

2019-2020



Champion high learning expectations for all students in all programs

Improve Student Achievement






Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Establish targets for achievement results	<ul style="list-style-type: none"> - Identified targets. - Created structures for establishing and monitoring targets. - Gathered data to inform tools and strategies. 	<ul style="list-style-type: none"> - Despite disruptions last year, monitoring tools were established. - The challenge moving forward will be continuity of implementation. - Although previous data sources are unavailable, the established structures will remain and new data sources (not bound to provincial data) will be explored. 	N. Towajj	
Renew cycles and resources for Board Improvement Plan for Student Achievement and Well-Being / School Improvement Plan for Student Achievement and Well-Being	<ul style="list-style-type: none"> - Established new cycles and resources to support BIPSAW and SIPSAW. - Established Program and Learning (PAL) Council. - Used surveys and both educator and administrator voice to make data-informed decisions ("you said, we heard, we did"). 	<ul style="list-style-type: none"> - Opportunity to engage educators in an educator-version of PAL Council. - Newly established cycles for BIPSAW/SIPSAW will inform practice of implementation and instructional leadership in the context of virtual and in-person learning for 2020-2021. - Additional resource(s) are required for 2020-2021 to prepare students, teachers and parents for transitions in math; establish structure and roll-out for new curriculum; and create a professional development series focused on addressing learning and opportunity gaps for students. 	N. Towajj	
Implement Quality Program Indicators for students with special education needs	<ul style="list-style-type: none"> - Reviewed Quality Program Indicator resources. - Restructured content to be more precise, streamlined and user friendly. - Began the design and development of digital platform. 	<ul style="list-style-type: none"> - The purpose of the QPI document is to share best practices and resources to ensure a standard of practice is established for all students with exceptionalities. - Next steps: Continue to refine the content in the resource; Engage with teachers and administrators to provide an overview and shared understanding of the resource; Share resource with the Special Education Advisory Committee. 	P. Symmonds	
Respond to integration of students with Autism Spectrum Disorder (ASD)	<ul style="list-style-type: none"> - Enhanced the ASD/DD intake process. - Restructured ASD/DD team. - Reduced wait times for ASD Team referrals - Provided online ASD training to staff (Educational Assistants, Early Childhood Educators, teachers, and administrators). - Supported transitions to schools. 	<ul style="list-style-type: none"> - Anticipate a change in the Ministry's Ontario Autism Program model after April 2021 resulting in grandfathered students returning to full time school. - Next Steps: Continue to work with CHEO and other therapy providers on shared goals that promote successful transitions; engage parents/guardians in this process. 	P. Symmonds	

Create Conditions for Innovation and Creativity






Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Pilot resources: OCDSB Guide for Supporting Students with Giftedness in the Regular Classroom and OCDSB Interest Academy	<ul style="list-style-type: none"> - Began pilots for both resources and received anecdotal feedback; Pilots were interrupted and could not continue. - Shifted the approach to embed best practices and resources into the section for Giftedness in the Quality Program Indicators resource. - Began exploring a plan to pilot a universal screener for all students, including those with giftedness, to better understand their learning profile and ensure each individual's strength and needs are identified to inform instructional practice. 	<ul style="list-style-type: none"> - Recalibrating the pilots in order to meet the needs of staff and students in the system. The goal is to implement a universal screener pilot in a select group of schools. - Next Step: New schools will be selected to participate in the implementation of the QPI for Giftedness and for an inquiry-based approach to meeting the needs of students with giftedness. 	P. Symmonds	
Conduct Learning Support Services Operational Review	<ul style="list-style-type: none"> - Selected third-party consultant. - Developed project plan. - Completed discovery interviews/documents. 	<ul style="list-style-type: none"> - Focus groups were interrupted; will need to consider if/how to continue them. - Need to consider whether the questions are still relevant and whether the data to be collected will be reflective of the long-term reality or temporary situation. - Consultation with the SEAC regarding the revised plan is scheduled for the December meeting. 	P. Symmonds	

Promote collaborative environments which foster innovation and creativity

Build a Culture of Innovative Practice

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Create an OCDSB network of innovation	<ul style="list-style-type: none"> - Established online presence. - Grew circle of innovators. - Established structure for sharing innovative ideas. 	<ul style="list-style-type: none"> - Planning intentional roll-out, connected with context, so it can be situated with evidence of practice; a longer-term communications plan where stories are continuously highlighted. - Next Step: Consider how to leverage department heads. 	E. Hardie	
Develop staff capacity in experiential learning	<ul style="list-style-type: none"> - Delivered professional development in experiential learning. - Provided additional support for experiential learning in an online context for virtual schools. 	<ul style="list-style-type: none"> - Schools are increasingly taking initiative and reaching out for support. - For 2020-2021, focus on building <i>possibility</i> instead of <i>capacity</i>. 	E. Hardie	
Expand innovative program offerings in all streams	<ul style="list-style-type: none"> - Increased access to multiple learning experiences, including skilled trades, Specialist High Skills Majors (SHSM), and eLearning. - Provided students with dual credit opportunities via Algonquin College. - Supported hands-on learning in a home (virtual) environment. - Developed Authentic Student Learning Experience (ASLE) tool used by most Student Success Teachers (SSTs), integrated with professional development. 	<ul style="list-style-type: none"> - Although the ASLE tool is a product, the real strength is the process. - Need to gather data to measure how many students rescued credits, to support the anecdotal evidence in support of ASLE success. - Next steps: Develop a portfolio with various scenarios for staff to refer to; Leverage SSTs to support classroom teachers in changing their practice; Continue with dual credit opportunities and launch School Within a College (SWAC). 	E. Hardie	
Create personalized learning spaces	<ul style="list-style-type: none"> - Embraced concept of less traditional, flexible learning spaces connected to good pedagogy. - Developed draft guideline for Learning Anywhere. - Continued peer support for pilot schools with their Learning Anywhere work. 	<ul style="list-style-type: none"> - Forced to move back to more traditional learning spaces due to physical distancing measures. - Next Step: Identify pilot schools to consider what they learned and how we can understand the impact of flexible learning spaces and learning on display. 	S. Lehman	
Create a digital community of practice	<ul style="list-style-type: none"> - Shifted District to a community of learning. - Provided learning on digital tools. - Created videos and resources supporting the use of digital tools and applications combined with pedagogical practice, which are hosted on the staff portal. - Provided Learning Management System training to all teachers. - Conducted technology-based survey. - Distributed devices to create operational structure. 	<ul style="list-style-type: none"> - Adjusting course with dramatic changes due to remote learning and working. - Practice and cultural paradigm related to a community of practice; not just about shifting teaching from in-person to remote. - Identification of opportunities for short and direct job-embedded learning, focused on assessment/evaluation, collaboration, and rich/authentic tasks. - Next Steps: Leverage resource providers; Move beyond 'creating' to 'expanding and advancing' our digital community of practice. 	S. Lehman	

Modernize Learning and Student Experience

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Align the principles of NPDL with Experiential Learning	<ul style="list-style-type: none"> - Partnered with Innovation and Adolescent Learning. - Integrated experiential learning with rich and authentic tasks. 	<ul style="list-style-type: none"> - Moved beyond NPDL. - Next Steps: Formally disengage from NPDL; Align with principles of CRRP; Differentiate support for schools high on RAISE index. 	S. Lehman	
Re-develop OPS/Principal learning/VP network and alignment of function and roles	<ul style="list-style-type: none"> - Collaborated across departments to fine tune superintendency meeting model to focus on learning and achievement, and include vice-principals in sustainable way. - Streamlined operations and training sessions. - Established expectations and increased alignment with SIPSAW cycle. - Increased alignment between elementary and secondary. 	<ul style="list-style-type: none"> - Response to current situation included even more professional development for educators, but demands have put a hold on re-developing meetings with a professional learning structure. - Next Steps: Revisit the development of the professional learning structure in 2021-2022, as we are not currently in the position to move forward. 	B. Reynolds	
Use Experiential Learning to build engagement and to rethink the delivery of compulsory courses	<ul style="list-style-type: none"> - Provided professional development on experiential learning, with direct support from Superintendent of Instruction. - Hosted workshops on experiential learning in skilled trades, while prioritizing mathematical skill development. - Worked with G8 schools to develop new ideas around using experiential learning to support ELD/ELL, low SES, student wellness, address attendance issues, etc. 	<ul style="list-style-type: none"> - Consideration of how the current schedule/structure naturally lends itself to a flipped classroom approach. - Opportunities to leverage "off days" for students for potential credit recovery. - Currently surveying schools to track at-risk numbers in our current environment; concern that students can fall behind more rapidly in the quadmester model. 	E. Hardie	
Foster STEM opportunities for students in all elementary school communities	<ul style="list-style-type: none"> - Provided a list of STEM opportunities that are available to educators and students in our District. - Actively promoted Hour of Code in all schools. - Created and shared Maker Challenges with themes connected to strategic plan. - Created resources in partnership with Innovation and Adolescent Learning to support coding in grades 1-8. 	<ul style="list-style-type: none"> - Technology coaches working with classroom teachers on STEM experiences for students. - More students are aware of, and have participated in a coding experience. - Consideration of how confidence in K-8 informs course selection in secondary. - Next Steps: Establish formal partnerships with other institutions to advance opportunities for students under-represented in STEM. 	S. Lehman	
Foster Secondary Schools STEM pathway for students	<ul style="list-style-type: none"> - Catalogued Computer Science and Computer Engineering courses available. - Met with principals to discuss technology needs in Design Technology, Computer Science and Computer Engineering courses. - Met with Program and Learning to discuss the availability of Computer Science and Computer Engineering courses in the OCDSB. 	<ul style="list-style-type: none"> - Alignment with equity work; Consideration of who is represented in STEM courses. - Collaboration with principals informs prioritization of their needs. - Next Steps: Specific supports targeted explicitly to under-represented groups and consideration of a pilot project. 	S. Lehman	

Modernize instruction and administrative processes

Modernize Administrative Processes

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Implement new student information system	<ul style="list-style-type: none"> - Established Aspen Steering Committee and Transition Team. - Trained Transition Team on all modules. - Completed training on data validation and operational data store. 	<ul style="list-style-type: none"> - Next Steps: Roll-out implementation. 	S. Lehman	
Implement Safe Arrivals Program	<ul style="list-style-type: none"> - Established and completed implementation for Safe Arrival Program. 	<ul style="list-style-type: none"> - Continue to monitor implementation. 	S. Lehman	
Automate Agenda Production	<ul style="list-style-type: none"> - Acquired equipment and provided training. - Automated COW and DEC agendas. - Developed capacity for report writing in escribe. 	<ul style="list-style-type: none"> - Working remotely expedited transition to escribe. - Next Step: Increase automation of forms. 	M. Giroux	

Modernize Human Resources Management Practices

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Update job evaluation process for non-union employees	<ul style="list-style-type: none"> - Identified and confirmed scope of review. - Prepared RFP for the project. 	<ul style="list-style-type: none"> - Possibility of extra internal support. - Next Steps: Select successful bidder and finalize contract; Update job descriptions. 	J. McCoy	
Revitalize Performance Management System	<ul style="list-style-type: none"> - Identified outstanding principal/teacher performance appraisals. - Developed workshops for principals, vice-principals and superintendents. - Rolled out Teacher Performance Appraisal (TPA) software updates to the system with supporting resources. 	<ul style="list-style-type: none"> - System issues with the upgrade to the TPA system led to delays in roll-out. - Workshops were cancelled due to labour action and closure. - Next Step: Prioritize performance appraisals for new teachers, and otherwise work put on hold given the need for substantial engagement with principals. 	J. McCoy	
Re-imagine Staff Development from system perspective	<ul style="list-style-type: none"> - Pivoted to virtual professional development. - Established networks and cycle. - Took a responsive approach and used feedback in an immediate way. 	<ul style="list-style-type: none"> - Given remote conditions, moved from almost exclusively from in-person to virtual format which allows PD to not necessarily depend on release time. - Next Step: Embrace lessons learned to inform work moving forward. 	J. McCoy	

Modernize Learning and Student Experience

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Increase the use of the Ministry of Education's VLE for students in Grade 7-8	<ul style="list-style-type: none"> - Provided resources to staff for use of the VLE. - Created blended learning opportunities through use of the VLE. - Promoted the use of the portfolio tool for digital placement of student work. - Provided principals an outline of tools available on VLE. - Uploaded Concussion Management modules to VLE for student use. 	<ul style="list-style-type: none"> - Increased awareness of tools available. - Increased use of tools, with tools and practices being adopted incidentally as remote learning accelerates progress. - Next Steps: Determine good digital practices, regardless of circumstances. 	S. Lehman	
Activate Student Voice Action Plan/ Student Feedback System	<ul style="list-style-type: none"> - Facilitated G8 Principals' use of Student Voice to inform school improvement. - Facilitated consultations with system departments and Student Senate /Presco. - Promoted the use of Student Voice in Student Success to build re-engagement plans, connecting learning to pathway goals. 	<ul style="list-style-type: none"> - Rolling out portfolio development for students with the support of SSTs. - Supporting virtual schools to build student councils and student senate representation. - Using student voice to build an event focused on virtual post-secondary education opportunities. 	E. Hardie	
Modernize Continuing Education, Adult and Alternate models and pedagogy	<ul style="list-style-type: none"> - Increased personalization of learning in elementary summer school. - Increased communication between sending school and summer school; further opportunity to expand communication to receiving school. 	<ul style="list-style-type: none"> - Advancements were driven by the move to remote learning. - Important to view Continuing Education as a continuum, not an addendum. - Next Steps: Consider how the summer school experience in grade 8 impacts student performance in grade 9; Create a plan for next summer as grade 8 students will be entering into de-streamed math. 	S. Smith	
Align Alternate, Adult and Continuing Education/LINC programs	<ul style="list-style-type: none"> - Embraced moment of opportunity to increase alignment. - Moved to online registration where possible. - Supported the move to a continuous intake process. 	<ul style="list-style-type: none"> - Need to consider what a successful modernized model will look like. - Next Steps: Write a white paper on how an online approach can benefit some students; Consider how equity is addressed through course offerings. 	S. Smith	






Prioritize the dignity and well-being of students in inclusive and caring classrooms

Enhance Student Safety





Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Implement Commit to Kids program	<ul style="list-style-type: none"> - Established a Commit to Kids/Kids in the Know Steering Committee. - Hosted initial staff training in Commit to Kids. - Developed policy and procedure to prevent child sexual abuse, which requires approval from the Board. 	<ul style="list-style-type: none"> - Interest in gathering feedback from CAS and Ottawa Police; process started prior to Covid but interrupted. - Opportunity to align with staff misconduct and Kids in the Know cyber safety. - Next Step: Get draft policy and procedure approval by January; Integrate training into hiring process. 	B. Reynolds	
Review and revise Safe Schools Policy and Code of Conduct Policy	<ul style="list-style-type: none"> - Conducted pre-consultation with stakeholders, including students in targeted and general ways. - Facilitated conversations with principals, vice principals, and Multicultural Liaison Officers to discuss existing barriers. - Drafted revisions to policies. 	<ul style="list-style-type: none"> - Establishment of a process and commitment to listening is just as important as the policy changes. - Consultation was interrupted; will continue virtually, with target completion by February 2021. - Alignment of this work with review of police involvement in schools. 	M.J. Farrish	
Expand programming for suspended and expelled students	<ul style="list-style-type: none"> - Modified intake and discharge process to better identify non-academic goals. - Held intake meetings; staff are in place and engaged in programming for academic and social emotional goals in the student action plan. - Changed location for one site and amalgamated 3 sites to 2. - Reviewed data re: suspensions, expulsions, and attendance in safe schools programming at safe schools sites. 	<ul style="list-style-type: none"> - Need a better understanding of how the new architecture is working for students. - Focus on non-academic programming. - Next Step: Review data to measure impact of the longer day, inclusion of social emotional programming, and the enhanced transition processes. 	M.J. Farrish	
Review current use of Restorative Practices in schools and Plan for increasing Staff Capacity to deliver	<ul style="list-style-type: none"> - Conducted initial research on Restorative Practices, approaching it with a human rights lens. - Started setting conditions to build a culture that is equity-aware. - Altered plan based on our current needs beyond Restorative Practices, and understanding based on human rights concerns. 	<ul style="list-style-type: none"> - The basis is about community building. - Changing strategic direction throughout this journey: consideration of ways we are using the principles (e.g., engagement and ownership) without necessarily adopting the Restorative Practices package; - Next steps: Engage with Hawthorne re: pilot project; Conduct literature review; - Collaborate with Program and Learning and Learning Support Services around setting conditions for learning that centre equity (i.e., The Third Path approach) as well as making connections with the Indigenous, Equity and Human Rights Roadmap. 	M.J. Farrish	
Update Bullying Prevention and Intervention Plan	<ul style="list-style-type: none"> - Considered school plan data to complete the District Plan template. - Compiled menu of programs and initiatives that schools are employing to support bullying prevention. - Drafted overarching statements to inform school-level statements. 	<ul style="list-style-type: none"> - Need the structure to support the culture; need to establish structure for bullying prevention planning by establishing action teams with vision leaders in schools. Next Steps: Create structure, profile and brand for system-level Safe and Accepting steering team and school-level Safe and Accepting action teams; Interaction and integration between school and system teams will help inform annual bullying prevention plans and other initiatives. 	M.J. Farrish	
Review methods for reporting bullying in schools and propose District methodology	<ul style="list-style-type: none"> - Completed inventory of current reporting options accessed by students in schools. - Met with vendors to explore third party tools. - Shared proposed methods with School Operations Committee. - Selected and purchased tool. 	<ul style="list-style-type: none"> - Community building versus surveillance. - Next Steps: Meetings with departments to discuss requirements for implementing a pilot of the tool; Review data as part of ongoing monitoring. 	M.J. Farrish	

Improve Student Well-Being



Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Review and Update the Well-Being Framework to align with 2019-2022 Mental Health Strategy	- Identified a collaborative approach with Learning Support Services (LSS) and Program and Learning (PAL) for revision of the framework.	- Work to carry into 2020-2021. - Next Step: Determine timeline for approach to revisions.	M.J. Farrish	
Complete International study on Social-Emotional Skills (OECD)	- Collected and processed data. - Continued collaboration with OECD.	- Reports provided from OECD will inform our work developing students' socio-emotional skills. - Next Step: Host workshops on socio-emotional skills with OECD participation/involvement.	M. Giroux	
Implement 2019-2022 Mental Health Strategy through annual Action Plans	- Finalized OCDSB Mental Health Strategy. - Provided in person and online mental health training for educators. - Provided professional development for LSS staff to enhance cultural competency - Conducted literature review on barriers to accessing mental health services for Black and Indigenous Youth. - Provided consultation, direct counselling and referral support for students.	- Complete research on barriers to accessing mental health services and continue to provide access to culturally responsive mental health supports and services. - Targeted focus on mental health promotion for students K-3. Next Steps: Conduct focus groups with Black and Indigenous students; Provide ongoing professional learning for staff.	P. Symmonds	

Champion and nurture a safe, caring and respectful workplace

Enhance Human Resources Equity Practices






Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Promote and support Affiliate Networks	- Reviewed structure and resources from the Employee Resource Group program. - Established contact with existing informal and formal affinity networks to seek feedback/advice. - Worked with employee groups.	- Direct reflection of community work. - Next Steps: Engage with staff.	J. McCoy / D. Baker	
Develop Indigenous and Racialized Leaders Development Plan	- Conducted successful RFP process and hired third-party for development of plan. - Integration with succession planning.	- Will be informed by data which will be collected through workforce census. - Next Step: Work to better understand the experiences and trajectories of current Indigenous and racialized leaders.	J. McCoy	
Develop Workforce Census survey instrument	- Worked with Corporate Services to combine workforce census with employee engagement survey. - Reviewed standards for collecting identity-based data to confirm requirements related to employee census. - Gathered and reviewed sample surveys. - Established a small working group (with Equity team, Human Resources, Corporate Services, Communications, School Operations) to serve as the project team. - Entered into a contract with Qualtrics for support and administration.	- Survey has developed beyond the original contemplation, with a focus on creating the conditions for a culture of caring where employees are encouraged to bring their identity to work. - Interest in findings ways to tell staff stories and show vulnerability, which will in turn increase staff confidence, participation, and validity in the data collected. - Opportunity to collaborate with the Hard Conversations group.	J. McCoy	
Complete an Equitable Recruitment Strategy	- Conducted inventory of current practice. - Carried out training to ensure hiring managers are culturally aware. - Rolled-out training to staff. - Collaborated with Indigenous, Equity & Human Rights division.	- Upcoming opportunity to identify gaps in recruitment through data collection via the workforce census. - Next Steps: More advanced training as next level of Indigenous, Equity and Human Rights Roadmap.	J. McCoy	

Improve Workplace Safety and Employee Well-Being


Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Implement Respectful Workplace Campaign	- Met with communications to discuss promotion materials/campaign. - Developed draft content, with focus on 'what does a respectful workplace look like', which is still underway.	- Next Step: Continue work on content development and promotional planning in 2020-2021.	J. McCoy	
Continue Ongoing Implementation of Psychologically Healthy and Safe Workplace practices using CSA Standard	- Held regular meetings on Engaging and Health Workplace until closure in March. - Launched online wellness platform, Lifespeak. - Included webinar on mental health and resilience for leadership training day.	- Focus shifted to health and safety in the context of the pandemic. - Work will span multiple years. - Staff survey will inform work to target gaps. - Next Steps: Restart committee; Undertake procedure for working from home by default.	J. McCoy	

Build authentic engagement with and among our communities

Build System Capacity for Engagement

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Develop annual engagement/satisfaction surveys for parents, students and staff	<ul style="list-style-type: none"> - Researched best practices, identified tool, and contracted third-party provider for administration of staff survey. - Engaged with parents, students and staff through interactive, online conversations throughout Learn At Home. 	<ul style="list-style-type: none"> - Although engagement with stakeholders did not take the format originally planned, participation in online conversations was very high. - Next Step: Continued engagement, with opportunities to learn more about remote learning and disaggregation of those in virtual vs. in-person schools (in compliance with PPM-164). 	M. Giroux	
Develop strategy to enhance and regularize internal communications	<ul style="list-style-type: none"> - Developed communications strategies for labour- and Covid-related issues. - Moved to a more tailored approach in communication, specific to designated audiences. 	<ul style="list-style-type: none"> - Substantial growth in internal communications, with advancements being driven by changes due to Covid. - Next Steps: Consider the development of an employee newsletter for regular and friendly reminders to staff; Opportunity to engage with staff and enquire about preferred methods of communication; Enhance staff portal 	M. Giroux	
Enhance parent portal and school based communication tools	<ul style="list-style-type: none"> - Retained School Website Communications Coordinator. - Expanded use of staff portal in collaboration with B&LT. 	<ul style="list-style-type: none"> - Unique opportunity to support schools in communications and populate parental portal with information pertaining to Return to School. 	M. Giroux	
Initiate Advisory Committee Review	<ul style="list-style-type: none"> - Presented report to Committee of the Whole in March. 	<ul style="list-style-type: none"> - Next Steps: Research, consultations, and recommendations to continue in 2020-2021. 	M. Giroux	
Facilitate partnerships with community groups/agencies to enhance student learning and opportunities	<ul style="list-style-type: none"> - Built partnerships with University of Ottawa (B.Ed program), Carleton University, Library and Archives, The War Museum, MDA Engineering, Youth Ottawa, National Capital Commission, etc. - Formalized partnerships to help deliver experiential learning. - Supported student engagement in local skills competitions. - Developed a plan (Project True North) to engage students in primary source documentation related to Canada's first Black Battalion. 	<ul style="list-style-type: none"> - Need to be asking how we can make this work sustainable. - Consider how Project True North intersects with the goal of modernizing curriculum; changing a mainstream course in a systemic, structural way. - Next Step: Develop a project similar to True North, but with an Indigenous perspective. 	E. Hardie	

Enhance Early Years

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Connect EDI data to learning programming	<ul style="list-style-type: none"> - Used the Early Development Instrument (EDI) results to help identify the strengths and needs of the children within their school communities. - Unpacked the data with Research Evaluation and Analytics Division and the Early Learning Department (in progress). - Collaborated with Program and Learning to formulate grant for ECE training. 	<ul style="list-style-type: none"> - Exploring supports in the community to close gaps prior to Kindergarten, balanced with ensuring Kindergarten classes are ready to meet students where they are at. - Importance of building relationship between student and teacher from the time of registration. - Need to disrupt expectations, dismantle perceptions through educator training. Next step: Consider a summer preparedness program, informed by EDI data, connected to schools, to accelerate the gap-closing process. 	P. Duah	



Remove barriers to equity of access, opportunity and outcomes

Develop Equity Action Framework

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Build system capacity for equity & Human Rights	<ul style="list-style-type: none"> - Implemented Equity, Diversity and Inclusion Fundamentals and Unconscious Bias modules (CCDI). - Established Indigenous, Equity & Human Rights division. 	<ul style="list-style-type: none"> - Consider how to support and recognize affiliate groups as resources to the Board and staff, moving from underground to mainstream while ensuring groups feel safe and secure. - Priorities operationalized in the Indigenous, Equity and Human Rights Roadmap. - Next Steps: Ongoing training for staff and collaboration with affiliate groups. 	D. Baker	
Build capacity to address Anti-Black Racism, CRRP & Human Rights	<ul style="list-style-type: none"> - Hosted summer institute session. - Continued with CRRP training modules. 	<ul style="list-style-type: none"> - Priorities operationalized in the Indigenous, Equity and Human Rights Roadmap. - Next Steps: Ongoing visibility of the Roadmap, with opportunity to highlight specific topics; Opportunity for curated content on website with social media as a tool to direct stakeholders to the content. 	D. Baker	
Establish Black Studies credit course at the secondary level	<ul style="list-style-type: none"> - A Black Studies course was implemented last year as a District networked course for the students planning the Black Youth Forum. - This was supported through Continuing Education. 	<ul style="list-style-type: none"> - Next Steps: Plans for offering the course District-wide are underway for this year; Plans are underway to develop course codes in a pilot school. 	D. Baker	
Collect identity based data	<ul style="list-style-type: none"> - Collected and cleaned data. - Conducted analysis through lens provided by focus groups. - Provided summary report of overall findings. 	<ul style="list-style-type: none"> Next Steps: Share reports with identity-based data linked to suspension data in November; credit accumulation in December; achievement and streaming in March; and sense of belonging in June. 	M. Giroux	

Develop Indigenous Education Action Framework




Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Develop Indigenous Education Action Framework 2019-2023	<ul style="list-style-type: none"> - Developed Indigenous, Equity & Human Rights Roadmap to serve as a strategic framework, proposing specific actions and accountabilities to recognize the inherent dignity and worth of each person, and to ensure that every student's right to education is respected and realized. 	<ul style="list-style-type: none"> - Priorities for 2020-2021 are operationalized in the Indigenous, Equity and Human Rights Roadmap, with goals in key areas: securing accountability; importance of identity; building staff awareness and capacity; increasing representation; programming and supports for students; engagement and connectedness. 		
Build system capacity in cultural competency	<ul style="list-style-type: none"> - Provided a series of training sessions on fundamentals of Culturally Relevant and Responsive Pedagogy (CRRP). - Built capacity for staff, with focus on guidance teachers and Student Success Teachers. - Integrated with development of Indigenous, Equity & Human Rights Roadmap. 	<ul style="list-style-type: none"> - Training for staff will be ongoing. - Expansion of CRRP modules with targeted intervention training planned. - Next Step: Situate work and training moving forward within the goals of the Indigenous, Equity and Human Rights Roadmap. 	D. Baker	

Use Data to Inform Practice, Policy and Decision-Making

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Review use of socioeconomic (RAISE) data to leverage measurable impact on poverty as a barrier to success	<ul style="list-style-type: none"> - Redirected funding to establish a community liaison. - Conducted summer program pilot project, with benchmarks for student achievement and a 'faces on the data' approach. - Established SATE: an initiative to work with a group of schools to demonstrate how student achievement can be impacted by an appropriate approach to equity. 	<ul style="list-style-type: none"> - Need to move forward with community liaison position to see the funds make a difference in schools. - Consideration of components of SATE, including teacher training, accountability, community service, parent voice, and empowering students. - Personalization of strategies, as identified through CCAT (purchased in collaboration with Learning Support Services). 	P. Duah	
Review Accommodation & Programming: English Language Program	<ul style="list-style-type: none"> - Conducted workshops with senior staff. - Provided background and discussed at Trustee retreat and COW. - Worked with Learning Support Services and ESL around proper approach to program. - Improved staff understanding of extent and nature of problem and root causes. 	<ul style="list-style-type: none"> - Transitioning from Facilities/Planning to Program and Learning; changing the discussion from accommodation to pedagogy. - Context of the pandemic has resulted in working with virtual schools as though those students are enrolled in home schools. Next Step: Consider English vs. EFL enrollment crossed with in-person vs. virtual enrollment. 	M. Carson	






Model responsive and ethical leadership and accountability

Enhance Leadership

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Develop and Implement Leadership Development Strategy	- Conducted successful RFP process and hired third-party for development of strategy.	- Program needs to be robust; Need to consider what the talent indicators are and how we reach out engage with others to identify these indicators. - Thoughtful consideration of how we advance competencies as a habit of mind. - Requires integration with selection, mentoring, and evaluation. - Next Steps: Conduct environmental scan; Reports to come fall/winter with strategy drafted by January 2021.	B. Reynolds; J. McCoy	
Design Succession Planning Assessment & Recommendations Framework	- Integrated with Indigenous and Racialized Leaders Development Plan and Leadership Development Strategy. - Contracted third-party.	- Needs to be a move to advance racialized leaders. - Opportunity to utilize staff workforce census data to inform next steps.	B. Reynolds	
Establish role and responsibilities of the Integrity Commissioner	- Developed policy, which was then approved by the Board. - Established selection committee. - Developed and issued RFP, reviewed applicants.	- Did not find a candidate for the position. - Next Step: New RFP is underway.	M. Giroux	

Foster progressive stewardship of the environment and human and financial resources

Build System Capacity for Stewardship of Resources

Strategic Action	Activities & Achievements	Considerations, Recalibrations & Next Steps	Lead	Status
Begin transformation of the budget process for transparency and decision making	- Developed summary documents which streamlined discussed at COW. - Reduced noise by focusing on what is required and relevant.	- Importance of having agreement in priorities. - Next Step: Formalize decision-making framework and operationalize across senior team, to increase transparency and simplify discussion.	M. Carson	
Expand implementation and profile of environmental stewardship initiatives	- Continued gardens in schools, but progress is slow given current situation and competing priorities. - Continued use of solar panels.	Next Steps: - Look at mitigation of solar panels system-wide. - Engage with architect to address environmentally-sound portables.	M. Carson	
Design implementation of enterprise risk management program	- Held professional development for senior staff and managers. - Improved understanding of risk management. - Developed tools and vocabulary. - Integrated with strategic plan.	- Risk management program can be used to leverage decision-making, but connections to the work underway need to be made clear. - Next Step: Roll-out the framework which has been developed.	M. Carson	
Optimize physical space through boundary reviews and adjustments	- Established approved boundary for Stittsville HS.	- Needs analysis delayed until we gain stability amid the pandemic.	M. Carson	
Launch, Implementation and Institutionalization of Strategic Plan	- Developed strategic action plans. - Developed communications plan for branding and awareness.	- Shift in approach, with early years of the strategic plan focused on monitoring implementation, and later years focused on measurement of impact.	M. Giroux	
Determine program delivery model for the Infant Toddler Program	- Explored the present delivery of service for the Infant-Toddler Program. - Analyzed the benefits and deficits of offering Infant Toddler Program.	Next Step: Need to establish a team to determine the best way forward given the lack of funding for program.	P. Duah	