



Closing the Gap.



OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Director's Workplan 2014–2015

"You must narrow the gap in order to raise the bar."
A.Hargreaves, OPSOA/OPC Symposium April 2013

2011–2015 OCDSB Strategy Map

Public Education: *Doing it W.E.L.L.*

Vision for 2015

The OCDSB is a dynamic, creative learning organization that fosters the achievement, well-being, and dignity of every student. As a global leader in public education, we:

1. Inspire educational excellence in our schools, which are important community hubs reflecting local needs;
2. Provide equity of access to programs and pathways for all students;
3. Raise the overall achievement level and close the achievement gap through the equitable allocation of available resources;
4. Implement a comprehensive framework for student well-being;
5. Engage students, staff and parents in the learning process, encouraging the full potential of every student;
6. Provide an inspiring place to work that attracts, retains, nurtures, values, and engages our employees;
7. Model outstanding governance, leadership, and citizenship; and
8. Draw from, and contribute to, the talent and rich diversity of the Ottawa community.

Objectives for 2015

How we will know we have achieved our vision:

1. The 90% graduation rate goal is on track to be met by, or in advance of the 2020 target.
2. The Board is meeting annual targets for student achievement results established in the Board Improvement Plan, that exceed provincial results, on average, by 5% and reduce the gaps for identified sub-groups.
3. All school Improvement Plans are developed in partnership with the school community and establish targets for student achievement and well-being, in alignment with the Board Improvement Plan and student well-being framework.
4. The District has a framework for student well-being, including measures and indicators of success and attains annual targets for improvement to services and supports for student well-being.
5. All of our schools have active community partnership programs that support the school as a community hub.
6. Full-day kindergarten is offered in all of our schools, supported by vibrant extended day programs.
7. All students have equitable access to a choice of high-quality programs.
8. The school climate survey results indicate improvement in students' level of comfort and safety at school.
9. The school district is recognized as a top employer in the community.
10. The District has a clear and commonly understood governance framework and an efficient and effective decision-making process.

Mission

Our mission is educating for success — inspiring learning and building citizenship, using the pillars of well-being, engagement, leadership, and learning to support and inspire students and staff by:

1. Promoting student and staff well-being to support their physical, emotional, and mental health;
2. Developing a culture in which all people are welcome and challenged to be creative and contributing members; feel valued and respected, and where the success and creativity of our District is recognized and celebrated;
3. Enhancing leadership and governance capacities and practices that demonstrate our District, and its representatives as models of good character and effective community partners; and
4. Improving student achievement through focused instructional practice, effective use of data and strategies that challenge all schools to make significant gains in student achievement no matter where they start.

4 Key Priority Areas W.E.L.L.



W ell-being

- WB1. Enhance safe, caring and respectful learning, and working environments.
- WB2. Create a framework for student and staff well-being that recognizes the mental, physical, and emotional health of students and staff.
- WB3. In collaboration with community partners, develop specific strategies to further the cultural proficiency of the school district in terms of inclusive and accessible practices and a workplace representative of the community we serve.
- WB4. Nurture an emotionally intelligent organizational culture that recognizes and supports innovation, productivity and employee wellness.



E ngagement

- EN1. Enhance parental engagement and outreach to all parents.
- EN2. Create a framework for and initiate effective partnerships with organizations that enrich our schools as community hubs.
- EN3. Encourage broad community engagement in school and District initiatives.
- EN4. Develop a strategy that supports and encourages engagement in provincial, national, and international initiatives to encourage organizational learning and global citizenship.



L eadership

- LD1. Implement sound governance structures and practices.
- LD2. Develop specific strategies for leadership development and succession planning with a focus on developing emotionally intelligent leaders who foster innovation, collaboration, and the celebration of success.
- LD3. Enhance our risk management culture, focusing on effective financial, information, and human resources management practices, and internal audit controls.
- LD4. Encourage and support student leadership and citizenship to promote global competencies.



L earning

- LN1. Enhance instructional practice to encourage and support critical and creative thinking skills.
- LN2. Maintain a cyclical program development, monitoring and review framework to improve equity of access to programs, pathways, and services for all students.
- LN3. Use student survey data to identify and understand groups that require additional services and supports.
- LN4. Develop an organizational culture that is committed to lifelong learning.

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The 2014-2015 Director's Workplan is a complementary document to the Board Workplan. It outlines the key work that the district will be undertaking to achieve the strategic priorities established by the Board. This year, the workplan continues the theme "Closing the Gap" which is an expression of our commitment to equity in education and the development of strategies to close achievement gaps for targeted sub-groups of students; English Language Learners, children with special needs, boys and children living in poverty. It's also reflective of fact that this is the last year of the district's four-year strategic plan and the focus of the key work is the completion of major initiatives which will help us to make progress on those objectives.

Over the course of the last three years, we have continued to refine our understanding of the strategic objectives. This year, based on feedback received from staff, we refined the School Improvement Plan for Student Achievement (SIPSA) process. The new process, known as the School Learning Plan (SLP), is designed around best instructional practices and is built on a four step cycle – plan, act, observe, reflect. This cycle should be more purposeful and the process should facilitate the engagement of staff, students and parents in the school planning process.

Community engagement is so important to our work. This year, we will be outlining our thinking about schools as a community hub in more specific terms. Look forward to a framework and a policy in this area.

This year is an important year in terms of measuring progress on our strategic priorities. We have implemented a number of important new initiatives over the past three years. This year, we are finally at a place where there is sufficient data to inform our progress on our work. Developing our capacity to measure progress is one of our key priorities for this year. In that regard, we will continue to report on in-depth on each of the strategic objectives, but we will also complete a year three assessment of progress.

At the same time, this is the year that we will begin to look forward and outline the work ahead. By the end of this school year, we will have developed a strategic plan to take us from 2015 to 2019. Some of our strategic priorities will likely carry forward into our next plan, while others have moved from new initiatives to embedded practice. Over the course of this year, we will be seeking input from staff and community members about our strategic priorities and our vision for the future.

This is important work, and it is work best done when all partners in education – staff, students, parents, trustees and community partners – have the opportunity to share ideas and build our collective capacity.

Dr. Jennifer Adams
Director of Education



Director's Workplan 2014–2015

Objectives	Graduation Rate	Student Achievement	SIPSA	Student Well-Being	Community Hub	Full-Day Kindergarten	Equitable Access to High Quality Programs	Improved School Climate	Top Employer	Governance
	<p>The 90% graduation rate goal is on track to be met by, or in advance of 2020.</p>	<p>The Board is meeting annual targets for student achievement results established in the Board Improvement Plan, that exceed provincial results, on average, by 5% and reduce the gaps for identified sub-groups.</p>	<p>All School Improvement Plans are developed in partnership with the school community and establish targets for student achievement and well-being, in alignment with the Board Improvement Plan and student well-being framework.</p>	<p>The district has a framework for student well-being including measures and indicators of success and attains annual targets for improvements to services and supports for student well-being.</p>	<p>All of our schools have active community partnership programs that support the school as a community hub.</p>	<p>Full-Day kindergarten is offered in all of our schools, supported by vibrant extended day programs.</p>	<p>All students have equitable access to a choice of high quality programs.</p>	<p>The school climate survey results indicate improvement in students' level of comfort and safety at school.</p>	<p>The school district is recognized as a top employer in the community.</p>	<p>The district has a clear and commonly understood governance framework and an efficient and effective decision making process.</p>
<p>Key Work</p>	<ul style="list-style-type: none"> Implementation of Annual Certification Rate Develop Self-Assessment tool for Exit Outcomes Share best practices regarding models for student success, including strategies for credit rescue, credit recovery and re-engagement initiatives for students who struggle to attain an OSSD 	<ul style="list-style-type: none"> Develop measures for the sub-group 'students living in poverty' Develop assessment and evaluation guides for parents Focus professional development on Purposeful Practice and Thoughtful Use of Resources as part of the Action Plan on Numeracy Implement frameworks for Comprehensive Literacy (K-12) and Balanced Mathematics (K-12) and Assessment Plan and Student Evidence Record at the secondary level Develop strategies to support parent involvement in mathematics 	<ul style="list-style-type: none"> Create and implement the School Learning Plan (SLP) in place of SIPSA Develop and implement best practices for parent involvement and student voice in SLP 	<ul style="list-style-type: none"> Develop and implement head injury prevention and concussion management policy and procedure Refine measures for student well-being Implementation of Mental Health Strategy using "Supporting Minds" to guide professional development Develop a District-level plan to implement strategies for schools to support students with anxiety Review evidence-based mental health promotion and prevention programs to identify pilot for schools 	<ul style="list-style-type: none"> Complete inventory of partnerships in schools Develop Community Hub policy Develop parameters for prequalification and application process for hub partnerships Participate in provincial initiatives related to community partnership 	<ul style="list-style-type: none"> Create new Department of Early Learning Develop statement of requirements for Childcare Management System Develop strategy to address entry points to immersion/FDK Configuration (EFI/Core French) Complete FDK construction Focus professional learning networks on creating inquiry-based instruction. 	<ul style="list-style-type: none"> Develop and implement capital planning policy Complete minor boundary reviews Develop new Facility Design Standards for Secondary Science Labs Implement superintendency based IPRC process Complete LD Program review for geographic model implementation Develop digital citizenship fluency indicators; Implement transition guide as part of Secondary School review 	<ul style="list-style-type: none"> Develop student council procedure Revise procedures related to Religious Accommodation and Equity and Inclusive Education policies Identify a means of surveying staff regarding school climate Pilot an incident reporting system and expand access to evidence-based programs in schools such as WITS, Fourth R and Restorative Practices in support of Bullying Prevention and Intervention Strategy 	<ul style="list-style-type: none"> Consult with staff and stakeholders on development of green transportation policy Administer employee engagement survey Submit application to Top Employer Program Improve internal communications with principals, vice-principals and managers Create an internship program in partnership with OLIP to encourage workplace diversity Develop a succession plan for school administrators (P/VP) using the Board Development Leadership Strategy. Develop District plan to embed conditions for creative leadership in classrooms, schools and departments 	<ul style="list-style-type: none"> Develop Year 3 Strategic Measurement Report Develop a new strategic plan Complete orientation of new Board of Trustees Enhance business practices in risk management
<p>Anticipated Outcomes</p>	<ul style="list-style-type: none"> Improved methodology for measuring graduation rate More inclusive definition of student success Improved understanding of the importance of developing learning skills, socio-emotional skills, and character, in addition to academic skills 	<ul style="list-style-type: none"> More focused application of student achievement results to instructional strategies Improved strategies for addressing student achievement gaps (precision and personalization of learning) Balanced approach to mathematics instruction improving both operational skills and problem solving skills 	<ul style="list-style-type: none"> Refined instructional strategy through expanded school improvement planning Increased parental involvement in school improvement planning processes 	<ul style="list-style-type: none"> Increased district-wide awareness of the well-being framework Increase measurability of progress on student well-being Increased awareness of head injury prevention, reduced incidence of head injuries, improved return to play/return to learn strategies Improved system supports to students with mental health needs 	<ul style="list-style-type: none"> Increased number of community partnerships Improved access to services and program supports for students and families Systematic approach to number and nature of partnerships 	<ul style="list-style-type: none"> Greater consistency in service delivery of extended day programs, including district run and third party operated programs Enhanced instructional practice in inquiry based learning (primary division) Greater consistency in program delivery and quality of FDK 	<ul style="list-style-type: none"> Improved decision making process for capital priorities Improved access to specialized system classes Improved access to schools and programs within review boundary areas Improved secondary program planning pathways 	<ul style="list-style-type: none"> Enhanced student voice and greater consistency in student governance Increased capacity to use data to inform strategies to improve school climate Improved capacity to report and respond to bullying concerns 	<ul style="list-style-type: none"> Increased capacity to measure and assess progress as top employer Enhanced communication, employee morale; improved productivity Improved safety, fewer work place injuries Increased awareness about environmental sustainability 	<ul style="list-style-type: none"> Effective transition of Board of trustees and Strategic Objectives Improved capacity to measure progress on strategic objectives Increased effectiveness in business practice and compliance with regulatory responsibilities