



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

24/25 Board Priority Learning Plan

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Land Acknowledgement

I acknowledge that our learning is taking place on the unceded and unsundered homeland of the Algonquin people and we recognize their enduring presence on this land.

We commit to continuing looking, listening, and learning more about our colonial systems, the impact of those system on Indigenous peoples, and actions I can take to further our efforts towards reconciliation and decolonization.



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Ministry of Education Student Achievement Plan Framework

Goal	Indicator Summary
Improve students' literacy learning and achievement	<ul style="list-style-type: none"> • % of students who meet or exceed the provincial standard on Grade 3 and 6 EQAO reading and writing • % of fully participating, first-time eligible students who are successful on the OSSLT
Improve students' math learning and achievement	<ul style="list-style-type: none"> • % of students who meet or exceed the provincial standard on Grade 3, 6, and 9 EQAO math
Improve students' graduation rates and preparedness for future success	<ul style="list-style-type: none"> • % of students who earn 16 or more credits by the end of Grade 10 • % of students participating in at least one job skills program (SHSM, Dual Credit, OYAP) • % of students graduating with an OSSD within five years of starting Grade 9 • % of students enrolled in at least one Grade 12 math or Grade 11 or 12 Science course • % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post-secondary, etc.)
Improve students' participation in class time and learning	<ul style="list-style-type: none"> • % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90% • % of students in Grades 4-12 who were suspended at least once
Improve student well-being	<ul style="list-style-type: none"> • % of Grade 6, 9, and 10 students who report being aware of mental health supports and services in order to seek <u>supports</u> for mental health



OCDSB Priority Learning Plan 2024/2025

Learning priority	Indicators	Actions: Prioritizing Indigenous and underserved students, we will:
Achievement in Literacy and Mathematics	<ul style="list-style-type: none"> Increased percentage of Indigenous and underserved students in grade 1 reading at age-appropriate levels Increased percentage of Indigenous and underserved students achieving the provincial standard in Grade 3 and 6 EQAO assessments Increased OSSLT success rates for underserved, fully participating, first-time eligible students Increased confidence expressed by Indigenous and underserved students in grades 3, 6, 9, and 10 in reading, writing, and mathematics 	<ul style="list-style-type: none"> Use resources and assessment tools to capture student gaps and strengths, using that information to inform learning planning Build efficacy in embedding Indigenous and culturally relevant literacy practices at the district, school, and classroom, building skills in letter names and sounds (phonemic awareness), blending letters for word formation (phonics), and spelling (orthography) with Year 2 Kindergarten, grade 1, and grade 2 Build efficacy in embedding Indigenous and culturally relevant literacy learning for students in grades 3, 6, and 9 at the district, school, and classroom levels to continue strengthening their application of word structure (morphology) and phrase structure (syntax). Build efficacy in embedding Indigenous, culturally relevant, and high-impact math learning practices and resources in the area of number sense in grades 3, 6, 9, and 11
Pathways and Preparedness for Future Success	<ul style="list-style-type: none"> Increased percentage of Indigenous and underserved students earning 8 credits by the end of Grade 9 Increased participation of Indigenous and underserved students in pathways-focused experiential learning (e.g., SHSM, Dual Credit, OYAP, etc.) Increased percentage of Indigenous and underserved students graduating within five years of starting Grade 9 Percentage of Indigenous and underserved students enrolled in at least one Grade 12 math or Grade 11 or 12 Science course Percentage of students who believe their learning has prepared them for the next step in their learning journey 	<ul style="list-style-type: none"> Include student voice in the co-development of expanded Indigenous and culturally relevant learning practices that intentionally connect life, learning (classes), and pathway goals (postsecondary options) Pilot the development and application of student and school pathway profiles to inform learning practices and opportunities Continue co-facilitating educator, parent, and student awareness and participation in experiential learning options, representing diversified learning experiences and pathway options Build efficacy in facilitating transitions from grade 8-9 that prioritize the connection between life, learning (courses), and pathway goals (postsecondary options)
Student Engagement and Wellbeing	<ul style="list-style-type: none"> Increased percentage of Indigenous and underserved students in Grades 1-8 with a 90% attendance rate Decreased number of students suspended in Grades 4-12 Increased sense of belonging and inclusion in learning for Indigenous and underserved students Grade 6, 9, and 10 student awareness of mental health supports and services 	<ul style="list-style-type: none"> Provide further support to deepen the implementation of mental health literacy through modules, including the grade 10 careers mental health modules Deepen understanding of identity-affirming classroom environments through workshops and discussions (such as the power of language, use of ableism modules, etc.) Expand and support restorative practices, including conferencing and circles Co-build creative re-engagement strategies for students with irregular attendance



Some Actions Taken

- Implemented progress monitoring tools in literacy and math to identify strengths and gaps
- Embedding Indigenous learnings through a cross curricular pilot involving English, Geography, and History
- Embedding CRRP in math learning
- Embedding structured literacy in ELD programming
- Expanded partnerships focused on connecting lived experiences with curricular learning and pathway goals
- Expanding experiential learning in curricular learning
- Expanding pathway partnerships



Some Evidence of Impact

- 14% increase in grade 1 students, including Indigenous and underserved students, reaching reading benchmarks
- Indigenous students made notable gains (95) in the OSSLT, however, multilingual learners experienced declines
- Increases in students meeting or exceeding literacy benchmarks in K-2
- Varied results in grade 3 reading, writing, and math
- Grade 3, 6 and 10 literacy confidence increased except for Indigenous students
- Graduation rates remain stable, however, credit accumulation dropped by 1%
- Increases in students feeling prepared for next steps increases in higher grades
- Increases in participation in pathway programming



Discussion

- 10 minutes talking with an elbow partner about one of the priority areas:
 - Wonderings about the evidence of impact
 - Suggestions regarding actions we could explore for next year
- Full group sharing

