

Action Plan I1.1 Environmental Sustainability

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Alison McDonnell and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Participation in Kingston Climate Change Symposium.	September 2021 - August 2022	●	LDSB schools/classes will voluntarily participate in the January 2022 Kingston Climate Change Symposium to build educator and student capacity. Outcome: Complete. Eleven schools registered and participated virtually.
Increase representation on Environmental Sustainability Committee (ESAC)	September 2021- August 2022	●	ESAC will include student voice and additional organizations within Kingston Frontenac Lennox and Addington. Outcome: A secondary student from NDSS and a representative from Loving Spoonful joined ESAC beginning March 2022.
Facility focus on ventilation adjustments, projects, and staff education.	September 2021 – August 2022	●	In accordance with the recommendations from the HVAC reviews that were conducted in all LDSB schools during the summer of 2021, necessary repairs and/or modifications were performed at all sites, and with updates posted publicly in compliance with provincial expectations. Outcome: Complete
Create Sustainable Grow Gardens in LDSB Schools	September 2021- August 2022	●	LDSB, in collaboration with Loving Spoonful, will create resource documents for school administrators outlining the responsibilities of having a garden on site and the GROW Project. Each school with a Grow Garden will identify a 'Champion' to create a community among GROW schools. Outcome: Grow Garden resources were created and are accessible to all schools on Minds Online. A Grow Garden contract was created and shared with admin that outlined participant responsibilities.

Action Plan I1.2 Literacy

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor.

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
<p>The Empower Literacy Program (Tier 3 literacy intervention tool) will be expanded to include 17 elementary schools and 2 secondary schools.</p>	<p>September 2021 – August 2022</p>	<p>●</p>	<p>Eight SSTs will be trained in Empower and will implement this program in their school during the 2021/2022 school year. The SSTs trained during the last school year will continue the Empower program in their schools.</p> <p>Varied student data (Reading Assessment Data, Empower assessment tools, perceptual surveys, PAST assessment) will display significant student growth in the area of confidence and literacy achievement (decoding, fluency).</p> <p>Caregiver, educator, and administrator feedback will also be gathered throughout the program.</p> <p>Outcome: Complete. Data gathered displayed significant improvement in student literacy achievement as well as student confidence. Caregiver, educator and administrator feedback was overwhelmingly positive.</p>

<p>In anticipation of the release of the Ontario Human Rights Commission’s Right to Read report, the Literacy Team and Educational Services team will continue research, dialogue, and implementation of early literacy screeners and diagnostic tools. As an example, the teams will continue to support implementation of the <i>Phonemic Awareness Screening Test (PAST)</i> as a tool to plan for targeted and explicit instruction for each student.</p>	<p>September 2021- August 2022</p>	<p>●</p>	<p>The Literacy Team will collaborate with SLPs and Clinicians to discuss the feedback on the PAST assessment and will bring recommendations to the Senior Team in May 2022. A communication and support plan will also be developed for the district.</p> <p>The Literacy Team will have three meetings with SLPs and Clinicians over the year.</p> <p>Outcome: One meeting occurred. Subsequent meetings were cancelled because the Literacy Team was deployed to cover unfilled absences.</p>
<p>Building on the learning from the 2021 Summer Learning Literacy Conference, school educator teams (K-2) will attend professional learning sessions to continue to build understanding in the area of phonemic proficiency.</p>	<p>September 2021- August 2022</p>	<p>●</p>	<p>Professional learning sessions, offered by the literacy program team, will be well attended. Participants will gain a deeper understanding of phonemic proficiency as a foundational literacy skill.</p> <p>Implementation of the PAST and the activities supporting phonemic proficiency will increase throughout our district during the 2021/2022 school year.</p> <p>An exit survey will be used to gather participant feedback, to determine next steps in supporting continued educator knowledge and confidence in delivering responsive literacy instruction.</p> <p>Outcome: One Professional learning session was offered to educator teams during the first PA Day. Subsequent sessions were been paused due to an occasional teacher shortage.</p>

Action Plan I1.2 Literacy (Cont'd)

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Student Support Teachers (SSTs) will explore early literacy learning and intervention during two ½ day learning sessions.	September 2021- August 2022	●	SSTs will increase their understanding of the LDSB Map of Skills, with a focus on student strengths, preferences, and needs. Outcome: These sessions were cancelled due to an occasional teacher shortage.
In anticipation of the release of the Ontario Human Rights Commission's Right to Read report, Literacy Program team members and Elementary Literacy Itinerant educators will support educators to embed high yield literacy assessment practices into their literacy block. The focus will be using the diagnostic toolkit and LDSB Map of Skills to assess student strengths, preferences, and needs.	September 2021 - August 2022	●	Educators will increase their understanding of the components of diagnostics and sound literacy instruction. These components will be visible during administrator and school supervisor visits. Educator requests for support from the teams will increase Outcome: Due to Occasional Teacher shortages, daytime sessions were cancelled. However, after school sessions were offered in May and June and were well attended. Exit tickets from participants revealed educator growth in understanding of foundational literacy skills.
A Forest of Reading (FOR) subscription and at least one set of junior level FOR books will be provided to every elementary school. A group of 10 junior teachers will work with members of the literacy program team to develop a support document for each school to implement the FOR program (in English and French).	September 2021- August 2022	●	Schools will report an increase in reading engagement and stamina throughout the FOR program's implementation in the junior grades. Outcome: A support document was created and shared through the Literacy Minds Online course. All elementary schools received the books and participated in the Forest of Reading program. School participation was documented on social media and schools reported positive student engagement with the chosen FOR books.
Eight Grade 4-8 teachers will work with Literacy, Indigenous and Equity program team members and community partners to develop a thinking protocol for an audit of a classroom library.	January 2022- August 2022	●	Schools will report that elementary classroom libraries have been audited. Students and staff will report an increased level of student engagement as a result of book choice that is more representative of student and community populations. Outcome: This project was paused due to an occasional teacher shortage.

Strategic Action Plan: 2021-2022

Year-End Update

Action Plan I1.2 Literacy (Cont'd)

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor.

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Spring tutors (post-secondary students) will support individual and small group literacy instruction in elementary schools, K-2.	May-June 2022	●	Tutors will be hired, trained by program team members, and assigned to one elementary school. Tutors will work full time in schools over 6 weeks to provide individual and small group literacy instruction, building skills in the areas of oral language, phonemic proficiency, and phonics. Outcome: Complete. Qualitative and quantitative data collected suggested significant gains in phonemic awareness and phonics, and an increase in student confidence. This was a highly successful project.
The Literacy program team and Read A Lot program leadership will plan a summer literacy program that is both in person and virtual. Focus will be on targeted literacy intervention in the areas of oral language, reading and writing.	July 2022	●	3 in person sites and 1 virtual site will comprise the Summer Literacy program. Targeted reach outs will include ELL students. Virtual site will be open to northern communities and caregivers who have difficulty accessing in person sites due to site location. Outcome: Complete. Data gathered displayed significant growth in student reading and writing skills. Qualitative data gathered from students, staff and caregivers was overwhelmingly positive. The virtual site was smaller than expected which allowed the in-person sites to be larger.
Online and asynchronous professional learning opportunities in structured literacy will be offered to elementary and secondary educators.	June – August 2022	●	Educators and support staff will be invited to participate in an online, asynchronous course in structured literacy. Three courses will be offered, with a French language option. The cost of the course will be covered by Limestone District School Board. Outcome: Over 400 staff elected to participate in the learning. Anecdotal comments and emails of thanks were received throughout the summer. Structured literacy implementation will continue to be a strategic focus for the 2022/2023 school year.

<p>A group of educators will be invited to participate in a Summer Literacy project to develop instructional literacy supports, focused on phonics instruction.</p>	<p>August 2022</p>	<p>●</p>	<p>For one week in August, educators (French and English) will work collaboratively to review the LDSB Phonics Assessment and the Phonics Scope and Sequence. They will also develop instructional tools that will be shared with the system this Fall.</p> <p>Outcome: Complete. Over 30 educators worked for 5-7 days (based on participant availability). Planned work in phonics was completed and will be shared with the system this Fall. The team was also able to create and share a wide variety of instructional tools, vet decodable resources, and build a literacy block template for elementary educators. The system response to this work has been very positive.</p>
<p>Secondary teachers will continue to engage in individual (due to Covid) professional learning related to the implementation of the First Nations, Metis, and Inuit studies courses. Secondary teachers will continue to work with Knowledge Keepers to bring Indigenous ways of knowing into the classroom (virtually and in person).</p>	<p>September 2021 –August 2022</p>	<p>●</p>	<p>FNMI Studies Support/Coach will support classroom teachers in the delivery of the NBE curriculum, including the purchase of new Indigenous resources for Understanding Contemporary First Nation, Metis, and Inuit Voices (NBE) as well as other courses offered through FNMI Studies.</p> <p>Outcome: This work was ongoing through the end of June.</p>
<p>K-12 Literacy resources and supports: the literacy team will create and curate relevant electronic resources in a K-12 Minds Online site.</p>	<p>September 2021 –August 2022</p>	<p>●</p>	<p>The K-12 Minds Online course is developed, and content continues to be added. The course is accessed during all professional learning sessions and literacy support sessions.</p> <p>Outcome: This work is ongoing and content continues to be added. Educator registration increased throughout the school year.</p>
<p>Engage English teachers in the review of various classroom texts (short stories, poems, novels) within Secondary Schools to create a resource for educators to support the inclusion of a variety of authors and subjects into the classroom.</p>	<p>September 2021 –August 2022</p>	<p>●</p>	<p>A working group of interested English teachers will create resources for Educators to use when creating lessons for students. The resources will be connected to overarching themes that educators have asked for in recent years.</p> <p>Outcome: Due to Occasional Teacher shortages, this work was cancelled.</p>

Strategic Action Plan: 2021-2022

Year-End Update

Action Plan I1.2 Literacy (Cont'd)

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor.

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Support resource purchase within secondary grade 9, 10 and 12 English classes that incorporate black author voice to increase the diversity of texts students are exposed to within LDSB English classrooms.	September 2021 – August 2022	●	<p>Every school has received resources that increase Black author voices in classrooms. Primary focus has been on providing varied texts for grade 9, 10, and 12 English classrooms. Resource lists are being shared with schools throughout the district to support alignment of options.</p> <p>Outcome: Over \$15000 in resources were provided to secondary English classes during the 2021-2022 school year.</p>
A snapshot of core texts that are being read within English classrooms at all grades and pathways will be collected centrally, consolidated, and shared with all secondary English departments for information and to support future collaboration.	December 2021- August 2022	●	<p>English Department heads are asked to share the core texts being read in English classrooms as part of the curriculum. The snapshot of texts will be consolidated and shared with administrators and English Departments at schools.</p> <p>Outcome: Year 2 of the 3-year snapshot was completed.</p>



Action Plan I1.3 Mathematics

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Program team members will provide support to elementary and secondary virtual school educators.	September 2021 - August 2022	●	<p>Program team members will meet virtually with educators to support diagnostics, gap closing strategies, online tools and platforms, manipulatives, and high yield strategies.</p> <p>Outcome: Complete.</p>
Math coaches in targeted elementary schools will be supported through collaboration and professional learning during Term 2 and 3.	February 2021 - August 2022	●	<p>Program team members will connect regularly with elementary math coaches to support their work with classroom educators and increase efficacy and knowledge of high yield instructional and assessment strategies.</p> <p>Outcome: Due to staffing shortages, this was cancelled.</p>
Program team will support professional learning for Grade 9 destreamed math educators.	September 2021 – August 2022	●	<p>Mathematics educators will engage in virtual professional learning which is offered each Quadmester. Professional learning will focus on offering a differentiated program with a focus on changes to the new Grade 9 math curriculum.</p> <p>Outcome: Professional learning was offered during Quad 1, 3, and 4, for grade 9 math teachers.</p>
Program team will support professional learning with Grade 7 and Grade 8 educators with a focus on transitions for students from elementary to secondary schools.	September 2021 – August 2022	●	<p>Educators will engage in professional learning leading to improved understanding and efficacy of the mathematics curriculum content continuum from Grades 7 through 9 with a focus on the new math curriculum.</p> <p>Outcome: Due to Occasional Teacher shortages, this work was cancelled.</p>
After school book clubs focused on Building Thinking Classrooms will be offered to elementary and secondary educators.	September 2021 – August 2022	●	<p>Educators will engage in professional learning to discuss and implement practices to build thinking classrooms. Resources to support educators will be created and shared through Minds Online to support implementation.</p> <p>Outcome: Elementary and secondary educators engaged in three after-school book clubs, with ongoing support as requested for classroom implementation.</p>

<p>After school professional learning series will be offered to educators focused on screeners and diagnostics and using them to plan next steps for learning.</p>	<p>September 2021 – August 2022</p>		<p>Educators will participate in professional learning about the LDSB-created screeners/diagnostics and next step tools that are available within K-12 Mathematics resource in Minds Online, including Early Numeracy, Operations and Fractions.</p> <p>Outcome: Due to Occasional Teacher shortages, this was cancelled.</p>
<p>Gap Closing math tutoring programs in math will be offered to grade 7-8 students to support preparation for Grade 9.</p>	<p>March 2022 – June 2022</p>		<p>Virtual Math Gap Closing tutoring will be offered to Gr 7-8 students. Over the span of 9 weeks, students will have access to small group instruction, with a focus on building number sense, algebraic thinking, and proportional reasoning.</p> <p>Outcome: Just over 300 students at 29 schools received tutoring to fill gaps in their understanding of multiplication, fractions, integers and algebra. Students showed measurable growth in these areas, and student voice indicated an increase in self-confidence and students' view of themselves as mathematicians for most students.</p>

Strategic Action Plan: 2021-2022

Year-End Update

Action Plan I1.3 Mathematics (Cont'd)

GOAL: To improve student achievement and well-being, we will cultivate problem solving, creative and critical thinking skills.

RESPONSIBILITY: Superintendent Jessica Silver

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Coaching will be provided for LPS teachers related to identifying and closing numeracy gaps.	February 2022- June 2022	●	A special education support teacher will work in LPS classrooms and with de-streamed math teachers to identify gaps and support the organization and implementation of early intervention strategies in literacy and numeracy. Outcome: The LPS coach worked in three schools with 9 educators between February and June.
Professional Learning sessions will be provided to elementary school teams on the topics of Fractions Learning and Early Numeracy.	September 2021 – August 2022	●	Elementary educators with Family of Schools will engage in a professional learning series for building early numeracy, fluency with operations, fractions, and proportional reasoning. Outcome: Due to Occasional Teacher shortages, this work was cancelled.
Spring tutors (post-secondary students) will support individual and small group numeracy instruction in elementary schools, grade 7/8	May-June 2022	●	Tutors will be hired, trained by program team members, and assigned to one elementary school. Tutors will work full time in schools over 6 weeks to provide individual and small group numeracy instruction, closing gaps, building student confidence and increasing numeracy skills in number and operational fluency Outcome: Complete. Qualitative and quantitative data collected suggested significant gains in the area of student confidence, and operational fluency.
K-12 Mathematics Minds Online electronic system resources will continue to be built and curated by program team members to provide classroom ready mathematics resources for elementary and secondary teachers.	September 2021 – August 2022	●	Regular updates are shared with educators, providing direct links to new resources in the K-12 Mathematics Resource in Minds Online. Increased numbers of educators will access the K-12 Mathematics Resource more frequently and use the high yield strategies in their classrooms. Outcome: There are currently 970 K-12 educators enrolled in this resource, with different elementary and secondary educators accessing the resources every day to support their math teaching. Popular topics include diagnostics and next steps, and resources for building thinking classrooms.

Action Plan I2.1 Destreaming

GOAL: To improve student achievement and well-being, we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendent Jessica Silver

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Information regarding a De-streamed Grade 9 program will be shared with Grade 8 parents.	January 2022 – August 2022	●	Information regarding Grade 9 de-streamed program will be shared with parents during Grade 9 information events, Grade 8 – 9 Transition resources, LDSB Website and FAQs created. Outcome: This work was completed.
Grade 8-9 Transition processes will be reviewed and updated to align with the Ministry Guide to De-streaming	December 2021 – August 2022	●	Grade 8 – 9 Transition processes will be updated to align with the Ministry of Education Guide to De-streaming, which includes processes for choice of Locally Developed courses. Outcome: The Grade 8-9 Transition process was updated.
A De-streamed working group will be created to support implementation September 2022	January 2022 – August 2022	●	De-streamed math teachers, LPS teachers, Guidance Counsellors, Student Success teachers and administrators will provide best practices and supports that will allow for implementation September 2022. Outcome: Due to Occasional Teacher shortages, this was cancelled.
A LPS coach will work with LPS teams and De-streamed educators to target strategies which close gaps for students, and support differentiation and UDL in classroom practice.	February 2022 – August 2022	●	Resources and Best Practices will be created to be shared with the system for implementation in September 2022. Resources will focus on gap closing in the classroom and LPS room, and classroom instruction which includes a UDL approach and differentiation strategies. Outcome: The LPS coach worked in 3 secondary schools with 9 educators, as well as supporting LPS teachers through Educational Services. Resources have been created and will be shared with schools and educators this fall.
Secondary writing teams will form during summer 2022 to create resources to support a De-streamed Grade 9 program	July 2022	●	Secondary teachers will create resources to support a De-streamed grade 9 program beginning September 2022. Outcome: Almost 20 Educators came together in July and created resources for English, Science, and Geography which were shared with Secondary educators in August 2022.

Strategic Action Plan: 2021-2022

Year-End Update

Action Plan I2.2 Leadership Development/Succession

GOAL: To improve student achievement and well-being, we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendents Susan McWilliams and Craig Young

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Review and update the Succession process for the selection of Principals and Vice Principals.	September 2021- August 2022	●	Establish working group to review current process, identify areas for improvement and develop a process that is aligned with LDSB values and strategic objectives. Outcome: Leadership Profile for School Leaders developed and used as the framework for succession planning. Revisions to process implemented with a number of Vice-Principal and Principal pool placements made. Process continues to be reviewed.
Continue to provide mentoring opportunities for new leaders.	September 2021 – August 2022	●	Informal mentoring program implemented virtually spring 2021 for new administrators and continues for the 2021-2022 school year teaming new administrators with an experienced administrator for learning, support, and guidance. Outcome: Mentors continue to meet with new leaders to support their transition into the role and continued learning.
LDSB Staff supporting the EOSDN Leadership Program as well as staff participating in the program.	September 2021 – March 2022	●	Identified staff participate in Leadership Academy (virtually) as a leadership development opportunity to share experiences and learn from leaders across the Eastern Region with positive feedback. Outcome: Administrators and support staff participating in Academy for 21-22 school year and Superintendent of HR continues to be guest speaker as requested by session facilitators.
Professional Learning developed and implemented for newly appointed Vice-Principals and Principals.	September 2021 – August 2022	●	A Professional Learning Series has been developed and implemented for newly appointed Vice- Principals and Principals. Sessions began in February 2021 and continue into 2022. Outcome: Two sessions provided including Teacher Performance Appraisals and Hiring.
New Administrator Induction Program to be developed and implemented for September 2022.	March 2022 – August 2022	●	All new Vice-Principals and Principals receive thorough role-specific orientation, including intentional mentoring and support, in their first year in the role. Outcome: Planning underway to develop relevant content of program. Introductory session delivered in August 2022 highlighting corporate services roles and responsibilities.

Action Plan I2.3 Universal Design for Learning

GOAL: To improve student achievement and well-being, we will differentiate programming to support individual learning needs.

RESPONSIBILITY: Superintendents Alison McDonnell, Jessica Silver, and Associate Superintendent Stephanie Sartor

Status: ● On Target ● Making Progress ● Needs Further Attention

<p>Program Team will build a common understanding of the principles of Universal Design for Learning (UDL).</p>	<p>September 2021- August 2022</p>	<p>●</p>	<p>Program Team will continue to engage in professional learning focused on UDL at program team meetings. Tenets of UDL will be embedded into the work that the program team does with educators throughout the system.</p> <p>SSTs and LPS educators will continue their learning in the area of UDL at SST/LPS meetings throughout the year.</p> <p>Outcome: This work was disrupted due to the inability to provide release time for professional learning due to occasional teacher shortages.</p>
<p>An Instructional Data Team Pilot project, including two secondary schools and four elementary schools, will develop a data gathering process that embodies the principles of Universal Design for Learning (UDL).</p>	<p>September 2021- August 2022</p>	<p>●</p>	<p>This process will be used to inform School Learning Plans and will be a continuation of the work that commenced during the 2019/2020 school year, prior to the pandemic.</p> <p>Outcome: Due to the decision to pause work on School Learning plans and the OT shortage, the Instructional Data Team pilot was paused again this school year. Data based research continues at the system level in preparation for the 2022/2023 school year. A 'Data Culture' Minds Online resource has been developed and shared with administrators.</p>
<p>The Choices at 7 application process will be modified to incorporate the principles of UDL.</p>	<p>October 2021- March 2022</p>	<p>●</p>	<p>The application process will once again be conducted entirely virtually. Through the use of a Minds Online course, applicants will be provided choice in their application submission. This supports multiple means of action and expression.</p> <p>Outcome: Complete.</p>
<p>A LPS coach will work with LPS teams and De-streamed educators to target strategies which close gaps for students, and support differentiation and UDL in classroom practice.</p>	<p>February 2022 – August 2022</p>	<p>●</p>	<p>Resources and Best Practices will be created to be shared with the system for implementation September 2022. Resources will focus on gap closing in the classroom and LPS room, and classroom instruction which includes a UDL approach and differentiation strategies.</p> <p>Outcome: Complete.</p>

Action Plan I3.1 Alternative & Continuing Education

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Associate Superintendent Steve Hedderson

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Staff at Katarokwi Learning Centre will offer an innovative wellness program which brings in community partners to work directly with students in a series of workshops.	October 2021 – May 2022	●	<p>Programming offered at KLC includes cooking, physical fitness, mental health, and cultural programming. Partners include: KEYS, Metis Nation of Ontario, Girls Inc, Loving Spoonful, Penny Drops, Kingston Police, OneRoof and YouthHub.</p> <p>Outcome: Some of this work resumed in-person as public health restrictions were lifted. There were approximately 15 students participating in programming with KEYS/RESTART.</p>
Increase participation in School within a College (SWAC) and WITTS (Women in the Trades) programs at St. Lawrence College (SLC).	September 2021-June 2022	●	<p>SWAC and WITTS continue to operate at St. Lawrence College to serve students from across the district. The program is being considered as part of a district-wide re-engagement strategy.</p> <p>Outcome: There were 17 students enrolled in SWAC in semester 1, including 1 student from KLC and 3 from SVS. A second SWAC section was added in second semester with 18 students we were able to successfully re-engage in school to complete their Ontario Secondary School Diploma.</p>
Dual Credit programming will be offered to students in partnership with St. Lawrence College.	September 2021-June 2022	●	<p>Students from across the district are eligible to enroll for a dual credit program at St. Lawrence College in Grade 11 or 12. Enhanced dual credit programming is being planned for Semester 2 to support SHSM Transportation students.</p> <p>Outcome: There were 136 students enrolled in Dual Credits at St. Lawrence College in Semester 2. A new SHSM Transportation sector dual credit was held at Napanee District Secondary School in Quadmasters 3 and 4, with 16 students participating after school on Fridays.</p>
Expand program opportunities where there is a demonstrated community need.	September 2021 – June 2022	●	<p>There is a significant need for additional personal support workers (PSW) that has been highlighted because of the pandemic and opportunities and plans are underway to re-instate this program in LDSB.</p> <p>Outcome: New curriculum was written for the refreshed PSW program in LDSB. We have a commitment to partner with Providence Care to provide future PSW students with a 'living classroom' practical training experience at the former St. Mary's of the Lake hospital site. We are hopeful to launch our refreshed PSW program in the 2022-23 school year.</p>

Strategic Action Plan: 2021-2022

Year-End Update

Action Plan I3.2 Technology Enhanced Education

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents McDonnell, Silver, and Young & Associate Superintendents Sartor and Hedderson

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Supporting groups of educators who are interested in integrating technology into their pedagogy (i.e., use of applications, coding, video recording, and pedagogical documentation).	September 2021- August 2022	●	<p>Members of the Program Team will provide professional learning in schools through staff meetings and voluntary after-school synchronous sessions in-person or virtually, as well as contribute to a growing resource bank of asynchronous resources.</p> <p>Outcome: Due to occasional teacher shortages, professional learning opportunities for educators were limited. However, work with the program team, and after school sessions continued throughout the 2021-22 school year.</p>
Continued review of technology user agreements and access to different third-party apps and extensions to ensure educational value and protection of privacy.	September 2021- August 2022	●	<p>LDSB subscribed to the Vetting Applications for Security and Privacy Vulnerabilities (VASP) through the Educational & Computing Network of Ontario (ECNO) along with 60 other Ontario school boards. The VASP Shared Service publishes reports related to applications that have been vetted for Security and Privacy to allow the internal LDSB team to focus on the pedagogy of app requests, ensuring safe, effective technological applications for educators and students to support learning.</p> <p>Outcome: The vetting process continued to move slower than anticipated at the provincial level. The internal website that lists approved apps for LDSB educators and students was updated throughout 2020-21, was moved to a new platform so it could be organized in a more user-friendly way, including by instructional purpose. The refreshed site will be launched internally for LDSB educators in September 2022.</p>
Increase capacity building in the LDSB approved learning management systems: Minds Online (D2L) & Microsoft Teams	September 2021- August 2022	●	<p>A combination of synchronous and asynchronous learning opportunities were provided to educators for using Minds Online and/or Teams to support both fully remote, hybrid, blended, and face-to-face learning.</p> <p>Outcome: Asynchronous resources continue to be developed and stored in Minds Online for Grades 7- 12 educators, with a section for K-6 as well. A Microsoft Teams Support Services site hosts a variety of documentation and step-by-step videos to support educators. The new Innovation and Technology-Enabled Learning Support Teacher was added to the Program Team to focus on educator capacity-building, specifically at the elementary level and they provided multiple coaching and voluntary after-school virtual professional learning sessions for educators.</p>

Action Plan I3.2 Technology Enhanced Education (Cont'd)

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents Silver and Young, and Associate Superintendents Sartor and Hedderson

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Continued creation of virtual learning resources repository, for both staff and students, hosted within the Minds Online learning environment.	September 2021- August 2022	●	Resources supporting K-12 Mathematics and Mathematics Diagnostics and Gap Closing. Outcome: Diagnostics and Gap Closing resources were created by the math team and uploaded to the K-12 Mathematics course in Minds Online. Almost 800 LDSB educators have registered for the course to regularly access resources.
As a result of the Covid-19 pandemic, an elementary and secondary virtual school will continue to operate for students opting to learn virtually.	September 2021 August 2022	●	Student engagement, student wellness and student achievement will be monitored. Student, staff, and parent/guardian surveys will be conducted through the school year to gather data and respond to feedback. Outcome: EVS and SVS continued to transition students into virtual school and back to in-person learning into the Spring based on caregiver requests, and space permitting. Ongoing review of student achievement and wellness needs led to adjustments in supports for EVS and SVS.
Improve end-user effectiveness with the Microsoft Teams virtual collaboration space.	September 2021- August 2022	●	Continue the development, revision and enhancement of educator/student/employee/guest support resources that provide guidance relating to the effective use of Microsoft Teams and its associated tools to support collaboration, learning and virtual meetings, and make them available through a SharePoint resource site. Outcome: Online resources continued to be developed and updated as required over the course of the 2021-22 school year on the LDSB Teams Support Services site. Usage of Microsoft Teams across the system increased over the course of the year to facilitate staff and student collaboration, as well as the continuity of students' learning.
New hardware for educators to assist with supporting in-person, blended, fully remote online and hybrid learning.	September 2021- August 2022	●	Targeted technological (hardware) devices for contract educators to facilitate teaching and learning and necessary administrative tasks in all contexts. Outcome: Completed. New educator laptops were provided to educators in the Fall of 2021 to support their ability to facilitate in-person, blended, fully remote online learning and hybrid learning, as well as performing all necessary administrative tasks.

Action Plan I3.2 Technology Enhanced Education (Cont'd)

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Superintendents Silver and Young, and Associate Superintendents Sartor and Hedderson




Status: ● On Target ● Making Progress ● Needs Further Attention



Actions	Timelines	Status	Evidence of Success
Improve the device: student ratio Board-wide and remove obsolete equipment to ensure safe, equitable access to technology.	September 2021-August 2022	●	<p>Continue to provide replacement devices to maintain an adequate device to student ratio so technology remains available to the extent possible to support learning while exploring the costs and benefits of a 1:1 program for Grades 5-12.</p> <p>Outcome: ITS continued to gather pricing from vendors and feedback from other school boards related to current 1:1 student device programs across the province to help determine potential viability in LDSB. At this time, we cannot financially commit to a 1:1 program, but future opportunities to provide more equitable access to technology across the district will be explored going forward.</p>
Increase educators' access to current technology systems that provide secure data access to carry out a variety of administrative tasks efficiently and build staff capacity.	September 2021-August 2022	●	<p>Aspen Student Information System was launched last school year. Training opportunities will continue to be provided for staff as required to learn to use the system effectively for secure access to relevant student information, scheduling, and for the reporting of student achievement.</p> <p>Outcome: Asynchronous learning resources continue to be produced and hosted on the Aspen Support Services site. Synchronous virtual training sessions were offered to office staff and educators as required to help people become more comfortable with using Aspen within their respective roles.</p>

Action Plan I3.3 Expanded/Experiential Opportunities

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Associate Superintendent Steve Hedderson

Status:  On Target  Making Progress  Needs Further Attention

Actions	Timelines	Status	Evidence of Success
<p>Increase Specialist High Skills Major (SHSM) participation and completion rates.</p>	<p>September 2021 - August 2022</p>	<p></p> <p></p>	<p>LDSB updated its SHSM 3 Year Plan and met with all SHSM sites to explore supports needed to continue to increase their completion rate. Several SHSM sector programs at different LDSB schools applied for additional SHSM Ministry funding to help address areas for program innovation and to help improve completion rates.</p> <p>Outcome: At the end of the 2021-22 school year, LDSB secured an additional \$323,000 in Ministry funding to support the expansion of SHSM programming across the district, an additional \$76,000 to centrally support SHSM programs, and got approval to add 4 new SHSM programs in the 2022-23 school year: 3 Information and Communications Technology (ICT) Programs at Bayridge SS, Napanee DSS and North Addington Education Centre, and a new Transportation SHSM at North Addington Education Centre.</p> <p>A centralized process for offering virtual certifications across a variety of sectors.</p> <p>Outcome: 1229 industry-recognized certifications were completed at the end of the 2021-22 school year by secondary students across a variety of economic sectors.</p>

Strategic Action Plan: 2021-2022

Year-End Update

Action Plan I3.3 Expanded/Experiential Opportunities (Cont'd)

GOAL: To improve student achievement and well-being, we will advance relevant and engaging learning experiences to support all pathways.

RESPONSIBILITY: Associate Superintendent Steve Hedderson

Status: ● On Target ● Making Progress ● Needs Further Attention

Actions	Timelines	Status	Evidence of Success
Evolve the marketing of LDSB programs in technology and the skilled trades given the traditional Focus Program carousel is not possible due to COVID-19.	September 2021- August 2022	●	<p>Provide more frequent and different virtual opportunities for students and parents/guardians to learn more about SHSM programs at different LDSB schools.</p> <p>Outcome: A virtual information session was held for all secondary students to share information with students in Grades 7-12 re: Specialist High Skills Major (SHSM) programs, in advance of course selections for the 2022-23 school year. Family information evenings were also held virtually.</p>
Increase experiential learning opportunities to more students in the district.	September 2021- August 2022	●	<p>The Experiential Itinerant Teacher and Itinerant Experiential Learning Teachers from Amherstview PS and Molly Brant ES support elementary students and teachers in training and the provision of woodworking and/or culinary programming to Intermediate students. Virtual support has been provided during periods of remote learning.</p> <p>Outcome: Experiential learning opportunities continued in a variety of sectors including: Arts & Culture, Construction, Hospitality & Tourism, Forestry, as well as STEM, and a variety of other culinary and technological safety-related learning. Over 1,500 students were able to participate in an experiential learning with the central experiential learning consultant or two elementary technology teachers now working in an itinerant model, visiting schools. Not all activities could run as planned due to occasional teacher shortages.</p>
Increase participation in Regional and Provincial Skills competitions	September 2021- August 2022	●	<p>Provincial Skills competitions will be held in-person at St. Lawrence College in Spring 2022.</p> <p>Outcome: Skills competitions were not able to be held in-person as had been hoped. Where it was feasible, some secondary students were able to compete in-person locally at their home secondary school in some local mini-competitions in a variety of skills competitions ranging from heavy equipment mechanics to photography to hairstyling. A celebration of with students and families to acknowledge the winners was held in the Spring.</p>

<p>Increase cooperative education opportunities for students and expand community partnerships.</p>	<p>September 2021- August 2022</p>	<p>●</p>	<p>Students continue to be offered cooperative education opportunities across a variety of economic sectors based on student interest, and with a variety of community partners.</p> <p>Outcome: Many students across the district engaged in face-to-face placements throughout the 2021-22 school year, while completing the other portions of their program through eLearning.</p>
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