



Lambton Kent
District School Board
Student Achievement ✓ *Community Success*

BOARD GROWTH PLAN

2007/2008, 2008/2009

& 2009/2010

meeting challenges
sharing successes
together

Board Growth Plan

2007/2008 to 2009/2010

Goal #1

Continuous Growth in Student Achievement

Focus Area	Strategies	Timeline	Responsibility	Measurable Outcomes
Quality Programs	<ul style="list-style-type: none"> ○ Ensure all teachers utilize current Ministry and Board resources in their daily lessons ○ Ensure teachers introduce teaching and assessment strategies to meet the needs of the individual learners within their classrooms. ○ Provide students with access to a variety of tools (i.e. math manipulatives, assistive technology) to assist in their learning. ○ Support students with the appropriate personnel to meet their individual needs. ○ Provide students with access to the courses to fulfill the requirements of their individual pathways. ○ Utilize current technologies (i.e. laptops, SMARTboards) in daily lessons as appropriate. ○ Increase parents awareness of the curriculum expectations and assessment guidelines of their children's respective courses. ○ Integrate multi-cultural relevant supports and resources into curriculum. ○ Support programs that address character development e.g. Tribes. 	On going	Trustees Director Superintendents Board Support Staff IT, Program, Principals, Teachers, Community Partners	<ul style="list-style-type: none"> ○ Include in the budget funding to purchase current Ministry and Board resources to ensure that all teachers use them in their daily lessons. ○ Provide training to teachers to ensure that they are using teaching and assessment strategies to meet the needs of individual learners. ○ The Board's budget decisions reflect the Board's focus on literacy and numeracy. ○ Student achievement data demonstrates improvement. ○ Number and range of additional learning resources provided.

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Numeracy and Literacy	<ul style="list-style-type: none"> ○ Provide resources to support numeracy and literacy. ○ Provide focused professional development opportunities (content specific) ○ Provide teachers with training for strategies for assessment and evaluation. ○ Offer targeted programs (E.g. Literacy Coaches, literacy lead and numeracy teachers, learning teams) ○ Provide in-service to enable school based staff to use a range of assessment and evaluation data to drive instruction. ○ Conduct regularly scheduled area meetings where the sharing of best practices between schools can occur. 	On going	Trustees Director Superintendent Board Support Staff Principal Teachers	<ul style="list-style-type: none"> ○ The Board's budget decisions reflect the Board's focus on literacy and numeracy. ○ District wide student achievement data demonstrates improvement. ○ In-services programs for assessment and evaluation data are established for staff to take. ○ Regularly scheduled area meetings will occur with Superintendents ○ Resources are provided for the establishment of Learning Teams at the school level.
Student Engagement	<ul style="list-style-type: none"> ○ Provide additional resources. ○ Conduct action research (gather real life evidence). ○ Increase cross panel planning and professional development. ○ Expand early and ongoing identification. ○ Provide alternative programs. ○ Review instructional strategies related to the Ontario Secondary School Literacy Course (OSSLC). ○ Use a range of diagnostic tools to improve instruction. ○ Expand use of technology. ○ Empower students to take on a leadership role within the classroom and school. ○ Empower teachers to be part of the culture that "All students can learn" 		Trustees Director, Superintendents Board Support Staff Principal Staff Students School Council Parents Community Agencies	<ul style="list-style-type: none"> ○ The Board's budget decisions reflect the Board's focus on "All Students can learn". ○ District wide student achievement data demonstrates improvement. ○ In-service programs for instruction and empowering teachers are established for staff to take. ○

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Special Education Program	<ul style="list-style-type: none"> ○ Continue to provide support for strategies and resources for re-culturing the classroom, teacher professional development and environments that enhance student learning. ○ Allocate resources to align with our goals (staff, finances, technology) ○ Investigate and support use of student success strategies that address each student's learning needs. ○ Identify strategies and resources that support integration for all students. ○ Continue to provide programs for students that enhance their social, academic and physical development. 		Director Superintendents Special Education Department Staff Principals, Vice-Principals Teachers – classroom and resource Parents Student Admin Support Staff	<ul style="list-style-type: none"> ○ The Board's budget decisions reflect the Board's support for special needs students. ○ Provide professional development for staff and assess feedback to determine if it met the staff needs. ○ Resources provided to support programs for students that enhance their social, academic and physical development.
Character Development	<ul style="list-style-type: none"> ○ Provide system support for establishing programs and resources that effectively enhance character development, such as Tribes, Values Influence Peers (VIP) ○ Continue work on implementing the Ministry's character development initiative based on the document Finding Common Ground. ○ Develop a district plan to support character development (i.e. appropriate role models for all students) ○ Provide appropriate and ongoing professional development for staff. ○ Provide resources targeted to support these strategies. ○ Establish system and school practices that demonstrate entrenchment of Board Mission and Belief Statements. 	On going	Superintendents Principals Teachers Trustees Community members	<ul style="list-style-type: none"> ○ Provide resources and training for staff to regularly integrate character development activities into the curriculum. ○ Provide Tribes training opportunities for all staff. ○ Communicate the methods that the Board is using to implement the Ministry's character development initiative to staff, students, parents and community.

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Technology	<ul style="list-style-type: none"> ○ Enhance access to information for parents and community through the Board's web site. ○ Develop capabilities to support interactive exchanges involving the board, parents, and community. ○ Develop a focus through the web site to support the work of school councils. ○ Introduce pilot laptop cart projects at two elementary schools during the 2007-08 school year. ○ Expand SMARTboard technology throughout elementary and secondary school sites ○ Support teachers utilizing SMARTboards within their classrooms through after-school network meetings as well as the Board's Elementary Program website ○ Continue Palm Pilots use as an integral tool in the secondary school science and math curricula at selected sites ○ Continue E-learning and videoconferencing opportunities. 	On going	Trustees Director Superintendents Manager of IT	<ul style="list-style-type: none"> ○ The Board will continue to post current information for parents and community on its web site and count the number of hits to the site. ○ Board to provide resources to investigate development of interactive exchanges involving the Board, students, parents and community. ○ Expansion of School Council/Parent Involvement section of the Board's website. ○ Resources provided to support SMARTboard technology, laptop cart project, palm pilots, e-learning and videoconferencing. ○ Professional development opportunities provided to staff on use of technology.
Professional Development	<ul style="list-style-type: none"> ○ Encourage and support the expansion of TRIBES throughout the district. ○ Seek input from staff on professional development needs. ○ Offer programs and workshops to increase awareness of cultural differences. ○ Schedule effective professional development activities that address the on-going learning needs of staff and support enhancement of student achievement goals. ○ Ensure all supervisors follow the Board's performance appraisal program. 	On going	Trustees Manager of Staff Development Director, Superintendents Principals Managers	<ul style="list-style-type: none"> ○ Participants' feedback demonstrates that the professional development program is meeting their needs. ○ Statistical data on attendance, satisfaction of program, number and variety of offerings. ○ Professional Development for non-teaching employees included in the

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	<ul style="list-style-type: none"> ○ Review and enhance performance appraisal procedures to ensure effective connections with student achievement. ○ Collaborate with the unions and federations on possible professional development programs. ○ Continue with the Board’s Employee Recognition Evening. ○ Continue with the years of service recognition. ○ Continue Director’s and Superintendents’ weekly visits to schools. ○ Continue with the personal recognition by the Director. ○ Continue with the Director’s district highlights and share with schools when included in presentation. ○ Expand the attendance support program. ○ Continue to Support the Employee Assistance Program. ○ Establish staff development guidelines and practices that result in building staff capacity. ○ Support Professional growth opportunities beyond the district. ○ Investigate effective use of technology for staff development activities. ○ Investigate and support peer coaching practices for all staff. ○ Continue to provide staff with the necessary resources to perform their respective roles. ○ Acknowledge skills and strengths of individuals to share expertise. ○ Provide opportunities for staff to plan collaboratively. ○ Give a consistent and ongoing message all staff to be ambassadors for public education. 			<ul style="list-style-type: none"> budget. ○ Board provided support for staff throughout the implementation stage of the new initiatives through the provision of structured activities with identified focus. ○ Number of personal contacts by Director (emails, cards, board publications, power points) ○ Number of visits to schools by Senior Admin

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	<ul style="list-style-type: none"> ○ Involve staff in school and system committees and decision-making. ○ Continue with Principal and Learning Advisory Council. 			
Leadership Development	<ul style="list-style-type: none"> ○ Review the leadership mentorship program. ○ Expand professional development programs focused on leadership development. ○ Continue with the professional development programs for new Secondary Program Leaders. ○ Continue with the Professional Development programs for Vice-Principals. ○ Continue to identify and encourage potential leaders within the system. ○ Incentives for future leaders ○ Provide training for 'Teachers in Charge' for elementary level ○ Provide leadership opportunities for supervisors in the non-teaching areas. ○ Continue to provide leadership training for Custodial Coordinators. ○ Provide professional development programs for Elementary Divisional Leaders. 	On going	Director, Superintendents Principals, Managers, Leadership Committee	<ul style="list-style-type: none"> ○ Increase in the number of people applying for positions of added responsibility. ○ Increased opportunities for professional learning opportunities for leadership development. ○ Feedback obtained from participants indicates that the programs offered met their needs. ○ Posted jobs have a selection of qualified candidates. ○ Principals/Managers encouraged leaders in their schools/departments to pursue positions of added responsibility ○ Individuals attend and participate in Board sponsored workshops offered and attendance recorded ○ Mentors were provided for individuals interested in leadership positions.
Partnerships	<ul style="list-style-type: none"> ○ Promote the importance of wide range of partnerships necessary to provide students with optimum learning opportunities. ○ Promote the teaching profession as a career with students, especially males. 	On going	Trustees Director, Superintendents, Principals Principal	<ul style="list-style-type: none"> ○ Expansion of district wide external partnerships will be pursued. ○ Director to continue to promote the Board's

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	<ul style="list-style-type: none"> ○ Senior Administration to continue meeting with Federation and Union Representatives. ○ Explore joint Professional Development opportunities with federations and unions. ○ Share Director's district highlights with federations and unions ○ Share Director's district highlights with partner groups included First Nations, community partners ○ Continue to obtain input from the groups on the development of certain policies, regulations and administrative procedures where appropriate. ○ Investigate and support multicultural understanding and respect. ○ Encourage input from stakeholders including cultural leaders, community leaders, student leaders ○ Promote the importance of the wide range of partnerships necessary to provide students with optimum learning opportunities ○ Heighten awareness of the Board Mission, Vision and Growth Plan throughout the organization and the greater community ○ Continue to build relationships with the media by providing information, responding promptly to requests and assisting with feature stories on public education ○ Communicate regularly with social agencies throughout the District to provide much needed support for students and families with mental health challenges ○ Make presentations with opportunities for interaction at service clubs as invited ○ Continue to develop relationships with business, industry and agriculture groups to enhance existing partnerships and create new opportunities to work together 		<p>Teachers School Council</p>	<p>Mission.</p> <ul style="list-style-type: none"> ○ Employees to be encouraged to be ambassadors of public education and promote the Board's Mission. ○ Board will pursue joint ventures in the area of professional learning with federations, unions, First Nations, community partners, other school boards. ○ Board will obtain input from union leaders and First Nations representatives on Board policies and regulations. ○ Distribution of <i>Learning Matters</i> Board publication to all stakeholder groups. ○ Monitor media coverage. ○ Monitor attendance at Service Club Meetings and support received. ○ Monitor meetings and communications with MPPs, MPs and local municipal officials. ○ Recognition of partnerships at Board Meetings and on Board website. ○ Monitor support from local service clubs and agencies

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	<ul style="list-style-type: none"> ○ Continue with the Focus Group approach to obtain parent and community input on issues and new initiatives ○ Build connections with United Way for mutual benefit of students and communities ○ Encourage public input through timely response to all phone calls, written correspondence and electronic messages ○ Communicate with local MPs, MPPs and municipal officials to provide clear definition of local initiatives and issues facing the Board. 			
First Nations	<ul style="list-style-type: none"> ○ Continue to build relationships with four First Nations through the Native Advisory Committee ○ Continue to implement the First Nation, Métis, and Inuit Education Policy Framework ○ Provide professional development for staff related to cultural awareness and teaching methods appropriate for Aboriginal students ○ Support local school communities in encouraging greater parent involvement ○ Continue to develop curriculum to integrate First Nation, Métis, and Inuit cultures, histories, and perspectives. ○ Expand availability of Native Language and Native Studies courses to meet the needs of students ○ Continue to work toward finalizing tuition agreements with the four First Nations ○ Continue to consult with the four First Nations leading to the establishment of a Voluntary Aboriginal Self-Identification Policy ○ Provide resources targeted to support these strategies 	On going	Director Superintendents Principals Teachers	<ul style="list-style-type: none"> ○ Native Advisory Committee to meet monthly. ○ Offer professional development on the Ministry's new Framework ○ Collect district wide data to formulate plans to address learning styles and needs. ○ Expand Pathways For Success to include Native career opportunities. ○ Principals and Vice-Principals will receive the Ministry framework and in service in its content. ○ Ensure new staff tour First Nations community to get a cultural awareness ○ Continue the 'informal communication committee with the Aamjiwnaang

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Parent Involvement	<ul style="list-style-type: none"> ○ Give evidence of and support for the importance of respectful relationships between parents and school through workshops, newsletters, and Principal and School Council meetings. ○ Provide training for Principals and School Council Chairs through a professionally facilitated Workshop. ○ Encourage and support individual school application for Reaching Out Grant funding. ○ Offer to meet with individual School Councils to offer opportunities for two- way communications and provide a clear understanding of Board initiatives ○ Expand the role of the central Parent Involvement Committee to improve communications between parents and the Board and among School Councils ○ Enhance Board Website to facilitate vehicle for sharing information and encouraging use of School Council/Parent Involvement area. ○ Respond promptly to all questions or messages of concern. ○ Increase awareness of the Board's Conflict Resolution process through newsletters, school handbooks and websites. ○ Continue to refine district meetings to address the request for more interaction. ○ Provide School Council Chairs with periodic updates and clear definition of Board initiatives and issues facing the system. 			<ul style="list-style-type: none"> ○ Board to provide district wide opportunities for all school council chairs. ○ Board to provide School Council Chairs with copies of the Boards' Growth Plan, Annual Accountability Report and other relevant reports. ○ Investigate offering family of schools events where – topics more specific and relevant to the group could be discussed. Schools. ○ Ensure application for Reaching Out Grant Funding is given to the School Council Chairs. ○ Obtain further input from School Council Chairs and Parent Involvement Committee to enhance Board website and PIC area.
System/ School Organization	<ul style="list-style-type: none"> ○ Continue to develop a strong system team. ○ Continue with cross panel meetings, subject association meetings, system divisional meetings. ○ Seek opportunities to bring employees groups together on an annual basis with a 	On going	Director Superintendents Managers Program Staff	<ul style="list-style-type: none"> ○ Number of times Director or Superintendents met with employee groups. ○ Increase in scores for secondary success, EQAO

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	<p>district focus.</p> <ul style="list-style-type: none"> ○ Investigate/implement alternative school timetables ○ Support pilot projects for new school organization (i.e. K to 6, 7 to 12) ○ Continue pupil accommodation studies. ○ Support implementation of technology that enhances management of student data and student achievement ○ Establish and implement communication strategies that provide meaningful and effective feedback on student achievement. ○ Develop efficient and effective strategies that reduce the number of prescribed times teachers and school administrators are requested to attend system activities. ○ Review and revise current assessment and evaluation practices. 			<ul style="list-style-type: none"> ○ Enhanced student achievement, graduation rate, attendance, etc. ○ Reduced number of disruptions to school day. ○ Common practices introduced ○ Transition 7 to 9, student achievement ○ Data driven decisions ○ Enhanced student achievement results ○ On gong consultation with communities for pupil accommodation. ○ Use PD Place to eliminate scheduling conflicts and avoid

Goal #2

Provision of Safe Learning Environments

Focus Area	Strategies	Timelines	Responsibility	Measures of Success (Methods of Gathering Evidence)
Harassment and Anti-Bullying	<ul style="list-style-type: none"> ○ Schedule and support anti-harassment and anti-bullying programs for staff and students. ○ Communicate on an on going basis effective harassment and anti-bullying procedures. ○ Establish and monitor use of system anti-harassment and anti-bullying policies and practices. ○ Provide effective practices that ensure staff and student awareness and understanding of anti-harassment and anti-bullying concepts. ○ Integrate community resources into system, school and department education programs. 	On going	Director Superintendents Board Support Staff	<ul style="list-style-type: none"> ○ Board sponsored Workshops and presentations provided to all staff annually. ○ Board sponsored committees are established with harassment and anti bullying as a focus (Beyond the Hurt) ○ Policies, Regulations and Administrative Procedures are kept current. ○ Every school has established a harassment/anti-bullying program. ○ Schools report a reduction in harassment and anti-bullying incidents.
Student and Staff Wellness	<ul style="list-style-type: none"> ○ Schedule regular safety training courses such as WHIMS, lifting, CPI (Critical Prevention Intervention), CPR ○ Ensure staff is knowledgeable of Board health and safety regulations and training 		Director Superintendents Human Resources Staff Health & Safety	<ul style="list-style-type: none"> ○ Board provided training course on WHIMS, lifting, CPI, CPR ○ Health & Safety workshops are

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	<ul style="list-style-type: none"> ○ applications. ○ Provide effective communication for stakeholders regarding safety practices. ○ Support and encourage staff use of Employee Assistance Program (EAP), Wellness Officer, Benefits Officer ○ Implement support strategies that encourage staff “buy-in” for safety practices. ○ Provide community with regular communication of Health & Safety practices. 		Officer Maintenance Staff	<ul style="list-style-type: none"> ○ regularly scheduled for all Board personnel to attend. ○ Joint Health & Safety Committee provides information to all staff at Board locations. ○ Evidence of fewer reported health and safety incidents ○ Board wide Health and Safety Training Program is established. ○ Attendance data collected supports staff compliance with required training. ○ Information is provided to new employees on accessing the EAP, Wellness Officer, Benefits Officer and annually to all employees. ○ Information regarding the Board’s Health and Safety Program is posted on the Board’s web site.
School Maintenance, Accessibility And Green Environment	<ul style="list-style-type: none"> ○ Expanded use of video surveillance equipment and communication strategies. ○ Establish and revise Board policies to reflect effective use of technology that supports safety and security. ○ Review, revise and expand use of technical 		Director Superintendents Maintenance Staff Manager of Human Resources Health & Safety	<ul style="list-style-type: none"> ○ Policies, Regulations and Administrative Procedures are kept current. ○ All schools have regularly scheduled

Focus Area	Strategies	Timelines	Responsibility	Measures of Success (Methods of Gathering Evidence)
	<p>protocols and ensure staff understanding.</p> <ul style="list-style-type: none"> ○ Establish safety practices, procedures, and guidelines for each work location, school, and department. ○ Establish vigorous Health & Safety inspection schedule with prompt interventions. ○ Ensure school and offices accessibility for all staff, students and community (e.g. wheelchair access). ○ Proactive maintenance and upgrading program for school buildings. ○ Establish and monitor safety maintenance schedules, such as fire extinguishers. ○ Support the Emergency Response Team at each school. ○ Review and enhance system and school recycling programs. ○ Continue beautification of school buildings and grounds, climate and sun safe focus. ○ Establish guidelines for eco-environments that are sustainable. ○ Establish guidelines that promote stakeholder responsibility for maintaining 'green' environments. 		Officer	<p>Emergency response drills and Health and Safety Inspection Records.</p> <ul style="list-style-type: none"> ○ Reduced incidents of unacceptable use of technology. ○ Emergency Binder provided for each school. ○ Health & Safety Binder provided for each school. ○ Board Accessibility Plan is reviewed and updated Annually. ○ Safety and maintenance schedules are developed. ○ Resources are provided for each worksite to encourage participation in recycling, workshop site enhancement projects.