurred.</p> <p>2.1.1b MEND staff provided 42 workshops in twelve schools for over 1400 students. In addition, MEND staff have facilitated 25 Restorative Circles in 15 schools.</p> <p>2.1.1c Provided ongoing support for schools to attain MEND certification.</p> <p>2.1.1d Schools organize a range of activities in school focused on promotion of pro-social behaviours. Centrally a student voice conference focused on bullying prevention/intervention and equity and inclusion was held in the fall for secondary students. Over 70 secondary students participated from across the district. In the winter, approximately 250 Gr. 7/8 students attended an accepting schools conference at St. Lawrence.</p> <p>2.1.2 During 2012-13 twenty-six Community Threat Assessments were conducted. Of these over 90 percent were assessed as medium or high risk.</p>	<p>2.1.1 The utilization of progressive discipline and restorative practices is embedded in 100% school improvement plans for fostering a positive school climate and bullying prevention/intervention. 100% schools report the use of restorative practices as part of progressive discipline and their school improvement plan for fostering a positive school climate and bullying prevention/intervention.</p> <p>2.1.2 As evidenced by the number of assessments reported as medium or high risk, Community Threat Assessments continue to be focused on those students with the highest need (90%).</p>
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	<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>2.1.3a Track academic, non-academic, and attendance components of the Student Action Plans (SAPs) for completion and outcomes. Continue transition support for students who have been expelled.</p> <p>2.1.3 b Continue professional development in the area of Collaborative Problem-solving as outlined in Dr. Ross Greene's book <i>Lost at School</i>. Utilization of this paradigm should augment existing strategies to better meet the needs of our students identified as hard to serve.</p> <p>2.1.4a Continue to support and monitor the establishment of Safe and Healthy School Teams in every school and the inclusion of at least one Safe Schools goal in the School Improvement Plan process.</p> <p>2.1.4b Create a LDSB Safe, Caring, and Accepting Schools Committee with representation from schools, central staff, and community partners.</p> <p>2.1.4c Continue to provide Police/Board Protocol training with new administrators, new Educational Services staff, and police. In addition, provide refresher training in 2012-2013 for administrators previously trained.</p> <p>2.1.4d Provide training to administrators and central support staff regarding updates to the Community Threat Assessment Protocol.</p>	<p>2.1.3a During 2012-13 students in the Expulsion program averaged over 3 credits per semester.</p> <p>2.1.3b Two days of professional learning was organized with Dr. Ross Greene in the fall. His Collaborative Problem-solving model is being incorporated into existing strategies to better meet the needs of our students identified as hard to serve.</p> <p>2.1.4a Safe and Healthy School teams exist in all schools and at least one Safe Schools goal is incorporated in each school's School Improvement Plan.</p> <p>2.1.4b The first LDSB Safe and Accepting Schools Outreach Committee meeting occurred in June. Two-three meetings will occur each year.</p> <p>2.1.4c Completed in the fall of 2012.</p> <p>2.1.4d Completed in the fall of 2012.</p>	<p>2.1.3 Students in the long-term suspension and expulsion program continue to be academically successful. Supports for transitions back to school continue to be provided. 100% of expelled students in 2012-13 are continuing with their education or have graduated.</p> <p>2.1.4 100% of LDSB policies, procedures and practices for safe and inclusive environments align with MOE legislation and policies, and reflect best practices.</p>
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	<p>2.1.5 A Mental Health Strategy will be developed and implemented.</p>	<p>2.1.4e Continue to provide support to schools for the <i>Whole School Approach</i> in the implementation of research-based bullying prevention programs. WITS (JK-Grade 3); LEADS (Grade 4-6); and Fourth R (Grades 7-12).</p> <p>2.1.4f Update Safe Schools procedures upon receipt of P/PM 144 & 145 updates based on the implementation of Bill 13 (<i>Accepting Schools Act</i>).</p> <p>2.1.4g Conduct climate surveys for all elementary and secondary students (grades 4-12) using the <i>Tell-Them-From-Me Surveys</i>.</p> <p>2.1.4h Provide guidance and ideas to all schools to implement activities/events for Bullying Awareness Week in November.</p> <p>2.1.4i Provide LDSB posters to all schools with bullying awareness/prevention and accepting schools messages.</p> <p>2.1.4j Provide central support for all schools to actively engage staff and community in the Whole School Approach to bullying prevention and intervention.</p> <p>2.1.5a Resource mapping to review existing resources and service delivery model.</p>	<p>2.1.4e Support for WITS and LEADS continued. Fourth R training was provided to at least one Gr. 7 and one Gr. 8 teacher from every school across the district. Fourth R curriculum was provided to every school with Gr.7/8 students. All schools have implemented school improvement plans focused on fostering a positive school climate and bullying prevention/intervention.</p> <p>2.1.4f Completed in January 2013.</p> <p>2.1.4g <i>Tell-Them-From-Me (TTFM)</i> Surveys were completed in all secondary schools in the fall of 2012. Elementary schools completed the TTFM surveys in April.</p> <p>2.1.4h Completed in November 2012.</p> <p>2.1.4i Completed in November 2012.</p> <p>2.1.4j Newsletter inserts have been provided three times to date. All schools sent 3-6 staff to a session provided by the Assistant to the Director focusing on the development and implementation of the Whole School Approach in schools.</p> <p>2.1.5a Resource Mapping completed with Educational Services staff.</p>	<p>2.1.5 Major components of the local mental health strategy are developed and in full implementation. 1.0 FTE Mental lead allocated by MOE to finalize and lead implementation of LDSB mental health strategy.</p>
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	<p>2.2.1. Recommendations from the MOE Equity and Inclusion Strategy are implemented system-wide.</p>	<p>2.1.5b Implementation and monitoring of Mental Health Workers in partnership with Pathways in all LDSB secondary schools.</p> <p>2.1.5c Implementation and monitoring of Mental Health Nurses in District School Boards in partnership with Community Care Access Centre (CCAC).</p> <p>2.1.5d Implementation and monitoring of research-based programs that support mental health literacy and wellness such as Friends for Life (elementary) and Stan Kutcher's mental health curriculum (Grade 9 Phys. Ed.)</p> <p>2.1.5e Pilot implementation of Roots of Empathy in self-identified FDK classrooms.</p> <p>2.1.5f Pilot early intervention screening tools in select FDK classrooms.</p> <p>2.2.1a Continue to provide support for the Positive and Safe Spaces initiative.</p> <p>2.2.1b Formally embed Equity and Inclusion initiatives in the Board Improvement Plan.</p>	<p>2.1.5b Pathways Mental Health Workers in place in all 11 secondary schools.</p> <p>2.1.5c 1.0 FTE CCAC Mental Health and Addictions nurse in LDSB. Current focus is on early intervention and transition of youth from hospital to school.</p> <p>2.1.5d Friends for Life piloted in 13 primary/junior classrooms in 13 elementary schools as well as select junior and intermediate Autism classrooms. Mental Health curriculum now fully implemented in all Grade 9 Phys. Ed. classes in all 11 secondary schools.</p> <p>2.1.5e Roots of Empathy piloted in 9 FDK classrooms: JG Simcoe (2 classes); Centreville (1 class); Fairfield (2 classes); Hinchinbrooke (1 class); Cataraqui Woods (1 class); and Southview (2 classes)</p> <p>2.1.5f Early Intervention Screening Tool piloted in FDK classes: Rideau Heights; Fairfield; Perth Road; and Prince Charles Verona</p> <p>2.2.1a The Human Rights, Equity/Inclusion Advisor and the Assistant to the Director continue to provide support to schools and staff, as well as resources for this initiative.</p> <p>2.2.1b The Equity/Inclusion and Human Rights Advisor provided or facilitated workshops or presentations for over 4000 LDSB students at 25 schools. These workshops focused on a wide array of topics related to human rights, equity, and inclusion.</p>	<p>2.2.1 100% of LDSB policies and practices align with the MOE Equity and Inclusion Strategy. The Assistant to the Director provides ongoing support to schools and over 80 LDSB staff from schools participating in capacity building in the area of accepting schools through regional Ministry sessions or regionally supported sessions.</p>
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<p>2.2 Support continues to increase for fostering wellness, equity, and inclusion for staff and students</p>	<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>2.2.1c Provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership opportunities.</p> <p>2.2.1d Establish processes that include performance indicators to monitor progress and assess the effectiveness of policies, programs, and procedures related to equity and inclusion.</p> <p>2.2.2 New employees are provided training in orientation process.</p> <p>2.2.3a Continue to provide staff training on Customer Service Accessibility module for all new staff, utilizing electronic media and embed training into new employee orientations.</p> <p>2.2.3b Establish policy, procedures and provide training and resources related to the Integrated Accessibility Standards for transportation, information, communications and employment under the Accessibility for Ontarian with Disabilities Act, 2005, including: S3 Development of an Accessibility Policy statement; S4 Establishment of a multi-year Accessibility Plan; S5 Incorporation of accessibility criteria into procurement process; S15 Provision of educational and training resources/materials in an accessible format if requested; S16 Provision of accessibility awareness training related to accessible program or course delivery and instruction.</p>	<p>2.2.1c Twenty staff received training on equity and inclusion from the Harmony Movement in the fall of 2012.</p> <p>2.2.1d Performance indicators were embedded in the school improvement process for 2012-2013 in the fall of 2012.</p> <p>2.2.2 All new employees are provided orientation and training with respect to Harassment & Violence in the Workplace procedures.</p> <p>2.2.3a Customer Service Accessibility training provided to all new hires through the E-Training site.</p> <p>2.2.3b The LDSB Accommodation & Disability Management Program has been updated to reflect the requirements of the accessibility standards for employment. This document is available on the Board Website. Policy, procedures and training completed: S3 Accessibility Policy 19 developed (Jan. 2013); S4 Multi-Year Accessibility developed (Jan. 2013); S5 Accessibility criteria incorporated into procurement process (Jan. 2013); S15 Provision of educational and training resources/materials in accessible format when requested (2013); S16 Accessibility awareness training related to accessible program or course delivery completed by teachers,</p>	<p>2.2.2 Policies and practices related to harassment, violence and human rights have been reviewed and implemented system wide.</p> <p>2.2.3 Compliance met for Customer Service Accessibility training S3, 4, 5, 15 & 16 Integrated Accessibility Standards.</p>
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	<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 healthy living initiatives are successfully promoted, implemented, completed and monitored.</p>	<p>2.2.3c Revising procedures and planning training as appropriate to meet 2014 deadline.</p> <p>2.2.4 Current contract expires August 31, 2015 and RFP will be initiated and processed in 2014-15 school year.</p> <p>2.2.5 Attendance support provided on an individual basis as needed</p> <p>2.2.6a Continue to provide system supports for P/PM 150 and AP 210 that focus on creating a Healthy School Nutrition environment.</p>	<p>educational assistants and early childhood educators (2013)</p> <p>2.2.3c Revising procedures and planning training for Integrated Accessibility Standards, Jan. 2014 compliance date.</p> <p>2.2.4 The EAP contract had a provision for two two-year renewal options, of which we are in the second and final two-year term. Therefore an RFP will be initiated in the 2014-2015 school year.</p> <p>2.2.5 Attendance continued to be monitored and addressed on a case-by-case basis. Monitoring and data collection related to the new sick plan has begun.</p> <p>2.2.6a System Resources continue to be provided to schools. KFL&A Public Health also continues to support healthy nutrition in LDSB schools. Local Service Providers and food producers met with culinary teachers to discuss fresh food menu opportunities for their Hospitality classroom activities. The work team has been formed to create the LDSB Food Grow guidelines.</p>	<p>2.2.4 98.3% of clients rated 'satisfied with face-to-face counselling' as high or very high. 96.7% stated their ability to deal with the problem that brought them to EAP is much improved or improved. 96.7% of respondents are satisfied in the amount of service provided. 100% stated response time was acceptable. 100% would recommend EAP to others.</p> <p>2.2.5 Absences for the majority of employee groups have declined in the last three years with the exception of teachers in both panels however, they remain within the Provincial average range. The number of staff that have accessed the Employee Attendance Support Program has increased. The majority of employees with increasing absenteeism are addressed at the first stage through an informal meeting during which concerns are outlined and support is offered/provided to facilitate improved attendance. The vast majority require no further support.</p> <p>2.2.6 100% of sites have had representation for the training on Healthy School Nutrition. Continual review and new options are considered on an ongoing basis.</p>
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		<p>2.2.6b Continue to search and apply for funding to equip schools with AED (Automated External Defibrillators).</p> <p>2.2.6c Continue the implementation and training process for installation of further AED (Cardiac Automated External Defibrillators) in schools.</p> <p>2.2.6d Cooperation and partnership with KFL&A Public Health will continue to focus on ensuring Health School initiatives are supported.</p> <p>2.2.6e Continue to support Swim to Survive, DPA, and Grade 5 and 9 Activity Passes. Explore options with respect to affordable employee wellness programming.</p>	<p>2.2.6b LDSB was successful in receiving a Heart and Stroke Foundation grant for AEDs via local EMS.</p> <p>2.2.6c Ongoing for buildings receiving units. LDSB schools now have over 40 schools with units.</p> <p>2.2.6d LDSB continued to support KFL&A Public Health initiatives as they arise by communicating and distributing information across the system.</p> <p>2.2.6e Swim to survive and Grade 5 and 9 activity passes are being used. Options for employees with respect to health club prices have been arranged. Swim to survive funding approval has been confirmed for 2013/2014.</p>	
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LDSB Strategic Plan: Year 4 of 5 Year Plan

GOAL 3: ENHANCE Engagement, Accountability and Sustainability

We are committed to promoting, enhancing and leading the development of positive collaborations with all of our partners – students, families, employees, government, and the community. Our Board operations must align to support the success of all students and ensure the efficient and effective use of all resources while preparing for an economically and environmentally sustainable future.

Lead Personnel

Director of Education
Assistant to the Director and Safe Schools
Superintendent of Business Services
Superintendent of Education, Program (2)
Superintendent of Human Resources
Supervising Principal of Human Resources
Supervising Principal of Special Education
Supervising Principal of Student Success

Communication of Progress

Education/Human Resources Committee
Property / Operations Committee
Mid-Year Strategic Directions Report
Special Education Advisory Committee
Environmental Sustainability Committee

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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 Complete review of current administrative procedure for Travel and Business Expenses and update in accordance with new Broader Public Sector guidelines.</p> <p>3.1.1b Complete review of current administrative procedure for Hospitality and update in accordance with new Broader Public Sector guidelines.</p> <p>3.1.1c Prepare for and facilitate Regional Internal Audit review of school fundraising.</p> <p>3.1.1d Complete bus route optimization review for additional selected groups of schools and reconfigure bus routes as appropriate.</p> <p>3.1.1e Review route optimization software <i>GeoRef – Bus Planner</i> to ensure most effective use of all software components.</p> <p>3.1.1f Complete negotiations with bus operators for a one-year temporary contract.</p> <p>3.1.1g H/R annually reviews practices and procedures to ensure compliance with legislation and to improve operational effectiveness and efficiency.</p>	<p>3.1.1a Current administrative procedure has been updated in accordance with new Broader Public Sector Guidelines and revised procedure is being implemented.</p> <p>3.1.1b Revised procedure is in draft form. Work will be completed in September 2013.</p> <p>3.1.1c Regional Internal Audit Department has postponed audit of school fundraising until the fall of 2013.</p> <p>3.1.1d Review 100% complete.</p> <p>3.1.1e Review 100% complete. System infrastructure upgraded and extensive testing undertaken.</p> <p>3.1.1f Negotiations ongoing. Project should be completed in fall of 2013.</p> <p>3.1.1g Ongoing. Implementation of new processes related to new regulations and MOU's signed with government have continued. Monitoring and review of processes will continue through 2013/2014 to enhance efficiencies.</p>	<p>3.1.1 Internal review of various processes in Tri-Board Transportation and Finance (budget, audit, purchasing, accounting and non-Board funds) are well underway. The revision of the procedures for the audit function is 100% complete and the revisions for the purchasing and accounting functions are 95% complete. Implementation of E-software processes for non-Board funds is 100% complete. The Operational Review process for LDSB is 100% complete.</p>
<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>3.2.1a Initial sites for "BYOD" (Bring Your Own Device) for staff and students. ITS will pilot "BYOD" (Bring Your Own Device) for students in select schools. This will provide safe, secure, identified access for students to the wireless network with any personal device (e.g. laptops, netbooks, tablets, and smartphones). Students will have access to the internet and their Live@EDU services through this provision.</p>	<p>3.2.1a ITS staff are working with identified schools to pilot a BYOD strategy. Commitment has been received from LCVI, LSS, and ESS. The necessary infrastructure pieces are in place, and ITS is now working with school staff to ensure appropriate procedures are in place to support teaching and learning with BYOD.</p>	<p>3.2.1 ITS five-year plan is progressing according to the plan and year 2 of 5 will be completed early in the third year of operationalizing the plan. Year two initiatives were delayed due to budget limitations.</p>

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		<p>3.2.1b Continue Cabling / Access Point Deployment throughout the Board to all schools. Complete elementary schools in year 2.</p> <p>3.2.1c Completion of Server Deployment / Directory Services to all schools Servers will provide authentication, directory services, file and print services, SCCM services for secondary schools as well as feeder schools.</p> <p>3.2.1d Administrative Laptops / Desktops. Continue four year evergreen plan, all administrators will be provided with either a) a laptop or b) a desktop.</p> <p>3.2.1e Workstation replacements in all Secondary School Communications Technology Labs. These desktop systems will have more powerful standards to address the needs of high-end curriculum-based software. Pending results of technology RFP, budget will be revised.</p> <p>3.2.1f Mobile Carts / Netbooks to replace all cross-curricular labs in secondary schools. The second portion of the refresh will be to provide secondary schools with mobile network carts and netbooks as budget permits.</p> <p>3.2.1g The wireless infrastructure for the new schools in Kingston East and Greater Napanee will be included in construction costs. IWB's will be moved to the school from existing schools, as will any existing mobile netbook</p>	<p>3.2.1b ITS and contract staff continued to deploy wireless access points throughout the Board. At this point, 600 have been deployed with at least 200 additional access points expected. Currently completing final 2 secondary schools and will continue with elementary into next school year.</p> <p>3.2.1c Server deployment was completed to secondary schools. Directory services have been deployed to 27 sites.</p> <p>3.2.1d Administrators in year 2 of 4 year plan had their technology refreshed in the fall of 2012.</p> <p>3.2.1e Due to budget shortfall, this project was 50% completed this year. Remaining schools will be completed in next budget cycle.</p> <p>3.2.1f This item will be deferred until next budget cycle.</p> <p>3.2.1g New school equipment was deployed as outlined.</p>	
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<p>3.3 Meet or exceed the requirements of the MOE environmental education direction document <i>Acting Today, Shaping Tomorrow</i></p>	<p>3.3.1 Environmental sustainability strategies and education are implemented in all buildings throughout the district.</p>	<p>carts. There will need to be provision to purchase any additional netbook carts for the new schools.</p> <p>3.2.1h Renew Microsoft Licensing for all Microsoft software, including with access to Office 2012 for all staff / students as well as upgrades to Microsoft Windows version 7 on all capable systems.</p> <p>3.2.1i Continue to update and develop H/R Website.</p> <p>3.2.1j Plan the implementation of Smartfind for employee groups (Community Ed., PSSP, Management, and Non Union)</p> <p>3.2.1k Create a plan for the integration of SMARTFIND with SDS to move forward paperless processing for payroll.</p> <p>3.3.1a Continue with implementation of water filling station installations at additional elementary and secondary schools sites throughout the district.</p> <p>3.3.1b Continue to implement additional energy management capital projects in accordance with energy audit recommendations.</p>	<p>3.2.1h Licensing was renewed as outlined.</p> <p>3.2.1i HR website maintained and updated as needed.</p> <p>3.2.1j Caretaking staff have been fully implemented in SmartFind as well as Community Ed, PSSP. Non-union employees and some CUPE (maintenance and clerical) are still to be added.</p> <p>3.2.1k Given the parameters resulting from Bill 115, we are exploring the feasibility of both systems, including building an integration model that enables sharing of data back and forth such that real time data is accessible in preparation for future goal of linking both systems for payroll purposes.</p> <p>3.3.1a Water filling station installations to be completed this fall at Loughborough P.S. and Granite Ridge Education Centre.</p> <p>3.3.1b Upgrade to building automation systems completed at Harrowsmith P.S., Elginburg P.S., and LaSalle S.S. Upgrade to lighting systems at Sydenham H.S. to be completed in fall of 2013. Upgrade to lighting systems completed at L.C.V.I. (gymnasium), Bath P.S. (lobby/computer room) and J.R. Henderson P.S. (exterior lighting).</p>	<p>3.3.1 Environmental sustainability strategies are being implemented in 100% of the buildings throughout the district. Seven schools embraced the EcoSchools program in 2012-2013. Thirteen sites have at least one filling station.</p>
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	<p>3.3.2 An Environmental Sustainability Procedure is developed and implemented district wide.</p>	<p>3.3.1c All schools throughout the district will be invited to participate in the environmental education focused EcoSchools Certification process with continued support being provided.</p> <p>3.3.1d The One Earth One Chance Conference held again at BSS will be an opportunity for secondary students to share in and celebrate all four pillars of sustainability.</p> <p>3.3.1e Recycling programs that promote student leadership and stewardship will be expanded this school year.</p> <p>3.3.1f Earth Hour activities will continue to be promoted and tracked board wide, data collected will guide next year's activity.</p> <p>3.3.1g Sustainable food system pilots will continue to grow with school / community gardens, vermicomposting and aquaponics projects.</p> <p>3.3.2a Ten Sustainability Priority Areas creates a foundation and a framework that will guide Limestone's Annual Sustainability Report.</p>	<p>3.3.1c All participating schools achieved certification: Bayridge PS – Gold; Bayridge SS – Gold; Calvin Park PS – Bronze; Centennial PS – Gold; Loyalist Collegiate & Vocational Institute – Bronze; North Addington Education Centre – Bronze; Prince Charles PS – Silver</p> <p>3.3.1d The One Earth One Chance Environmental Summit was a success with over 160 student participants and 10 community, environmentally focused presentations. It was covered in The Whig Standard.</p> <p>3.3.1e Recycling efforts remain a high priority. Resources such as signage and waste audit kits are available for teachers. Schools participated in the provincially organized Waste Free Lunch Challenge.</p> <p>3.3.1f 31 sites participated and saved about 1110 KWh.</p> <p>3.3.1g New soil for the 6 school gardens was purchased for JG Simcoe PS, Rideau Heights PS, First Ave. PS, Rideau PS, Winston PS and Bayridge PS. Staff are creating guidelines to increase school gardens within Limestone. The Ernestown Energy Focus Program created a fully functional aquaponics unit in the fall of 2012.</p> <p>3.3.2a The Sustainability Report was shared with the Environmental Sustainability Advisory Committee in the Fall of 2012 and posted on the Limestone District School Board website.</p>	<p>3.3.2 An Environmental Sustainability Procedure has been developed and implemented district wide</p>
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<p>3.4 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>3.4.1 Program and Accommodation Reviews, where required, are completed.</p> <p>3.4.2 Construction of new schools, as approved, is completed or initiated.</p>	<p>3.4.1a Complete accommodation review for Kingston North area.</p> <p>3.4.1b Complete accommodation review for Central Kingston Intermediate and Secondary area.</p> <p>3.4.2a Complete construction of new school in Kingston East.</p> <p>3.4.2b Complete construction of new school in Greater Napanee.</p> <p>3.4.2c Complete construction of new school in Sharbot Lake.</p> <p>3.4.2d Complete construction of new addition at Sydenham High School.</p> <p>3.4.2e Complete construction of multiple classroom addition at Lord Strathcona P.S. (Full-day Kindergarten).</p> <p>3.4.2f Complete construction of multiple classroom addition at James R. Henderson P.S. (Full-day Kindergarten).</p> <p>3.4.2g Complete construction of multiple classroom addition at Amherstview P.S. (Full-day Kindergarten).</p> <p>3.4.2h Complete construction of classroom addition at Yarker P.S. (Full-day Kindergarten).</p>	<p>3.4.1a Accommodation review process completed for Kingston North.</p> <p>3.4.1b Accommodation review process completed for Central Kingston Intermediate and Secondary area.</p> <p>3.4.2a Project 100% complete in fall of 2012.</p> <p>3.4.2b Project 100% complete in fall of 2012.</p> <p>3.4.2c Project proceeding well and anticipate opening in late fall of 2013.</p> <p>3.4.2d Project proceeding well and anticipate completion in late fall of 2013.</p> <p>3.4.2e Tender for architectural services completed. Drawings and specifications completed and tender awarded for construction. Construction to be completed in fall of 2013.</p> <p>3.4.2f Tender for architectural services completed. Drawings and specifications completed and tender awarded for construction. Construction to be completed in 2013-2014.</p> <p>3.4.2g Tender for architectural services completed. Drawings and specifications completed and tender awarded for construction. Construction to be completed in 2013-2014.</p> <p>3.4.2h Tender for architectural services completed. Drawings and specifications completed and tender awarded for construction. Construction to be completed in fall of 2013.</p>	<p>3.4.1 Accommodation reviews completed to date cover approximately 60% of our total student population.</p> <p>3.4.2 Two elementary schools have been constructed and one K-12 school is in final construction stages. Plans have begun for another K-8 elementary school.</p>
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<p>3.5 Enhance the learning environment for students by repairing, renovating and updating existing educational facilities to meet current and future needs</p>	<p>3.5.1 School facilities are repaired and/or renovated as required providing safe and functional learning spaces for students</p>	<p>3.5.1a Continue to complete enhancement projects at various schools to meet program needs and Integrated Accessibility Standards as per Multi-Year Accessibility Plan.</p> <p>3.5.1b Replace windows at Clarendon P.S., Amherstview P.S. and Harrowsmith P.S.</p> <p>3.5.1c Upgrade heating system at Land O'Lakes P.S.</p> <p>3.5.1d Replace cooling tower at Bayridge P.S.</p> <p>3.5.1e Complete roof replacements at various schools.</p> <p>3.5.1f Replace boiler system at LaSalle S.S., Sydenham P.S. and Lord Strathcona P.S.</p> <p>3.5.1fg Complete landscaping work at Sydenham H.S.</p>	<p>3.5.1a Majority of enhancement projects completed during summer construction season. A small number of projects to be completed in fall of 2013.</p> <p>3.5.1b Projects deferred to summer of 2014.</p> <p>3.5.1c Project has been completely redesigned due to complexity of current heating systems. Project to be tendered for implementation in 2014.</p> <p>3.5.1d Project tendered and contract awarded. Project to be completed in summer of 2014.</p> <p>3.5.1e Roof repairs completed at various school locations. Major roof replacement completed at Selby P.S.</p> <p>3.5.1f Project at LaSalle S.S. will be completed by October 2013. Project at Sydenham P.S. completed. Project at Lord Strathcona P.S. will be completed by September 2013.</p> <p>3.5.1g Project will be completed in conjunction with Sydenham H.S. addition project to be completed in fall of 2013.</p>	<p>3.5.1 School facilities are repaired and/or renovated as required to provide safe and functional learning spaces for students</p>
<p>3.6 Prepare for current and future Board leadership needs with respect to system and school administration and operational management.</p>	<p>3.6.1 Revised leadership succession plans for academic and non-academic staff are implemented district wide.</p> <p>3.6.2 The Limestone District School Board maintains sustainable applicant pools of excellent school administrators and operations supervisors.</p>	<p>3.6.1 Board Leadership Strategy draft to be finalized and published in 2012-2013</p> <p>3.6.2 Annual needs analysis and implementation of succession process as needed</p>	<p>3.6.1 Completed. Overview was provided to Trustees at Education/HR in March 2013.</p> <p>3.6.2 Completed – Succession process was finalized in February 2013</p>	<p>3.6.1 Revised leadership succession plans for academic and non-academic staff have been implemented district wide.</p> <p>3.6.2 Sustainable applicant pools of excellent school administrators and operations supervisors are maintained.</p>

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<p>3.7 Implement initiatives of the Parent Engagement office to respond to needs identified through the School Council Liaison Committee.</p>	<p>3.6.3 Staffing levels meet budgetary limitations and are distributed appropriately to meet school/program needs.</p> <p>3.7.1 All School Councils are in compliance with MOE and Board requirements for operations, training, reporting, and finance.</p>	<p>3.6.3. Annual budget enrollment analysis and implementation of staffing process to meet system needs.</p> <p>3.7.1a Provide direct support for School Councils related to updated financial management and reporting requirements.</p> <p>3.7.1b Conduct mandatory training sessions for all new School Council chairs and treasurers to ensure compliance with Parent Involvement Committee regulations</p> <p>3.7.1c Provide orientation to FirstClass electronic communication system and SDS school accounts (e-funds) training and support, and provide ongoing support related to updated financial management and reporting requirements.</p> <p>3.7.1d Provide tools and strategies for schools to more effectively engage parents in supporting students.</p> <p>3.7.1e Initiate a parent survey regarding communication, school year calendar, student activities at home, perceptions of school safety, and parent involvement.</p>	<p>3.6.3 Enrollment analysis completed and staffing process began April 2013</p> <p>3.7.1a Completed October 2012.</p> <p>3.7.1b Completed in the fall of 2012.</p> <p>3.7.1c Completed in the fall of 2012.</p> <p>3.7.1d Parent engagement handouts and newsletters were provided in the fall of 2012. Resources to support parent engagement continue to be provided to the system. Two School Council Liaison Forums occurred in 2012-2013 with Dr. Ross Greene and Mr. Jesse Miller. Dr. Green focused on strategies to work with students with behavioural challenges while Mr. Miller spoke to parents regarding privacy and safety concerns associated with the use of social media.</p> <p>3.7.1e A parent survey was conducted related to the school year calendar. With the adoption of Bill 13, a wider survey will be provided for parent feedback in the 2013-2014 school year.</p>	<p>3.6.3 Staffing levels fully met budgetary limitations and have been distributed appropriately to meet school/program needs.</p> <p>3.7 Over \$28,000 was received for PRO Grants. Three families of schools put forward successful PRO Grant Applications. The School Council Liaison Committee also submitted a \$20,000 successful grant application for a Regional PRO Grant. Speaker Forums continue to be responsive to School Council Liaison Committee requests. Dr. Ross Green came in December 2012 to focus on Collaborative Problem Solving and Jesse Millar came in April 2013 to speak about the dangers of social media.</p>
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<p>3.8 Actively engage educational partners, municipal and provincial governments, community agencies and the public.</p>	<p>3.8.1 All requirements of the Partnering for Student Success Agreement through the Crown Wardship Education Championship Team are implemented.</p> <p>3.8.2 All requirements of the Student Support Leadership Initiative are implemented.</p>	<p>3.7.1f Implement and develop school and board strategies to enhance parent engagement in students' education, schools and the LDSB.</p> <p>3.7.1g Establish bylaws to govern the work of the LDSB School Council Liaison Committee/Parent Involvement Committee.</p> <p>3.7.1h Finalize the school fees administrative procedure (AP 116) and continue to monitor its implementation.</p> <p>3.7.1i Support and monitor the implementation of the new administrative procedure for school-based fundraising (AP 117).</p> <p>3.8.1 Through partnerships with local universities and colleges, local child welfare agencies and District School Boards: (1) In-service and implement Partnering for Student Success Agreement; and (2) Develop outcomes tracking to support early identification and intervention.</p> <p>3.8.2 Continue to serve as Lead Board for Student Support Leadership Initiative: Cluster 20. Through partnerships with Kingston, Frontenac Lennox and Addington Child and Youth Services Steering Committee cross-sector partnerships will include: (1) Mental Health Literacy Workshops; (2) Development of a mental health literacy and referral pathway website (www.kflacares.com); and (3) Development/distribution of e-newsletters (mental health & community supports).</p>	<p>3.7.1f Family of schools meetings in October focused on parent engagement as the meetings occurred with school council chairs and principals. Resources have been provided to schools. This is an ongoing area of focus.</p> <p>3.7.1g Completed in the fall of 2012.</p> <p>3.7.1h Completed in the fall of 2012.</p> <p>3.7.1i A working version of an administrative procedure related to school fundraising was adopted for 2012-2013. With a year of implementation, further feedback related to the procedure will be requested in 2013-14.</p> <p>3.8.1. (1) This protocol is now in place across LDSB; and (2) LDSB registration forms updated to allow collection of information related to students in care. Data exchange process developed between LDSB and FACSFLA to facilitate outcomes tracking (i.e. report card marks and grad rates).</p> <p>3.8.2 Lead board for Student Support Initiative – Cluster 20. Mental Health Literacy workshop provided in Fall 2012, May 2013. KFLA Cares website developed with community partners and shared with DSB staff and community partners. (May 2013)</p>	<p>3.8.1 100% of the requirements of the Partnering for Student Success Agreement through the Crown Wardship Education Championship Team have been implemented.</p> <p>3.8.2 100% of the requirements of the Student Support Leadership Initiative have been met.</p>
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<p>3.9 Foster and maintain positive labour relations with our employee group partners through effective collaboration and implementation of collective agreements and contracts.</p> <p>3.10 Promote and celebrate the achievements of students, staff and the LDSB through active communications and outreach.</p>	<p>3.8.3 Aboriginal communities are positively involved in collaborative initiatives.</p> <p>3.8.4 Participation is maintained in key charitable and community initiatives.</p> <p>3.9.1 Address and resolve labour relations concerns through internal problem-solving processes.</p> <p>3.9.2 Employee groups are positively involved in collaborative initiatives.</p> <p>3.10.1 Students, staff and Board achievements are widely communicated and recognized on a regular basis.</p>	<p>3.8.3a The Aboriginal Advisory Committee meets a minimum of twice a year.</p> <p>3.8.3b Offer alternative school programs for Aboriginal students</p> <p>3.8.3c Plan and offer Aboriginal themed events in conjunction with local communities.</p> <p>3.8.4 Support through participation and membership in local charitable and community organizations such as the United, Way, Easter Seals, Rotary Clubs, Boys & Girls Club, CAS, LLF, KFL&A Public Health and The Food Sharing Project.</p> <p>3.9.1 Through regular labour relations meetings engage in proactive problem-solving.</p> <p>3.9.2a Bargain collective agreements that endeavor to meet the needs to the extent possible given current parameters.</p> <p>3.9.2b Continue to engage employee groups through consultation and collaboration on Board initiatives.</p> <p>3.10.1a Continue to support and explore the use of social media to enhance LDSB communications.</p>	<p>3.8.3a Meeting of Aboriginal Advisory Council was held October 31, 2012 and May 2013.</p> <p>3.8.3b Elementary program is being housed at Rideau Heights PS; Secondary Program is being run through QECVI</p> <p>3.8.3c Hosted 6th annual Four Winds Conference which was attended by 120 students and 15 teachers.</p> <p>3.8.4 Initiative successfully ongoing. System leadership and school support provided for the 2012 United Way Campaign. LDSB Staff representation on Boards of United Way, Kingston and Cataraqui Rotary Clubs, Boys and Girls Club and Food Sharing Projective. LDSB Team on the Easter Seals Telethon.</p> <p>3.9.1 Regular meetings were scheduled to address and discuss labour relations issues.</p> <p>3.9.2a Local bargaining was successful in maintaining good relations. Agreements were imposed by the Government as no local agreements were finalized by Dec. 31, 2012.</p> <p>3.9.2b Employee groups continued to be consulted on Board initiatives with the goal of reaching mutual understanding with respect to implementation.</p> <p>3.10.1a Social Media continues to be an area of focus. The LDSB Twitter account has over 2700 followers and over 3800 Tweets have been communicated. The Communications Department has provided five training sessions</p>	<p>3.8.3 Aboriginal communities are positively involved in collaborative initiatives. One-hundred students from Limestone District School Board and Algonquin Lakeshore schools attended the 2nd Aboriginal Experience Day in Sharbot Lake.</p> <p>3.8.4 Both staff and students were very active in supporting and participating in numerous charitable initiatives such as the Easter Seals Telethon, system support for the KFL&A United Way Campaign, The Food Sharing Project and The Limestone Learning Foundation.</p> <p>3.9.1 Labour relations concerns are addressed through internal problem-solving processes.</p> <p>3.9.2 Implementation issues continue to be resolved with the majority of process now in place and monitoring and process improvements continuing.</p>
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<p>3.11 The Limestone District School Board will provide professional learning, training or development for all employees related to the Board's strategic direction.</p>	<p>3.10.2 All secondary schools participate fully in inter-school student council.</p> <p>3.11.1 Departmental records, employee appraisals and staff reports demonstrate that 100% of employees engaged in professional development or training related to the Board's strategic direction.</p>	<p>3.10.1b Continue to monitor and support school websites.</p> <p>3.10.1c Review and update the current LDSB website.</p> <p>3.10.1d Review the current process for LDSB student awards.</p> <p>3.10.1e Recognize staff that promote a positive school climate (Restorative Practices, Safe School Team, Whole School Approach).</p> <p>3.10.2 Monitor attendance and provide tangible support to ensure full participation of all schools in inter-school student council.</p> <p>3.11.1a Implementation of the new support staff performance appraisal. Academic and NTIP teacher processes are ongoing.</p> <p>3.11.1b Training, mentoring, and career progression professional learning provided and tracked by respective departments.</p>	<p>for school administrators to help support school adoption of social media. Thirty schools, classes, or programs currently have accounts in LDSB.</p> <p>3.10.1b All schools have active websites with current content. Completed fall 2012.</p> <p>3.10.1c Will be completed early in 2013-2014.</p> <p>3.10.1d Completed. Recommendations and changes will be discussed and potentially implemented in 2013-14.</p> <p>3.10.1e Professional learning focused on further developing the Whole School Approach, sharing best practices, and celebrating success occurred in the spring. Recognition of best practices and further engagement of staff is a continuing focus for 2013-14.</p> <p>3.11.1a The newly revised Support Staff Performance Appraisal has been implemented while teacher performance appraisals continue on their respective cycles.</p>	<p>3.10.2 Nine of 11 secondary schools participated actively and consistently in inter-school council. Further attempts to actively engage the northern schools using electronic means will continue.</p> <p>3.11.1 100% of staff engaged in professional development or training related to the Board's strategic direction.</p>
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<p>3.12 The Limestone District School Board will provide professional learning, training or development for Trustees related to the Board's strategic direction.</p>	<p>3.12.1 Trustees will be current and informed on relevant issues</p>	<p>3.12.1a 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>3.12.1b Trustees will attend relevant conferences, meetings, training sessions and events as appropriate.</p>	<p>3.12.1a Staff provided monthly presentations on current initiatives and outcomes at LDSB Committee Meetings. Staff also provided Trustees with information on current and relevant issues electronically on a regular basis.</p> <p>3.12.1b Trustees attended the Public Educational Symposium; Labour Relations; Mental Health Summit; Canadian School Boards Association and the OPSBA Annual General Meeting</p>	<p>3.12.1 Trustees are current and informed on relevant issues through board statutory and special committees, local and provincial events and conferences, and active leadership and participation in Ontario Public School Board Association.</p>
<p>3.13 The Limestone District School Board will provide professional learning, training and development for Senior Staff related to the Board's strategic direction.</p>	<p>3.13 Senior Staff and Managers will demonstrate they are current and informed on relevant issues.</p>	<p>3.13 Senior Staff and Managers will seek out and attend professional development that supports the strategic plan in consultation with relevant supervisor.</p>	<p>3.13 Senior Staff and Managers participated in multiple professional learning opportunities including: the Regional Board Plan for Student Achievement Session; EOSDN Thinking Symposium; Collaborative Inquiry Facilitator Session; LSA System Leaders; Quest Conference 2012; SIM Winter Session; OPSOA East Conference; Leithwood Parent Engagement Session; Labour-Management Conference; Accessibility Training; CACE Conference; Dr. Ross Greene Professional Learning; City of Kingston Youth Engagement Conference; Mental Health Symposium; Equity and Inclusion Session; ASBO Conference; CEO/SBO Conference and Ministry Summer Institute for Student Achievement.</p>	<p>3.13 Senior Staff and Managers are active leaders and participants in local, regional and provincial professional learning opportunities and conferences.</p>