






# 2023–2027 STRATEGIC PLAN

The Ottawa-Carleton District School Board is located on the traditional, unceded homelands of the Algonquin nation. In acknowledging the land on which we learn and work, we acknowledge a responsibility to the Algonquin people and a responsibility to honour the Algonquin cultural protocols.

## Mission:

To build a learning community that provides students with equitable opportunities to reach their potential and develop into respectful, creative, and knowledgeable community members who contribute to society.

|                                   |  Learning  |  Well-Being   |  Social Responsibility   |
|-----------------------------------|---|---|---|
| What does success look like?      | <ul style="list-style-type: none"><li>Improved student literacy</li><li>Improved student achievement in mathematics</li><li>Improved program quality and accessibility for all students</li></ul>   | <ul style="list-style-type: none"><li>Improved student mental health supports and resources</li><li>Enhanced safety to support the cultural, emotional, and physical well-being of all students and staff</li><li>Improved employee well-being and engagement</li><li>Improved educator-student relationships built on empathy, understanding, and respect for differences</li></ul>  | <ul style="list-style-type: none"><li>Continued progress toward reconciliation with Indigenous peoples</li><li>Strengthened student voice and leadership through fair and ethical decision-making</li><li>Improved environmental sustainability</li></ul>   |
| What work do we need to do?       | <ul style="list-style-type: none"><li>Train educators to implement renewed early literacy strategy</li><li>Provide direct supports to educators teaching math</li><li>Conduct a thorough review of learning programs (e.g., English, French Immersion, Special Education)</li><li>Center student voice in learning experiences and opportunities for credit choices, attainment, and recovery</li></ul>   | <ul style="list-style-type: none"><li>Renew mental health strategy with a focus on student engagement and leadership, building on individual, cultural, and community strengths</li><li>Review and revise strategies to support positive student behaviour</li><li>Develop anti-hate and anti-oppression strategies in collaboration with students</li><li>Develop targeted and meaningful strategies for staff wellness and injury prevention</li></ul>  | <ul style="list-style-type: none"><li>Renew commitments within the Indigenous, Human Rights and Equity Roadmap</li><li>Develop student competencies through a focus on Executive Functioning (e.g., planning, self-control, prioritizing tasks, staying focused, etc.) and Social Emotional skills (e.g., empathy, communication, building relationships, etc.)</li><li>Develop a greening plan and implement environmental initiatives in collaboration with Indigenous knowledge keepers</li></ul>  |
| How will we measure our progress? | <p>Progress Indicators:</p> <ul style="list-style-type: none"><li>Grade one literacy screener</li><li>EQAO provincial assessments and secondary literacy test</li><li>Report card data, credit accumulation, and graduation rates</li></ul> <p>Outputs:</p> <ul style="list-style-type: none"><li>Access to literacy programming for students with learning gaps</li><li>Improved educator efficacy in mathematics</li><li>New elementary and secondary program frameworks</li><li>Diversified learning experiences to meet students' goals</li><li>Participation in personally meaningful, student-driven learning experiences</li></ul> | <p>Progress Indicators:</p> <ul style="list-style-type: none"><li>School climate survey data and incident reporting</li><li>Data on student suspensions and expulsions by identity group</li><li>Data on staff absences and workplace violence</li><li>Staff survey data</li></ul> <p>Outputs:</p> <ul style="list-style-type: none"><li>Updated mental health strategy with yearly action plans</li><li>Renewed anti-bullying plan for prevention and intervention, with an equity framework</li><li>Staff training and professional development</li></ul> | <p>Progress Indicators:</p> <ul style="list-style-type: none"><li>Identity-based enrolment data by programs</li><li>Enrolment in Indigenous courses and programs</li><li>Waste reduction, recycling, and composting data</li></ul> <p>Outputs:</p> <ul style="list-style-type: none"><li>Regular ongoing collection of identity-based and self-identification data</li><li>Updated Indigenous, Human Rights and Equity Roadmap and annual action plans</li><li>Inclusive spaces that foster a sense of belonging</li><li>Enriched environmental education</li></ul> |
| How will we see impact?           | <ul style="list-style-type: none"><li>Improved access to programs for all students, to meet their learning needs, with a focus on marginalized and underserved groups</li><li>All students reaching their literacy milestones by the end of grade one</li><li>Increased achievement results for all students</li><li>Reduction in achievement gaps for marginalized and underserved students</li></ul>  | <ul style="list-style-type: none"><li>Improved access to mental health services and ability to support student mental health needs</li><li>An increase in student and staff sense of safety and belonging</li><li>Increased respect for the dignity of each person and awareness of rights and responsibilities</li><li>Collaboration between schools and community partners to support students with mental and behavioural needs</li><li>Improved wellness and engagement</li></ul>   | <ul style="list-style-type: none"><li>Increased Indigenous program offerings and Indigenization of classrooms</li><li>Improved access to programs for marginalized and underserved groups</li><li>Better representation in leadership of Indigenous and marginalized groups</li><li>Improved life and learning skills</li><li>Decreased OCDSB environmental footprint</li></ul>   |

## Our Values

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|---|--|---|---|
| <b>Equity, Inclusion and Accessibility</b><br>Creating an inclusive culture where every person is valued, diversity is respected, and barriers are identified and addressed, so that all students can achieve equitable outcomes regardless of their circumstances. | <b>Community Building</b><br>Fostering a supportive and inclusive learning environment that encourages engagement, trust, and collaboration, building on the learning from Indigenous, marginalized, and racialized communities. | <b>Responsible Resource Use</b><br>Making informed decisions to optimize the use of resources in support of teaching practices, student success, staff well-being, and good governance. | <b>Leadership Development</b><br>Promoting leadership and learning for students, staff, families, and the Board of Trustees, to encourage and support critical thinking, global awareness, and ethical decision-making. |
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### EXIT OUTCOMES — What we want for our graduates

#### CHARACTERISTICS

#### SKILLS

- Goal-oriented
- Innovative/  
Creative
- Collaborative
- Globally Aware
- Resilient
- Ethical  
Decision-makers
- Digitally Fluent
- Academically  
Diverse
- Effective  
Communicators
- Critical Thinkers