



**2023-2027**

# **STRATEGIC PLAN PROGRESS UPDATE**

**YEAR ONE: 2023-2024**

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REPORT NO. 24-102



**OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD**



Learning






Well-being



Social  
Responsibility

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# 2023-2027 STRATEGIC PLAN

The Ottawa-Carleton District School Board has a four-year cycle for our strategic plan. We have completed **the first year** of our 2023-2027 Strategic Plan. Below are the **three strategic priorities** that we set for the duration of the four-year plan and that are continuously being monitored and assessed.



- Improved student literacy (**L1**)
- Improved student achievement in mathematics (**L2**)
- Improved program quality and accessibility for all students (**L3**)



- Improved student mental health supports and resources (**WB1**)
- Enhanced safety to support the cultural, emotional, and physical well-being of all students and staff (**WB2**)
- Improved employee well-being and engagement (**WB3**)
- Improved educator-student relationships built on empathy, understanding, and respect for differences (**WB4**)



- Continued progress toward reconciliation with Indigenous peoples (**SR1**)
- Strengthened student voice in leadership through fair and ethical decision-making (**SR2**)
- Improved environmental sustainability (**SR3**)



# LEARNING

## Reflection on Learning

Learning remains a top priority for the Ottawa-Carleton District School Board (OCDSB) with an emphasis on literacy and numeracy as directed by our 2023-2027 Strategic Plan. The district has largely met or exceeded the provincial standard with respect to provincial assessment data. We have continued to expand the numerous pathways to learning offered within the District through the Authentic Student Learning Experience (ASLE) and Specialist High Skills Major (SHSM) programs, which continue to see increasing student engagement. What remains clear across provincial assessment data, report card data, and credit accumulation rates as evidenced in [Update on Student Learning Part One: Core Academic Skills](#) and [Update on Student Learning Part Two: Preparation of Students for Future Success](#) is that our equity-seeking communities continue to be underserved, and see lower rates of success across all data points.

Destreaming efforts have been successful in shifting enrolment in grade 9 and 10 Mathematics, English, and Science courses, providing students with greater access to academic pathways. Moreover, these efforts have *improved access* for students who identify as Indigenous, have special education needs, self-identified gender, and live in low-income neighbourhoods. Our work to ensure that barriers to access and quality of programs are improved for students will continue at the elementary level through the elementary program review.

## Actions and Outputs

- ✓ Developed K-12 literacy action plan
- ✓ Built instructional leadership in principals and vice principals
- ✓ Procured new literacy screener with implementation set for September 2024
- ✓ Expanded educator capacity in use of literacy assessment tools
- ✓ Trained educators for implementation of new mathematics screener
- ✓ Developed math improvement action plan
- ✓ Expanded SATE to include secondary schools with a focus on mathematics
- ✓ Initiated review of the current elementary program model to improve program quality and accessibility
- ✓ Conducted review of Developmental Disabilities Program at Crystal Bay Centre for Special Education and Clifford Bowey Public School as well as the General Learning Program





# LEARNING

## Evidence of Progress

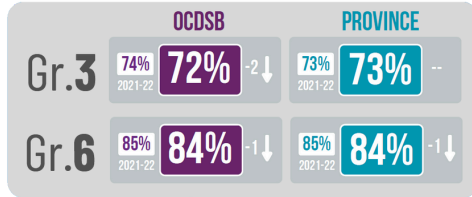
L1

Improved student literacy

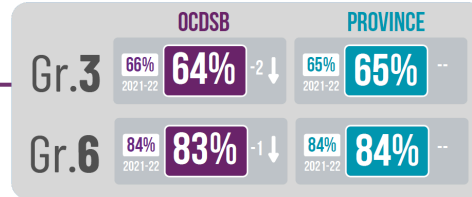
### PROGRESS INDICATORS

- Provincial Achievement Data
- Credit Accumulation Data
- Report Card Data
- Enrolment Rates
- Perceptual Data

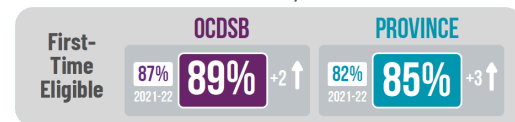
#### READING - % met standard, 2022-23



#### WRITING - % met standard, 2022-23



#### OSSLT - % successful, 2022-23



The percentage of students meeting or exceeding the provincial standard (i.e., achieving level 3 or 4) is **within 1% of the provincial scores**. Compared with 2021-2022, there is a **slight reduction (1-2%) in the percentage of students meeting the provincial standard** across the grade 3 and 6 reading and writing assessments.

Source: [Learning Update \(Part 1\)](#)

OSSLT results are **higher** than the province and compared to our 2021-2022 results.

Source: [Learning Update \(Part 1\)](#)

Grades 1-8, % of students meeting provincial standard in Reading and Writing with Report Cards.

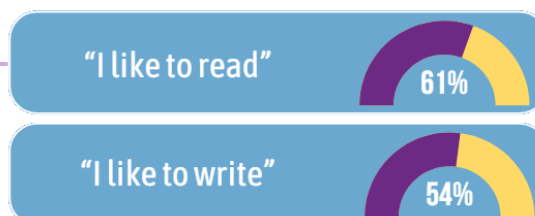
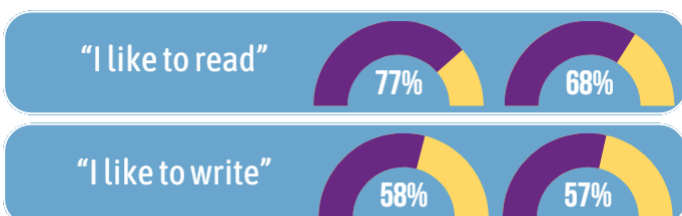
	READING		WRITING	
	2022-23	2021-22	2022-23	2021-22
<b>ALL STUDENTS</b>	82%	83%	77%	80%
MLL	76%	76%	72%	74%
LOW-SES	75%	77%	69%	71%
FEMALE	84%	86%	82%	84%
MALE	80%	81%	72%	75%
SELF-IDENTIFIED GENDER	83%	84%	82%	89%
GENDER NOT DISCLOSED	83%	88%	83%	81%
INDIGENOUS	69%	72%	61%	66%
SPECIAL EDUCATION NEED	74%	76%	64%	69%

Certain groups **continue to be underserved**, in particular students who identify as **Indigenous, Black, multilingual learners, gender diverse, students with a special education need, students residing low-income neighbourhoods**, and students reporting **certain disabilities**. This is also the case for Grades 9-10 which can be accessed [here](#).

Gr.3

Gr.6

OSSLT



Students' ratings for reading and writing tend to be **higher** in lower grades.

Source: [Learning Update \(Part 1\)](#)

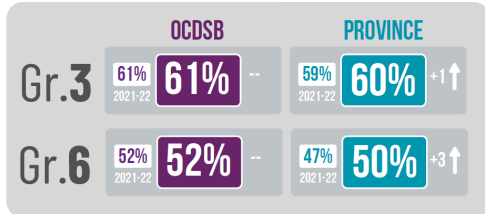


# LEARNING



## Improved student achievement in mathematics

### MATHEMATICS - % met standard, 2022-23

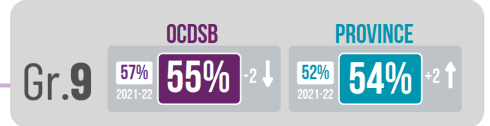


Source: [Learning Update \(Part 1\)](#)

The percentage of students meeting or exceeding the provincial standard in mathematics is **above the provincial scores** in both elementary and secondary.

Underserved groups are **exceeding provincial standards** in Grade 9 mathematics.

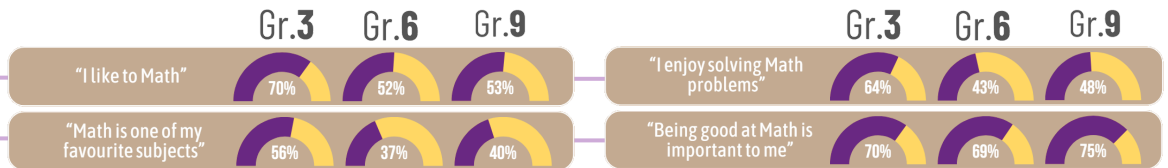
### MATHEMATICS - % met standard, 2022-23



Grade	Group	OCDSB	PROVINCE
		9	MLL: 36%
9	SPED	37%	27%
9	INDG	35%	30%
9	SES	41%	N/D

Source: [Learning Update \(Part 1\)](#)

Students' ratings regarding math tend to be **higher in lower grades**.



Source: [Learning Update \(Part 1\)](#)

Grades 9-10, % of students meeting provincial standard. Destreamed, Academic, Applied and Locally Developed Math Courses.

	MATH	
	2022-23	2021-22
<b>ALL STUDENTS</b>	65%	70%
MLL	58%	64%
LOW-SES	56%	59%
FEMALE	68%	72%
MALE	62%	67%
SELF-IDENTIFIED GENDER	60%	60%
GENDER NOT DISCLOSED	76%	67%
INDIGENOUS	38%	46%
SPECIAL EDUCATION NEED	44%	50%

Source: [Learning Update \(Part 1\)](#)

Just as with Grades 1-8 report card data, **achievement gaps have remained** for our underserved groups.

ENROLMENT IN ACADEMIC & DESTREAMED COURSES IN 2022-23	MATHEMATICS (G9-10)			
	N	% Enrol.	Change since 2021-22	Disprop. index
<b>ALL STUDENTS</b>	12,626	94%	+9%	1.00
MLL	3,418	88%	+8%	0.93
LOW-SES	4,543	89%	+11%	0.95
FEMALE	6,096	94%	+8%	1.00
MALE	6,368	94%	+9%	1.00
SELF-IDENTIFIED GENDER	141	95%	+16%	1.01
GENDER NOT DISCLOSED	21*	90%	+10%	0.96
INDIGENOUS	228	90%	+15%	0.96
SPED (EXCL GIFTED)	2,670	91%	+19%	0.97

Source: [Learning Update \(Part 2\)](#)

Destreaming efforts have **improved access** to math academic pathways for underserved groups.



# LEARNING

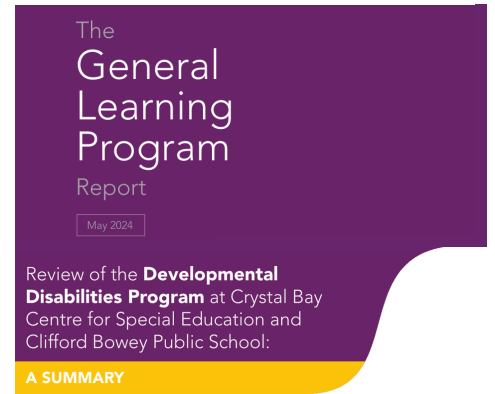


## Improved program quality and accessibility for all students



The Board of Trustees approved the Elementary Program Review plan on **April 25, 2024**. The District has conducted a robust consultation strategy that included the **following pathways for input**:

- Trustee Zone Meetings
- Advisory Groups
- Teachers' Federations
- SATE Schools
- Public Survey (EngageOCDSB)
- Principals & Vice Principals



A review was conducted of the **General Learning Program, Crystal Bay and Clifford Bowey** to ensure that special education programming, services, supports, and resources continue to **meet the needs of students**.



## Targets and Opportunities for Growth

- ✓ Meet or exceed provincial assessment standards in reading and writing for Grade 3 and Grade 6, and continue to exceed provincial assessment standards for the Ontario Secondary School Literacy Test;
- ✓ Continue to exceed provincial assessment standards in mathematics across all grade levels;
- ✓ Develop integrated instructional strategy for math and literacy;
- ✓ Enhance system-wide use of data for literacy screening;
- ✓ Implement changes to elementary program model to improve quality and accessibility; and
- ✓ Reduce achievement gaps for Indigenous, Black, multilingual learners, gender diverse students, students with a special education need, students residing low-income neighbourhoods, and students reporting certain disabilities.



# WELL-BEING

## Reflection on Well-Being

Mental health continues to be a complex area of focus both in schools and globally. An explicit and intentional focus on reconciliation, equity, and identity-affirming mental health care is required to meaningfully serve the full diversity of students and staff within the school district. The renewed [Mental Health Strategy](#) prioritizes student engagement and leadership, building on individual, cultural and community strengths that provides a tiered approach to mental health and well-being. Further, to action key deliverables related to wellness, including enhanced safety to support the cultural, emotional, and physical well-being of all students and staff, as well as employee and engagement, the district has also developed an [Employee Wellness Strategy](#).

The OCDSB [Safe School Action Plan](#) includes the Bullying Intervention and Prevention Plan, an Anti-Hate Toolkit and safe schools reporting tool. The action plan focuses on enhanced safety to support the cultural, emotional and physical well-being of all students and staff, improved educator-student relationships built on empathy, understanding and respect for differences, strategies to foster positive student behaviour, creating anti-hate and anti-oppression strategies in service of improved safety, and mental health for all students. Tied to sense of belonging and safety, the district has also conducted an [identity-based data and school climate survey](#) that saw a participation rate of 61% with 56% response rate for Grades K-6 and 66% response rate for Grades 7-12.

## Actions and Outputs

- ✓ Renewed Mental Health Strategy
- ✓ Conducted parent training workshops to support student mental health
- ✓ Deployed grade 7 & 8 mental health modules
- ✓ Developed Safe Schools Action Plan
- ✓ Developed Bullying Prevention and Intervention Plan
- ✓ Launched OCDSB Safe Schools Reporting Tool
- ✓ Enhanced mandatory New Teacher Induction training with support from clinicians and social workers;
- ✓ Launched Anti-Hate Toolkit internally
- ✓ Developed process for equitable recruitment framework
- ✓ Increased identity-affirming student support positions
- ✓ Developed Employee Wellness Strategy
- ✓ Completed update on Student Learning Part Three: Engagement and Well-Being



# WELL-BEING

## Evidence of Progress

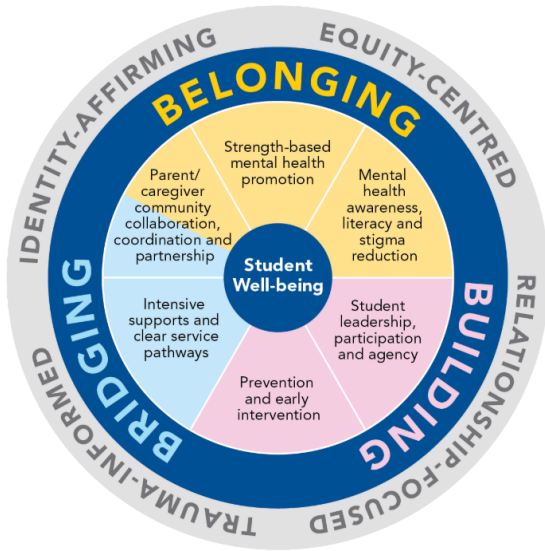


### PROGRESS INDICATORS

- Self-Identification Survey
- Employee-Based Data
- School Climate Surveys
- Student Engagement
- Attendance Data



### WB1 Improved student mental health supports and resources



The District Mental Health Strategy reflects a commitment to ensure that every student feels they **belong** in their schools and classrooms, where we **build** and bolster skills, and where we **bridge** students and families to more intensive services as required.

### Mental Health Literacy Modules for Grades 7 and 8

Collectively, **86 Health and Physical Education educators** have implemented the Grade 7 & 8 mental health literacy modules. They were provided with resources and information to support their delivery of these modules to students. These modules were **made available (and mandatory)** in **January 2024**.



### WB2 Enhanced safety to support cultural, emotional, and physical well-being of all students and staff



Embedded within the Safe Schools Action Plan, the Bullying Prevention and Intervention Plan is a **mandatory school-wide approach for bullying prevention and intervention** implemented by all schools.



The OCDSB Safe Schools Reporting Tool allows students to share concerns about themselves or someone they may know. In the last year, we received **475 reports** compared to **173 reports** from the previous year. While there has been a growth in reports, students are becoming more comfortable in using the tool.



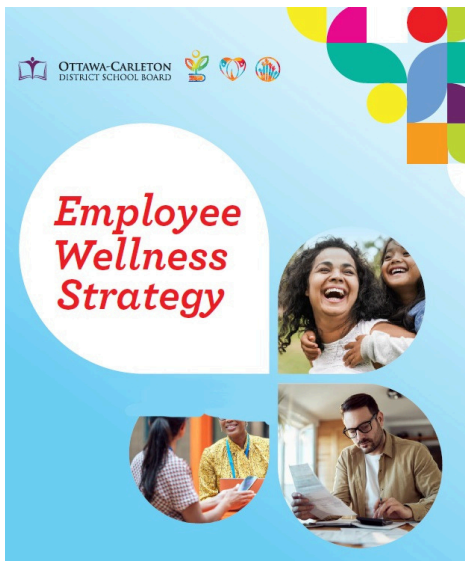
The OCDSB Anti-Hate Toolkit is a new resource that helps educators **identify, challenge, and educate** about various forms of hate and oppression in schools.





# WELL-BEING

## WB3 Improved employee well-being and engagement

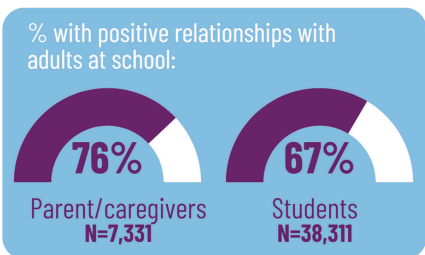


The OCDSB developed – for the first time – an Employee Wellness Strategy to **action** some of the **key deliverables related to wellness**. The document lays the foundation for enhanced use of data and informing our practices to improve employee wellness based on empirical evidence.

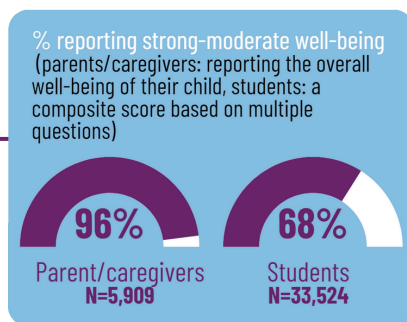


The Wellness Matters campaign emphasizes self-care, resilience and a sense of community. Staff have shared **over 100 submissions** of share their personal wellness journeys and strategies.

## WB4 Improved educator/student relationships built on empathy, understanding & respect for differences



Source: [Learning Update \(Part 3\)](#).



Source: [Learning Update \(Part 3\)](#).

The data tells us that parents and students have **different perspectives** on student well-being and sense of belonging. The **large difference in favourability** scores is worthy of further consideration.

According to the most recent Ministry calculations, 54% of OCDSB elementary students were absent for 10% or more days, **7% higher than the provincial rate** of 47%.

According to the most recent Ministry calculations, 40% of OCDSB secondary students were absent for 10% or more of classes for a course, **7% lower than the provincial rate** of 47%.

Improving our use of attendance data is **critical**. Research indicates that positive educator/student relationships can minimize absence rates, which **impact both student achievement** and **sense of belonging**.



# WELL-BEING



## Targets and Opportunities for Growth

- ✓ Increase educator capacity in identifying and implementing resources for mentally healthy, culturally responsive, and identity-affirming classrooms;
- ✓ Provide mental health training to leaders across the organization;
- ✓ Enhance system capacity to understand, utilize, and action identity-based and school climate data;
- ✓ Create and expand existing partnerships with community mental health agencies, in particular those serving equity-seeking groups;
- ✓ Expand student mental health networks and learning opportunities (e.g., Supporting the Resilience of Newcomer Groups, AFFIRM for 2SLGBTQ+ students, and healthy relationships);
- ✓ Organize an annual mental health symposium for students on mental health and substance use health;
- ✓ Enhance reporting and data collection for human rights-related concerns;
- ✓ Increase employee engagement through intentional outreach;
- ✓ Improve attendance monitoring and support to increase student engagement; and
- ✓ Implement cellphone policy changes.



# SOCIAL RESPONSIBILITY

## Reflection on Social Responsibility

The release of the [2019 Valuing Voices Student Survey](#) demonstrated the levels of disparity and disproportionality in suspension rates, engagement, achievement and belonging for underserved communities. The OCDSB has continued to seek to address these disparities through commitments such as those outlined in the [2020-2023 Indigenous, Human Rights and Equity Roadmap](#), which has resulted in the creation of a new Indigenous Student Trustee position and the engagement of system staff in foundational cultural competency training. The roadmap has been renewed this year with specific commitments that seek to address the necessary systemic shifts needed to reduce and eliminate disparities for students and staff who identify as members of underserved communities. To support addressing such disparities affecting students, including bullying, safety, mental health, learning and student achievement, the OCDSB has conducted the [2024 Valuing Voices Survey](#) that provides identity-based data and school climate data as reported by students and parents.

The OCDSB has continued its commitment to environmental sustainability efforts by establishing a composting program that has been implemented in six schools to date. Further, the OCDSB established a new paperless process for Enterprise Resource Planning (ERP) with plans to begin the first stage of implementation of the new ERP system next year, including human resources, finance, payroll and purchasing system.

## Actions and Outputs

- ✓ Reviewed and revised Indigenous, Human Rights, and Equity Roadmap;
- ✓ Expanded experiential learning driven by student voice;
- ✓ Hired 2.0 FTE Indigenous Languages Itinerant Teachers & Indigenous Support Workers;
- ✓ Consulted with student leaders to renew 2024-2028 Indigenous, Human Rights and Equity Roadmap;
- ✓ Supported IEC recruitment for Indigenous representation on SEAC;
- ✓ Developed 2023-2027 Technology Plan;
- ✓ Launched the 2024 Valuing Voices: Identity Matters survey;
- ✓ Developed Green Composting Program and integrated into six schools; and
- ✓ Established Indigenous Student Trustee position;
- ✓ Established New Efficient Paperless Process for Enterprise Resource Planning (ERP).





# SOCIAL RESPONSIBILITY

## Evidence of Progress



### PROGRESS INDICATORS

- Roadmap Targets
- Identity-based Data
- Energy Efficiency
- Air Quality
- Carbon Footprints
- Waste Reduction



### Continued progress toward reconciliation with Indigenous peoples

**Supporting Every Student's Journey!**

Calling all **Indigenous** community members in Ottawa!  
The Special Education Advisory Committee (SEAC) at the Ottawa-Carleton District School Board (OCDSB) is seeking dedicated individuals to join our committee.

The Special Education Advisory Committee expanded to include an Indigenous member to advocate for the interests of **Indigenous students** with **special education needs**.



The Voluntary Self-Identification policy was revised to be more **inclusive of all Indigenous nations** in their **self-determination** at the OCDSB.

### Indigenous, Equity and Human Rights Roadmap



The 2020-2023 Indigenous, Equity, and Human Rights Roadmap **accomplished numerous objectives**. The work to address systemic barriers will continue with the **renewal of the roadmap** for another four years with an emphasis on changing practice.



### Strengthened student voice and leadership through fair and ethical decision-making

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

**2024 Valuing Voices - Identity Matters Student Survey**  
April 11 - May 10, 2024

The survey collected information about student experiences at school to **better design programs** and **supports** to **address issues** including bullying, mental health and student achievement. We had a **61% participation rate**, which was a **15% increase** from the previous Valuing Voices survey.

**New Indigenous Student Trustee**

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

A new position was established to represent First Nations, Metis and Inuit students and **highlight the perspectives of Indigenous students** during important conversations at the school board.



# SOCIAL RESPONSIBILITY



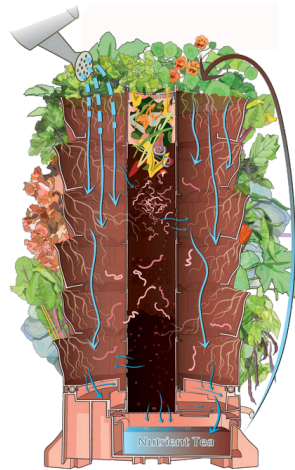
## Improved environmental sustainability



**Six schools** were selected as pilot sites. They were provided with clear bags by the Operations Division to place inside bins. Organic waste collected in these bins is then deposited into exterior bins for pick up by the waste hauler.



**18,277 students** attended the Centres for **outdoor** educational programs this school year. **84% of OCDSB elementary schools** attended the Centres this year. **1,120 trees were planted** at MacSkimming Centre **by OCDSB secondary school students.**



The OCDSB has a total of **40 schools participating in indoor tower gardening**, some of which have more than one tower within their school. The soil based tower garden offers a comprehensive educational experience. This tower allows students to **learn about the full cycle of food production.**

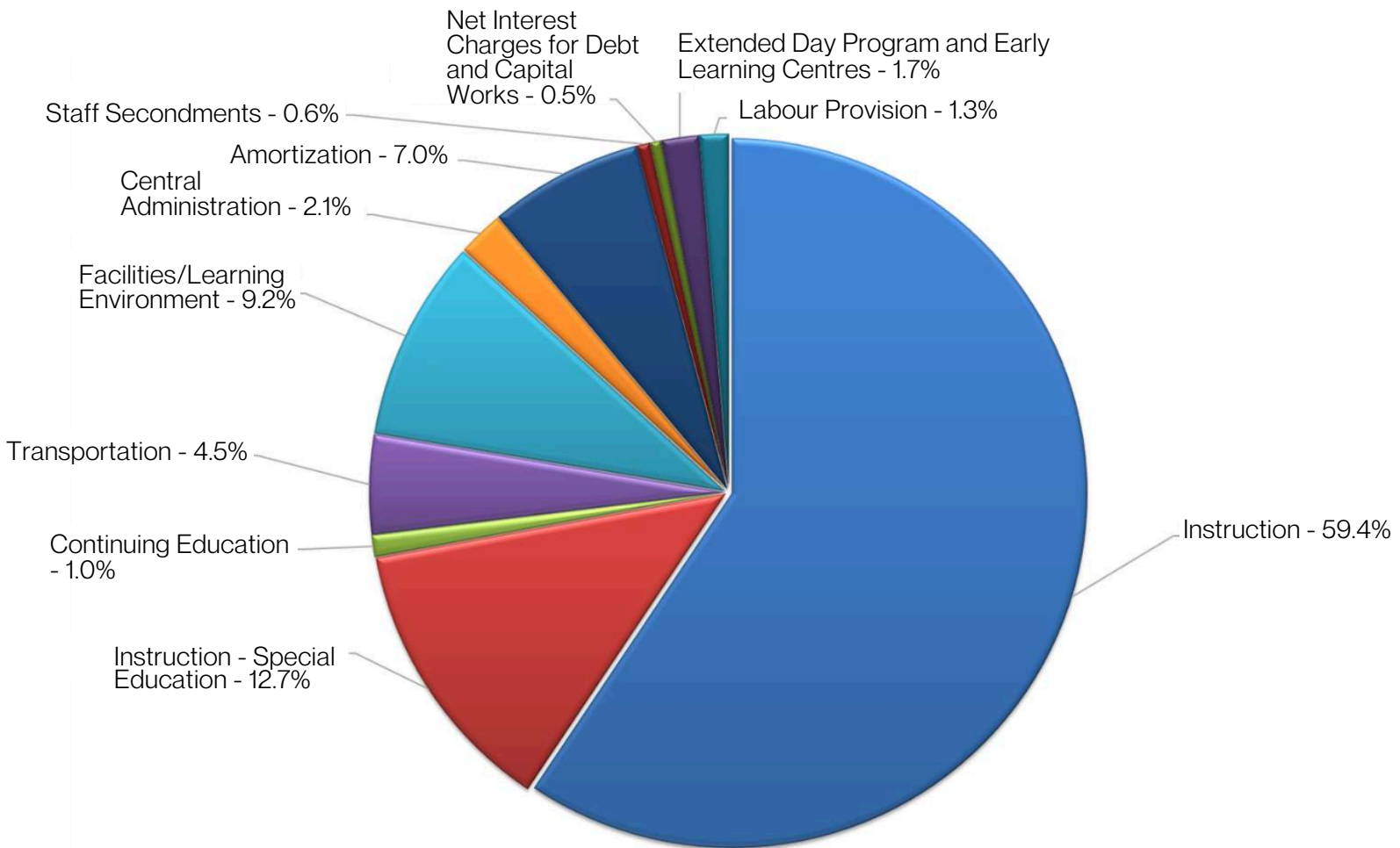


## Targets and Opportunities for Growth

- ✓ Update exit outcomes;
- ✓ Support change in practice as outlined in the renewed Indigenous, Human Rights, and Equity Roadmap;
- ✓ Expanding composting pilot project;
- ✓ Support infusing digital technology into authentic learning tasks in a variety of subjects, in both blended and online learning;
- ✓ Develop Artificial Intelligence (AI) framework, and inform and guide the use of AI in support of learning; and
- ✓ Update Equity and Inclusive Education policy; and
- ✓ Develop Data Governance policy.

# 2023-2024 BUDGET

## Net Enveloping Expenditures

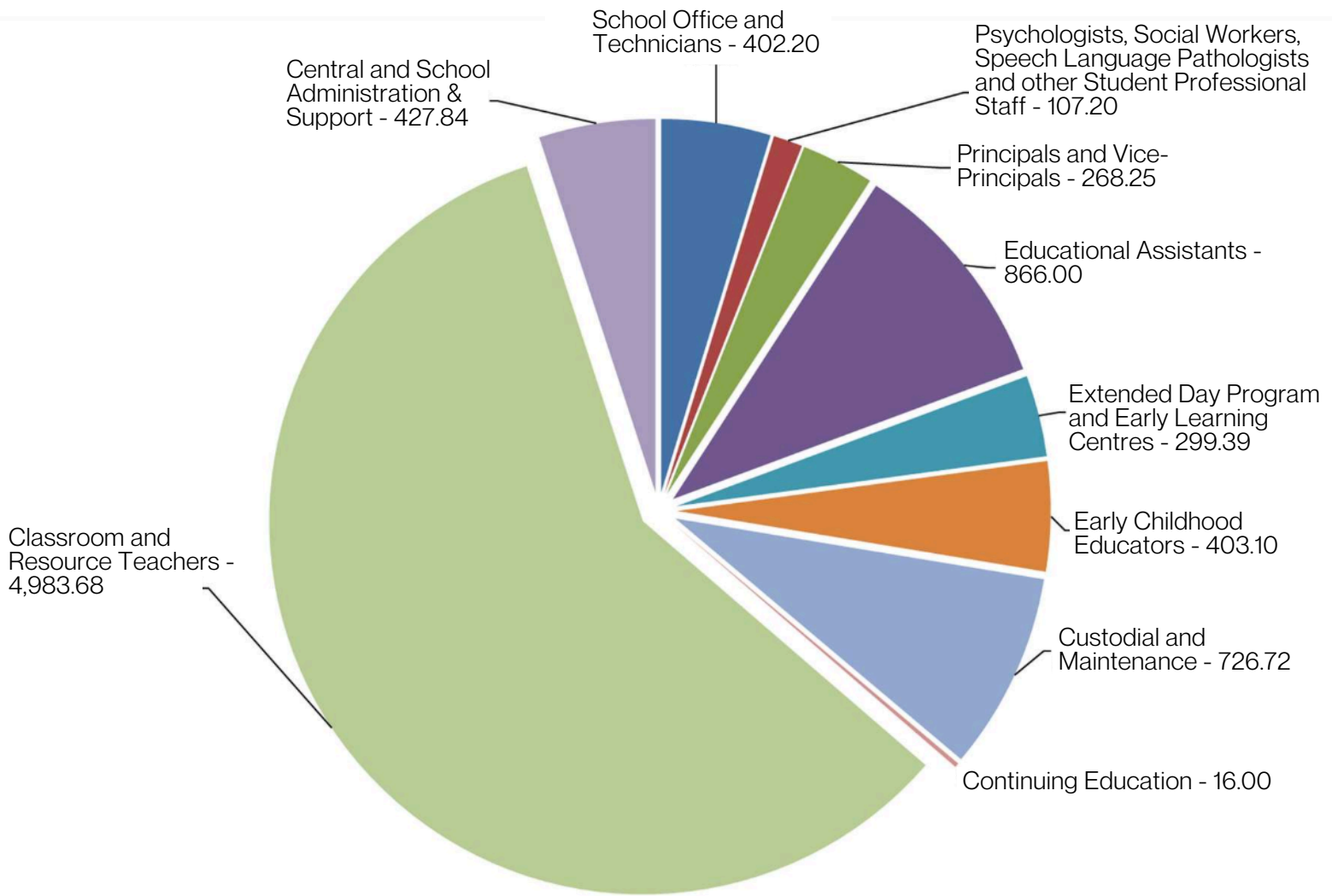


### LEGEND

- |                                 |   |
|---------------------------------|---|
| Instruction                     | Amortization                                      |
| Instruction - Special Education | Staff Secondments                                 |
| Continuing Education            | Labour Provision                                  |
| Transportation                  | Extended Day Program and Early Learning Centres   |
| Facilities/Learning Environment | Net Interest Charges for Debt and Capital Workers |
| Central Administration          |   |

# 2023-2024 BUDGET

## Staffing by Full Time Equivalency

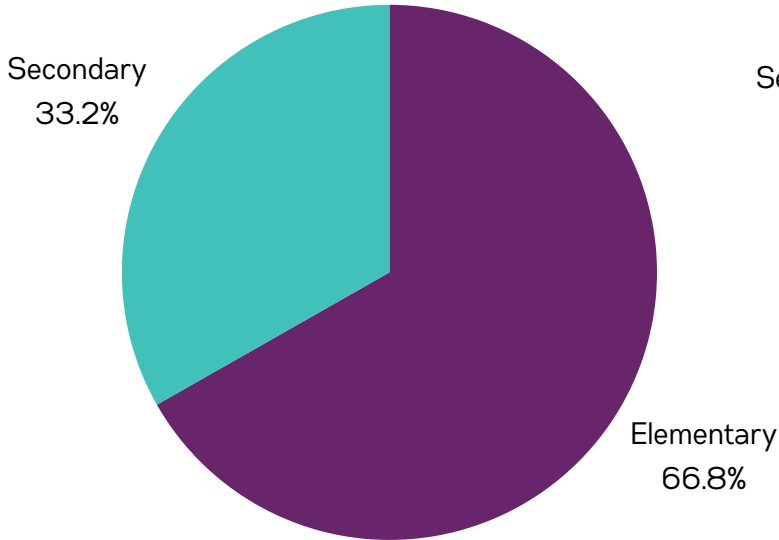


### LEGEND

- Classroom and Resource Teachers
- Central and School Administration Support
- School Office and Technicians
- Principals and Vice Principals
- Educational Assistants
- Continuing Education
- Custodial and Maintenance
- Early Childhood Educators
- Extended Day Program and Early Learning Centres
- Psychologists, Social Workers, Speech Language Pathologists and other Student Professional Staff

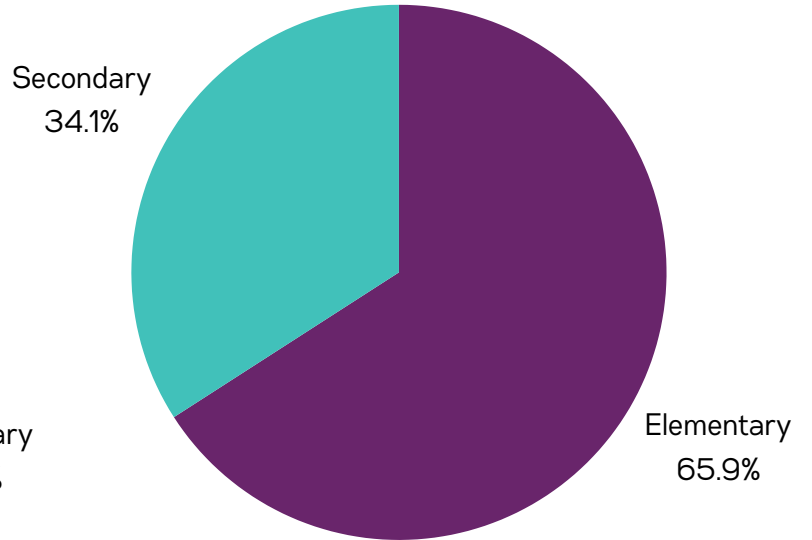
# Enrolment Statistics

## October 2022 Enrolment

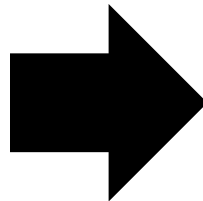


- Elementary: 51,229
- Secondary: 25,575
- Total: 76,804

## October 2023 Enrolment

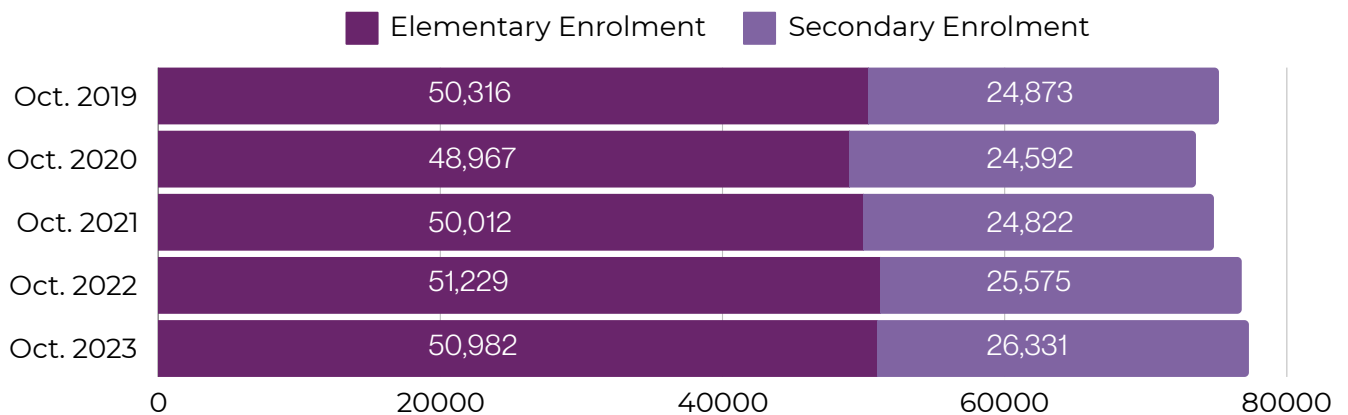


- Elementary: 50,982 ↓
- Secondary: 26,331 ↑
- Total: 77,313 ↑



In the last year, elementary enrolment has **decreased** by 247 students while secondary enrolment **increased** by 756 students. This has resulted in an overall **increase in the total student population** since October 2022.

## Five Year Enrolment Trend



# HOW WE MEASURE PROGRESS

With the launch of the strategic plan, we identified the following **key progress indicators** for monitoring and measuring progress of our strategic priorities:

1

## Student Learning

- Provincial Achievement Data
- Credit Accumulation
- Report Card Results
- Graduation Rates

2

## Employee Engagement

- Attendance
- Wellness
- Satisfaction
- Professional Development Opportunities

3

## Sense of Belonging

- Self-Identification Survey
- Employee-Based Data
- School Climate Surveys
- Student Engagement
- Observations
- Formal & Informal Conversations

4

## Learning Environment

- School Climate
- Suspensions & Expulsions
- Exclusions
- Violent Incidents
- Energy Efficiency
- Air Quality
- Carbon Footprints
- Waste Reduction

5

## Organizational Performance

- Health and Safety
- Financial Results
- Enrolment
- Risk Mitigation
- New School Construction





OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD