Public Education: *Doing it W.E.L.L*
OCDSB 2011–2015 Strategic Plan

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

District Goals
2012-2013

Well-Being   **E**ngagement   **L**eadership   **L**earning

Table of Contents

Strategic Plan 2011–2015

Strategic Plan Overview

The OCDSB strategic plan is a one-page strategy map which includes the vision, objectives, mission, and key areas of focus for the district. This approach allows for a quick understanding of the key elements of the strategic plan.

VISION

An expression of where we want the organization to be at the end of the four year plan

"The OCDSB is a dynamic, creative learning organization that fosters the achievement, well-being, and dignity of every student."

OBJECTIVES

The indicators that have been identified to help us explain how we will know if we have achieved our vision at the end of the plan

MISSION

An expression of the work that we will do to achieve the vision

"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."

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

Well-being

Incorporates safe and caring learning and working environments, mental and physical health, cultural proficiency, diversity, inclusion, accessibility, innovation and wellness

Engagement

Addresses the importance of parental engagement, community involvement collaboration, partnerships and schools as community hubs

Leadership

Includes the recognition of formal and informal leadership, leadership development, succession planning, governance, emotional intelligence, creating a culture of innovation, and celebrating success

Learning

Reflects the core business of the school district, includes instructional practice, academic leadership, differentiated instruction, program quality, equity of access to programs and services and the development of lifelong learning

2011–2015 OCDSB Strategy Map

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.

Well-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.

Engagement

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.

Leadership

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.

Learning

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.

Planning Process
OCDSB Planning Framework

OCDSB Strategic Plan
District Goals
Board Improvement Plan for Student Achievement
School Improvement Plan for Student Achievement
Departmental Workplans
Annual Learning Plans
Schools and Students
BUDGET
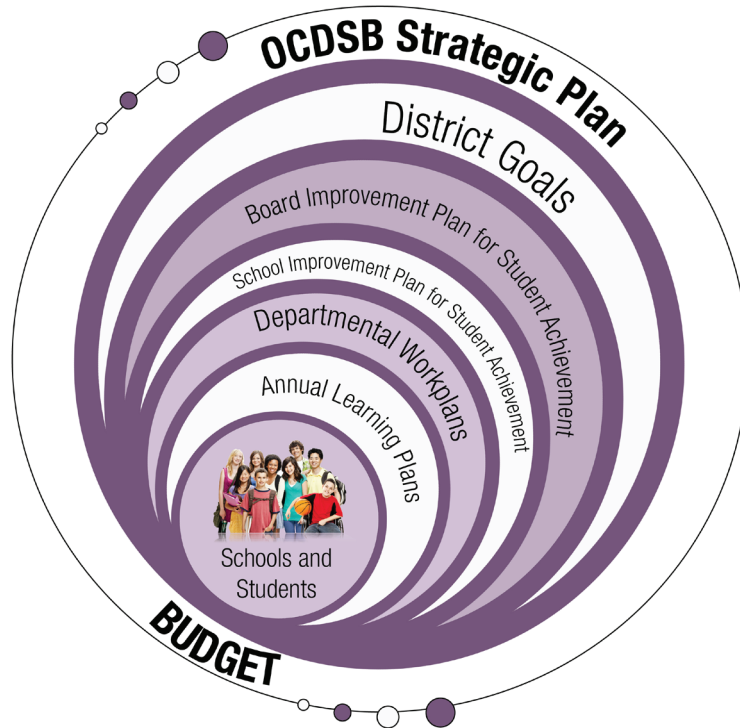
Strategic Plan (Board)
- *Four-year*
- *Sets mandate*
- *Identifies priorities of the Board*

District Goals and Objectives (Director)
- *Annual*
- *Operationalizes the strategic plan*

Board Improvement Plan (DEC)
- *Annual*
- *Focus areas for improving student achievement across the district*

School Improvement Plan (Principal)
- *Annual*
- *Focus areas for improving student achievement in schools/classrooms*

Departmental Workplans
- *Annual*
- *Establishes priorities and key work for the year*

Integrated Planning Process

The District uses an integrated multi-year planning process. The strategic plan is approved by the Board and sets the direction for a four-year period. Each year, the Board approves an annual budget which outlines the allocation of resources in support of its key priorities. Under the leadership of the Director, the annual district goals are developed to outline the key work that will be undertaken in support of the strategic plan. The Board Improvement Plan for Student Achievement is the framework for instructional strategies. Each school is required to work within that framework to develop a School Improvement Plan for Student Achievement.

District Goals
2012–2013

Background

Strategic Plan - The Board Sets the Direction

The Board is responsible for the development of the strategic plan which sets the overall focus and direction for the school district and ensures that student achievement and well-being are at the forefront of our work. The strategic plan is the foundation of the district's multi-year planning strategy and outlines the vision, objectives and key priorities of the school district for a four-year period. The strategic plan is integrated with the budget; every year the Board allocates resources in support of its strategic priorities.

District Goals - Director Oversees the Implementation

The Director of Education is tasked with the implementation of the Board's priorities. On an annual basis, the Director works with staff, through the Director's Executive Council, to develop annual district goals which reflect the priorities established by the Board. This document highlights major areas of focus, either new initiatives or ongoing initiatives with a new or more significant focus, which will be undertaken over the school year in order to make progress on the OCDSB Strategic Plan and the Board Improvement Plan for Student Achievement. The development of the district goals takes into consideration student achievement data, prior decisions of the Board, Ministry initiatives, work already underway in the district, community input received throughout the school year, and budget considerations.

District Goals and a Lot More!

In addition to the key work outlined in the district goals, there is a considerable amount of on-going work which occurs in the school district. Staff is responsible for ensuring that ongoing work is undertaken in accordance with the priorities and values established in the strategic plan and the district goals. Our shared focus on well-being, engagement, leadership and learning is critical to our commitment to improving student achievement and well-being. Departmental work plans will reflect this direction.

The Evolutionary Nature of our District Goals

The initiatives outlined in our key work include a number of new projects/initiatives as well the continuation of projects/initiatives which will help us to achieve the Board's vision. In any given year, the initiatives described in this document will be at different stages of implementation – awareness, early implementation, implementation and capacity building, sustained and enriched capacity. Some initiatives will go through the full cycle in a one-year period. For larger projects, the work will be staged over a longer time frame and will appear in subsequent years' documents.

Key Work at a Glance

Well-Being

1. Student Survey Analysis
2. Workforce Diversity Strategy
3. Well-Being Framework
4. Accessibility

Engagement

1. Parent Engagement
2. Student Voice
3. Communication and Consultation
4. Diversity, Equity and Inclusion

Leadership

1. Governance
2. Ontario Leadership Framework
3. Organizational Effectiveness
4. Succession Planning
5. Creative and Innovative Leadership

Learning

1. Instructional Leadership
2. Secondary School Review
3. Full-Day Kindergarten
4. Global Citizenship
5. Digital Learners

Summary Overview

	District Goals 2012-2013 Summary Overview		
Initiatives	**Anticipated Outcomes**	**Links to Key Strategies**	**Project Champion**
Well-Being			
1. Student Survey Analysis	Phase 1 survey data analysis completed and shared with community. Improved understanding of student population/demographics at district and school level.	WB1, WB2, WB3, EN1, EN2, EN3, LD4, LN3 Supports objectives 1, 2, 4, 5 and 8	Walter Piovesan
2. Workforce Diversity Strategy	Improved understanding of staff issues and concerns and established priority areas for improving human resources practices.	WB1, WB2, WB4, LD2, LD3 Supports objectives 8 and 9	Janice McCoy
3. Well-Being Framework	Improved understanding of the elements of well-being and a mechanism which allows for establishing goals and tracking results. Improved understanding of how to identify and discuss student mental health issues. Improved supports for students and staff in the area of mental health.	WB1, WB2, WB4, EN1, EN2 Supports objectives 4, 1, 2 and 3	Jill Bennett
4. Accessibility	Increased awareness about legislative responsibilities and compliance with regulatory standards prior to or by the mandated timeframe. Enhanced accessibility to corporate documents. Improved staff knowledge about creating accessible documents. Improved communication with the visually impaired community. Improved compliance with accessibility legislation.	WB1, WB2, WB3, EN1, EN2, EN3, EN4, LD4, LN3, LN4 Supports mission statements 2 and 3	Janice McCoy
Engagement			
1. Parent Engagement	More active, skills-based Parental Involvement Committee with increased participation from the parent community. Improved parental engagement in and awareness of the school improvement planning process; enhanced alignment between the goals of the school council and school improvement plan.	EN1, EN3, WB1, WB3 Supports objectives 3, 5 and 8	Michele Giroux

District Goals 2012-2013 Summary Overview			
Initiatives	**Anticipated Outcomes**	**Links to Key Strategies**	**Project Champion**
2. Student Voice	Increased number of schools participating in environmental stewardship activities and number of student-led initiatives. Improved awareness of student-led activities. Student leadership positions are filled by a diverse group representative of the school population. Students are partners in conversations about school improvement plans.	EN3, EN4, LD4, LN1, Supports objectives 3 and 8	Frank Wiley
3. Communication and Consultation	Improved external communications and improved employee engagement; enhanced morale; greater consistency in internal and external messaging. Improved clarity and timeliness in messaging to community.	EN3, EN1, WB3 Supports objective 10 and mission statement 2	Michele Giroux
4. Diversity, Equity and Inclusion	Equity, inclusion, and character development included in student leadership training opportunities at the school and district level. Improved cultural proficiency of students and staff leading to higher levels of engagement and reduction in systemic barriers.	EN4, WB3, LD4, LN1 Supports objectives 4, 7, 8 and 1, 2	Susan MacDonald
Leadership			
1. Governance	Improved common understanding of governance priorities and values; more alignment in board direction. Improved effectiveness in board and committee meetings and enhanced decision making processes. Improved policy development process.	LD1, LD3, EN1, EN3 Supports objective 10	Jennifer Adams/ Michele Giroux
2. Ontario Leadership Framework	Improved awareness of the Ontario Leadership Framework. Increased evidence of principals and vice principals as instructional leaders. Increased number and quality of candidates to fill vacancies for leadership positions.	LD2, LD3, WB3, WB4, LN4 Supports objective 9, 10	Peter Gamwell Janice McCoy

District Goals 2012-2013 Summary Overview			
Initiatives	**Anticipated Outcomes**	**Links to Key Strategies**	**Project Champion**
3. Organizational Effectiveness	Reduced exposure to risk and fewer qualifications in audit reports. Improved alignment between district financial policies and procedures and provincial government directives. Improved access to and search capacity of electronic board and committee agendas and minutes and corporate records. Improved legislative compliance and effectiveness of human resource practices.	LD3, LD1, WB4 Supports objective 10 and mission statement 3	Michael Carson/ Michele Giroux
4. Succession Planning	Improved succession planning processes and supports. Increased number of staff with qualifications/certification in required skill areas in both the academic and admin and support employee groups. Increased number and quality of candidates to fill vacancies internally.	LD2, LD3, WB3 Supports objectives 9, 10 and mission 2, 3	Janice McCoy
5. Creative and Innovative Leadership	Tangible evidence emerging from school visits and District Reviews of diverse teaching strategies and innovative pedagogy reaching the variety of learning styles. Increased student and community awareness about creative and innovative leadership.	LD2, LD3, LD4, EN3, LN1 Supports objectives 2, 9, and mission statement 2	Peter Gamwell
Learning			
1. Instructional Leadership	Increased instructional leadership capacity of school administrators across the district. Enhancements to programs offered across the district as a result of ongoing cyclical reviews. Improved engagement in District Review process.	LN1, LN2, LN4 Supports objectives 1, 2, 3, and 7	Pino Buffone
2. Secondary School Review	7-12 School configuration study completed. Secondary School Exit Outcomes established. Recommendations ensuring that any resulting changes to programs and services benefit all students. Improved definition of the required elements in a community hub.	LN2, LN1, EN3, WB1 Supports objectives 7, 1, and 2	Jennifer Adams/ Walter Piovesan

District Goals 2012-2013 Summary Overview			
Initiatives	**Anticipated Outcomes**	**Links to Key Strategies**	**Project Champion**
3. Full-Day Kindergarten	Expanded access to Full-Day Kindergarten program. Enhanced and seamless service delivery model for before and after school care. Increased capacity of teachers with respect to high-yield instructional strategies related to early learning.	WB1, LN1, LN2, EN2, EN3 Supports objectives 6 and 7	Walter Piovesan/ Pino Buffone
4. Global Citizenship	Improved opportunities for student learning in a global context. Increased program options for students in international education. Increased opportunities for student leadership and the development of global competencies.	EN4, LD4, Supports objectives 7 and 8	Pino Buffone/Geoff Best
5. Digital Learners	Clearly defined plans and philosophy for information technology usage in business and instructional environment. Increased awareness about e-learning availability. Improved policy framework for appropriate use of technology.	LN1, LN4, LD3, LD4 Supports objectives 7, 2 and 1	Stephen Sliwa

Well-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.

Overview of Key Work in Well-Being

KEY WORK OVERVIEW			
Initiatives	**Anticipated Outcomes**	**Links to Key Strategies**	**Project Champion**
1. Student Survey Analysis	Phase 1 survey data analysis completed and shared with community. Improved understanding of student population/demographics at district and school level.	WB1, WB2, WB3, EN1, EN2, EN3, LD4, LN3 Supports objectives 1, 2, 4, 5 and 8	Walter Piovesan
2. Workforce Diversity Strategy	Improved understanding of staff issues and concerns and established priority areas for improving human resources practices.	WB1, WB2, WB4, LD2, LD3 Supports objectives 8 and 9	Janice McCoy
3. Well-Being Framework	Improved understanding of the elements of well-being and a mechanism which allows for establishing goals and tracking results. Improved understanding of how to identify and discuss student mental health issues. Improved supports for students and staff in the area of mental health.	WB1, WB2, WB4, EN1, EN2 Supports objectives 4, 1, 2 and 3	Jill Bennett
4. Accessibility	Increased awareness about legislative responsibilities and compliance with regulatory standards prior to or by the mandated timeframe. Enhanced accessibility to corporate documents. Improved staff knowledge about creating accessible documents. Improved communication with the visually impaired community. Improved compliance with accessibility legislation.	WB1, WB2, WB3, EN1, EN2, EN3, EN4, LD4, LN3, LN4 Supports mission statements 2 and 3	Janice McCoy

Well-being

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Well-Being Initiative #1 – Student Survey Analysis

Lead: Walter Piovesan
Key Work Connects to Strategic Plan Priorities: WB1, WB2, WB3, WB4, EN2, LN3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Analyze student survey data (Phase 1)	Receive student survey data report from TWI and begin analysis. Establish data repository. Publish district wide profile of student population. Initiate analysis of school by school survey data and develop framework for school profile reports.	Walter Piovesan/ Pino Buffone
2. Identify trends in First Nation, Métis, and Inuit student achievement	Research and identify data sources that will inform our understanding of the needs, in terms of learning and well-being, of First Nation, Métis, and Inuit students. Strengthen collaboration and consultation processes with First Nation, Métis, and Inuit community groups in the Ottawa area. Research and identify a variety of approaches and tools to teach and assess First Nation, Métis, and Inuit students more effectively based on identified trends. Support teachers in embedding culturally proficient instruction to increase understanding of, and appreciation for, the contributions of First Nation, Métis, and Inuit peoples.	Susan MacDonald

Project Scope and Requirements

Time/Duration	People Engaged in Project Work	Budget/Financial Resources
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Well-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.

Well-Being Initiative #2 – Workforce Diversity Strategy

Lead: Janice McCoy
Key Work Connects to Strategic Plan Priorities: WB1, WB2, WB3, WB4, EN2, LN3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Develop resources/tools to support diversity, equity and inclusion	Develop an equity lens toolkit to support key human resource and related practices, (e.g. recruitment and hiring practices). Explore feasibility of employee resource groups to support, celebrate and leverage diversity.	Janice McCoy
2. Develop/refine workforce diversity strategy framework	In consultation with working group and other key stakeholders, develop/refine workforce diversity and equity framework, including specific diversity goals and accountability measures.	Janice McCoy
3. Expand professional development and training	Continue to promote/provide professional development and training opportunities related to diversity and equity (e.g. cultural proficiency and cultural competency) In partnership with City of Ottawa, ACES, organize Diversity Café.	Janice McCoy

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Well-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.

Well-Being Initiative #3 – Well-Being Framework

Lead: Jill Bennett
Key Work Connects to Strategic Plan Priorities: WB1, WB2, WB4, EN1, EN2

Key Work	Planned Actions for 2012-2013	Project Champion
1. Create a well-being framework	Develop Board Improvement Plan for Student Well-Being. Identify key components parts of a well-being framework. Identify measures and evidence to monitor progress in this area.	Jennifer Adams
2. Develop student mental health strategy	Continue with the work of the Ministry mandated steering committee on Children's Mental Health, Student Support Leadership Initiative (SSLI). Build system capacity to support our students with mental health and addiction needs through continued in-service, superintendency based discussion sessions, and resource development and sharing. Determine and analyze the impact of our initiatives.	Jill Bennett
3. Develop employee well-being/ mental health strategy	Develop a framework/strategy to support employee well-being (physical, mental, emotional, social). Expand/promote specific initiatives to support employee wellness (e.g. wellness month, wellness tips and strategies).	Janice McCoy

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Well-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.

Well-Being Initiative #4 – Accessibility

Lead: Janice McCoy
Key Work Connects to Strategic Plan Priorities: WB1, WB2, WB4, EN1, EN2

Key Work	Planned Actions for 2012-2013	Project Champion
1. Develop and implement multi-year plan to meet AODA integrated regulation requirements	Host multi-departmental planning session on accessibility to increase awareness and define responsibility areas. Develop integrated departmental multi-year plans to ensure compliance with AODA(HR, B&LT, Curriculum Services, Communications, Transportation) multi-year plan; begin/continue implementation (as applicable). Consult with Accessibility Working Group.	Janice McCoy
2. Expand accessible communications strategy, protocol and practices	Provide training on making accessible documents. Undertake accessibility audit on district website and address identified accessibility issues. Develop accessible templates for key corporate documentation and key school based material. Establish process for managing requests for alternate formats. Continue to work with key suppliers on improvements concerning accessible formats of documents currently produced by corporate software systems (e.g. : Trillium System and student report cards).	Michele Giroux

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Engagement

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.

Overview of Key Work in Engagement

KEY WORK OVERVIEW

Initiatives	Anticipated Outcomes	Links to Key Strategies	Project Champion
1. Parent Engagement	More active, skills-based Parental Involvement Committee with increased participation from the parent community. Improved parental engagement in and awareness of the school improvement planning process; enhanced alignment between the goals of the school council and school improvement plan.	EN1, EN3, WB1, WB3 Supports objectives 3, 5 and 8	Michele Giroux
2. Student Voice	Increased number of schools participating in environmental stewardship activities and number of student-led initiatives. Improved awareness of student-led activities. Student leadership positions are filled by a diverse group representative of the school population. Students are partners in conversations about school improvement plans.	EN3, EN4, LD4, LN1, Supports objectives 3 and 8	Frank Wiley
3. Communication and Consultation	Improved external communications and improved employee engagement; enhanced morale; greater consistency in internal and external messaging. Improved clarity and timeliness in messaging to community.	EN3, EN1, WB3 Supports objective 10 and mission statement 2	Michele Giroux
4. Diversity, Equity and Inclusion	Equity, inclusion, and character development included in student leadership training opportunities at the school and district level. Improved cultural proficiency of students and staff leading to higher levels of engagement and reduction in systemic barriers.	EN4, WB3, LD4, LN1 Supports objectives 4, 7, 8 and 1, 2	Susan MacDonald

Engagement

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Engagement Initiative #1 – Parent Engagement

Lead: Michele Giroux
Key Work Connects to Strategic Plan Priorities: EN1, EN3, WB1, WB3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Enhance role of the Parental Involvement Committee	Develop a work plan with the committee. Establish communications strategy and vehicles to support the committee's communication with the community. Identify strategies to support and encourage engagement of parents not traditionally engaged in the education system.	Michele Giroux
2. Enhance the parental engagement component of school improvement plans for student achievement	Collaborate with school councils to continue to build our partnerships with parents/guardians and enhance their involvement in the school improvement planning process.	Pino Buffone / School principals
3. Enhance parent learning opportunities	Develop school council training session to increase learning opportunities specifically related to the responsibilities of school council members. Expand Speaker Series for parents. Increase the number of parent subscribers to school council distribution list, Facebook, Youtube and Twitter sites.	Michele Giroux

Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☐ Medium ($20,000-$100,000) ☒ Small ($20,000 or less)

Engagement

EN1.	Enhance parental engagement and outreach to all parents.
EN2.	Create a framework for and initiate effective partner-ships 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.

Engagement Initiative #2 – Student Voice

Lead: Frank Wiley
Key Work Connects to Strategic Plan Priorities: EN2, EN3, LD4, LN1

Key Work	Planned Actions for 2012-2013	Project Champion
1. Continue to embed environmental sustainability into classroom, school and district practices	Continue to expand the number of schools certified as EcoSchools. Develop a compendium of resources and activities related to environmental education for schools to access and utilize as appropriate.	Frank Wiley
2. Facilitate Student Voice and support student leadership	Increase opportunities to seek student input into decisions impacting student educational experiences. Encourage students to share their perspectives and insights with respect to their schools' strengths and areas for improvement in the District Review process (during the pre-season visit and/or as a video submission).	Pino Buffone

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Engagement

EN1.	Enhance parental engagement and outreach to all parents.
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EN4.	Develop a strategy that supports and encourages engagement in provincial, national, and international initiatives to encourage organizational learning and global citizenship.

Engagement Initiative #3 – Communication and Consultation

Lead: Michele Giroux
Key Work Connects to Strategic Plan Priorities: EN3, EN3, EN4, WB2, WB4, LN4

Key Work	Planned Actions for 2012-2013	Project Champion
1. Continue to expand opportunities to improve internal and external communication	Improve web content and content management process. Expand opportunities for use of Director's webpage. Improve district messaging on school websites. Introduce school board mobile apps for handheld devices.	Michele Giroux
2. Improve school websites	Work with focus groups to implement new school website templates. Expand schools involved in school website project. Establish common rules for school communications.	Michele Giroux
3. Update consultation process	Review opportunities to better align consultation process with new committee structure. Expand opportunities for community to provide input through social media and other electronic forms of communication.	Jennifer Adams/Michele Giroux

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Engagement

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.

Engagement Initiative #4 – Equity, Diversity and Inclusion

Lead: Susan MacDonald
Key Work Connects to Strategic Plan Priorities: EN2, EN3, EN4, WB3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Capacity building for staff, students and parents Including consultation	Analyze staff and student survey data to identify areas for enhanced professional learning. Support teachers in embedding culturally proficient practices and strategies in daily instruction across the curriculum. Host at least two Diversity Cafes in order to provide an opportunity for parents, staff and community to share expertise and questions related to equity, diversity and inclusion.	Susan MacDonald
2. Collect parent and student survey data related to positive and inclusive school climate.	Provide the Tell Them From Me school climate survey program to all OCDSB schools. Train school teams on the use of the survey tool. Collect and analyze data to inform Board and School Improvement Plans.	Susan MacDonald
3. Establishment of the operational role of the Advisory Committee on Equity	Support the implementation of the Advisory Committee on Equity (ACE), including building awareness about the role of the committee across the district. Assist in the development of a work plan for the membership sub-committee to establish appointment processes for community members and community associations.	Susan MacDonald
4. Development of Diversity and Inclusion Framework	Create a Diversity and Inclusion Framework that will be used to inform and assess Board and School Improvement Plans and student well-being initiatives using research, data analysis and consultation with community and parent groups to inform this work.	Susan MacDonald

Project Scope and Requirements

Time/Duration	People Engaged in Project Work	Budget/Financial Resources
☐ 1-3 Months	☒ Large (7 or more people)	☒ Large ($100,000 or more)
☐ 3-6 Months	☐ Medium (3-6 people)	☐ Medium ($20,000-$100,000)
☐ 6-9 Months	☐ Small (1-2 people)	☐ Small ($20,000 or less)
☒ 9-12 Months		

Leadership

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.

Overview of Key Work in Leadership

KEY WORK OVERVIEW

Initiatives	Anticipated Outcomes	Links to Key Strategies	Project Champion
1. Governance	Improved common understanding of governance priorities and values; more alignment in board direction. Improved effectiveness in board and committee meetings and enhanced decision making processes. Improved policy development process.	LD1, LD3, EN1, EN3 Supports objective 10	Jennifer Adams/ Michele Giroux
2. Ontario Leadership Framework	Improved awareness of the Ontario Leadership Framework. Increased evidence of principals and vice principals as instructional leaders. Increased number and quality of candidates to fill vacancies for leadership positions.	LD2, LD3, WB3, WB4, LN4 Supports objective 9, 10	Peter Gamwell Janice McCoy
3. Organizational Effectiveness	Reduced exposure to risk and fewer qualifications in audit reports. Improved alignment between district financial policies and procedures and provincial government directives. Improved access to and search capacity of electronic board and committee agendas and minutes and corporate records. Improved legislative compliance and effectiveness of human resource practices.	LD3, LD1, WB4 Supports objective 10 and mission statement 3	Michael Carson/ Michele Giroux
4. Succession Planning	Improved succession planning processes and supports. Increased number of staff with qualifications/certification in required skill areas in both the academic and admin and support employee groups. Increased number and quality of candidates to fill vacancies internally.	LD2, LD3, WB3 Supports objectives 9, 10 and mission 2, 3	Janice McCoy
5. Creative and Innovative Leadership	Tangible evidence emerging from school visits and District Reviews of diverse teaching strategies and innovative pedagogy reaching the variety of learning styles. Increased student and community awareness about creative and innovative leadership.	LD2, LD3, LD4, EN3, LN1 Supports objectives 2, 9, and mission statement 2	Peter Gamwell

Leadership

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.

Leadership Initiative #1 – Governance

Lead: Michele Giroux
Key Work Connects to Strategic Plan Priorities: LD1, LD3, EN1, EN3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Implement new committee structure	Implement, monitor and evaluate pilot project on committee structure. Redesign agenda and report formats. Provide training on report writing, increasing focus to align reports with board objectives. Support the Board in continued discussions related to improving decision making processes.	Jennifer Adams/Michele Giroux
2. Expand the Board Development Program	Support the Board in the development and implementation of governance priorities. Work with the Board to provide professional learning opportunities for the Board of Trustees, and participate in provincial learning opportunities. Develop a Code of Conduct for the Board of Trustees.	Jennifer Adams/Michele Giroux
3. Improve supports for policy/procedure development	Work with the Board to examine policy review process. Develop compendium of policy and procedure definitions. Develop guidelines for writing policies and procedures.	Michele Giroux

Project Scope and Requirements

Time/Duration	People Engaged in Project Work	Budget/Financial Resources	
☐ 1-3 Months	☒ Large (7 or more people)	☐ Large ($100,000 or more)	
☐ 3-6 Months	☐ Medium (3-6 people)	☒ Medium ($20,000-$100,000)	
☐ 6-9 Months	☐ Small (1-2 people)	☐ Small ($20,000 or less)	
☒ 9-12 Months			

Leadership

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.

Leadership Initiative #2 – Ontario Leadership Framework

Lead: Peter Gamwell
Key Work Connects to Strategic Plan Priorities: LD2, WB4, LN4

Key Work	Planned Actions for 2012-2013	Project Champion
1. Align and communicate revised Ontario Leadership Framework with the OCDSB leadership vision	Promote awareness of revised Ontario Leadership Framework and OCDSB Leadership Conceptual Map, sharing key understandings with all formal leaders. Foster district culture such that this model is used to inform all aspects leadership practice in the District.	Peter Gamwell
2. Review, develop and implement revised Principal/Vice-Principal Selection Process	Review P/VP selection process in terms of identification, process, supports, and mentoring. Align P/VP Selection Process with revised Ontario Leadership Framework, OCDSB Conceptual Map and P/VP Performance Appraisal.	Peter Gamwell

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Leadership

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.

Leadership Initiative #3 – Organizational Effectiveness

Lead: Michael Carson/Michele Giroux
Key Work Connects to Strategic Plan Priorities: LD3, LD1, WB4

Key Work	Planned Actions for 2012-2013	Project Champion
1. School council financial practices	Implement Ministry directives on school council finances. Develop new school council fundraising policy. Develop training and resource materials to support school council financial activities.	Michele Giroux Michael Carson
2. Performance measurement and accounting framework	Reengineer practices to increase electronic processing of transactions. Implement requirements of the new provincial directives on purchasing, expense limits, and reporting to school communities on school fees and fundraising.	Peter Gamwell
3. Capital planning processes	Develop and implement a decision-making process for the setting of capital priorities for the construction of new schools and additions and renewals to existing facilities.	Michael Clarke
4. Enterprise Content Management Strategy	Expand implementation of corporate records program to departments. Increase the number of users with access to Laserfiche data repository for agendas and minutes. Research and acquire agenda module to automate agenda production.	Michele Giroux
5. Improve human resources processes and practices	Negotiate and implement new collective agreements. Expand mandatory training and development framework.	Janice McCoy

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☐ Large (7 or more people) ☒ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Leadership

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.

Leadership Initiative #4 – Succession Planning

Lead: Peter Gamwell
Key Work Connects to Strategic Plan Priorities: LD2, LD3, WB3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Research/review best practices for succession planning frameworks that promote creative and innovative leadership for both academic and non-academic staff	Continue to examine best practices in school districts and other public sector agencies to develop an inventory of best practices. Establish a working group to create and implement a leadership development initiative based on specific criteria. Pilot project to be implemented beginning January, 2013. Revised Ontario Leadership Framework and Leadership Conceptual Map to be incorporated into succession planning initiative for all employee groups.	Peter Gamwell/ Janice McCoy
2. Develop Succession Planning Framework	Conceptualize succession planning strategy for multi-phased career development path. Establish process to identify key elements of succession plan that may be applicable to other employee groups. Analyze needs of academic and admin and support employee groups by department to identify required certifications and appropriate supports for acquiring certifications.	Peter Gamwell/ Janice McCoy

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☐ 6-9 Months ☒ 9-12 Months	☐ Large (7 or more people) ☒ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☐ Medium ($20,000-$100,000) ☒ Small ($20,000 or less)

Leadership

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.

Leadership Initiative #5 - Creative and Innovative Leadership

Lead: Peter Gamwell
Key Work Connects to Strategic Plan Priorities: LD2, LD3, LD4, EN3, LN1

Key Work	Planned Actions for 2012-2013	Project Champion
1. Explore creativity/innovation/critical thinking continuum and develop and implement action plans based on report	Analyze findings of Action Research Project and develop recommendations. Work in collaboration with Curriculum Services, Communications and other departments as well as multiple internal and external partners to identify and implement practical strategies that foster creative and healthy learning and engagement throughout the District. Establish partnerships with internal and external organizations, locally, nationally and internationally to support and foster creativity and innovation. Develop creativity measures and indices in order to create inventory of best practices in the District.	Peter Gamwell
2. Develop creativity resource materials	Publish Creativity report and complete an executive summary of the report. Design and develop a website profiling key aspects of OCDSB creative leadership work and creative initiatives. Design and produce a placemat profiling key findings of the creativity report. Write and publish an article summarizing the OCDSB creative leadership journey.	Peter Gamwell
3. Increase involvement of community in the Lead the Way initiatives	Design, develop and implement the Lead the Way Event series and Fall and Spring Leadership Conferences. Collect and analyze feedback surveys.	Peter Gamwell

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☒ 6-9 Months ☐ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Learning

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.

Overview of Key Work in Learning

KEY WORK OVERVIEW

Initiatives	Anticipated Outcomes	Links to Key Strategies	Project Champion
1. Instructional Leadership	Increased instructional leadership capacity of school administrators across the district. Enhancements to programs offered across the district as a result of ongoing cyclical reviews. Improved engagement in District Review process.	LN1, LN2, LN4 Supports objectives 1, 2, 3, and 7	Pino Buffone
2. Secondary School Review	7-12 School configuration study completed. Secondary School Exit Outcomes established. Recommendations ensuring that any resulting changes to programs and services benefit all students. Improved definition of the required elements in a community hub.	LN2, LN1,EN3,WB1 Supports objectives 7, 1, and 2	Jennifer Adams/ Walter Piovesan
3. Full-Day Kindergarten	Expanded access to Full-Day Kindergarten program. Enhanced and seamless service delivery model for before and after school care. Increased capacity of teachers with respect to high-yield instructional strategies related to early learning.	WB1, LN1, LN2, EN2, EN3 Supports objectives 6 and 7	Walter Piovesan/ Pino Buffone
4. Global Citizenship	Improved opportunities for student learning in a global context. Increased program options for students in international education. Increased opportunities for student leadership and the development of global competencies.	EN4, LD4, Supports objectives 7 and 8	Pino Buffone/Geoff Best
5. Digital Learners	Clearly defined plans and philosophy for information technology usage in business and instructional environment. Increased awareness about e-learning availability. Improved policy framework for appropriate use of technology.	LN1, LN4, LD3, LD4 Supports objectives 7, 2 and 1	Stephen Sliwa

Learning

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.

Learning Initiative #1 – Instructional Leadership

Lead: Pino Buffone
Key Work Connects to Strategic Plan Priorities: LN1, LN2, LN3, LN4, LD2, LD4, EN3, EN4, WB1, WB3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Increase the number of District Reviews in 2012-2013	Revise and implement a plan and process for District Reviews, including: increasing the number of schools reviewed from 18 to 24 (18 elementary & 6 secondary); a review of the 'look for" charts to align with key strategies highlighted in the Board Improvement Plan for Student Achievement (BIPSA); and, the inclusion of a 'student voice' component as a video submission and/or part of the pre-visit meeting with each school reviewed.	Pino Buffone
2. Refine the model for instructional coach support to schools	Refine the support model for job-embedded professional learning as related to the School Improvement Plan for Student Achievement (SIPSA), allocating instructional coaches to schools based on identification (designation) by the Ministry of Education, as those identified as requiring additional support by Curriculum Services and/or Superintendents of Instruction.	Pino Buffone
3. Increase Instructional Leadership Capacity through 'Lead Learner Series'	Further develop instructional leadership capacity through the Lead Learner Series with participation in a "lesson study" by superintendency with Garfield Gini-Newman, sharing key assessment and evaluation strategies, and relational trust (relationship building with staff). In addition, training sessions related to 'data literacy', building the capacity of school improvement planning teams to access, use and interpret multiple sources of data and research evidence to help inform decisions to improve student learning and achievement (including an overview of various interactive reporting tools such as EQAO and Compass for Success).	Pino Buffone
4. Conduct cyclical review of OCDSB programs	Undertake cyclical reviews of: Secondary School Review (formal review); Full-Day Kindergarten (program review/monitoring); Elementary Alternative Program (program review/monitoring); ESL, K-12/ELD, 7-12 (program review/monitoring); FSL, K-12 (program review/monitoring); Intermediate Program (program review/monitoring); as well as Ministry of Education curriculum policy reviews of Health and Physical Education (9-12), Social Studies/History/Geography (1-8), and Social Sciences & Humanities (9-12). A review of the Special Education Ad Hoc Committee Recommendations is also included.	Jennifer Adams Walter Piovesan Pino Buffone Stephen Sliwa

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☒ 6-9 Months ☐ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☒ Large ($100,000 or more) ☐ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Learning

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.

Learning Initiative #2 – Secondary School Review

Lead: Jennifer Adams and Walter Piovesan
Key Work Connects to Strategic Plan Priorities: LN1, LN2, LN3, LN4, LD2, LD4, EN3, EN4, WB1, WB3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Develop a set of exit outcomes for secondary school students	Develop a draft set of exit outcomes through the Ad Hoc Committee. Conduct a broad stakeholder consultation for presentation to Board by spring 2013.	Walter Piovesan/Jennifer Adams (S.S. Task Force/Ad Hoc Committee)
2. Identify Practices (e.g. structures, facilities, processes) to maximize learning in schools with grades 9-12 and 7-12	Research best practices externally and internally. Develop transition plans for students entering both configurations.	Jill Bennett/Olga Grigoriev (School Configuration Working Group)
3. Develop a framework for community hubs in secondary schools and/or feeder schools	Develop district guidelines listing the recommended components of community hubs. Develop a district policy and procedures. Develop roles and responsibilities for staff and external partners (3rd party protocol).	Walter Piovesan (Community Hubs Working Group)
4. Develop a plan to ensure that all secondary students experience on-line learning	Define e-learning and blended learning and develop district standards Identify core competencies.	Steve Sliwa (E-Learning Working Group)
5. Enhance opportunities for secondary school students through the Specialist High Skills Major program	Establish the working group and develop terms of reference for the working group.	Neil Yorke-Slader (Specialist High Skills Major Working Group)

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☒ 6-9 Months ☐ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Learning

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.

Learning Initiative #3 – Full-Day Kindergarten

Lead: Walter Piovesan
Key Work Connects to Strategic Plan Priorities: WB1, LN1, LN2, EN2, EN3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Establish an advisory group for the Extended Day Program	Establish an advisory group for the Full-Day Kindergarten initiative, inviting key stakeholders from the community to participate (including third party child care providers, for example) in order to provide advice, feedback with respect to the five-year implementation of Full-Day Kindergarten and the Extended Day Program.	Walter Piovesan
2. Continue implementation of Full-Day Kindergarten and Extended Day Programs	Continue Year 3 and plan for Year 4 implementation of Full-Day Kindergarten and Extended Day Programs (where applicable) across the district.	Jill Bennett/Olga Grigoriev (School Co Walter Piovesan nfiguration Working Group)
3. Review system wide data related to Full-Day Kindergarten and Extended Day Programs (Year 4)	Review system wide data including the Early Literacy Observation Tool (ELOT) and PM Benchmarks (where appropriate) for JK and SK students in order to establish and age-appropriate, norm-referenced baseline and provide instructional resources/support to schools based on strengths and areas for improvement as required.	Pino Buffone

Project Scope and Requirements

Time/Duration	People Engaged in Project Work	Budget/Financial Resources	
☐ 1-3 Months ☐ 3-6 Months ☒ 6-9 Months ☐ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☒ Large ($100,000 or more) ☐ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)	

Learning

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.

Learning Initiative #4 – Global Citizenship

Lead: Pino Buffone
Key Work Connects to Strategic Plan Priorities: LD4, LN1, LN4, EN4, WB3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Create a strategy for International Education initiatives across the district	Collaborate with the Ottawa-Carleton Education Network (OCENET) to create a strategy for International Education across the district, including a survey/inventory of international education-related initiatives in all schools and the development and implementation of an 'International Education Certificate Program' in secondary schools (three to four schools) for the 2012-2013 school year.	Pino Buffone Geoff Best (OCENET)
2. Expand international visits and/or exchanges at both the elementary and secondary levels	Encourage the development of global citizenship by inviting elementary and secondary schools to host foreign students and staff as part of an international visit or exchange program, in partnership with OCENET and Homestay International.	Pino Buffone Geoff Best (OCENET)
3. Develop instructional materials and/or resources to promote and support the development of global competencies	Develop instructional materials and/or resources to support the development of global competencies, including resources that promote equity and inclusion in schools and the broader community.	Pino Buffone Susan MacDonald

Project Scope and Requirements		
Time/Duration	**People Engaged in Project Work**	**Budget/Financial Resources**
☐ 1-3 Months ☐ 3-6 Months ☒ 6-9 Months ☐ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

Learning

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.

Learning Initiative #5 - Digital Learners

Lead: Stephen Sliwa
Key Work Connects to Strategic Plan Priorities: LN1, LN4, LD4, LD3, EN3

Key Work	Planned Actions for 2012-2013	Project Champion
1. Develop Information Technology (IT) Plan	Develop and distribute an IT Plan to support Business and Learning activities within the District.	Stephen Sliwa
2. Expand and support dialogue relating to e-learning / digital learning, as part of the District's Secondary School Review process	Continue dialogue, initiated in 2011 / 2012, relating to digital learning as part of the secondary school review. Introduce structures and approaches to bridge gaps and address needs between in-school and out-of-school learning relating to the use of technology, supporting our IT network focus on user access, connectivity, and mobility. Pilot use of hardware, software, programs, and "apps" in our schools that would support digital - learning experiences for students.	Stephen Sliwa / Pino Buffone
3. Initiate an alignment of school-based practices with a focus on Digital Learning Cultures	Pilot use of mobile carts in our schools that would support digital - learning experiences for students. Build District capacities relating to "Digital Citizenship", through a focus on recently revised District Policy / Procedure on "Appropriate Use", in conjunction with our existing emphasis on our "Community of Character" values.	Stephen Sliwa / Pino Buffone / Susan MacDonald

Project Scope and Requirements

Time/Duration	People Engaged in Project Work	Budget/Financial Resources
☐ 1-3 Months ☐ 3-6 Months ☒ 6-9 Months ☐ 9-12 Months	☒ Large (7 or more people) ☐ Medium (3-6 people) ☐ Small (1-2 people)	☐ Large ($100,000 or more) ☒ Medium ($20,000-$100,000) ☐ Small ($20,000 or less)

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.

Public Education: *Doing it W.E.L.L*
OCDSB 2011–2015 Strategic Plan

Strategic Links

		Objectives										Mission			
		1	2	3	4	5	6	7	8	9	10	1	2	3	4
Well-Being															
1.	Student Survey Analysis	✓	✓		✓	✓			✓						
2.	Workforce Diversity Strategy								✓	✓					
3.	Well-Being Framework	✓		✓	✓	✓									
4.	Accessibility												✓	✓	
Engagement															
1.	Parent Engagement			✓		✓			✓						
2.	Student Voice			✓					✓						
3.	Communications and Consultation									✓			✓		
4.	Diversity, Equity and Inclusion	✓	✓		✓			✓	✓						
Leadership															
1.	Governance										✓				
2.	Ontario Leadership Framework							✓	✓					✓	
3.	Organizational Effectiveness							✓	✓					✓	
4.	Succession Planning							✓	✓				✓	✓	
5.	Creative and Innovative Leadership		✓						✓				✓		
Learning															
1.	Instructional Leadership	✓	✓	✓				✓							
2.	Secondary School Review	✓	✓					✓							
3.	Full-Day Kindergarten						✓	✓							
4.	Global Citizenship							✓	✓						
5.	Digital Learners	✓	✓					✓							
Total		6	6	4	3	3	1	6	6	5	5		4	4	

4 Key Priority Areas

Ottawa-Carleton District School Board

Monitoring and Evaluation

Monitoring Our Work

The District Goals serve two purposes:

- to provide the Board with a monitoring and accountability framework to determine progress towards the vision, mission, and objectives outlined in the 2011-2015 OCDSB Strategic Plan; and,

- to serve as a planning and monitoring framework for the Director and Director's Executive Council.

Considerable time has been invested in defining the key work for each of the four pillars for the 2012-2013 school year. It should be noted that although the work has been divided among well-being, engagement, leadership, and learning, much of the work, by its very nature, is cross-functional. The cross-functional nature of the work is reflected on each pillar's summary page. Staff has indicated the specific strategies, e.g., WB1, that are connected to the key work. As such, the Board can see where the areas of focus are in any given year, and can be assured that all of the identified strategies will be covered by the end of the four-year period.

Director's Executive Council will use the District Goals document on an ongoing basis for planning and monitoring purposes. Staff will meet every 6-8 weeks to discuss progress on key work.

Staff will report out on the progress of the district goals bi-annually to the Strategic Planning and Priorities Committee. The Board also receives other accountability reports, i.e. the Annual Report on Student Achievement and the Audited Financial Statements, that ensure the Board is informed about the status of the work underway to achieve its objectives and the impact of this work on student learning.