

a r a n	Belong		Achieve		Reconcile		Lead		Inspire	
	B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
	B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
	B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
			A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.	

SAFETY AND WELL BEING OF STUDENTS AND STAFF

Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
B1, A1, I1	Provide a tiered level of support for student mental health needs	<ul style="list-style-type: none"> Ensure all students at all levels of need are provided with prevention and intervention mental wellness activities Provide resources and coaching to educators on classroom management strategies pertaining to students experiencing challenges in mental wellness Ensure there is a focus on social emotion learning in the classroom by providing presentations to students that involve teachers and ensure that social emotional learning materials and resources are distributed for ongoing use. Implement tier two programming for elementary students who are identified as needing more assistance and intervene using group modalities Continue to provide individual counselling in schools delivered by registered Social Workers. 	<ul style="list-style-type: none"> Create caring conditions for learning Develop social and emotional skills Strengthen mental health knowledge Provide mental health support for students with mild to moderate challenges Ensure strong system pathways to community mental health providers for students and families needing more intensive support 	<ul style="list-style-type: none"> PD provided to all staff at all schools on how to ensure mentally healthy classrooms and schools. (September 2021) Implementation of the SNAP for schools program across 11 classrooms (Grades 1-4) (2021-2022) Social Work services delivered to over 350 students as of March 1, 2022.

<p>L1, B1, B2, A4, I4, I1</p>	<p>Engage families, community, school and program leaders in mental wellbeing promotion</p>	<ul style="list-style-type: none"> • Enhance confidence and competence in the areas of crisis intervention and how to support students • Ensure staff have the opportunity to take SMHO developed Mental Health Literacy course at the elementary, secondary, guidance and administrator level. • Ensure students are provided the opportunity to learn in class social emotional learning strategies, basic mental health literacy as well as mental wellness and self-care. 	<ul style="list-style-type: none"> • Collaboration with school and system partners and establishment of clear roles and responsibilities which creates strong pathways for students and families in need of additional mental health support • Assurance of mentally healthy spaces for learning and provision of emotionally safe environments that promote academic achievement • Collaboration with caregivers to create circles of support that ensure supports are available for students and there is a wraparound approach • Partnering with community providers to ensure there are clear pathways to more intensive services when needed • Promote school mental health and wellbeing events and activities on the Board and Wellness social media accounts to ensure the information is disseminated to a wide-ranging audience. 	
<p>A4, B1, L2, I1, B3</p>	<p>Establishing the organizational conditions necessary for embedding mental health into the fabric of our daily routines and tasks</p>	<ul style="list-style-type: none"> • Work with Board leadership, school leadership, and designated school wellness champions to ensure knowledge tools and resources staff need are disseminated effectively. • Take time to establish a warm welcoming environment where relationships are prioritized so everyone is ready and able to learn. Students, staff, and families have endured many changes, challenges and disruptions. Practice with kindness and compassion • Ensure there are opportunities for those working directly with students to acknowledge when students are experiencing difficulties and challenges and pathways are in place for referrals to be made if needed. • Create space for respectful conversations about students’ lived realities. Safety, inclusion, equity and belonging are key foundations for student mental health. 	<ul style="list-style-type: none"> • those focused on providing services to students are utilizing evidence-based frameworks and tools in their practice • Communication of the Mental Health Strategy in all areas of the board • Promotion of mental wellbeing and resources to ensure a culture of wellness for staff 	

		<ul style="list-style-type: none"> Promote mentally healthy schools for staff, students and families. We know that adult mental health mediates child and youth mental health 		
L2, B2, L3, I1	Provide the opportunity to increase capacity and knowledge focused on the areas of mental wellbeing, mental health promotion and prevention by way of professional development and training initiatives, educational opportunities, and awareness activities	<ul style="list-style-type: none"> Enhance confidence and competence in the areas of crisis intervention and how to support students Ensure staff have the opportunity to take SMHO developed Mental Health Literacy course at the elementary, secondary, guidance and administrator level. Ensure students are provided the opportunity to learn in class social emotional learning strategies, basic mental health literacy as well as mental wellness and self-care. 	<ul style="list-style-type: none"> The ongoing learning and development in the area of mental wellbeing for all, staff and students 	<ul style="list-style-type: none"> All educators are asked to remain present in any classroom presentations and sessions regarding mental health and wellness (SNAP for schools, stress lessons, mental health and wellness) to ensure they are learning with their students and are provided the resources to carry over programming after the sessions have been completed.
B1, B2, A4, L2, I2, I5	Equipping staff with the skills and strategies to support their personal well-being while also contributing to building a sense of community, belonging, gratitude and recognition for themselves and others	<ul style="list-style-type: none"> Review and implement SBCI Mental Health Resilience Program Provide “supporting employees in the workplace” training for supervisors Provide “building resilience” training for all staff Ensure EAP services are communicated and available to staff Develop policy that discourages excessive work after hours. Continue the practice of scheduling and approving of vacation usage in a timely manner 	<ul style="list-style-type: none"> Staff report feeling a sense of positive organizational culture Staff report the work environment is one where they feel respected and recognized for their work Staff feel connected to their work Implementation of mental health resilience program 	
B1, L3, I5	Ensuring the safe operations of all LDSB facilities and programs	<ul style="list-style-type: none"> Continue to conduct QMI reviews Continue to ensure ventilation operating as designed System review of workplace H&S incidents Ensure H&S topics are a focal point of system and school meetings Implement training calendar for CUPE 	<ul style="list-style-type: none"> School and workplaces are safe and healthy places to learn and work All staff receive ongoing training relevant to positions Reduction of H&S incidents 	
B1, L3, I5	Continuous capital improvements in board facilities ensuring health and safety of	<ul style="list-style-type: none"> 5 year/annual capital plans developed with input from board data and system input 	<ul style="list-style-type: none"> Board facilities are well maintained and safe, healthy and welcoming places to work and learn Planned improvements to air flow 	

	<p>students and staff, while ensuring facilities are well maintained</p>	<ul style="list-style-type: none"> • Continuation of air flow studies and plan to implement recommendations • Completion of boiler inspections • Review of maintenance department and processes • Design and train staff on TSSA approved HVAC maintenance curriculum 	<ul style="list-style-type: none"> • HVAC systems well maintained • Maintenance work orders are completed timely 	
<p>A2, B2, L3, L4, I5</p>	<p>Decrease staff absenteeism & unfilled positions</p>	<ul style="list-style-type: none"> • Review board absence data • SBCI review board Attendance Support Program and provide recommendations • Internal audit/SBCI review board Disability Management Program and provide recommendations • Consult with stakeholders on absenteeism and unfilled positions • Develop strategic plan on absenteeism • Review SFE system and current processes and provide recommendations for increased efficiencies and reduced unfilled jobs • Continue to utilize rovers and permanent supply staff to reduce unfilled positions • Review recruitment practices and position qualifications • Communicate absence approval requirements 	<ul style="list-style-type: none"> • Reintroduction of board attendance support program • Communicate disability management program • Improved system efficiencies • Reduction in staff absenteeism • Reduction in unfilled positions 	

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EQUITY AND INCLUSIVITY				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
B1, B2, B3, A2, A4, I1, L2	Foster human rights and equity so that all students can belong and can achieve their potential and especially including students who have been historically and currently under-served.	<ul style="list-style-type: none"> Continue learning and development to build staff capacity to foster a respectful and equitable climate for students and staff including those who identify as Indigenous, people of colour, persons with disabilities and members of LGBTQIA+ communities. Learn about student diversity at LDSB. Share aggregate data with students, families and communities. Share student demographic data to aid planning. Determine the necessary analyses of the student identity data in relation to student outcome data. 	<ul style="list-style-type: none"> Students and staff experience welcoming, safe, respectful, accessible, inclusive and healthy learning and working environments We will better understand student diversity Identify and address barriers or disparities with respect to student well-being, belonging and success 	
B1, B2, B3, A2, A4	Identify and address discriminatory barriers and practices because of race, ancestry, ethnic origin, place of origin, citizenship, colour, creed (religion), sex, marital status, family status, sexual orientation, gender identity, gender expression, age or disability, as well as promote inclusion for students experiencing barriers due to socio-economic status.	<ul style="list-style-type: none"> Provide equitable hiring training to those involved with outreach, recruitment and selection – starting with hiring senior administrators, principals and teachers. The objectives are to increase capacity to: <ol style="list-style-type: none"> Apply human rights principles and protection in the recruitment and selection process. Reduce bias and increase objectivity in decision-making. Share strategies to broaden the applicant pool and assess outcomes. 	<ul style="list-style-type: none"> The identification and elimination of discriminatory barriers and practices. Promote equitable hiring to encourage and support a diverse workforce Reduce bias in decision-making. 	

		<p>4. Operationalize the Teacher hiring policy and procedures.</p> <ul style="list-style-type: none"> • Develop a Conflict of Interest policy for employees to reduce likelihood of favouritism and nepotism 		
B1, B2, B3, A2, A4, L2, L3	Understand and disrupt the harmful effects of anti-Indigenous racism, racism, Islamophobia, Anti-Semitism, sexism, homophobia, transphobia, biphobia, ableism and other “isms” that affect the lives of students and staff at the Board	<ul style="list-style-type: none"> • Provide learning and development to engage administrators with disrupting discrimination • Share strategies for promoting equity and inclusion at schools • Examine the student discipline policy and opportunities to support positive interventions and the use of progressive discipline. • Develop capacity to identify and address hate activities in accordance with Policy 7030 • Implement the anti-sex trafficking protocol and related education 	<ul style="list-style-type: none"> • Communication about equity and inclusive education issues and highlight the success with addressing them. • Promote human rights and procedural fairness in matters related to student support and discipline. • Identify, address and track hate activities • Promote awareness and support related to anti-sex trafficking 	
B1, A1, A4	Ensure the Board meets the standards put forth in the Accessibility for Ontarians with Disability Act (AODA) by refreshing the Board’s multi-year plan	<ul style="list-style-type: none"> • Annual review of accessibility standards adherence • Refresh of board multi-year accessibility plan • Continue to bring accessibility lens into capital plans • Update accessibility information on board website and employee portal 	<ul style="list-style-type: none"> • Board policies, procedures and practices in all spaces, buildings and programs meet the standards put forth in the Accessibility for Ontarians with Disability Act • Board staff foster a culture and equity and inclusion 	
B1, A2, R3, L3, I5	Develop a comprehensive, fair and equitable recruitment, hiring and promotion strategy	<ul style="list-style-type: none"> • Create equitable hiring procedures under policy 7020 – Equitable Employment • Update job descriptions and conduct a job evaluation process (non union) 	<ul style="list-style-type: none"> • The hiring procedures will align with ministry guidance • Implement necessary changes arising from the job evaluation process 	
B2, A4, R3, I3, I4	Maintain ongoing communication with current stakeholders through a variety of channels	<ul style="list-style-type: none"> • Continue to maintain social media presence and positive optics 	<p>School communities, staff and stakeholders are continuously aware of programs, events, and activities.</p> <p>Continued engagement from parents and guardians, staff and community members on social media platforms</p>	

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QUALITY OF LEARNING				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
A1, A2, A3, A4, L2, B1, I2	Support secondary school teams in the development and implementation of the grade 9 curricula.	<ul style="list-style-type: none"> Create a program department position dedicated to de-streaming implementation. Provide focused training for all grade 9 teachers, including training on diverse learners, their needs, and assistive tools/strategies to support them. Support and enhance implementation of Academic only Grade 9 courses (French, English, Geography and Science). Strengthen the secondary transition planning process (Grade 7, 8, 9 teachers, principals, transitions staff, students, parents/guardians) to support informed decision-making and course selection for post-secondary pathways Share best practices from grade 9 math de-streaming. 	<ul style="list-style-type: none"> More consistent grade 9 learning outcomes between schools. Better knowledge mobility between worksites. Better knowledge mobility between students. Increased student self-efficacy and confidence. De-streamed course pass rates will exceed those of the applied equivalents. 	
A1, A2, A3, A4 B1, B2, I1, I2	Support students and families regarding the course selection process in secondary.	<ul style="list-style-type: none"> Create a standard communication plan for Grade 8 teachers, which outlines pathways (differentiate AP from grade 9 courses). 	<ul style="list-style-type: none"> More students taking academic pathways in grade 10 and beyond. Increased credit accumulation 	

		<ul style="list-style-type: none"> • Provide clear direction for grade 9 teachers regarding streaming recommendations that they give to students leaving grade 9 • Ensure consistent messaging from guidance staff that limits re-streaming where possible. 	<ul style="list-style-type: none"> • Increased graduation rates and post-secondary registration • More consistent and informed course selection to improve course delivery. 	
B1, B2, A1, A2, A3, A4, L2,	Work with school staff in ensuring all staff understand the benefits of de-streaming, and the best practices and resources to be implemented in classrooms.	<ul style="list-style-type: none"> • Provide professional development on the benefits and success of de-streaming, as well as shared best practices that benefit all learners. • Ongoing central meetings for 'de-streaming planning teams' (chairs and select worksite staff). 	<ul style="list-style-type: none"> • Shared strategies, formats and tasks that support a de-streamed environment. • Increased adoption/implementation of instructional practices that support a range of learners. • Increased capacity of educators teaching de-streamed curriculum. 	
B1, B2, B3, A1, A2, A3, A4,	By June 2023, increase the graduation rate from 71% to 74% of the 5-year cohort.	<ul style="list-style-type: none"> • Early intervention by school student success teams to rescue credits (e.g. midterm, day 20), especially in grades 9 and 10 (16 by 16) • Credit opportunities for students outside the school day (Con. Ed. offerings in summer/evening, PLAR, etc.). • Monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation. • Monitor and support Graduation Goals from School Learning Plans. • Credit accumulation through enhanced summer semester programming including reach-ahead and catch-up opportunities. 	<ul style="list-style-type: none"> • Increased credit accumulation rates for grade 9 and 10 students to support graduation. • Students will have multiple and varied opportunities to attain credit requirements for graduation. 	
A1, A2, A3, A4, L2, L3	<p>By June 2022, the number of first-time eligible students writing the OSSLT will increase from 79.2% to 81%.</p> <p>By June 2023, the number of students who are meeting the provincial standard for reading as measured by the OSSLT will increase from 81% to 83%.</p>	<ul style="list-style-type: none"> • Provide professional development on structured literacy strategies (based on recommendations from Right to Read) for all teachers. • Secondary Program Department will support literacy plan initiatives/literacy goals and collect best practices to support future planning and implementation. • Provide practical ways for teachers to see how structured literacy skills (based on evidence-based strategies) can be incorporated into all classrooms. 	<ul style="list-style-type: none"> • Success rate on the OSSLT amongst first-time eligible writers towards goals. • Improve results of exceptional students by 2% per year. 	

	By June 2024, the number of students who are meeting the provincial standard for writing as measured by the OSSLT will increase from 83% to 85%.	<ul style="list-style-type: none"> Structured and explicit intervention for students with low literacy skills. 		
B1, B2, B3, A1, A2, A3, A4, I3, L2, L3	Facilitate E-Learning opportunities, and tracking in order increase student completion of requirements for OSSD.	<ul style="list-style-type: none"> Support E-Learning teachers in developing engaging courses and supports geared specifically for E-Learning students. Student/Parent information opportunities on the benefits of e-Learning and how it is used in post-secondary education and the workforce. Increase the number of sections and offerings of e-Learning courses available in the system to support all student pathways. Provide Professional Development (PD) to support quality improvement in the delivery of eLearning courses. 	<ul style="list-style-type: none"> Students will meet E-Learning graduation requirements to prepare for their post-secondary plans. Increased number of students, year over year, accessing elearning. Increased student retention and credit accumulation year over year in E-Learning. 	
B1, B2, B3, A1, A3, A4, I4,	Increase the number of students and families considering the apprenticeship pathway as a post-secondary destination such as college and university.	<ul style="list-style-type: none"> Face-to-face conversations with classes, individual students, parents, teachers, and community partners. Consistent reinforcement and comparisons of skilled trades to other career pathways. Promote the benefits of a post-secondary pathway in the skilled trades to other pathways. Pathway choice should complement students' interests, passions, strengths, and skills. 	<ul style="list-style-type: none"> Increased number of students with the knowledge of the skilled trades pathway as a potential choice post-secondary. Increased number of students entering the skilled trades as a post-secondary path. 	
B1, B2, B3, A2, A3, A4, L2,	Increase application of research-based assessment practices that incorporate Observations and Conversations .	<ul style="list-style-type: none"> Include assessment/evaluation professional development as part of NTIP each year. Through de-streaming professional development opportunities, work to build teacher capacity in triangulation of assessment. 	<ul style="list-style-type: none"> Varied assessment and evaluation opportunities (product, observation, conversations) that are more representative of student abilities. Increased credit attainment. 	
A1, A3, A4, B1, I1, R2	Improve student sense of well-being and belonging in schools, as measured in student surveys.	<ul style="list-style-type: none"> Incorporate more culturally responsive pedagogical practices in grade 9 courses (through de-streaming) Increase culturally diverse representation (voice, art, learning opportunities) that are made visible in our schools. 	<ul style="list-style-type: none"> Improved attendance and engagement of students. Greater student voice within the school. 	

<p>A1, A2, A3, A4, B1, R2</p>	<p>Increase opportunities for experiential and inquiry-based learning for all students.</p> <p>Rebuild consistent relationships with community partners and improve repeatability and sustainability of experiential activities.</p>	<ul style="list-style-type: none"> • Link curriculum to inquiry-based learning that is responsive to student interest from K to 12. • Re-engage community partnerships that have been dormant since the onset of Covid-19. • Leverage new curricula in K-12 math and science for experiential activities (e.g. coding robots) • Link inquiry-based learning opportunities to Indigenous ways of knowing and learning. 	<ul style="list-style-type: none"> • Increased number of out-of-classroom experiential learning activities. • Increased the number of inquiry-based learning opportunities for students within the classroom (virtual visits, classroom guests, hands-on learning opportunities) 	
<p>A1, A2, A3, A4, B1, I1</p>	<p>Provide targeted re-engagement opportunities and supports for students and families re-engaging post-Covid. Focus on both academic skills and general learning skills (including stamina for academic engagement)</p>	<ul style="list-style-type: none"> • Increase use of asset-based and trauma-informed practice. • Provide opportunities to connect with families of students who have demonstrated limited engagement 	<ul style="list-style-type: none"> • Increased attendance. • Increased engagement and achievement of curriculum expectations and attainment of credits. • Increased graduation rates. 	
<p>A1, A2, A3, A4, L2, L3</p>	<p>Support later-literacy intervention strategies and differentiated instruction approaches, with a focus on improving outcomes for all students.</p>	<ul style="list-style-type: none"> • Select and define the tier 2 and 3 interventions in secondary. • Establish the criteria for identifying secondary students requiring tier 2 and 3 interventions by using an approved assessment or screener. 	<ul style="list-style-type: none"> • A plan for tier 2 and 3 identification, screening and intervention will be established. 	
	<p>Build capacity as a system in meeting the needs of all students and ensure a range of appropriate placements, supports and services</p>	<ul style="list-style-type: none"> • Ongoing professional learning in UDL and DI for school staff • On-going partnerships and planning with community agencies • Conduct a special education review • 	<ul style="list-style-type: none"> • Updated special education plan • Tiered intervention and placement options to support the needs of all students 	
	<p>Respond to the school related recommendations in the Ontario Human Rights Commission Right to Read Report</p>	<ul style="list-style-type: none"> • Ongoing, timely screening and assessment for students with significant reading difficulties • Tiered level of interventions provided in all schools to respond to student need in the area of literacy 	<ul style="list-style-type: none"> • Increase in the number of students reading at grade level • Increased access to tiered interventions and assessment for students with, or suspect of, a learning disability 	
	<p>Continue to support students and families with an Autism Spectrum Diagnosis</p>	<ul style="list-style-type: none"> • Increase training and professional learning opportunities to support students with an Autism Spectrum Diagnosis 	<ul style="list-style-type: none"> • Inclusive and supportive classroom environments that focus on individual student need 	

		<ul style="list-style-type: none"> Continued partnerships to ensure students with an ASD have access to Applied Behaviour Analysis and other required supports 		
A1, A2, A3, A4, B2, R2	Facilitate computational thinking and coding skills across the curriculum to engage and empower students to be creators of technology solutions.	<ul style="list-style-type: none"> Support robotics initiatives and clubs at each school at the secondary level. Incorporate coding into cross-curricular numeracy and literacy to explore concepts such as patterning, art and connections to students' cultures. 	<ul style="list-style-type: none"> Students will have digital skills and an understanding of new technologies to solve real-world problems that are vital across all sectors of the global economy. Students will be engaged and empowered as creators of technology solutions and not only as consumers. Increased number of underrepresented groups, including girls, Indigenous youth, and youth living in rural, remote, and Northern communities. 	
A1,A2, A4, L2	Support elementary school teams in the implementation of a consistent literacy scope and sequence in English and French.	<ul style="list-style-type: none"> Create consistency within and across schools and build awareness of the sequence of skills that students need to develop to become successful and proficient readers. 	<ul style="list-style-type: none"> Creation of a scope and sequence that is detached from a particular program. 	
A1, A2, L2	Consistent screening tools will be used in every classroom with all students in literacy and numeracy.	<ul style="list-style-type: none"> Determine the evidence-based tools that will be used in literacy and numeracy. Provide training for staff in the use of these evidence-based tools. 	<ul style="list-style-type: none"> Students requiring further instruction and classroom interventions will be identified and supported through explicit instruction. 	
A1, A2, A3, A4, L2, L3	Establish tiered intervention for literacy.	<ul style="list-style-type: none"> Identify and implement tier 1 classroom practices. Select and define tier 2 interventions. Expand tier 3 interventions to all schools (i.e., Empower). 	<ul style="list-style-type: none"> Data will inform appropriate and targeted interventions for all students which will lead to more consistent achievement. Increased number of students reading at grade level All schools will provide tier 3 interventions to students s that require it. 	
A1, A2, L2	Support school teams in the implementation of the math curriculum.	<ul style="list-style-type: none"> System training for consistent, standard practice (e.g. DLF). Update the Comprehensive Math Program document. Identify a consistent system long-range plan Identify recommended number of minutes for math instruction by grade. 	<ul style="list-style-type: none"> Consistent standard practices across the system. Release an updated Comprehensive Math Program document. Have an agreed-upon system long-range plan. Increased adherence to recommended math instruction minutes. 	

A1, A4, L3, I4	Solidify the relationship between the school team and community partners (Speech-Language Pathologists to coordinate sharing of data.	<ul style="list-style-type: none"> • Early Years Lead and Special Education Principal meet with community partners for Early Years Screening and support. • Ensure that SLP screening and interventions support classroom instruction. 	<ul style="list-style-type: none"> • Reduction of duplication of services • More streamlined support in the early years by educators, facilitators and speech-language pathologists. 	
B1, B2, B3, A1, A2, A3, A4, R2	Support kindergarten educator teams in the inclusion of explicit literacy and numeracy learning opportunities in an inquiry-learning model.	<ul style="list-style-type: none"> • Provide program guidelines and professional development for Early Years Educators. • Explicit literacy and numeracy instruction through an inquiry model. • Structured outdoor learning opportunities. 	<ul style="list-style-type: none"> • Consistent use of a balanced approach to inquiry learning and explicit literacy instruction. 	
B1, B2, B3, A1, A2, A3, A4, R2	Review the format and feasibility of Grade 7/8 Academies.	<ul style="list-style-type: none"> • Restart the Grade 7/8 Academy Model following COVID. • Resume the academy committee to align the vision of academies. 	<ul style="list-style-type: none"> • Comprehensive review of the Grade 7/8 academy model with recommendations for continuing, expanding or removing. 	
L2, B2, A2	Develop a consistent training plan for NTIP.	<ul style="list-style-type: none"> • Provide ongoing professional learning sessions with special attention to those who may have missed training due to COVID restrictions. • Ensure all NTIP teachers have a mentor relationship that allows them to build webs of learning. • Focus on additional support for French Immersion NTIP teachers. 	<ul style="list-style-type: none"> • New teachers (permanent) will continue to be supported after they complete 2 successful TPAs up to 5 years. • Increased teacher capacity and retention. • Increased mentorship relationships and learning webs across the school board. 	
A1, A2, A3, A4, B2, B3	Build understanding of STEP in making responsive instructional decisions to best support ELLs at all levels of English language proficiency, including a focus on what to do when students are not progressing. (K-12)	<ul style="list-style-type: none"> • Ensure instruction is responsive to STEP. • ELL mode: in-class support combined with targeted English language instruction. • Support school teams with the implementation of the system Special Education Protocol for ELLs. • Determine a way to gather and track student information for ELLs centrally and use that information to inform system decisions (K-12). 	<ul style="list-style-type: none"> • Accommodations and modifications for those who require them. • ELLs will receive the support required to develop the English necessary to be successful in Ontario schools. • ELLs will be able to access special education support when necessary. • ELL information will be accessible centrally and will be used to make system decisions. • ELL link for staff on the board website. • Link to special education protocol on the board website. 	

			<ul style="list-style-type: none"> Consistent use of Elite ELL Module. 	
A1, A2, A3, A4, L2	Increase the number of students choosing Core French courses up to Grade 12.	<ul style="list-style-type: none"> Strengthen FSL learning teams in secondary schools. Provide professional development and planning including FSL secondary teachers for grade 9 de-streamed classes. 	<ul style="list-style-type: none"> Increased number of students graduating with Grade 12 Core French. Increased confidence in students speaking in French. 	
A1, A3, A4, B3	Increase DELF certification for our Grade 8 FI and Grade 12 CF/FI students.	<ul style="list-style-type: none"> Consistently administer DELF assessment in Grade 8. Increase the participation of the number of Grade 12 students challenging the DELF assessment. 	<ul style="list-style-type: none"> Increased numbers of students achieving DELF certification at grade 8 and grade 12 levels. 	
A1, A2, A3, A4, B3	Monitor Secondary FI course offerings to retain FI students in senior grades.	<ul style="list-style-type: none"> Retention and recruitment of staff Investigate course offerings at a senior level. 	<ul style="list-style-type: none"> Increased number of students graduating from French Immersion. 	
A1, A4, L2, L3, I5	Infrastructure will be in place that will ensure stable connectivity, while providing teaching staff technical and implementation support to support our in person and remote learners	<ul style="list-style-type: none"> Implementation of backup network infrastructure – backup power supplies on all network switches, routers, and Wi-Fi access points and backup network connectivity for internet access Ensure infrastructure supports current and new remote learning opportunities Develop an annual replacement plan for teacher laptops and classroom projectors, smartboards and interactive screens Review internet services to meet the organizational needs Continue to embed IT training in all facets of academic professional development 	<ul style="list-style-type: none"> Prevent learning loss due to IT service outages Ensure teachers have the basic IT tools needed to deliver instruction 	
A1, A4, L3, L4, I5	Develop a 3-year IT strategic plan that includes a sustainable technology refresh plan enabling all students and staff access to devices	<ul style="list-style-type: none"> Review regional standards on providing devices for grades JK to 12 students Develop board standards on device allocation for grades JK to 12, including refresh schedules for students and classrooms devices Annually re-assess proper device allocation levels for different grades depending on program and classroom needs 	<ul style="list-style-type: none"> An approved 3 year IT strategic plan that will support our students and staff. 	

<p>A3, A4, R2, L3, I1, I4</p>	<p>Provide students and educators with learning opportunities that will enrich outdoor stewardship and active, healthy living by making purposeful connections between nature, the outdoors, physical activity, healthy living and the Ontario curriculum</p>	<ul style="list-style-type: none"> • Support professional development opportunities and outdoor learning experiences with Kingfisher, community partners and school-based teams • Focused strategies in place to support extending learning outdoors and building capacity • Continue to include outdoor learning spaces and outdoor classrooms in capital plans 	<ul style="list-style-type: none"> • Development of leadership capacity and environmental stewardship in educators and students • Students & staff demonstrate increased use of practices in outdoor education, physical activity and healthy living 	
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	Belong		Achieve		Reconcile		Lead		Inspire
B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
		A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.

INDIGENOUS EDUCATION				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
R1, R2, R3	Focus on re-engagement post COVID for urban and remote First Nations students and families	<ul style="list-style-type: none"> Provide relationship-building opportunities between school staff and students, families, and communities Focus on holistic supports for re-engaging students Work collaboratively with community agencies to meet the needs of students and families 	<ul style="list-style-type: none"> Increased attendance Increased graduation rates Increase family engagement 	
R1, R2, R3	Increase credit accumulation, graduation rates and achievement data for self-identified First Nations, Métis and Inuit students.	<ul style="list-style-type: none"> Support teachers in implementing culturally relevant and responsive pedagogy. Use self-identified student data to direct and guide training, supports and resources in secondary schools Support and respond to data from school based Four Directions Programs (Indigenous Graduation Coach, First Nations, Metis, and Inuit Student Support Worker, Student Success Team) 	<ul style="list-style-type: none"> Increased achievement for self-identified First Nations, Metis, and Inuit students Increased graduation rates for self-identified First Nations, Metis, and Inuit students 	

R1, R2, R3	Increase leadership and mentorship opportunities and responsibilities for self-identified First Nations, Métis and Inuit students	<ul style="list-style-type: none"> • Provide space for Indigenous student voice in a variety of areas in school and board initiatives (I.e., Aboriginal Education Advisory Committee, Student Activities Council) • Expand mentorship opportunities cross-panel to support Indigenous student leadership 	<ul style="list-style-type: none"> • Increased participation of self-identified First Nations, Metis, and Inuit students in extra-curricular events and activities • Increased representation of self-identified First Nations, Metis, and Inuit students in leadership spaces 	
R1, R2, R3	Establish and maintain effective and reciprocal partnerships with Indigenous community organizations to support Indigenous students and families.	<ul style="list-style-type: none"> • Seek out opportunities to give back to community partners who support our work • Provide consistent connections and feedback opportunities with community organizations who support our work. • Attend and be active in community events connected to Indigenous education/relations. 	<ul style="list-style-type: none"> • Increased/maintain existing Indigenous community partnerships • Increased Indigenous student and family engagement 	
R1, R2, R3	Increase staff and educator knowledge, understanding and confidence to embed Indigenous histories, perspectives and knowledge systems in school and classroom communities	<ul style="list-style-type: none"> • Collect data from all staff to inform learning needs related to Indigenous pedagogy, histories, perspectives, and knowledge • Provide responsive professional learning opportunities connected to Indigenous histories, perspective, and knowledge 	<ul style="list-style-type: none"> • Increased confidence and awareness of Indigenous pedagogy, histories, perspectives, and knowledge • Increased participation during awareness events (I.e., Treaties Recognition Week, National Day for Truth and Reconciliation, etc.) 	
	Increase access and connections to land-based, experiential learning for students.	<ul style="list-style-type: none"> • Provide support for Kingfisher staff to learn and embed Indigenous content/perspectives into programming • Provide ongoing professional development for staff related to land-based and experiential learning 	<ul style="list-style-type: none"> • Increase number of students accessing land-based learning activities 	
	Collect and promote accurate data for self-identification of First Nations, Métis and Inuit students	<ul style="list-style-type: none"> • Ensure current data is accurate according to recent census information • Ensure consistent information shared during registration about the benefits and purpose of self-identification. 	<ul style="list-style-type: none"> • Increase number of students who self-identify as First Nations, Métis and Inuit to reflect more accurate student population 	

		<ul style="list-style-type: none">Promote self-identification at Welcome to Kindergarten nights and Grade 9 open house		
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	Belong		Achieve		Reconcile		Lead		Inspire
B1	Provide a safe, welcoming, equitable, accessible and inclusive environment that reflects the diversity of our community	A1	Provide programs and supports so that every student can achieve high levels of personal and academic excellence.	R1	Work with Indigenous peoples in the spirit of reconciliation to provide quality education.	L1	Empower collaborative and student - centred leadership	I1	Recognize that in order to be inspired and successful learners, students need to be safe, healthy and happy.
B2	Foster a school community within which every student and staff feels accepted and welcome to be actively engaged	A2	Research and implement wise practices in all we do.	R2	Embody the principle that Indigenous education is for all peoples.	L2	Provide professional development opportunities that support the priorities of the Strategic Plan.	I2	Foster hope, to support life-long learning
B3	Promote a culture for students to express themselves and their identities.	A3	Provide opportunities for student-centred growth and development.	R3	Incorporate Indigenous communities and leadership in all aspects of Lakehead Public Schools.	L3	Provide leadership and service excellence to enhance education for every student.	I3	Support students, parents, guardians, caregivers, staff and school community ownership of our Vision.
		A4	Provide relevant, inclusive, accessible, engaging, and responsive learning environments.			L4	Demonstrate Fiscal Responsibility through a financially balanced budget, supporting the goals of the Strategic Plan	I4	Recognize and enhance family and community partnerships.
								I5	Work toward the future.

CONTINUITY OF EFFECTIVE OPERATIONS				
Strategic Priorities	Goal	Actions/Strategies	Expected Outcomes	Actual Outcomes
L4, I5	Ensure financial sustainability of the system	<ul style="list-style-type: none"> Continuous alignment with funding Collaboration between funding envelopes and board objectives Review elementary & secondary school budget allocations Financial reports shared with all budget managers Regularly scheduled variance meetings with budget managers Provide financial training with new budget managers Review Café operations model, identifying efficiencies, opportunities Review Community Use model, identifying lost revenues Disposition of Surplus Properties Capitalize on energy efficiency projects Review projection and staffing processes 	<ul style="list-style-type: none"> Budget managers understand financial responsibilities and trained on financial reporting tools and requirements Budget supports operational and strategic plan Improved efficiencies in cafeterias Reduction of operating expenses Improved alignment between projections & staffing System will be financially stable 	
A2, L4, I5	Implementation of new Student Information System	<ul style="list-style-type: none"> Transition to new SIS Demonstrated functionality within the various integrated systems 	<ul style="list-style-type: none"> Successful phase 1 implementation of new SIS by end of 2122 	

		<ul style="list-style-type: none"> • Successfully complete test runs for all functional elements of the systems • Support provided by IT staff and subject matter experts in schools • Receive feedback on experience and satisfaction from staff • Integration of elementary Report cards – replacing Mx web 	<ul style="list-style-type: none"> • Continue implementation of phase 2 - Improve efficiency, access and reporting capabilities 	
A2, L4, I5	Implementation of Cloud based Finance system and improvement to processes	<ul style="list-style-type: none"> • Project team created • Review of integrated systems • Implementation plan developed and communicated to system • Functional areas tested • Training plan developed • Prepare electronic data management policy • Create shared directory of business practices 	<ul style="list-style-type: none"> • Transition to fully supported web-based system with more functionality • Customized reports will be developed to provide better financial information • End users will be trained • Implementation of electronic data is protected 	
A2, L4, I5	Implementation of improvements to HRIS and processes	<ul style="list-style-type: none"> • Review Edsembli audit of HRIS system and implementation of recommendations • Develop, test and Implement CUPE electronic timesheets • Implement Position control module • Implement onboarding/offboarding process • Continue to work on vacation scheduling • Review pay period procedures to identify areas of improvement • Investigate workflow and approval process improvement – paper vs electronic • Review of training practices for new employees to the board or employees to new positions • Ensure employee job descriptions are up to date 	<ul style="list-style-type: none"> • Improved functionality of HRIS system • Identify tools and system interfaces that will reduce manual processes • Improve operations of HR and Payroll departments • Provide improved and more timely reporting • Staff receive training that supports their core responsibilities 	
B1, B2, I4	Redevelop the external & internal facing websites to provide an accessible platform that promotes information sharing and engagement	<ul style="list-style-type: none"> • Feedback from management on format and content • Analytics on high traffic pages 	<ul style="list-style-type: none"> • Successful launch of updated external website • Develop a plan to improve the employee portal (internal website) 	

		<ul style="list-style-type: none"> • Design and content approved by senior team and managed by Communications and assisted by Computer Services • Upgrade employee portal to new platform • Departmental review and update of content • Communication of implementation plan to board employees 	<ul style="list-style-type: none"> • Implementation of improvements to internal website 	
A2, L4, 15	Continue to find efficiencies and cost savings while striving to maintain a high standard of service and safety in our transportation system	<ul style="list-style-type: none"> • Support the consortium in developing and implementing strategies to address school bus driver shortages. • Work with STSTB to review transportation practices, alternative modes of travel, routes, bell times to find efficiencies • Evaluate the use of GPS tracking and interior camera systems on contracted buses • Implementation of new transportation management software • 	<ul style="list-style-type: none"> • Decrease in school bus cancellation due to driver shortages • Providing a high standard of service for eligible students requiring transportation that falls within funding parameters • Continue to offer safe transportation services and timely communication to families 	
A2, L4, 15	Ensure continuity of all systems	<ul style="list-style-type: none"> • Review and update practices based on recommendations from Business Continuity Internal Audit, ECNO IT best practices, OSBIE cyber security review • Review current board disaster recovery plans • Review cyber security • Review feasibility of cloud-based services for existing IT systems • Schedule ethical hacking techniques – pen tests • Implement two factor authentication • Implement password management • Ensure cross training for key positions to avoid disruption in services • Review emergency plans regarding school and board office operations and update as required 	<ul style="list-style-type: none"> • Implementation of best practices with regards to disaster recovery and cyber security • Scheduled review of IT security practices • Increase board usage of cloud-based services • Ensure school and board operations are prepared for unscheduled, unplanned or emergency situations that may impact student education or wellbeing 	

<p>A2, L4, I5</p>	<p>Ensure maximum use of school space</p>	<ul style="list-style-type: none"> • Develop process to maximize use of school space • Promote opportunities for facility partnerships/community hubs • Host annual community partnership meeting • Review of Leases -review vs expenditures • School Utilization review • Develop plan for surplus properties 	<ul style="list-style-type: none"> • Stakeholders have knowledge of space availability • Facility partnerships/community hubs exist in schools • Updated school utilization 	
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