

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

STRATEGIC PLAN

2009 - 2013

WE WILL: ENSURE INCREASED INDIVIDUAL STUDENT ACHIEVEMENT

STRATEGIES	EVIDENCE OF ACHIEVEMENT
1. The Board's priorities will ensure that resources are focused on student achievement.	<ul style="list-style-type: none"> ➤ KPDSB students will show improvement in achievement in the following areas: <ul style="list-style-type: none"> ✓ Literacy assessments as contained in annual Literacy Report ✓ Oral language assessments ✓ Ministry of Education Nine indicators of Student Success ➤ All participating KPDSB students will achieve level 2 or higher on EQAO provincial assessments ➤ 75% of KPDSB students will achieve at a level 3 or 4 on EQAO provincial assessments ➤ The percentage of students who are successful on the OSSLT increases annually ➤ The percentage of students earning a high school diploma will reach 90% ➤ Safe Schools indicators show an improvement in student behaviour ➤ Evidence of the use of character attributes within the school culture ➤ School climate surveys show annual improvement ➤ Ongoing monitoring at the system and classroom level indicates alignment in focus and implementation of Ministry and Board initiatives
2. Integrate the School Effectiveness Framework and processes into ongoing system and school based self assessment and improvement planning.	
3. Develop the leadership capacity of employees so that each individual contributes to student achievement goals.	
4. Base achievement decisions upon best practice and research.	
5. Finance, Facilities, Information Systems, Pupil Transportation, & Human Resources will be managed to support optimum learning conditions and progress.	
6. Embed Principles of Operation in our practices.	
7. Embed character development activities based on the KPDSB attributes.	
8. Maintain safe and supportive environments in which students can succeed.	

Date approved: June 8, 2009

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| 9. Ensure school facilities support current instructional practices. | |
| 10. Ensure communication is a part of all the initiatives of the Board. | |
| 11. Enhance existing and seek new partnerships that contribute to student success. | |
| 12. Explore and adopt innovative practices to mitigate the effects of distance. | |

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WE WILL: ENSURE PROGRAMS AND RESOURCES MEET THE NEEDS OF ABORIGINAL* STUDENTS

STRATEGIES	EVIDENCE OF ACHIEVEMENT
1. Make our decisions for Aboriginal programming based on data-analysis practices.	<ul style="list-style-type: none">➤ The gap between achievement of Aboriginal and non-Aboriginal students is reduced annually in the following areas:<ul style="list-style-type: none">✓ EQAO assessments✓ Oral language assessments✓ Ministry of Education Nine Indicators of Student Success✓ Graduation rates➤ All participating Aboriginal students will achieve level 2 or higher on EQAO provincial assessments➤ Aboriginal students achieving at a level of 3 or 4 on EQAO provincial assessments is increased annually➤ Professional Development opportunities for all staff are designed to assist in meeting the needs of Aboriginal students➤ Professional Development opportunities are provided for teachers of Aboriginal programs
2. Support curriculum that reflects the Aboriginal experience.	
3. Strengthen communication practices with Aboriginal partners.	
4. Support recruitment strategies to increase the number of Aboriginal employees within the board.	
5. Staff development will include training in Aboriginal culture and learning styles.	
6. Pursue funding in support of programs and resources to support Aboriginal students.	
7. Implement First Nation, Métis and Inuit Education Policy Framework.	

- *The term Aboriginal is used to identify students of First Nation, Métis or Inuit Ancestry.*

Date approved: June 8, 2009