Lakehead Public Schools Director's Implementation Plan

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Date of Plan Development: June 20 & 21, 2024

Date(s) Plan was updated: August 21 &

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will participate in a formalized growth plan process and receive ongoing feedback. We will grow the effectiveness of new leaders through a structured mentorship program as measured by leadership surveys. 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.	To successfully implement ministry priorities, a strong leadership team is a foundation.	Modelling and debrief Work through scenarios together (i.e., ongoing behaviour questions) Input regarding topics from administrators Strategic mentoring plan Administrator positive role models (ie. Share the best parts of the job) 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	- School Leaders and Supervisors/Managers complete an annual Growth Plan Principal and vice principal pool Surveys Application to leadership positions Achievement of goals identified in growth plans	- Leaders will feel prepared and supported to take on new roles Increased number of leaders in applying to the leadership pools Increased number of internal applicants to leadership positions at the Board Office Stronger leaders through Attendance Toolkit the achievement of leadership goals
Attendance By the end of the school year, we will work with families to increase by 10% the number of students in Grades 1 to 8 whose individual	Student Engagement and Well Being Indicator t Grades 1-8 Attendance	Attendance Dashboard Attendance Plan t early intervention and response School and system strategic communication plan Student Engagement	Attendance Data tracking and monitoring SBCI employee absence data Student attendance process is consistent among teachers and schools	Reduced staff and student absences

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attendance rate 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.		Attendance Training administrators Monitor the impact of transportation changes to attendance, especially in high needs schools		
By the end of the current year, we will work to decrease the number of sick days lost to an average of days through effective implementation of the Attendance Support Program including monitoring, support, and targeted interventions, as tracked by monthly attendance records.		Staff t attendance support program Staff t EFAP mental health supports and programs Attendance Toolkit Engage Parent Involvement Committee on focus around attendance Celebrate success		

Culture

By the end of the school year, the number of students in Grades 4 t 12 who were suspended at least once will decrease from 4% to 3% through the incorporation of culturally relevant pedagogy,

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mental health supports, restorative practices, and anti-bullying initiatives. 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 services, in order to seek supports for mental health, will increase to 80%.		Common language to contribute to positive school culture Family/School Communication protocols Training to embed Indigenous perspectives in curricula Community partner student presentations Anti-racism, anti-discrimination, cultural safety training All schools have a bullying prevention/intervention plan and safe schools team Implement violent incident debrief processes Build a culture of learning across all schools with students and staff	Graduation rate for students who have been historically marginalized Cell phone policy implementation	Reduction in violent incidents Use of restorative practices in all schools