

## Our Mission:

To build a learning community that provides students with equitable opportunities to reach their potential and develop into respectful, creative, and knowledgeable community members who contribute to society.

## Strategic Plan: Key Areas of Focus



Learning



Well-Being



Social  
Responsibility

These three pillars reflect the requests we heard to put learning at the forefront of the Strategic Plan; to support student and staff wellness, and to acknowledge our collective responsibilities to society and the environment. A focus on equity and inclusion is embedded throughout the Strategic Plan, and captured within each area of focus.

# Our Values

### Equity, Inclusion and Accessibility

Creating an inclusive culture where every person is valued, diversity is respected, and barriers are identified and addressed, so that all students can achieve equitable outcomes regardless of their circumstances.

### Community Building

Fostering a supportive and inclusive learning environment that encourages engagement, trust, and collaboration, building on the learning from Indigenous, marginalized, and racialized communities.

### Responsible Resource Use

Making informed decisions to optimize the use of resources in support of teaching practices, student success, staff well-being, and good governance.

### Leadership Development

Promoting leadership and learning for students, staff, families, and the Board of Trustees, to encourage and support critical thinking, global awareness, and ethical decision-making.



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# 2023–2027 STRATEGIC PLAN



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

*The Ottawa-Carleton District School Board is located on the traditional, unceded homelands of the Algonquin nation. In acknowledging the lands on which we learn and work, we acknowledge a responsibility to the Algonquin people and a responsibility to honour the Algonquin cultural protocols.*



## Learning

### What does success look like?

- Improved student literacy
- Improved student achievement in mathematics
- Improved program quality and accessibility for all students

### What work do we need to do?

- Train educators to implement renewed early literacy strategy
- Provide direct supports to educators teaching math
- Conduct a thorough review of learning programs (e.g., English, French Immersion, Special Education)
- Center student voice in learning experiences and opportunities for credit choices, attainment, and recovery

### How will we measure our progress?

Progress Indicators:

- Grade one literacy screener
- EQAO provincial assessments and secondary literacy test
- Report card data, credit accumulation, and graduation rates

Outputs:

- Access to literacy programming for students with learning gaps
- Improved educator efficacy in mathematics
- New elementary and secondary program frameworks
- Diversified learning experiences to meet students' goals
- Participation in personally meaningful, student-driven learning experiences

### How will we see impact?

- Improved access to programs for all students, to meet their learning needs, with a focus on marginalized and underserved groups
- All students reaching their literacy milestones by the end of grade one
- Increased achievement results for all students
- Reduction in achievement gaps for marginalized and underserved students



## Well-Being

### What does success look like?

- Improved student mental health supports and resources
- Enhanced safety to support the cultural, emotional, and physical well-being of all students and staff
- Improved employee well-being and engagement
- Improved educator-student relationships built on empathy, understanding, and respect for differences

### What work do we need to do?

- Renew mental health strategy with a focus on student engagement and leadership, building on individual, cultural, and community strengths
- Review and revise strategies to support positive student behaviour
- Develop anti-hate and anti-oppression strategies in collaboration with students
- Develop targeted and meaningful strategies for staff wellness and injury prevention

### How will we measure our progress?

Progress Indicators:

- School climate survey data and incident reporting
- Data on student suspensions and expulsions by identity group
- Data on staff absences and workplace violence
- Staff survey data

Outputs:

- Updated mental health strategy with yearly action plans
- Renewed anti-bullying plan for prevention and intervention, with an equity framework
- Staff training and professional development

### How will we see impact?

- Improved access to mental health services and ability to support student mental health needs
- An increase in student and staff sense of safety and belonging
- Increased respect for the dignity of each person and awareness of rights and responsibilities
- Collaboration between schools and community partners to support students with mental and behavioural needs
- Improved wellness and engagement
- Increased achievement results for all students
- Reduction in achievement gaps for marginalized and underserved students



## Social Responsibility

### What does success look like?

- Continued progress toward reconciliation with Indigenous peoples
- Strengthened student voice and leadership through fair and ethical decision-making
- Improved environmental sustainability

### What work do we need to do?

- Renew commitments within the Indigenous, Human Rights and Equity Roadmap
- Develop student competencies through a focus on Executive Functioning (e.g., planning, self-control, prioritizing tasks, staying focused, etc.) and Social Emotional skills (e.g., empathy, communication, building relationships, etc.)
- Develop a greening plan and implement environmental initiatives in collaboration with Indigenous knowledge keepers

### How will we measure our progress?

Progress Indicators:

- Identity-based enrolment data by programs
- Enrolment in Indigenous courses and programs
- Waste reduction, recycling, and composting data

Outputs:

- Regular ongoing collection of identity-based and self-identification data
- Updated Indigenous, Human Rights and Equity Roadmap and annual action plans
- Inclusive spaces that foster a sense of belonging
- Enriched environmental education

### How will we see impact?

- Increased Indigenous program offerings and Indigenization of classrooms
- Improved access to programs for marginalized and underserved groups
- Better representation in leadership of Indigenous and marginalized groups
- Improved life and learning skills
- Decreased OCDSB environmental footprint

## EXIT OUTCOMES — What we want for our graduates

### CHARACTERISTICS

### SKILLS

Goal-oriented

Innovative/  
Creative

Collaborative

Globally Aware

Resilient

Ethical  
Decision-makers

Digitally Fluent

Academically  
Diverse

Effective  
Communicators

Critical Thinkers