

2023–2027

Appendix C to 26 June 2023 Board

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.

Our Values

Equity, Inclusion and Accessibility

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.

Community Building

Fostering a supportive and inclusive learning environment that encourages engagement, trust, and collaboration, building on the learning from Indigenous, marginalized, and racialized communities.

Responsible Resource Use

Making informed decisions to optimize the use of resources in support of teaching practices, student success, staff well-being, and good governance.

Leadership Development

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.

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 |
|---------------|-------------------------|---------------|----------------|-----------|----------------------------|------------------|-------------------------|----------------------------|-------------------|

What does success look like?

- Improved student literacy
- Improved student achievement in mathematics
- Improved program quality and accessibility for all students

- Improved student mental health supports and resources
- Enhanced safety to support the cultural, emotional, and physical well-being of all students and staff
- Improved employee well-being and engagement
- Improved educator-student relationships built on empathy, understanding, and respect for differences

- Continued progress toward reconciliation with Indigenous peoples
- Strengthened student voice and leadership through fair and ethical decision-making
- Improved environmental sustainability

What work do we need to do?

- Train educators to implement renewed early literacy strategy
- Provide direct supports to educators teaching math
- Conduct a thorough review of learning programs (e.g., English, French Immersion, Special Education)
- Center student voice in learning experiences and opportunities for credit choices, attainment, and recovery

- Renew mental health strategy with a focus on student engagement and leadership, building on individual, cultural, and community strengths
- Review and revise strategies to support positive student behaviour
- Develop anti-hate and anti-oppression strategies in collaboration with students
- Develop targeted and meaningful strategies for staff wellness and injury prevention

- Renew commitments within the Indigenous, Human Rights and Equity Roadmap
- 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.)
- Develop a greening plan and implement environmental initiatives in collaboration with Indigenous knowledge keepers

How will we measure our progress?

- Progress Indicators:
- Grade one literacy screener
 - EQAO provincial assessments and secondary literacy test
 - Report card data, credit accumulation, and graduation rates
- Outputs:
- Access to literacy programming for students with learning gaps
 - Improved educator efficacy in mathematics
 - New elementary and secondary program frameworks
 - Diversified learning experiences to meet students' goals
 - Participation in personally meaningful, student-driven learning experiences

- Progress Indicators:
- School climate survey data and incident reporting
 - Data on student suspensions and expulsions by identity group
 - Data on staff absences and workplace violence
 - Staff survey data
- Outputs:
- Updated mental health strategy with yearly action plans
 - Renewed anti-bullying plan for prevention and intervention, with an equity framework
 - Staff training and professional development

- Progress Indicators:
- Identity-based enrolment data by programs
 - Enrolment in Indigenous courses and programs
 - Waste reduction, recycling, and composting data
- Outputs:
- Regular ongoing collection of identity-based and self-identification data
 - Updated Indigenous, Human Rights and Equity Roadmap and annual action plans
 - Inclusive spaces that foster a sense of belonging
 - Enriched environmental education

How will we see impact?

- Improved access to programs for all students, to meet their learning needs, with a focus on marginalized and underserved groups
- All students reaching their literacy milestones by the end of grade one
- Increased achievement results for all students
- Reduction in achievement gaps for marginalized and underserved students

- Improved access to mental health services and ability to support student mental health needs
- An increase in student and staff sense of safety and belonging
- Increased respect for the dignity of each person and awareness of rights and responsibilities
- Collaboration between schools and community partners to support students with mental and behavioural needs
- Improved wellness and engagement

- Increased Indigenous program offerings and Indigenous classrooms
- Improved access to programs for marginalized and underserved groups
- Better representation in leadership of Indigenous and marginalized groups
- Improved life and learning skills
- Decreased OCDSB environmental footprint