



District Goals: 2013–2014

“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 theme for our work at the district in the 2013-2014 school year is “Closing the Gap”. Our Board Improvement Plan for Student Achievement (BIPSA) establishes annual achievement targets, including targets for sub-groups of students that experience achievement gaps. For several years our district sub-groups have been English Language Learners, children with special needs, and boys. This year, the Board has also asked us to explore the achievement gaps for students living in poverty and First Nations, Inuit and Métis students. These targets set our direction, but the focus of our work is with students in the classroom. What students or groups of students are at risk? How will teachers know? How can teachers use diagnostic, formative and summative assessments to inform their work and to differentiate instruction? Closing the gap for students at all levels is a key component of our work this year.

Our commitment to improving the graduation rate is clearly stated in the first objective in our strategic plan: “The 90% graduation rate goal is on track to be met by, or in advance of, the 2020 target”. We are working to better understand the methodology for calculating graduation rates and to ensure that our measures value all students who successfully complete a program designed for their particular pathway, be that community living, workplace, apprenticeship, college or university. We’re calling this second measure the “OCDSB Annual Certification Rate”. In addition to the measures, we are also working on graduate expectations. Known as “Exit Outcomes”, the graduate expectations are the characteristics and skills we believe are required for students to leave our system and become happy, productive, and engaged citizens in later life.

Success in life has as much to do with well-being as it does with academic success. Last year, we developed a framework that identified three primary components of well-being; socio-emotional, cognitive and physical well-being. This year, we will be working towards the development of a Board Improvement Plan for Student Well-being (BIP-WELL). This, supported by our work in creativity, mental health, head injury prevention, improved school climate, and active community partnerships is critical to ensuring that our schools are hubs in the community where parents and staff collaborate, where students have a voice, and where we realize our shared commitment to the very best outcomes for all students.

By September 2014, all of our schools will have a full-day kindergarten program which may be supported by an extended day program. There is a significant amount of construction planned for this year to ensure school readiness for September. Work will also be undertaken on policies relating to delivery of the extended day program and on the instructional strategies to support the learning through play philosophy that governs full-day kindergarten and the extended day program.

Ensuring equitable access to high quality programs continues to be a priority. In 2013-2014, we will be developing a new capital planning process, initiating boundary reviews in Kanata and the Far West, expanding the geographic delivery model for special education program classes, and continuing the Secondary School Review. The school district covers a large geographic area with very different enrolment patterns and pressures – understanding these factors will facilitate decision making about new school construction, school renewal projects, and program placement.

In order to provide a safe and caring learning environment for our students, we must have a healthy work environment that values safety and security and that encourages the creativity and well-being of our employees. We are committed to our goal of being a top employer; this year will see significant work in the areas of leadership, respectful workplace, occupational health and safety and the full implementation of the terms of the agreement negotiated between the government and our employee groups.

Finally, as an organization we have been working to enhance our governance practices. This work will continue over the next year as we fully implement our new board and committee meeting structure and continue to enhance our critical thinking skills. In support of this, and as part of our commitment to accountability, we will be developing more specific measures for our strategic plan. We will also be working to improve our connection to the community – improving home/school communication tools, providing more resources to assist school councils and principals, and helping parents to better support student learning.

Our district goals outline the work we will do this year to “close the gap”. In doing this work, we will ask some key questions - Why is there a gap? How can the gap be bridged? What will we do to build that bridge? It's fascinating work – I hope you will join us in our learning.

Dr. Jennifer Adams
Director of Education



2013-2014 District Goals

| 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 |
|-----------------------------|--|--|---|--|--|---|--|--|--|---|
| | <i>The 90% graduation rate goal is on track to be met by, or in advance of 2020.</i> | <i>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.</i> | <i>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.</i> | <i>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.</i> | <i>All of our schools have active community partnership programs that support the school as a community hub.</i> | <i>Full-Day kindergarten is offered in all of our schools, supported by vibrant extended day programs.</i> | <i>All students have equitable access to a choice of high quality programs.</i> | <i>The school climate survey results indicate improvement in students' level of comfort and safety at school.</i> | <i>The school district is recognized as a top employer in the community.</i> | <i>The district has a clear and commonly understood governance framework and an efficient and effective decision making process.</i> |
| Key Work | <ul style="list-style-type: none"> ◆ Refine graduation rate definition (provincial graduation rate and annual certification rate) ◆ Finalize Exit Outcomes | <ul style="list-style-type: none"> ◆ Increase use of data from Annual Student Achievement Report ◆ Expand analysis of achievement gaps and learning needs of sub-groups identified in BIPSA ◆ Develop Action Plan on Numeracy (K-12) through effective instructional strategies and teacher efficacy | <ul style="list-style-type: none"> ◆ Develop resources and continuum to support and measure parent involvement in SIPSA ◆ Increase focused monitoring of school improvement planning to identify best practices | <ul style="list-style-type: none"> ◆ Develop implementation strategy for BIP-Well ◆ Develop inventory of mental health resources, supports, services ◆ Develop head injury prevention and concussion management guidelines | <ul style="list-style-type: none"> ◆ Complete inventory of partnerships ◆ Develop community hub policy/protocol | <ul style="list-style-type: none"> ◆ Establish Extended Day/Child Care Ad Hoc Committee ◆ Develop extended day/child care policy ◆ Complete capital and program planning to ensure readiness for year five Full-day Kindergarten sites ◆ Develop resources to support inquiry based early learning | <ul style="list-style-type: none"> ◆ Develop capital planning process framework/policy ◆ Implementation of geographic model for specialized system classes ◆ Initiate boundary reviews in Kanata and the Far West ◆ Secondary School Review ◆ Review resource allocation models to address socio-economic factors | <ul style="list-style-type: none"> ◆ Develop student council policy/procedure framework ◆ Implement new home school communication tools/resources ◆ Develop strategies to connect data from the Tell Them From Me Survey to BIPSA and SIPSA | <ul style="list-style-type: none"> ◆ Implement terms of Memoranda of Understanding ◆ Identification of a formal top employer program/criteria ◆ Update policies and procedures relating to physical work places (accessibility and health and safety) ◆ Develop green transportation/employee parking policy | <ul style="list-style-type: none"> ◆ Develop new rules of procedure/governance by-laws ◆ Develop measurement tools for strategic plan ◆ Improve training and supports for school council/principal relationship and responsibilities ◆ Enhance business practices in financial stewardship and fiduciary responsibilities |
| Anticipated Outcomes | <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 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 numeracy instruction improving both operational skills and problem solving skills | <ul style="list-style-type: none"> ◆ Increased parental involvement in school improvement planning processes ◆ Increased alignment between work of schools and school councils ◆ Expanded instructional leadership capacity and the identification of SIPSA best practices | <ul style="list-style-type: none"> ◆ Increased district wide awareness of the well-being framework ◆ Development of district wide strategies and measures to ensure and assess student well-being ◆ Increased awareness of head injury prevention, reduced incidence of head injuries, improved return to play/return to learn strategies | <ul style="list-style-type: none"> ◆ Improved awareness about value of community partnerships ◆ Improved access to services and program supports for students and families ◆ Greater consistency in number and nature of partnerships | <ul style="list-style-type: none"> ◆ Improved community participation in extended day childcare program planning ◆ 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) | <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 ◆ More equitable allocation of resources to schools based on socio-economic indicators | <ul style="list-style-type: none"> ◆ Enhanced student voice and greater consistency in student governance ◆ Improved home/school communication ◆ Data informed strategies to improve school climate | <ul style="list-style-type: none"> ◆ Improved understanding and implementation of benefits and conditions of employment ◆ Increased capacity to measure and assess progress as top employer ◆ Improved safety, fewer work place injuries ◆ Enhanced employee morale; improved productivity ◆ Greater environmental sustainability | <ul style="list-style-type: none"> ◆ Improved board governance and meeting effectiveness ◆ Improved capacity to measure progress on strategic objectives ◆ Improved parental involvement in student learning ◆ Increased effectiveness in business practice and compliance with regulatory responsibilities |