



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

BUILDING BRIGHTER FUTURES TOGETHER

@OOCDSB

Discover the Results

POWERED BY



thoughtexchange

HOW TO USE THIS PRESENTATION

This presentation provides a summary of the feedback received from stakeholders in the Idea Exchange section of the strategic plan consultation process. The Idea Exchange used the online discussion forum, Thoughtexchange, to invite parents, students, staff and community partners to share their thoughts about what the district does well, where we can improve, and what our future priorities might be.

This consultation process provided excellent perceptual data from stakeholders which will be used as a resource in the development of our next strategic plan. The qualitative data will be supported by quantitative data in the Environmental Scan, and other resource/reference materials such as the Annual Student Achievement Data Report and the OCDSB's measurement reports related to progress on our strategic objectives.

The power point presentation includes a summary of the responses to all three consultation questions by all stakeholder groups. It is designed to give users and overview of the feedback, but also allows the user to click on the links and read the individual thoughts submitted by participants and grouped by theme/sub-theme.

This presentation conveys the results across all 14 exchanges as well as the results for each of the (3) questions.

Within the presentation, there are links to summary reports on all questions. These reports are broken down by themes and sub-themes. The generated reports summarize thoughts and ratings of the participants.



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Discover the Results

Share Your Thoughts Rightexchange

Process



Share
Submit
Thoughts



Star
Prioritize
Thoughts



Discover
Reveal
What Matters

First,

Next,
everyone

Last,





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Discover the Results

Participation



6,441

People
PARTICIPATED



10,296

Thoughts
CONTRIBUTED



178,131

Stars
ASSIGNED





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Questions We Asked

Q1: What are some things that the OCDSB is doing well to support learning and well-being?

Q2: What are some ways that the OCDSB could improve how we support learning and well-being?

Q3: What are some important priorities for the OCDSB to focus on for the next 4 years?





Participation- All Exchanges & by Questions

All

Q1

Q2

Q3

 6590
Participants

 10296
Thoughts

 178131
Ratings

 6590
Participants

 3186
Thoughts

 57659
Ratings

 6590
Participants

 4106
Thoughts

 70966
Ratings

 6590
Participants

 3004
Thoughts

 49506
Ratings



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Discover the Results

Understanding the Results

Top Thoughts: Top thoughts are thoughts with a high average star score, as determined by participant starring.

Top Themes: Top themes are themes with a large number of thoughts.

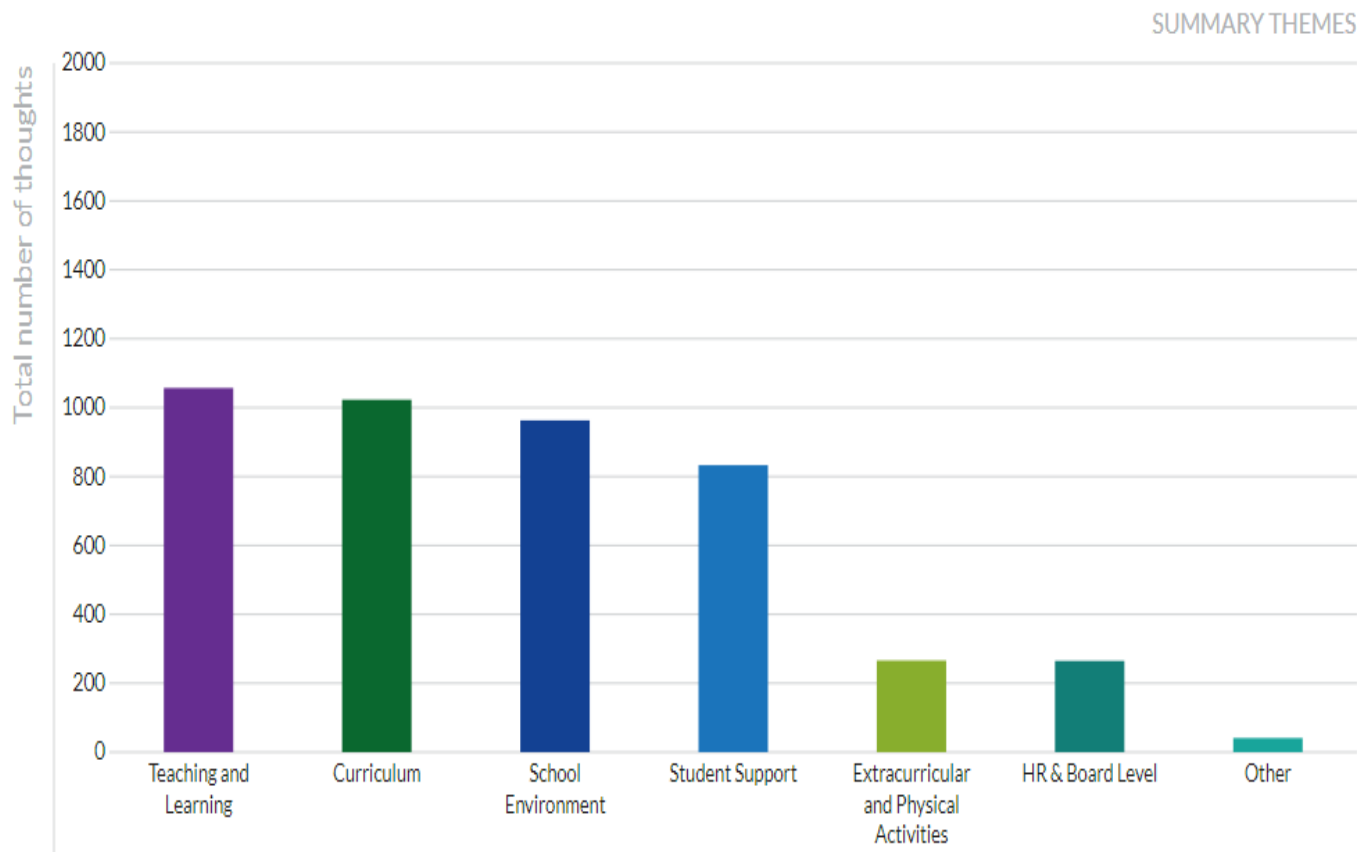
Theming: Thoughts with an average star score of 3.6 or higher are grouped according to topic to show areas of high agreement within the exchange.

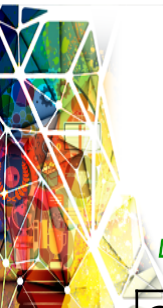




What We Heard – Key Themes

RESULTS Advanced themes





Understanding Key Themes

Curriculum	Teaching & Learning	School Environment	Student Supports	HR & Board Level	Extra-Curricular & Physical Activity
Math Modernize Curriculum Core Curriculum Life Skills Special Education Career Pathways Kindergarten Equity & Standardization Electives Learning Skills Arts French Immersion Resources Specialty Programs Indigenous	Class Size Technology Instructional Quality Differentiated Learning Instructional Practice Learning Environment Reporting	Aggressive Behavior Facilities Equity & Diversity Culture Safety Board Level Communication Gender Inclusive Class level Communication School Level Communication Schedule Transportation	Mental Health EAs & Support Staff Classroom Supports Wellness Strategies Mental Health Professionals Assessment & Testing Learning Support Programs IEP Extended Day Programs	Staffing Professional Development Board Level Administration Workload Funding Staff Mental Health	Outdoor Activity More Physical Activity Variety of Activities & Clubs Sports Extracurricular Field Trips



Comparison of Responses to Q1 & Q2

SUMMARY THEMES

School Environment

Teaching & Learning

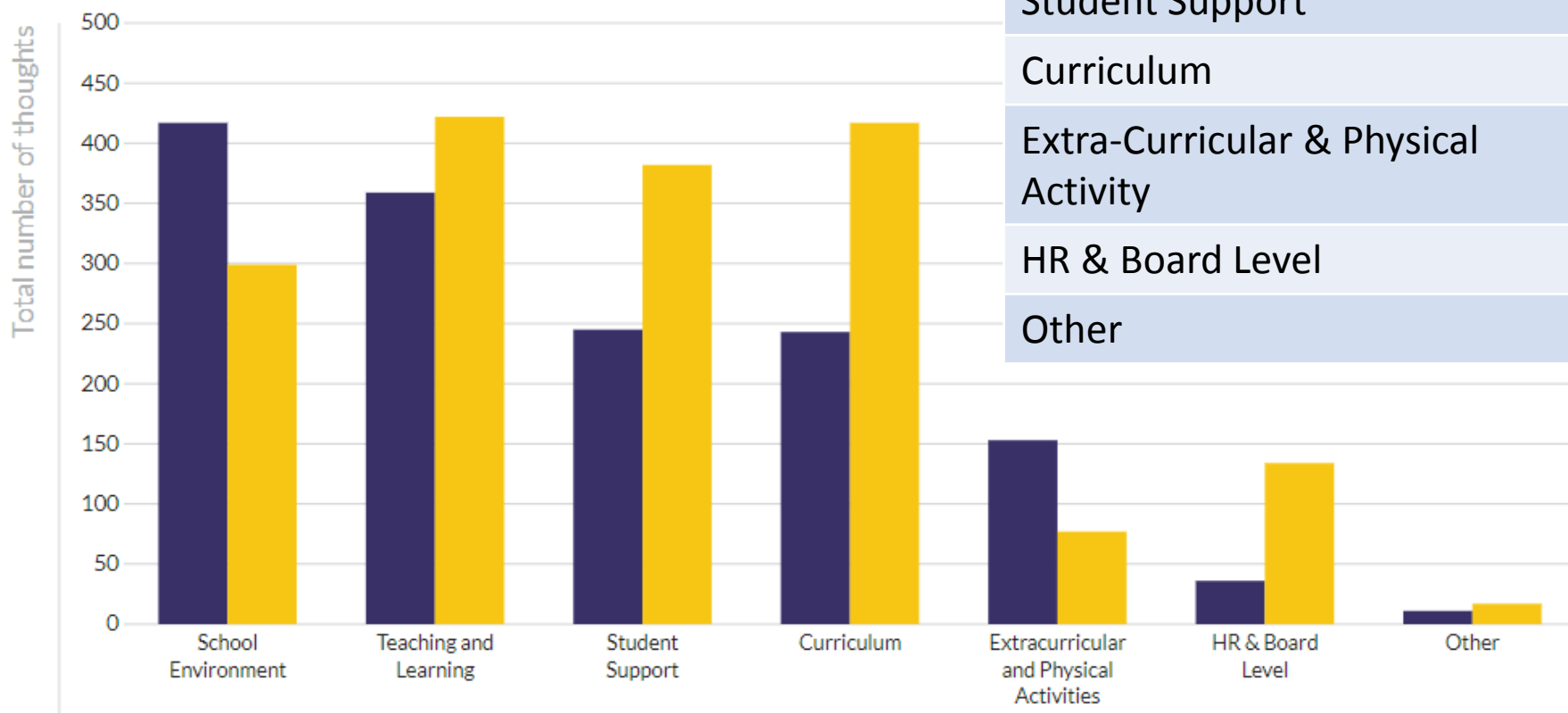
Student Support

Curriculum

Extra-Curricular & Physical
Activity

HR & Board Level

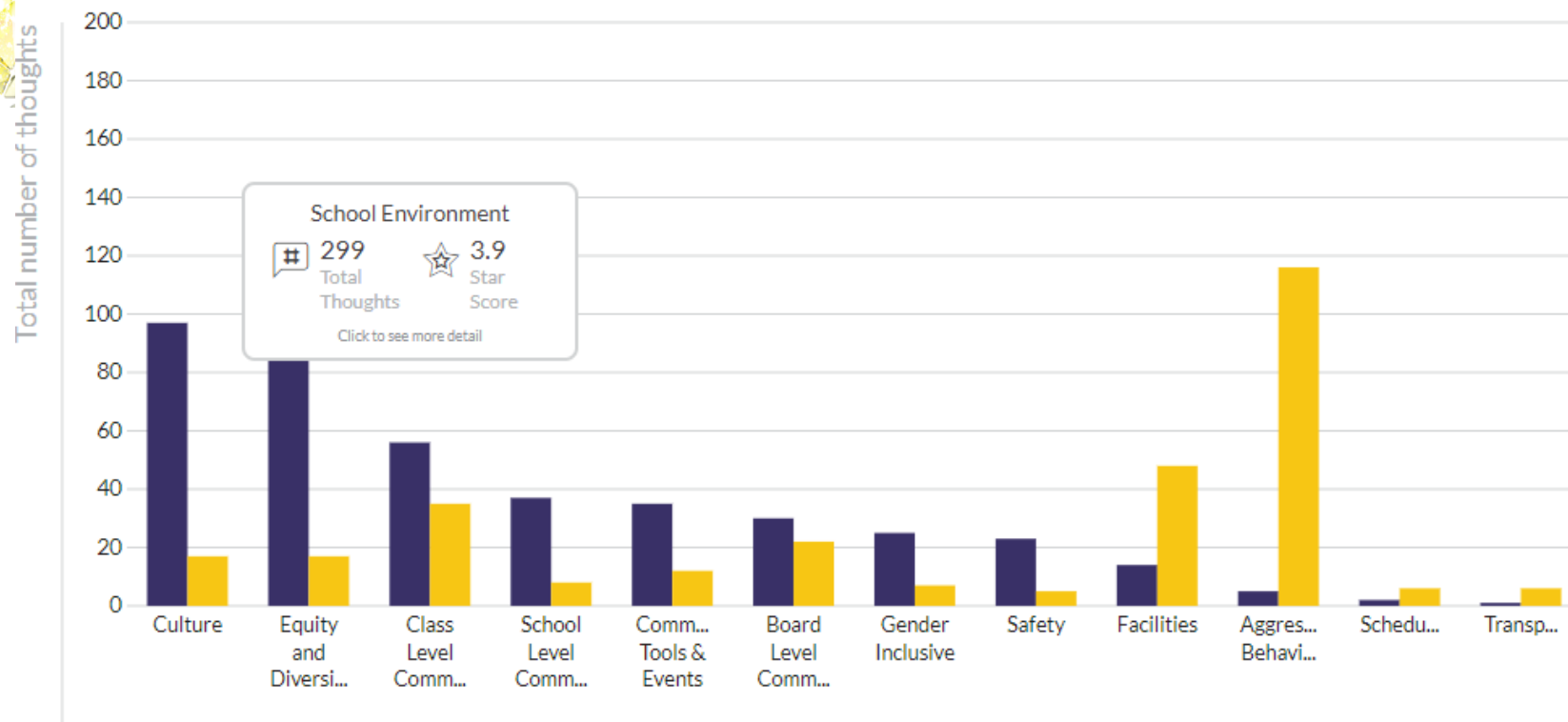
Other





Comparison of Responses to Q1 & Q2

SCHOOL ENVIRONMENT



Q1: School Environment

[Culture](#)
[Equity and Diversity](#)
[Class Level Communication](#)
[School Level Communication](#)
[Communication Tools and Events](#)
[Board Level Communication](#)

[Gender Inclusive](#)
[Safety](#)
[Facilities](#)
[Aggressive Behaviour](#)
[Schedule](#)
[Transportation](#)

Q2: School Environment

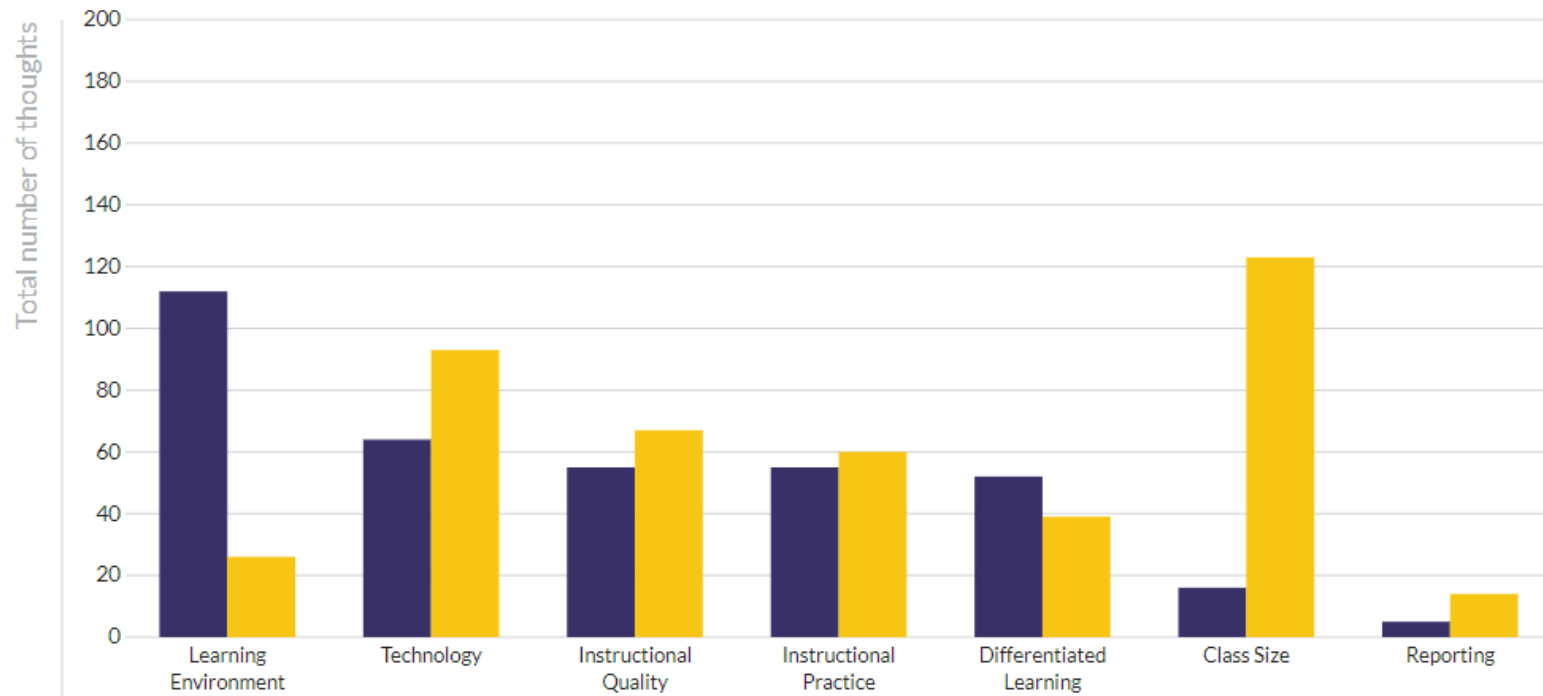
[Culture](#)
[Equity and Diversity](#)
[Class Level Communication](#)
[School Level Communication](#)
[Communication Tools & Events](#)
[Board Level Communication](#)

[Gender Inclusive](#)
[Safety](#)
[Facilities](#)
[Aggressive Behaviour](#)
[Schedule](#)
[Transportation](#)



Comparison of Responses to Q1 & Q2

TEACHING AND LEARNING

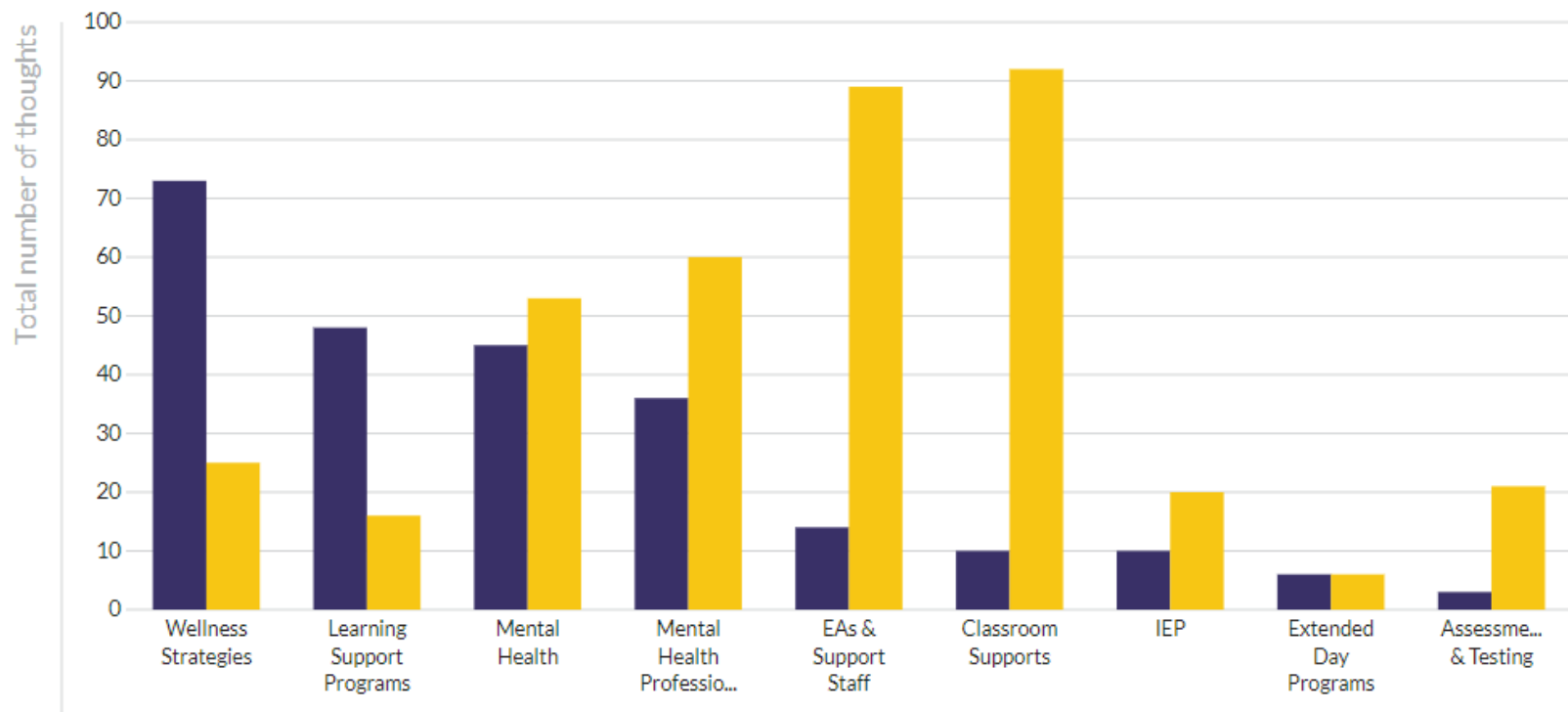


Q1: Teaching and Learning	Q2: Teaching and Learning
Learning Environment Technology Instructional Quality Instructional Practice Differentiated Learning Class Size Reporting	Learning Environment Technology Instructional Quality Instructional Practice Differentiated Learning Class Size Reporting



Comparison of Responses to Q1 & Q2

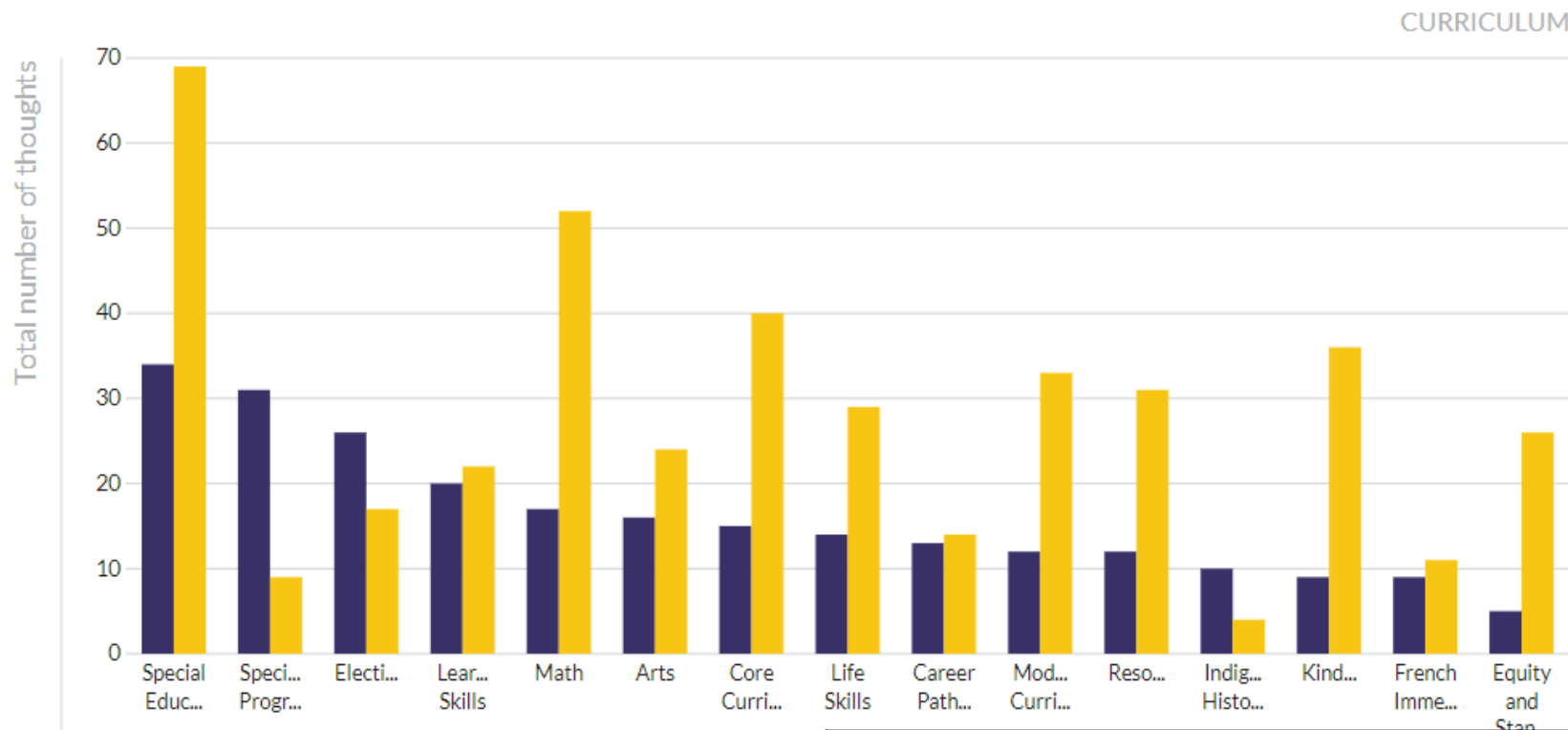
STUDENT SUPPORT



Q1: Student Support	Q2: Student Support
Wellness Strategies Learning Support Programs Mental Health Mental Health Professionals EAs and Support Staff Classroom Supports IEP Extended Day Programs Assessment and Testing	Wellness Strategies Learning Support Programs Mental Health Mental Health Professionals EAs & Support Staff Classroom Supports IEP Extended Day Programs Assessment & Testing



Comparison of Responses to Q1 & Q2



Q1: Curriculum

[Special Education](#)
[Specialty Programs](#)
[Electives](#)
[Learning Skills](#)
[Math](#)
[Arts](#)
[Core Curriculum](#)
[Life Skills](#)

[Career Pathways](#)
[Modernize Curriculum](#)
[Resources](#)
[Indigenous History](#)
[Kindergarten](#)
[French Immersion](#)
[Equity and Standardization](#)

Q2: Curriculum

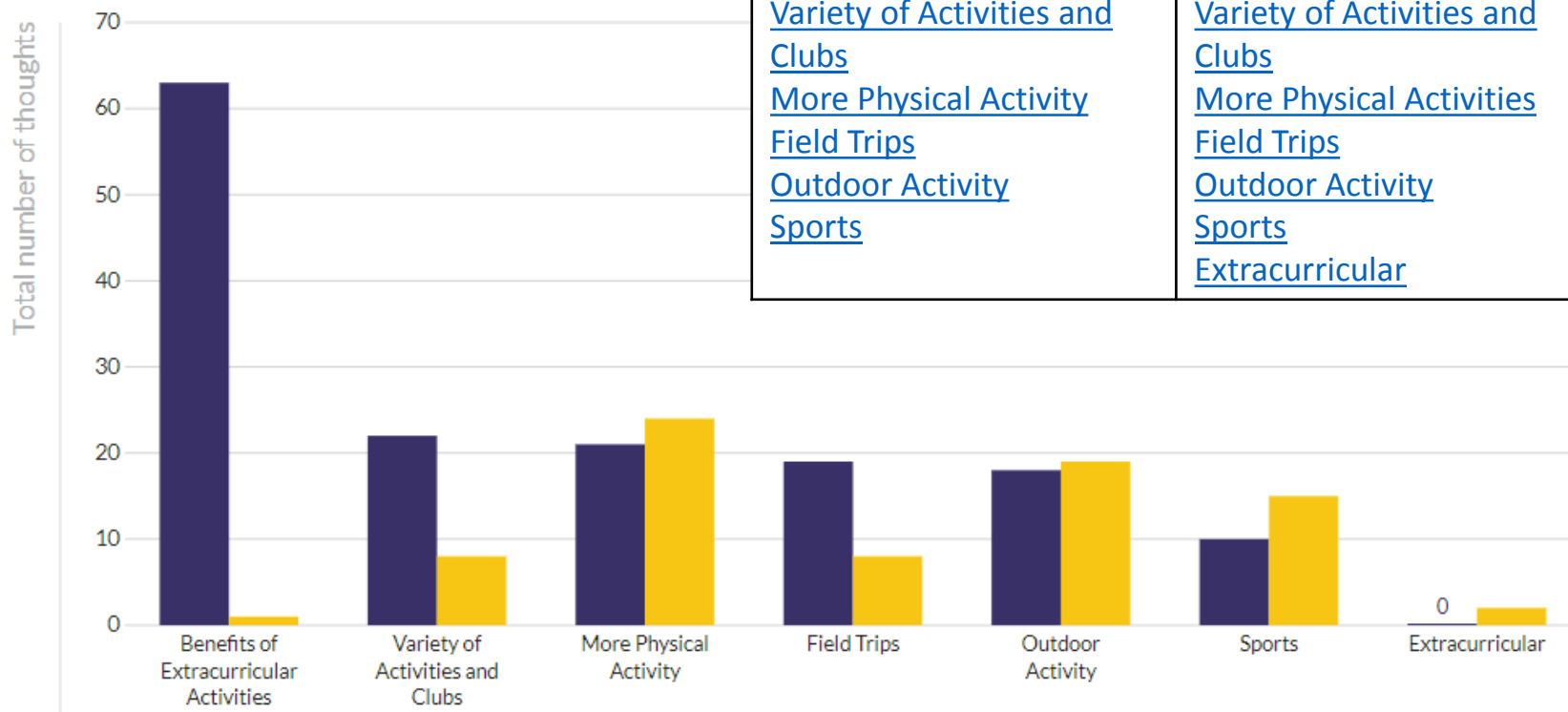
[Special Education](#)
[Specialty Programs](#)
[Electives](#)
[Learning Skills](#)
[Math](#)
[Arts](#)
[Core Curriculum](#)
[Life Skills](#)

[Career Pathways](#)
[Modernize Curriculum](#)
[Resources](#)
[Indigenous History](#)
[Kindergarten](#)
[French Immersion](#)
[Equity and Standardization](#)



Comparison of Responses to Q1 & Q2

Total number of thoughts



Q1: Extracurricular and Physical Activities

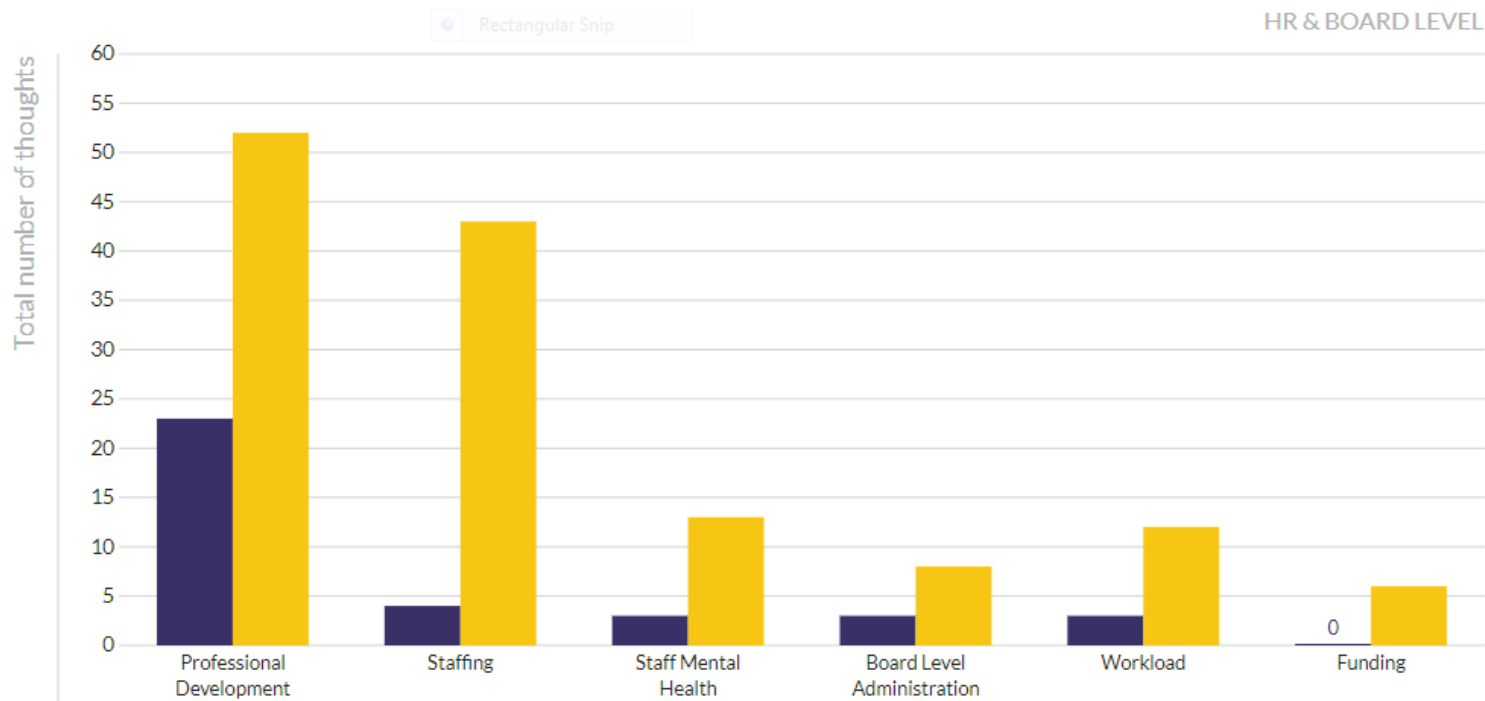
[Benefits of Extracurricular Activities](#)
[Variety of Activities and Clubs](#)
[More Physical Activity](#)
[Field Trips](#)
[Outdoor Activity](#)
[Sports](#)

Q2: Extracurricular and Physical Activities

[Benefits of Extracurricular Activities](#)
[Variety of Activities and Clubs](#)
[More Physical Activities](#)
[Field Trips](#)
[Outdoor Activity](#)
[Sports](#)
[Extracurricular](#)



Comparison of Responses to Q1 & Q2



Q1: HR & Board Level

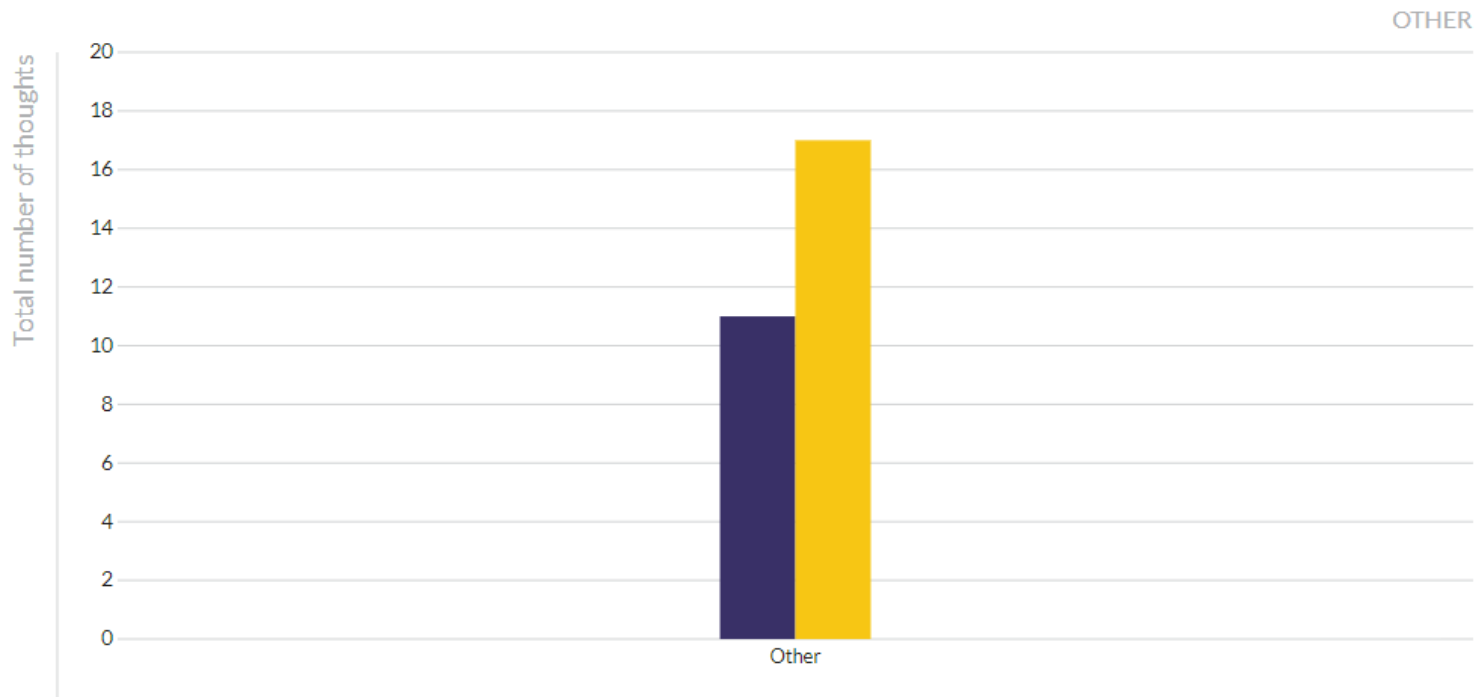
[Professional Development](#)
[Staffing](#)
[Staff Mental Health](#)
[Board Level Administration](#)
[Workload](#)

Q2: HR & Board Level

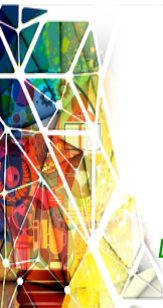
[Professional Development](#)
[Staffing](#)
[Staff Mental Health](#)
[Board Level Administration](#)
[Workload](#)
[Funding](#)



Comparison of Responses to Q1 & Q2

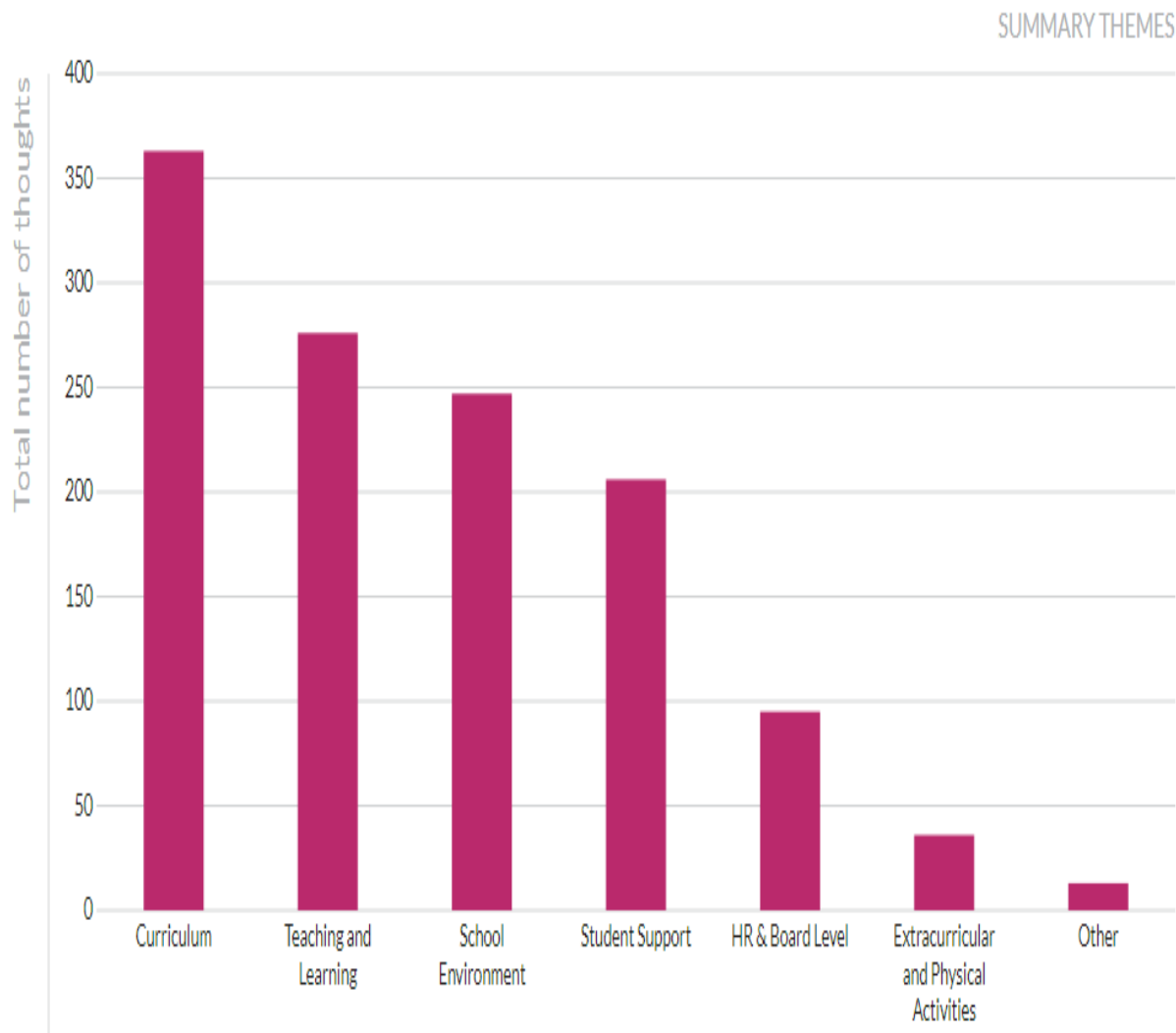


Q1: Other	Q2: Other
Other	Other

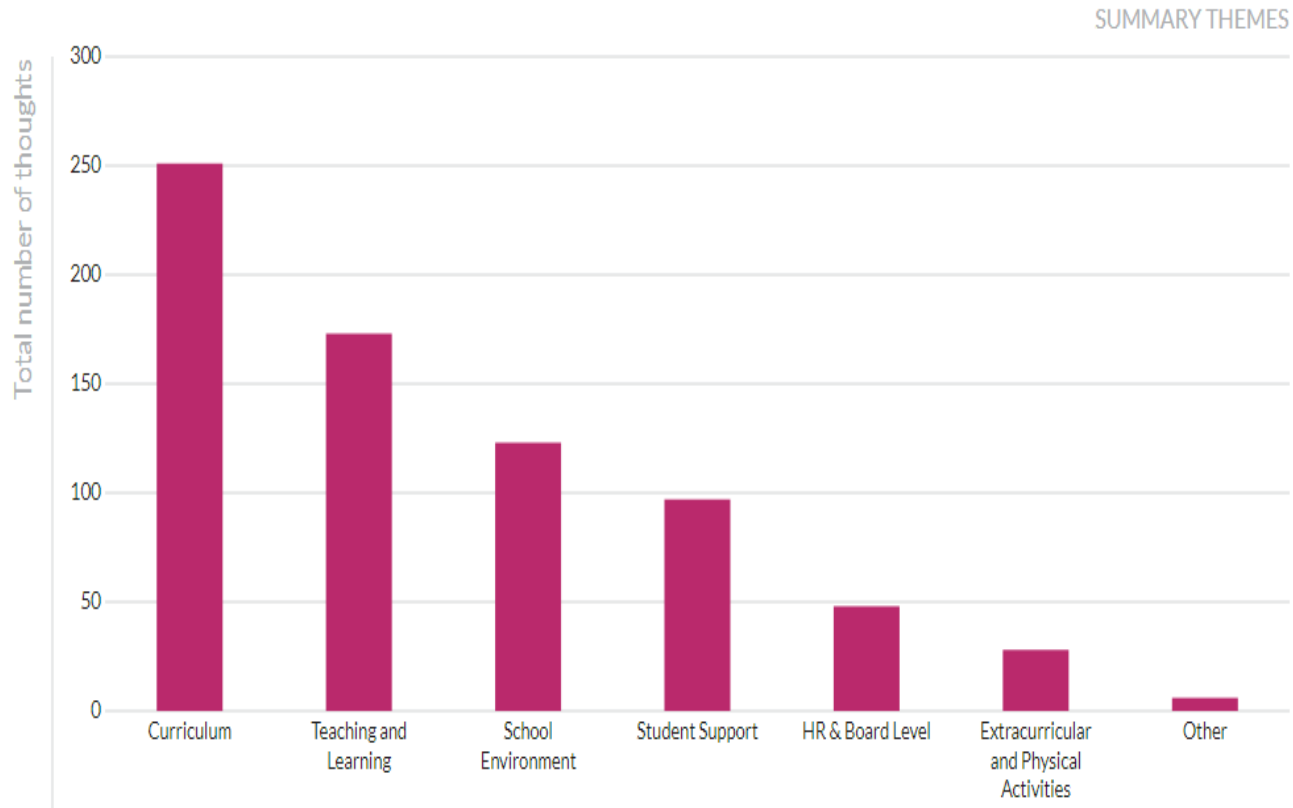


Responses by Theme – Question 3 (All)

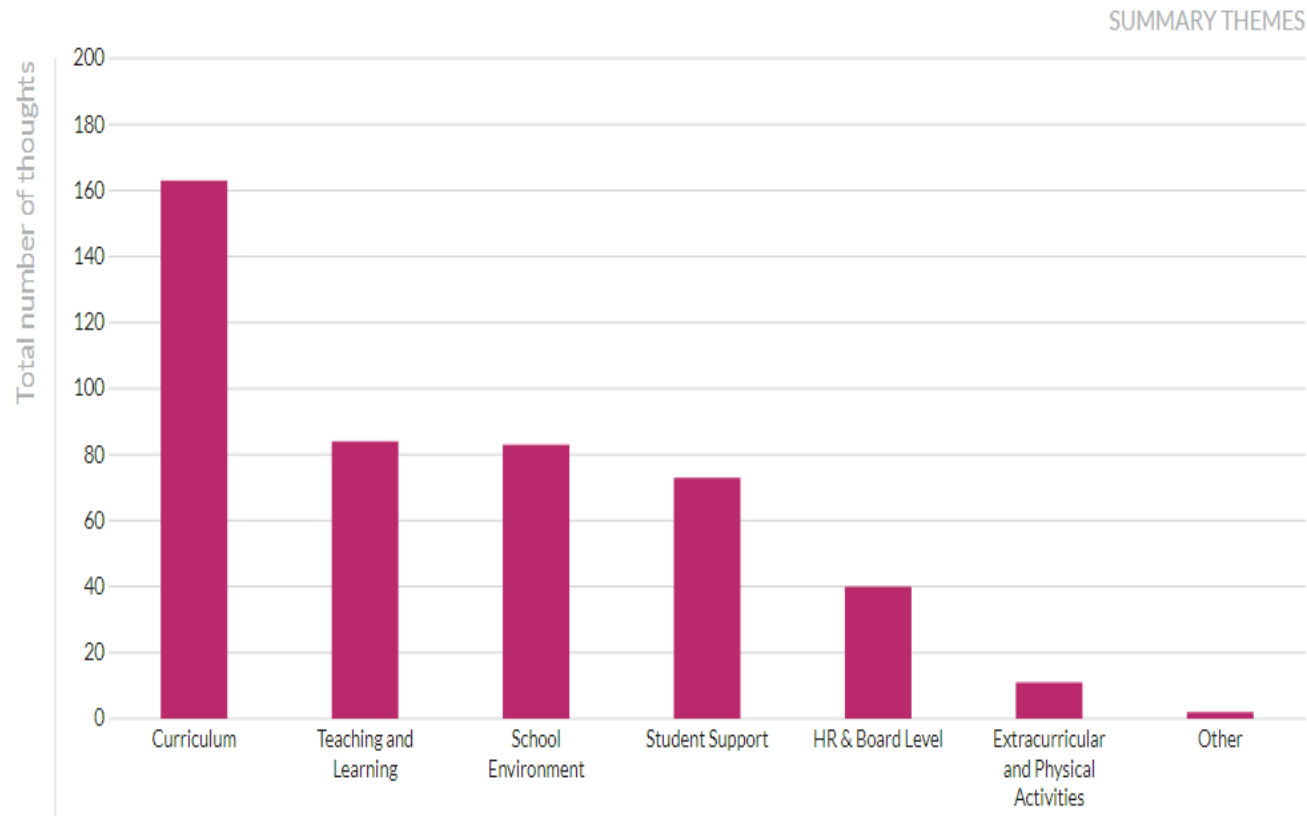
RESULTS Advanced themes



Responses by Theme – Question 3 (Elementary Parents)

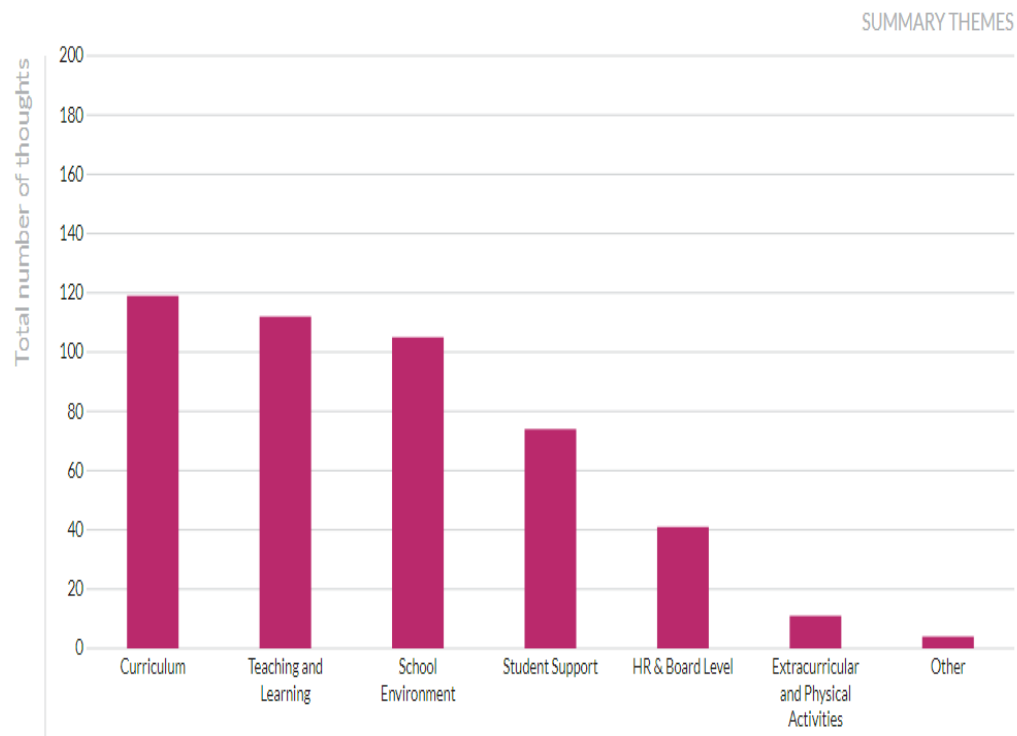


Responses by Theme – Question 3 (Secondary Parents)

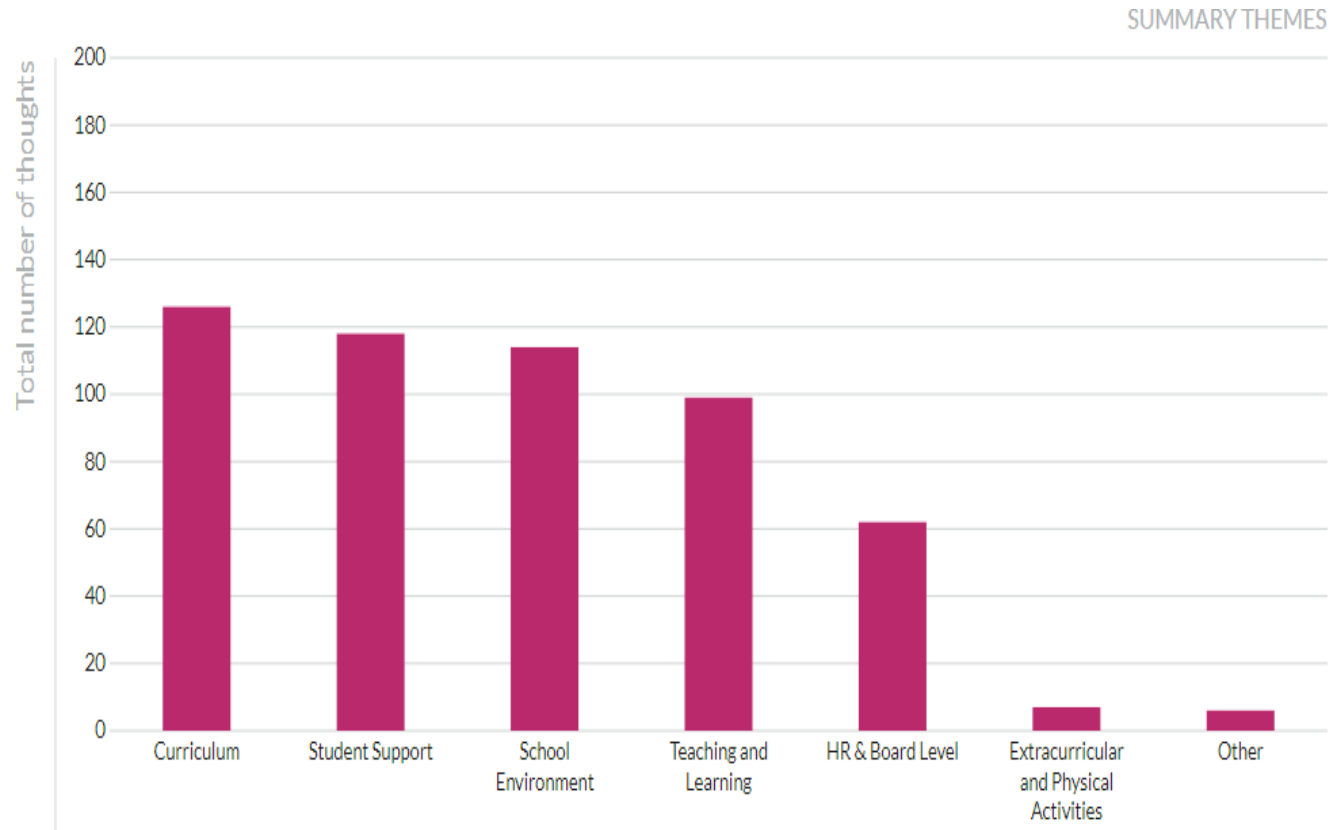




Responses by Theme – Question 3 (Students)

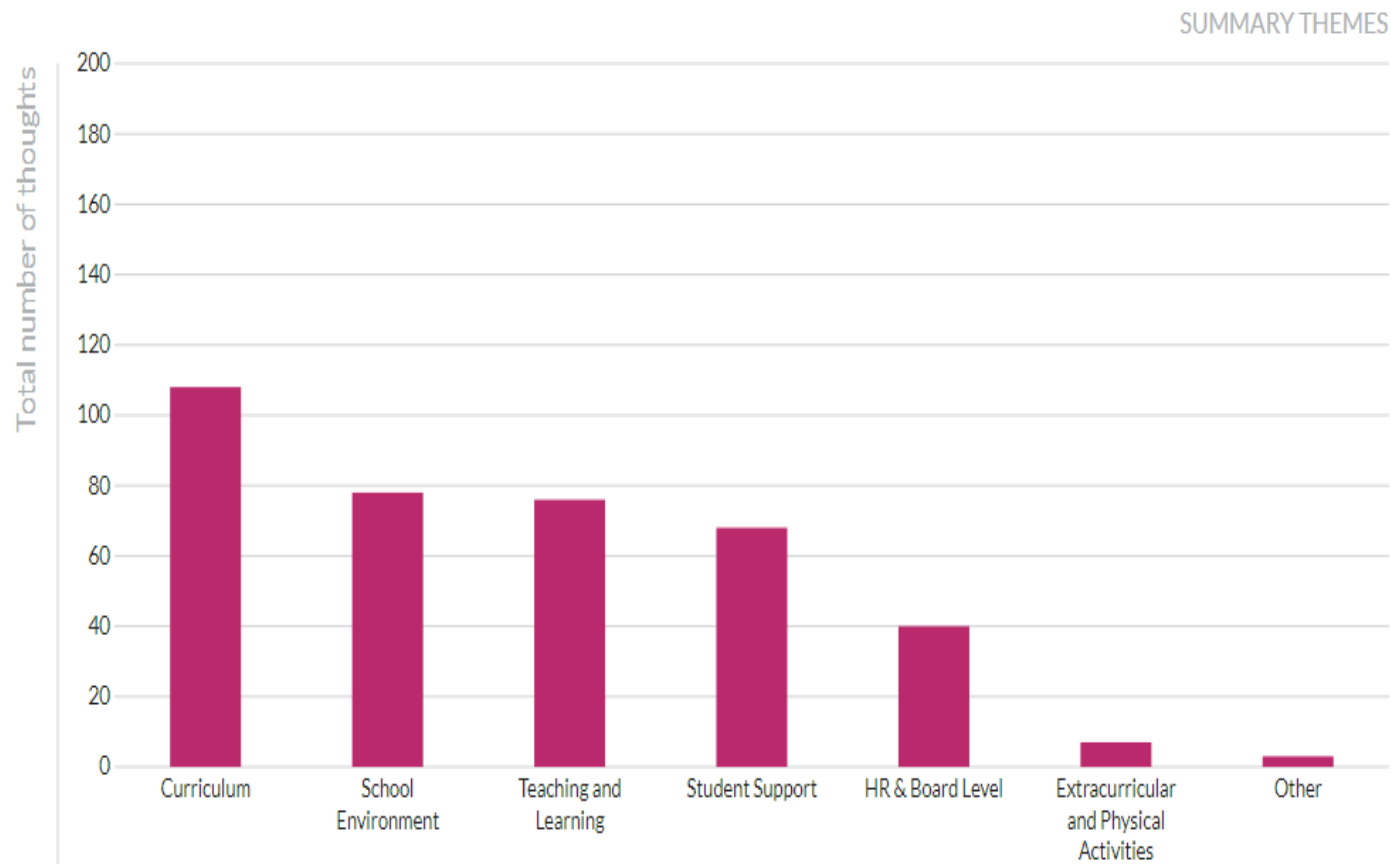


Responses by Theme – Question 3 (Staff)





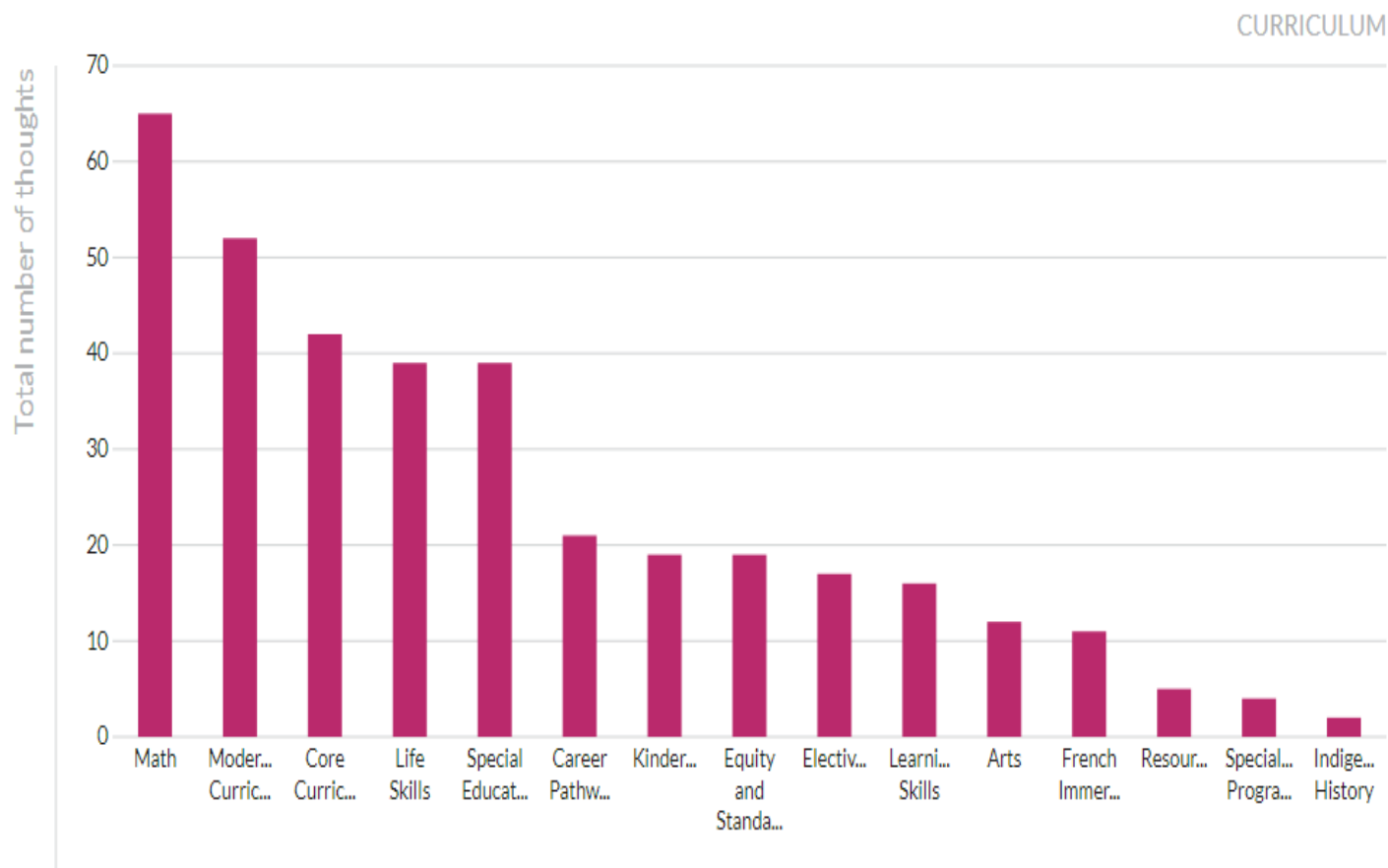
Responses by Theme – Question 3 (Community)





Understanding Curriculum Theme – Q3

RESULTS **Advanced themes** > Curriculum



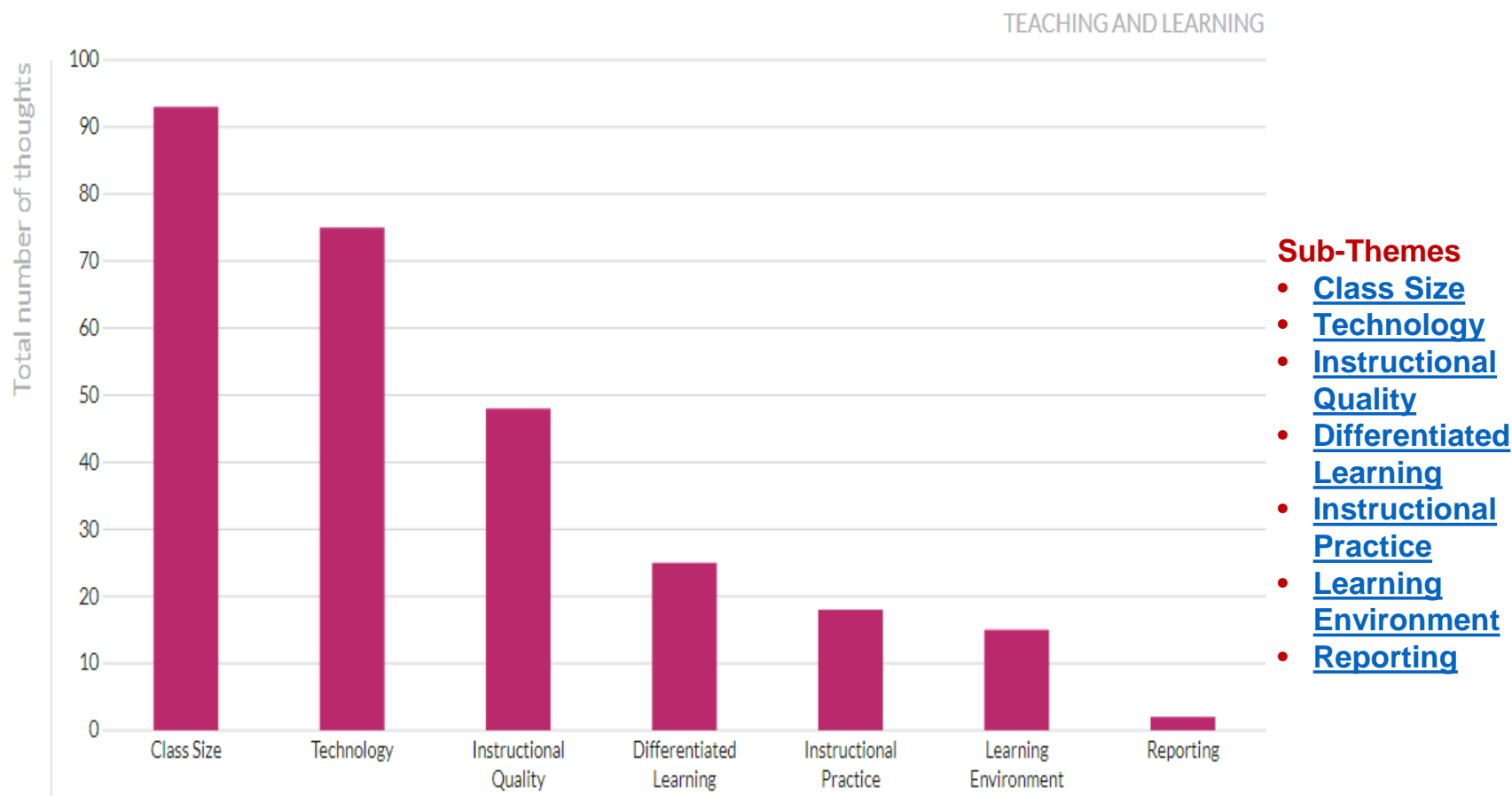
Sub-Themes

- [Math](#)
- [Modernize Curriculum](#)
- [Core Curriculum](#)
- [Life Skills](#)
- [Special Education](#)
- [Career Pathways](#)
- [Kindergarten](#)
- [Equity & Standardization](#)
- [Electives](#)
- [Learning Skills](#)
- [Arts](#)
- [French Immersion](#)
- [Resources](#)
- [Specialty Programs](#)
- [Indigenous History](#)



Understanding Teaching & Learning – Q3

RESULTS [Advanced themes](#) > Teaching and Learning



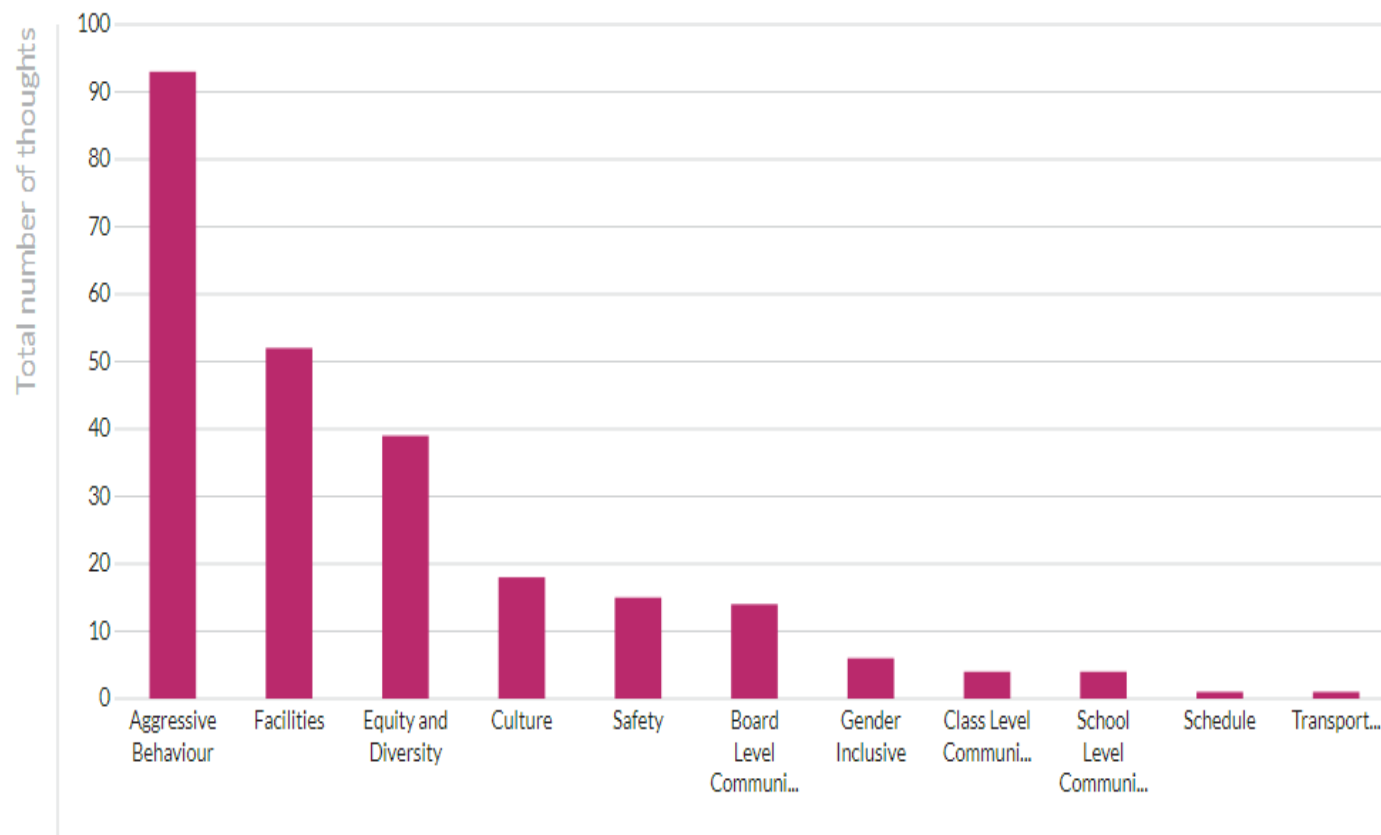


Understanding School Environment – Q3

RESULTS [Advanced themes](#) > School Environment



SCHOOL ENVIRONMENT



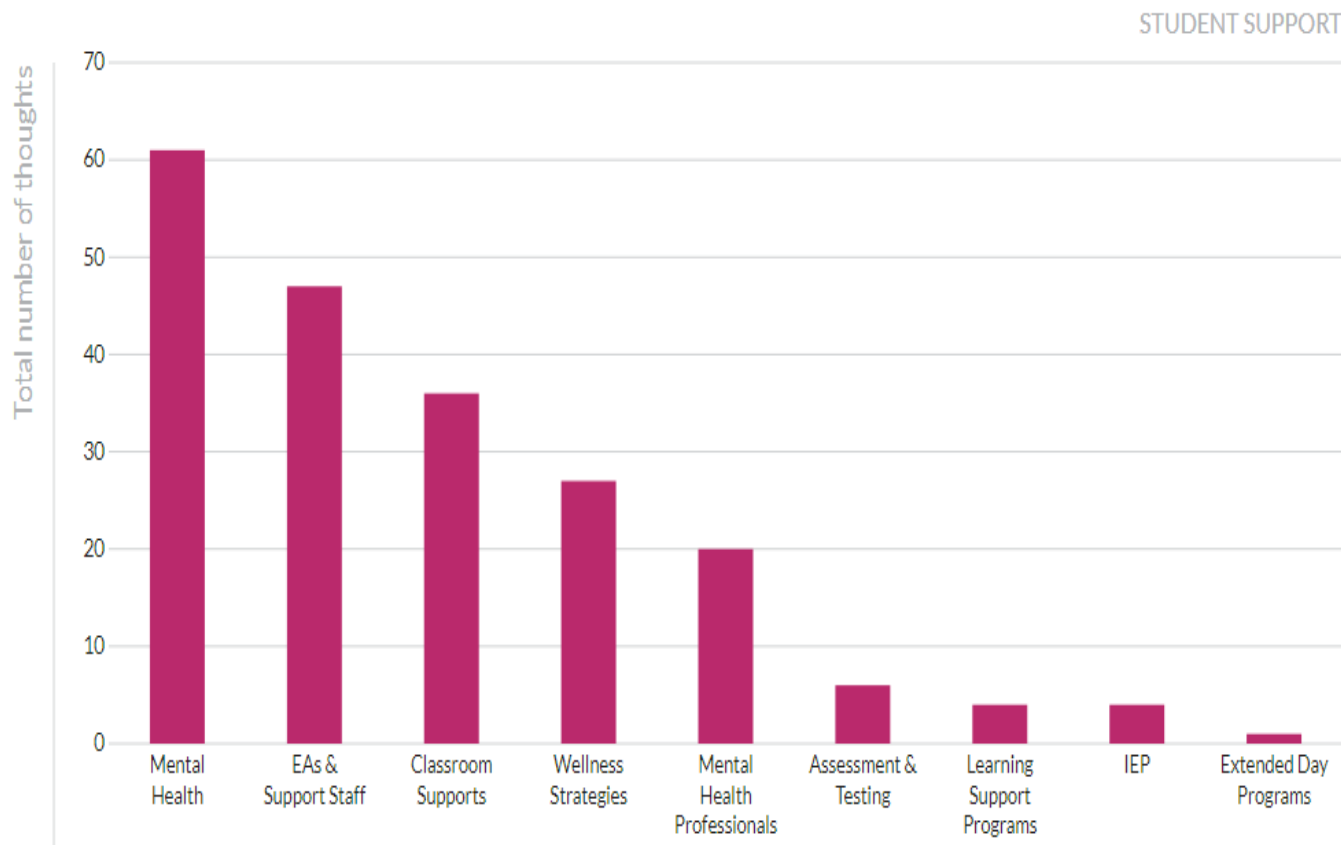
Sub-Themes

- [Aggressive Behavior](#)
- [Facilities](#)
- [Equity & Diversity](#)
- [Culture](#)
- [Safety](#)
- [Board Level Communication](#)
- [Gender Inclusive](#)
- [Class level Communication](#)
- [School Level Communication](#)
- [Schedule](#)
- [Transportation](#)



Understanding Student Support– Q3

RESULTS [Advanced themes](#) > Student Support



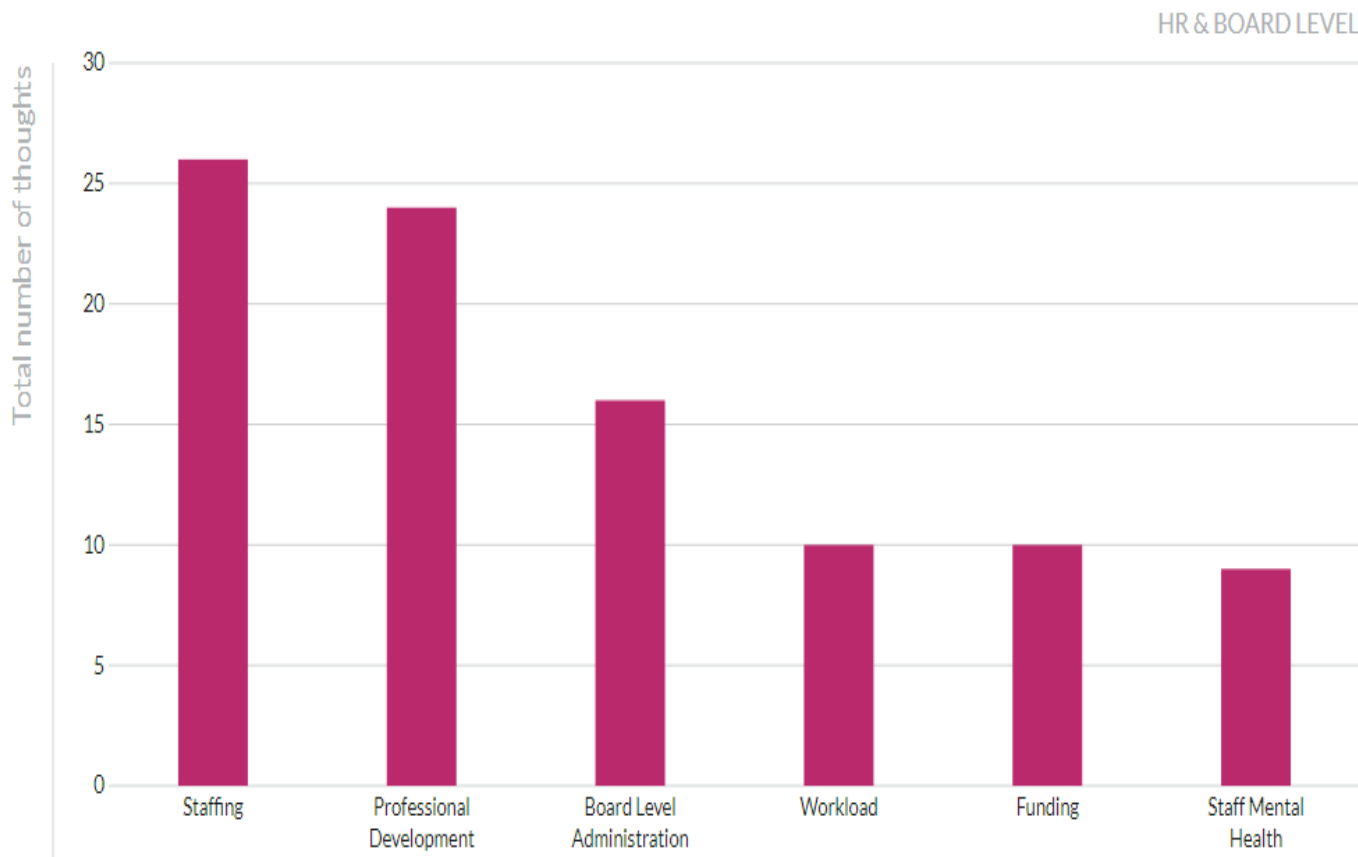
Sub-Themes

- [Mental Health](#)
- [EAs & Support Staff](#)
- [Classroom Supports](#)
- [Wellness Strategies](#)
- [Mental Health Professionals](#)
- [Assessment & Testing](#)
- [Learning Support Programs](#)
- [IEP](#)
- [Extended Day Programs](#)



Understanding HR & Board Theme – Q3

RESULTS [Advanced themes](#) > HR & Board Level



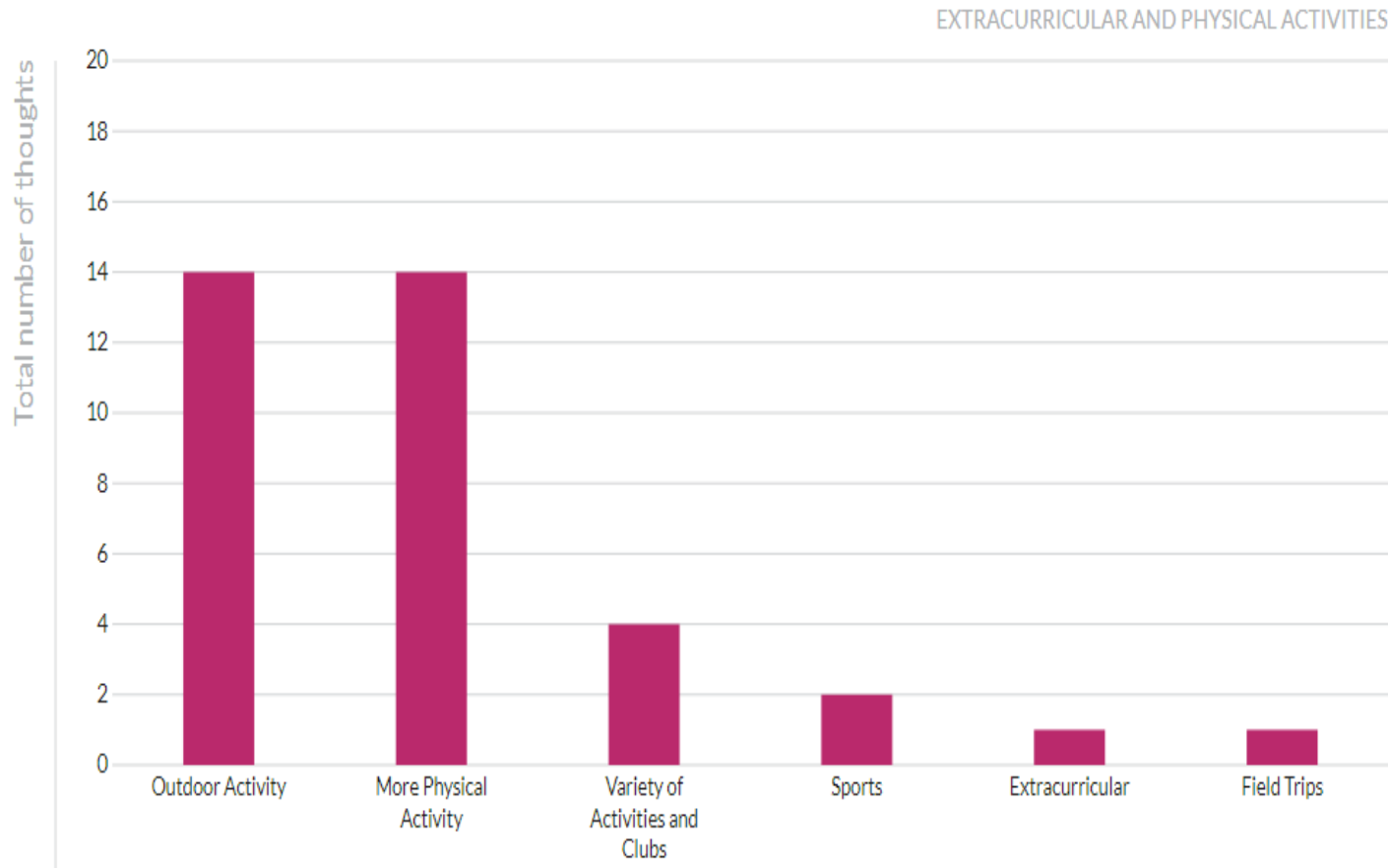
Sub-Themes

- [Staffing](#)
- [Professional Development](#)
- [Board Level Administration](#)
- [Workload](#)
- [Funding](#)
- [Staff Mental Health](#)



Extracurricular & Physical Activities– Q3

RESULTS [Advanced themes](#) > Extracurricular and Physical Activities



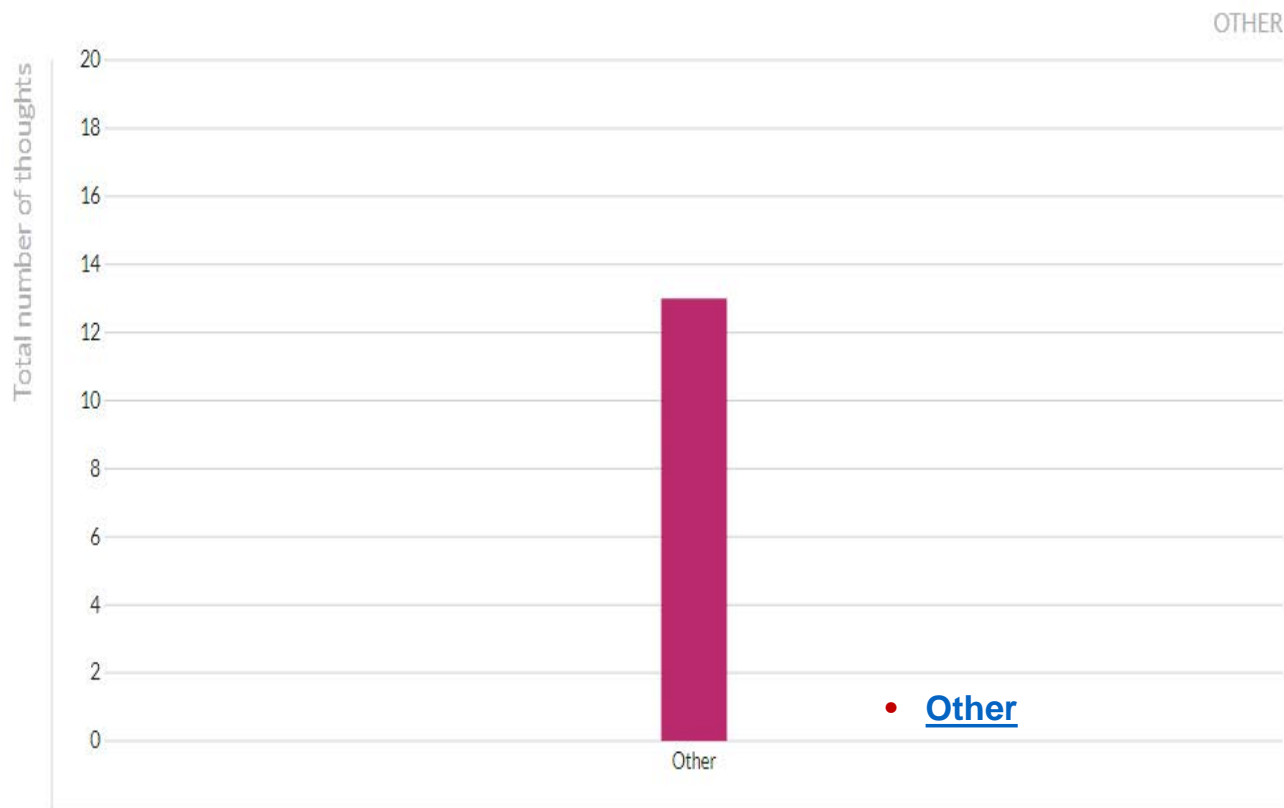
Sub-Themes

- [Outdoor Activity](#)
- [More Physical Activity](#)
- [Variety of Activities & Clubs](#)
- [Sports](#)
- [Extracurricular](#)
- [Field Trips](#)



Understanding Other– Q3

RESULTS [Advanced themes](#) > Other



Developing Strategies & Actions

Reflecting on what we heard....

**What strategic goals should be included in the next
OCDSB strategic plan?**



Developing Strategies & Actions

Group Activity – Strategic Priorities & Goals

Setting priorities – Tips from the Ministry of Education Multi-Year Strategic Planning Guide, 2017

“A small number of ambitious priorities – three to five – is usually the most effective. Priorities identify the direction for the board. They should be courageous, focused, and unafraid to challenge the status quo. They should reflect all voices in the community and strive to transform the culture into one that supports higher achievement levels, a culture of respect for equity and human rights, and improved well-being for every child and student. They should be responsible and responsive. They should have the power to motivate every staff member, parent, child, and student.”

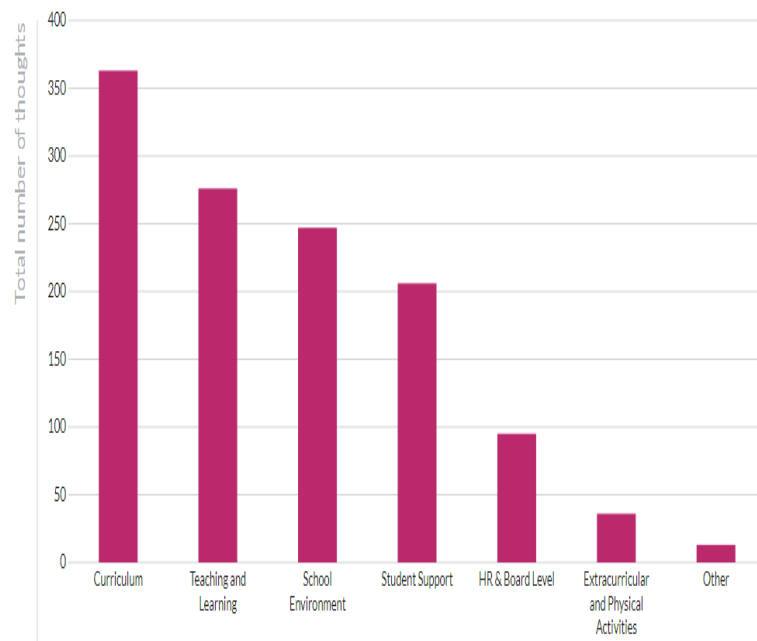
A **strategic priority** is an area of high importance that an organization establishes in order to realize its vision. A strategic priority provides a framework for organizing, defining, and communicating strategic goals.

The **strategic goal(s)** are what an organization will achieve over the course of its strategic plan. Strategic goals are achieved through the initiatives that an organization implements.

Developing Strategic Goals

RESULTS Advanced themes

SUMMARY THEMES



FOCUS GROUP ACTIVITY

- Work in groups by theme;
- Select the theme which most interests you;
- Each theme has several sub-themes – let's focus on the top 5 sub-themes;
- In your group, spend some time reviewing the comments – goal is to understand the comments not get lost in them;
- Task: think about the strategic goals that could help us to achieve progress in this area;
- In some cases, participants have identified specific strategies or actions—these may be perfectly good goals and you can put those forward;



Developing Strategies & Actions

Curriculum	Teaching & Learning	School Environment	Student Supports	HR & Board Level	Extra-Curricular & Physical Activity
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Developing Strategic Goals- Activity

Each group will identify up to 3 strategic goals which the OCDSB should consider for its next strategic plan.

- Identify a recorder and spokesperson;
- Review the feedback from the sub-themes;
- Consider trends and common threads;
- Identify possible strategic goals;
- Record your goals on the flip chart paper;
- Present your goals to the group.

NEXT STEPS

- OCDSB Focus Group Sessions
- Board/Senior Staff Retreat
- Development of Draft Plan
- Consultation on Draft Plan
- Final Plan Approval
- Implementation