

Lakehead Public Schools – Director's Implementation Plan

Director’s Name: Sherri-Lynne Pharand

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Director’s Goals	Alignment with Board and Ministry Priorities	Actions	Measures of Progress	Anticipated Outcomes
<p><u>Student Achievement</u></p> <p>By the end of the current academic year, we will increase the percentage of students reading at or above standard by 3% through targeted interventions, the use of data and teacher professional development, as measured by the classroom and EQAO reading assessments.</p> <p>By the end of the current academic year, we will increase consistency in writing instruction and assessment through the implementation of writing exemplars, targeted instructional strategies, and regular feedback, as</p>	<p>Core academics</p> <ul style="list-style-type: none"> ○ EQAO Language 3,6 ○ EQAO Math 3, 6, 9 ○ Ontario Secondary School Literacy Test (OSSLT) <p>Pathways</p> <ul style="list-style-type: none"> ○ Job Skills ○ Enrollment in STEM ○ Prepared for Future <p>Indicators</p> <ul style="list-style-type: none"> ○ EQAO/OSSLT ○ Credit accumulation – 16 credits earned by age 16 (16/16) ○ Grad rates 	<p>See Student Achievement Plan See Math Action Achievement Plan Key Actions document</p> <p>Intentional use Of High Impact Teaching strategies in all classrooms</p> <p>Math and Literacy coaches in priority schools</p> <p>Data Literacy PD for administrators, educators, senior team</p> <p>Distributed leadership Forum</p> <p><u>Business Functions to support student achievement:</u></p>	<p>Acadience reading screening data Knowledgehook Assessments Report Card Marks EQAO Results Empower data</p> <p>Grades 9 and 10 literacy screener Grade 9 literacy pre-test</p> <p>English destreamed Grade 9 course Marks distribution</p> <p>OSSLT results for First Time Eligible</p> <p>Achievement gaps between Indigenous and non-Indigenous students and students with Special Education needs (EQAO and OSSLT)</p> <p>Student attitudes towards math Math data collection for the ministry</p>	<p>Improved reading outcomes Improved consistency in writing across elementary classrooms Improved math outcomes 100% student completion of IPP Increase in students participating in job skills 100% of school and system leaders will have access to regular and ongoing student achievement data School board departmental goals that contribute to student achievement</p>

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<p>reported in attitudinal surveys and through observation.</p> <p>By the end of the current academic year, we will increase the percentage of students achieving at or above standard in math by 3% in grade 3, 5% in grade 6 and 3% in grade 9, with a focus on improving fluency in number and algebra, through use of a scope and sequence, targeted instructional strategies, teacher professional development, and use of data, as measured by classroom and EQAO assessments.</p> <p>100% of grades 7-12 students will have the opportunity to set goals for future education, career / life plans with support from staff.</p> <p>We will increase the number of students taking senior science or Grade 12 math and participating in job skills programs as measured by enrolment and by participation in Ontario Youth Apprenticeship</p>		<p>Seek additional funding opportunities Reduce administrative functions to allow more attention by school leaders on student learning. Develop meaningful reports monthly department meetings to focus on goals</p> <p>All students complete an Individual Pathways Plan (IPP) and/or transition plan as appropriate.</p>	<p>Indigenous youth in job skills programs Departmental goal plans Budget reports</p>	

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<p>Program, dual credits and Specialist High Skills Major.</p> <p>By the end of the school year, we will contribute to student success by ensuring 100% of senior team and school leaders have ongoing access to student achievement data.</p> <p>Each school board business department will set three goals related to student achievement that will be monitored throughout the year through departmental goal meetings and staff meetings.</p>				
<p><u>Leadership</u></p> <p>By the end of the academic year, 100% of principals and managers will participate in a formalized growth plan process and receive ongoing feedback.</p> <p>We will grow the effectiveness of new leaders through a structured mentorship program as measured by leadership surveys.</p>	<p><i>Ontario Leadership Framework</i></p> <p>To successfully implement ministry priorities, a strong leadership team is a foundation.</p>	<p>Case studies at operations meetings</p> <p>Agendas out in advance</p> <p>LLTs (whole group and breakouts)</p> <p>Modelling and debrief</p> <p>Work through scenarios together (i.e., ongoing behaviour questions)</p> <p>Input regarding topics from administrators</p> <p>Strategic mentoring plan</p> <p>Administrator positive role models (ie. Share the best parts of the job)</p>	<p>Learning Conversations are consistent and on all agendas</p> <ul style="list-style-type: none"> - School Leaders and Managers complete an annual Growth Plan <p>Principal and vice principal pool Surveys</p> <p>Application to leadership positions</p> <p>Achievement of goals identified in growth plans</p>	<p>More staff will be interested in taking on leadership roles</p> <ul style="list-style-type: none"> - Leaders will feel prepared and supported to take on new roles <p>Increased number of leaders in applying to the leadership pools</p> <p>Increased number of internal applicants to leadership positions at the Board Office</p> <p>Stronger leaders through</p>

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<p>By the end of the academic year, we will develop aspiring leaders through the implementation of a mentoring/leadership program as measured by the number of participants who participate in the program and apply for leadership positions.</p>		<p>Ongoing professional learning on instructional leadership An intentional focus on superintendent preparation/mentoring and principal preparation/ mentoring Active recruitment Job shadowing Growth plans Create opportunities for system leadership experiences Invite future leaders to leadership events where appropriate Department cross-training</p>		<p>Attendance Toolkit the achievement of leadership goals</p>
<p><u>Attendance</u> By the end of the school year, we will work with families to increase by 10% the number of students in Grades 1–8 whose individual attendance rates is equal to or greater than 90% through the implementation of a tiered system of response, proactive supports, and the regular use of data to identify and address attendance issues, as tracked by monthly attendance reports.</p>	<p>Student Engagement and Well Being Indicator – Grades 1-8 Attendance</p>	<p>Attendance Dashboard Attendance Plan – early intervention and response School and system strategic communication plan Student Engagement Attendance Training - administrators Monitor the impact of transportation changes to attendance, especially in high needs schools</p>	<p>Attendance Data tracking and monitoring SBCI employee absence data Student attendance process is consistent among teachers and schools</p>	<p>Reduced staff and student absences</p>

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<p>By the end of the current year, we will work to decrease the number of sick days lost to an average of 10 days through effective implementation of the Attendance Support Program, including monitoring, support, and targeted interventions, as tracked by monthly attendance records.</p>		<p>Staff – attendance support program Staff – EFAP- mental health supports and programs Attendance Toolkit Engage Parent Involvement Committee on focus around attendance</p> <p>Celebrate success</p>		
<p><u>Culture</u></p> <p>By the end of the school year, the number of students in Grades 4 – 12 who were suspended at least once will decrease from 4% to 3% through the incorporation of culturally relevant pedagogy, mental health supports, restorative practices, and anti-bullying initiatives.</p> <p>By the end of the school year the percentage of Grades 6, 9, and 10 students who report being aware of mental health supports and</p>	<p>Student engagement and well being Indicator – Suspension rates Grades 4-8 and Grades 9-12 Truth and Reconciliation Equity Health & Safety Mental Health</p>	<p>Grades 7, 8 and Grade 9 careers</p> <p>Restorative practices training</p> <p>Mental health educator resources and training</p> <p>mental health champions at each school – contribute to staff meetings</p> <p>Common language to contribute to positive school culture</p> <p>Family/School Communication protocols</p> <p>Training to embed Indigenous perspectives in curricula</p>	<p>Monitor number of suspensions</p> <p>School Climate Surveys</p> <p>Monitor IEP creation</p> <p>Violent incident reports</p> <p>Graduation rate for students who have been historically marginalized</p> <p>Cell phone policy implementation</p>	<p>Reduced suspension rates</p> <p>More students being aware of mental health supports</p> <p>Student Engagement / Attendance and Achievement is improved for students who have been historically marginalized</p> <p>Reduction in violent incidents</p> <p>Use of restorative practices in all schools</p>

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<p>services, in order to seek supports for mental health, will increase to 80%.</p>		<p>Community partner student presentations</p> <p>Anti-racism, anti-discrimination, cultural safety training</p> <p>All schools have a bullying prevention/intervention plan and safe schools team</p> <p>Implement violent incident debrief processes</p> <p>Build a culture of learning across all schools with students and staff</p>		