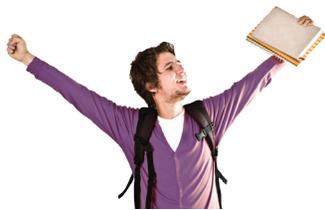




District Goals

2011-2012



Well-Being



Engagement



Leadership



Learning



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



District Goals & Objectives 2011–2012 Table of Contents

OCDSB Strategic Plan 2011 – 2015.....	1	Engagement Overview.....	18
Background.....	2	Initiative 1 – Parent Engagement.....	19
Community Consultation.....	3	Initiative 2 – Student Voice.....	20
Strategic Plan Overview.....	4	Initiative 3 – Communication.....	21
Strategy Map.....	5	Initiative 4 – Diversity, Equity and Inclusion.....	22
OCDSB Planning Process.....	6	Leadership Overview.....	23
District Goals & Objectives 2011 – 2012.....	7	Initiative 1 – Governance.....	24
Background.....	8	Initiative 2 – Ontario Leadership Development Framework.....	25
At a Glance – Key Work.....	9	Initiative 3 – Organizational Effectiveness.....	26
District Goals – Summary Overview.....	10	Initiative 4 – Succession Planning.....	27
District Goals – Summary Overview (continued).....	11	Initiative 5 – Creative and Innovative Leadership.....	28
District Goals – Summary Overview (continued).....	12	Learning Overview.....	29
Well-being Overview.....	13	Initiative 1 – Instructional Leadership.....	30
Initiative 1 – Student Survey.....	14	Initiative 2 – Board and School Improvement Plans.....	31
Initiative 2 – Workforce Census.....	15	Initiative 3 – Secondary School Review.....	32
Initiative 3 – Mental Health Framework.....	16	Initiative 4 – Digital Learners.....	33
Initiative 4 – Accessibility.....	17	Initiative 5 – Early Learning.....	34
		Scatterplot Graph.....	35
		Monitoring and Evaluation.....	36



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



STRATEGIC PLAN 2011-2015



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



Background

In June 2010, the Board of Trustees approved the framework for the development of a new strategic plan for the school district. The framework involved a multi-stage process which included research, data analysis, community consultation, strategy development and implementation.



Over a twelve-month period, the Board of Trustees and the senior staff worked with the community, stakeholders and staff to understand the issues and challenges facing the school. A detailed Environmental Scan was completed and an extensive public consultation process was undertaken. Working together, we developed a vision for the future of public education in the City of Ottawa.

In June 2011, the Board of Trustees approved the 2011-2015 Strategic Plan for the school district.



Community Consultation

Consultation with the community was a critical element of the strategic plan development process. The consultation process was designed using an Appreciative Inquiry model of thought, intending to build on our successes and foster positive relationships. The consultation process included fifteen public discussion forums as well as the district’s first moderated Google discussion forum and Facebook page. Every effort was made to reach out to all members of the community, and in particular:

- Parents and Public - everyone in the community with a child enrolled in school or with an interest in public education;
- Sectoral Partners - organizations that have a business relationship with the district, including municipal, education, community, business and OCDSB stakeholders; and
- Students - the student senate as well as all students who participated in the online forum.

WHAT WE HEARD:

The following three questions were developed to guide the consultation forums:

- Imagine it is 2015 and the OCDSB has been successful in achieving its vision. We know we have been successful when the following is in place....
- What do you appreciate or value about your school and your school district?
- What could we change to make our schools and our school district better?

Over 500 people took part in the consultation process, and this is what they said:

Success is...

- healthy, safe and secure schools
- schools as community hubs
- differentiated instruction
- diversity in program options
- effective use of current technology
- meaningful parent engagement

Current assets and strengths...

- strong community-school partnerships
- excellent staff at the OCDSB
- committed to professional development
- our focus on Character Education
- diverse learning opportunities through specialized schools and programs
- our focus on inclusion and diversity
- our commitment to parent engagement

Opportunities for change...

- improve instructional practice and individualized support
- keep up with trends in technology
- address accommodation issues
- improve equity and access including opportunities to attend schools and programs of choice
- prepare students for life after secondary school
- provide trade-based educational opportunities
- improve critical thinking skills of students
- expand work with community
- enhance accountability



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



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.



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



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



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



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



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

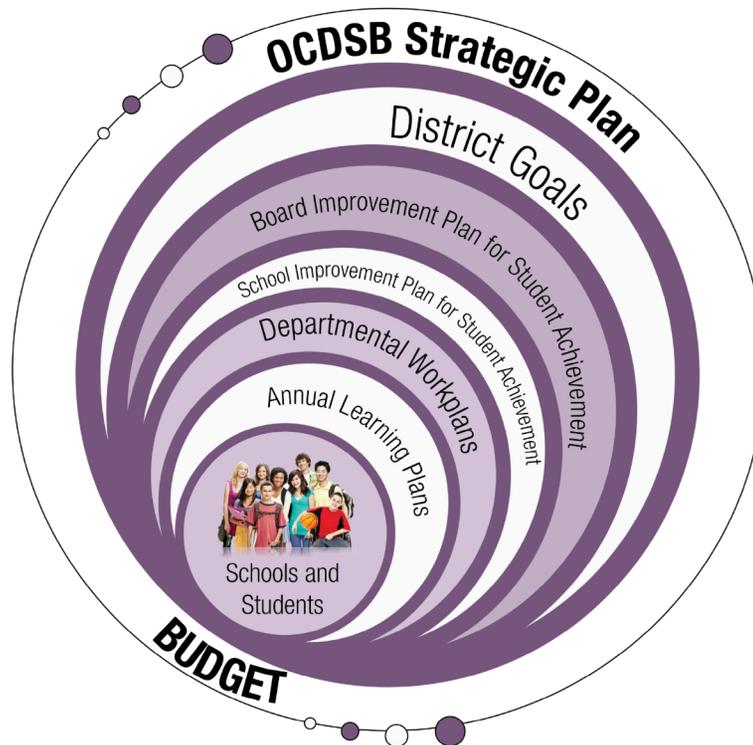
- LN1. Enhance instructional practice to encourage and support critical and creative thinking skills.
- LN2. Maintain a cyclical program development, monitoring and review framework to improve equity of access to programs, pathways, and services for all students.
- LN3. Use student survey data to identify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



Planning Process



OCDSB Planning Framework



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 2011-2012



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



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 Census Analysis
3. Mental Health Framework
4. Accessibility

Engagement

1. Parent Engagement
2. Student Voice
3. Communications
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. Board and School Improvement Plans for Student Achievement
3. Secondary School Review
4. Digital Learners
5. Early Learning



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



Summary Overview

District Goals 2011-2012 Summary Overview			
Key Work Initiatives	Anticipated Outcomes	Links to Priority Areas	Project Champion
Well-Being			
1. Student Survey Analysis	First level 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	Walter Piovesan
2. Workforce Census Analysis	Improved understanding of staff issues and concerns and established priority areas for improving human resources practices.	WB1, WB2, WB4, LD2, LD3	Janice McCoy
3. Mental Health Framework	Improved understanding of how to identify and discuss student mental health issues. Improved supports for students in the area of mental health. Improved alignment in mental health services through enriched community partnerships.	WB1, WB2, WB4, EN1, EN2, LN3	Dawn Paxton
4. Accessibility	Expand awareness about district's commitment to meeting and exceeding accessibility standards as outlined in the AODA. 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	Mike Carson
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	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. Improved awareness of international learning opportunities for students.	EN3, EN4, LD4, LN1,	Frank Wiley



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



Summary Overview

Key Work Initiatives	Anticipated Outcomes	Links to Priority Areas	Project Champion
Engagement (Continued)			
3. Communication	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	Michele Giroux
4. Diversity Equity and Inclusion	Equity, inclusion, and character development are included in all student and staff leadership training opportunities at the school and district level.	EN4, WB3, LD4, LN1, LN3	Susan MacDonald
Leadership			
1. Governance	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	Jennifer Adams/Michele Giroux
2. Ontario Leadership Framework	Improved alignment between Ontario Leadership Framework, the OCDSB principal profile, creative leadership guiding principles and the OCDSB Leadership narrative. Sound governance structures and practices in place with regard to leadership.	LD2, WB4, LN4	Peter Gamwell/Janice McCoy
3. Organizational Effectiveness	Reduced risk of qualifications in school audit reports. Improved alignment between district financial policies & 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, efficiency and effectiveness of human resource practices.	LD3, LD1, WB4	Michael Clarke
4. Succession Planning	Evidence of 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.	LD2, LD3, WB3	Janice McCoy/ Peter Gamwell
5. Creative and Innovative Leadership	Tangible evidence emerging from school visits and District reviews of diverse teaching strategies and innovative pedagogy that reach to the variety of learning styles. Increased student and community awareness about creative and innovative leadership.	LD2, LD3, LD4, EN3, LN1	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, LD2, EN4, WB3	Pino Buffone



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



2. Board and School Improvement Plans for Student Achievement (BIPSA and SIPSA)	Improved alignment of SIPSAs to BIPSA across the district. Work of instructional coaches is focused on SMART goals of each SIPSA.	LN1, LN4, WB1, WB3, EN1, EN3, LD4, LN3	Pino Buffone
3. Secondary School Review	7-12 Program Study completed by April 2012 with 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, LN3	Jill Bennett
4. Digital Learners	By August 2012, an IT Plan is developed and distributed within the District. Increased awareness about e-learning as an element of the secondary review. Improved policy framework for appropriate use of technology.	LN1, LN4, LD3, LD4	Stephen Sliwa
5. Early Learning	Improved 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	Walter Piovesan



- 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.



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



Well-Being

2011-2012 DISTRICT GOALS

OVERVIEW OF KEY WORK IN WELL-BEING

KEY WORK OVERVIEW			
Initiatives	Anticipated Outcomes	Links to Key Strategies	Project Champion
1. Student Survey Analysis	Complete first level survey data analysis and share with community. Improved understanding of student population/demographics at district and school level.	WB1, WB2, WB3, EN1, EN2, EN3, LD4, LN3	Walter Piovesan
2. Workforce Census Analysis	Improved understanding of staff issues and concerns and established priority areas for improving human resources practices.	WB1, WB2, WB4, LD2, LD3	Janice McCoy
3. Mental Health Framework	Improved understanding of how to identify and discuss student mental health issues. Improved supports for students in the area of mental health. Improved alignment in mental health services through enriched community partnerships.	WB1, WB2, WB4, EN1, EN2, LN3	Dawn Paxton
4. Accessibility	Expand awareness about district's commitment to meeting and exceeding accessibility standards as outlined in the AODA. 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	Mike Carson



- 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.

OCDSB District Goals 2011-2012

Well-Being

Initiative 1 Student Survey

INITIATIVE #1 – STUDENT SURVEY			
Lead: Walter Piovesan	Key Work Connects to Strategic Plan Priorities:	WB1, WB2, WB3, WB4, EN2, LN3	
Key Work	Planned Actions for 2011-2012		Project Champion
1. Analyze student survey data	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. Analyze Aboriginal self -identification data from student survey	Generate Aboriginal Student Self-Identification Summary reporting process. Review and assess survey data to understand necessary supports to improve attendance rate and address achievement levels of Aboriginal students. Develop action plan for Aboriginal Student needs based on survey data. Develop aboriginal education policy.		Peter Gamwell
Project Scope and Requirements			
Time/Duration	People Engaged in Project Work	Budget/Financial Resources	
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)	



- 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.

OCDSB District Goals 2011-2012

Well-Being

Initiative 2 Workforce Census

INITIATIVE #2 – WORKFORCE CENSUS		
Lead: Janice McCoy	Key Work Connects to Strategic Plan Priorities:	WB1, WB2, WB3, WB4, EN2, LN3
Key Work	Planned Actions for 2011-2012	Project Champion
1. Analyze employee census results	Analyze staff census and assess implications for HR policies and practices. Identify priority areas for action and develop appropriate plans.	Janice McCoy
2. Improve human resource practices	Continue to re-align human resource practices and processes to reflect census and Employment Systems Review findings.	Janice McCoy
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



- 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.

OCDSB District Goals 2011-2012

Well-Being

Initiative 3 Create a Mental Health Framework

INITIATIVE #3 – CREATE A MENTAL HEALTH FRAMEWORK			
Lead: Dawn Paxton	Key Work Connects to Strategic Plan Priorities:	WB1, WB2, WB4, EN1, EN2, LN3	
Key Work	Planned Actions for 2011-2012		Project Champion
1. Establish internal and external committees to support development of mental health framework	Create internal working group with multi-departmental representation to develop the framework and performance measures. Expand the Student Support Leadership Initiative (SSLI), the Ministry mandated steering committee on Children’s Mental Health. The committee is a two board committee with outside agencies focusing on mental health and addictions.		Dawn Paxton
2. Implement the framework and focus on suicide prevention in-service	Develop framework and priorities for year one. Develop in-service training program for staff focused on suicide prevention i.e. ASSIST, and SAFE TALK.		Dawn Paxton/ Walter Piovesan
3. Improve integration of services and supports for mental health services	Expand the Student Support Leadership Initiative (SSLI) to include Ministry of Education, Ministry of Child and Youth Services (MCYS), Ministry of Health and Long Term Care (MHLTC). Explore new partnership opportunities to support mental health services.		Dawn Paxton
4. Development performance measures to analyze progress and success	Examine progress on mental health and well-being work over the past 5 years. Develop indicators of progress/success. Create measurement framework to analyze impact of our work.		Dawn Paxton
Project Scope and Requirements			
Time/Duration	People Engaged in Project Work	Budget/Financial Resources	
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)	



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.

OCDSB District Goals 2011-2012

Well-Being

Initiative 4 Accessibility

INITIATIVE #4 – ACCESSIBILITY		
Lead: Mike Carson	Key Work Connects to Strategic Plan Priorities:	WB1, WB2, WB4, EN1, EN2
Key Work	Planned Actions for 2011-2012	Project Champion
1. Continue to expand awareness of accessibility standards as outlined in the AODA.	Co-host conference with Algonquin College and university partners to build awareness of how the district and other Ottawa based agencies can better assist the needs of people with disabilities. Provide advice and feedback from Accessibility Committee to departments as they develop their plans to meet the requirements of the AODA.	Michael Carson
2. Develop accessible communications strategy, protocol and practices	Issue RFP for accessibility consultant. Provide training on making accessible documents. Undertake accessibility audit on district website and address identified accessibility issues. Develop accessible templates for key corporate documentation. Establish process for managing requests for alternate format	Michele Giroux
3. Increase use of accessible technology	Incorporate accessibility requirements into technology purchasing process. Initiate the development of pilot programs / processes to produce educational and training resources in accessible formats. Work with key suppliers on improvements concerning accessible formats of documents currently produced by corporate software systems (eg: Trillium System and student report cards).	Stephen Sliwa
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



- 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.



2011-2012 DISTRICT GOALS KEY WORK

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	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. Improve awareness of international learning opportunities for students.	EN3, EN4, LD4, LN1,	Frank Wiley
3. Communication	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	Michele Giroux
4. Diversity, Equity and Inclusion	Equity, inclusion, and character development are included in all student and staff leadership training opportunities at the school and district level.	EN4, WB3, LD4, LN1, LN3	Susan MacDonald



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.

OCDSB District Goals 2011-2012

Engagement

Initiative 1 Parent Engagement

INITIATIVE #1 – PARENT ENGAGEMENT			
Lead: Michele Giroux	Key Work Connects to Strategic Plan Priorities:	EN1, EN3, WB1, WB3,	
Key Work	Planned Actions for 2011-2012		Project Champion
1. Re-create the Parental Involvement Committee	Develop a new mandate and constitution for the Parent Involvement Committee. Recruit new members to the Parent Involvement Committee. Develop communications strategy for PIC to communicate with parent community.		Michele Giroux
2. Improve emphasis on parent engagement in Board and School Improvement plans for student achievement	Collaborate with school councils to continue to build our partnerships and enhance reciprocal learning opportunities. Provide opportunities for parent and community groups to work with staff to address the unique needs of all learners, including English language learners and students with special needs.		Pino Buffone / School principals
3. Enhance parent communication	Develop and implement a regular e-communication to parents about district-wide initiatives. Expand Speaker Series for parents. Increase the number of subscribers to Facebook, Youtube and Twitter sites.		Michele Giroux
Project Scope and Requirements			
Time/Duration	People Engaged in Project Work		Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)		<input type="checkbox"/> Large (\$100,000 or more) <input type="checkbox"/> Medium (\$20,000-\$100,000) <input checked="" type="checkbox"/> 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.

OCDSB District Goals 2011-2012

Engagement

Initiative 2 Student Voice

INITIATIVE #2 – STUDENT VOICE			
Lead: Frank Wiley		Key Work Connects to Strategic Plan Priorities: EN2, EN3, LD4, LN1	
Key Work		Planned Actions for 2011-2012	
		Project Champion	
1.	Connect Student Environmental Programs with district initiatives	Develop a compendium of school-by-school activities and initiatives to be posted on district website. Increase percentage of student led “Speak Up” activity partnerships between schools and Facilities to 10%. Develop a report (co-authored by students and Facilities) on Environmental Initiatives.	Mike Carson
2.	Embed Environmental Stewardship into classroom practice, school, and Board climate	Increase focus on environmental stewardship through the work of Instructional Coaches and Teachers. Develop a compendium of curricula expectations on environmental stewardship. Improve awareness of environmental stewardship activities through district website. Post the environmental financial savings by the school to the district website.	Pino Buffone
3.	Facilitate Student Voice and support Student Leadership Training.	Increase opportunities to seek student input into decisions impacting student educational experiences. Develop a compendium of curricula expectations reflecting global citizenship and leadership and post to district website.	Pino Buffone
Project Scope and Requirements			
Time/Duration	People Engaged in Project Work		Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)		<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> 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.

OCDSB District Goals 2011-2012

Engagement

Initiative 3 Communication

INITIATIVE #3 – COMMUNICATION			
Lead: Michele Giroux		Key Work Connects to Strategic Plan Priorities:	
		EN3, EN3, EN4, WB2, WB4, LN4	
Key Work		Planned Actions for 2011-2012	
		Project Champion	
1. Improve internal communications		Establish quarterly administrative staff meetings at 133 Greenbank with Director/Senior Staff. Create Director's Webpage. Establish Principal and Manager observer positions to participate at Director's Executive Council. Develop staff newsletter.	
2. Enhance external communications		Improve web content and content management process. Create district newsletter based on Director's webpage. Improve district messaging on school websites.	
Project Scope and Requirements			
Time/Duration	People Engaged in Project Work		Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)		<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



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.

OCDSB District Goals 2011-2012

Engagement

Initiative 4 Equity, Diversity and Inclusion

INITIATIVE #4 – EQUITY, DIVERSITY AND INCLUSION			
Lead: Susan MacDonald	Key Work Connects to Strategic Plan Priorities:		EN2, EN3, EN4, WB3, LN3
Key Work	Planned Actions for 2011-2012		Project Champion
1. Embed character, equity, and inclusion into daily classroom practice and school climate	Provide training in cultural proficiency and restorative practices. Create cultural proficiency resources to support teachers in planning, assessment, and instruction that reflect our commitment to equity, inclusion, and character development. Use Student Survey data analysis to inform the creation of a plan to ensure that students see their successes, cultures, and views represented daily in classroom work and interactions. Hold a student conference with a focus on equity, inclusion, and cultural proficiency.		Susan MacDonald
2. Revise and expand the OCDSB character development continuum	Consult with relevant stakeholders in order to revise and implement the OCDSB Equity, Diversity and Inclusion Framework. Incorporate the continuum as an indicator of progress in the 2012/2013 BIPSA. Use the continuum as part of the needs assessment in school improvement planning process.		Susan MacDonald
3. Restructure OCDSB's Equity and Diversity Advisory Committee	Review committee and task force mandates. Consult with current committees/task forces on roles and responsibilities. Bring clarity to advisory committee structure to facilitate alignment, integration and measurement of diversity, equity and inclusive principals and practices and OCDSB priorities.		Susan MacDonald
4. Develop inventory of practice on international initiatives that support global citizenship	Survey schools to determine the number of international learning opportunities available to students and develop summary report of survey results. Develop matrix of programs/opportunities that support the development of global competencies.		Pino Buffone/ Geoff Best
Project Scope and Requirements			
Time/Duration	People Engaged in Project Work		Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)		<input checked="" type="checkbox"/> Large (\$100,000 or more) <input type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> 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

2011-2012 DISTRICT GOALS

OVERVIEW OF KEY WORK IN LEADERSHIP

KEY WORK OVERVIEW			
Initiatives	Anticipated Outcomes	Links to Key Strategies	Project Champion
1. Governance	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	Jennifer Adams/Michele Giroux
2. Ontario Leadership Framework	Improved alignment between Ontario Leadership Framework, the OCDSB principal profile, creative leadership guiding principles and the OCDSB Leadership narrative. Sound governance structures and practices in place with regard to leadership.	LD2, WB4, LN4	Peter Gamwell/Janice McCoy
3. Organizational Effectiveness	Reduced risk of qualifications in school audit reports. Improved alignment between district financial policies & 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, efficiency and effectiveness of human resource practices.	LD3, LD1, WB4	Michael Clarke
4. Succession Planning	Evidence of 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.	LD2, LD3, WB3	Janice McCoy/Peter Gamwell
5. Creative and Innovative Leadership	Tangible evidence emerging from school visits and District reviews of diverse teaching strategies and innovative pedagogy that reach to the variety of learning styles. Increased student and community awareness about creative and innovative leadership.	LD2, LD3, LD4, EN3, LN1	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.

OCDSB District Goals 2011-2012

Leadership

Initiative 1 Governance

INITIATIVE #1 – GOVERNANCE			
Lead: Michele Giroux		Key Work Connects to Strategic Plan Priorities: LD1, LD3, EN1, EN3	
Key Work		Planned Actions for 2011-2012	
		Project Champion	
1. Develop Governance Framework		Work with the Governance Task Force to develop philosophy and principles of board governance. Review board governance policies. Develop a Code of Conduct for the Board of Trustees.	
2. Establish Board Development Program		Provide professional learning opportunities for the Board of Trustees, such as OESC governance modules, training for committee chairs, and participation in provincial learning opportunities.	
3. Improve supports for policy/procedure development		Develop compendium of policy and procedure definitions. Develop guidelines for writing policies and procedures.	
Project Scope and Requirements			
Time/Duration		People Engaged in Project Work	
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months		<input type="checkbox"/> Large (7 or more people) <input checked="" type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	
Budget/Financial Resources			
		<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)	



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.

OCDSB District Goals 2011-2012

Leadership

Initiative 2 Ontario Leadership Framework

INITIATIVE #2 – ONTARIO LEADERSHIP FRAMEWORK		
Lead: Peter Gamwell	Key Work Connects to Strategic Plan Priorities:	LD2, WB4, LN4
Key Work	Planned Actions for 2011-2012	Project Champion
1. Align the Ontario Leadership Framework with the OCDSB Leadership Vision	Examine principles of the Ontario Leadership Framework, the OCDSB principal profile, creative leadership guiding principles and the OCDSB Leadership Narrative. Develop a leadership framework conceptual map that weaves these elements together.	Peter Gamwell
2. Communicate leadership philosophy	Enhance awareness of Ontario Leadership Framework with principals and vice-principals Communicate key components of conceptual map. Share key understandings with all formal leaders.	Peter Gamwell
3. Create a plan to integrate leadership framework into succession planning	Develop implementation and development framework for leadership development and succession planning.	Peter Gamwell/Janice McCoy
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



OCDSB District Goals 2011-2012

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.

Initiative 3 Organizational Effectiveness

INITIATIVE #3 – ORGANIZATIONAL EFFECTIVENESS		
Lead: Michael Clarke	Key Work Connects to Strategic Plan Priorities:	LD3, LD1, WB4
Key Work	Planned Actions for 2011-2012	Project Champion
1. Perform school audits	Perform school audits and follow-up on audits. Ensure compliance with district policy and procedure for school generated funds.	Michael Clarke
2. Ensure policy compliance with government directives on financial practices	Revise Board's policies and procedures to comply with government directives on Compensation, Procurement/Purchasing, Expenses, Senior Administration.	Michael Clarke
3. Implement Phase 1 of Enterprise Content Management Strategy	Implement use of Laserfiche data repository for agendas and minutes. Deploy corporate records database, Infolinx. Initiate pilot project for paper and electronic records in new records structure and identify future pilot sites. Expand pilot project for on-line secondary school transcript search.	Michele Giroux
4. Improve human resources processes and practices	Implement Deloitte process review recommendations. Implement Mercer review/audit of benefits administration process. Implement and monitor Easy Connect across the district. Review mandatory Training and Development framework.	Janice McCoy
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input type="checkbox"/> Large (7 or more people) <input checked="" type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> 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.

OCDSB District Goals 2011-2012

Leadership

Initiative 4 Succession Planning

INITIATIVE #4 – SUCCESSION PLANNING		
Lead: Janice McCoy	Key Work Connects to Strategic Plan Priorities:	LD2, LD3, WB3
Key Work	Indicators of Success/Completion	Project Champion
1. Review Principal/Vice Principal (P/VP) Selection Process	Review P/VP Selection Process to reflect the Ontario Leadership Framework. Incorporate OCDSB Leadership Narrative and Principles of Creative Leadership.	Janice McCoy
2. Research/review best practices for succession planning frameworks that promote creative leadership	Examine best practices in school districts and other public sector agencies. Develop inventory of best practices.	Janice McCoy
3. Develop Succession Planning Framework (P/VP)	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.	Janice McCoy/Peter Gamwell
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input type="checkbox"/> Large (7 or more people) <input checked="" type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input type="checkbox"/> Medium (\$20,000-\$100,000) <input checked="" type="checkbox"/> Small (\$20,000 or less)



OCDSB District Goals 2011-2012

Leadership

Initiative 5 Creative and Innovative 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.

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 2011-2012	
		Project Champion	
1.	Explore development of creativity/innovation/critical thinking continuum	Work in collaboration with Curriculum Services and multiple internal and external partners to generate a diverse range of engaging and innovative strategies and programmes. Explore creativity measures, continuums and indices to develop inventory of best practices.	Peter Gamwell
2.	Embed a culture of creative and innovative engagement – e.g., Action research study	Continue data collection and develop report for action research project. Analyze findings and develop initial recommendations. Establish partnerships with internal and external organizations, locally, nationally and internationally to support and foster creativity and innovation.	Peter Gamwell
3.	Increase engagement of students and community in the Lead the Way initiatives: Fall and Spring Leadership Conferences and Lead the Way Event series	Design, develop and implement the Lead the Way Event series. Analysis of feedback surveys.	Peter Gamwell
Project Scope and Requirements			
Time/Duration		People Engaged in Project Work	
		Budget/Financial Resources	
<input type="checkbox"/> 1-3 Months	<input checked="" type="checkbox"/> Large (7 or more people)	<input type="checkbox"/> Large (\$100,000 or more)	
<input type="checkbox"/> 3-6 Months	<input type="checkbox"/> Medium (3-6 people)	<input checked="" type="checkbox"/> Medium (\$20,000-\$100,000)	
<input type="checkbox"/> 6-9 Months	<input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Small (\$20,000 or less)	
<input checked="" type="checkbox"/> 9-12 Months			



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.

2011-2012 DISTRICT GOALS

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 on-going cyclical reviews. Improved engagement in District Review process.	LN1, LN2, LN4, LD2, EN4, WB3	Pino Buffone
2. Board and School Improvement Plans on Student Achievement (BIPSA and SIPSA)	Improved alignment of SIPSAs to BIPSA across the district. Work of instructional coaches is focused on SMART goals of each SIPSA.	LN1, LN3, LN4, WB1, WB3, EN1, EN3, LD4	Pino Buffone
3. Secondary School Review	7-12 Program Study completed by April 2012 with 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, LN3, EN3, WB1	Jill Bennett
4. Digital Learners	By August 2012, an IT Plan is developed and distributed within the District. Increased awareness about e-learning as an element of the secondary review. Improved policy framework for appropriate use of technology.	LN1, LN4, LD3, LD4	Stephen Sliwa
5. Early Learning	Improved 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	Walter Piovesan



OCDSB District Goals 2011-2012

Learning

Initiative 1 Instructional Leadership

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.

INITIATIVE #1 – INSTRUCTIONAL LEADERSHIP		
Lead: Pino Buffone	Key Work Connects to Strategic Plan Priorities:	LN2, LN1, LN4, LD2, EN4, WB3
Key Work	Planned Actions for 2011-2012	
		Project Champion
1. Create a plan for District Reviews	Create a plan for District Reviews taking place during the 2011-2012 school year, including: schedule for reviews (elementary and secondary); creation of district review teams (principals/vice-principals); participation of other stakeholders – system principals, managers, intern program participants; and, orientation sessions for educators “new” to the process.	Pino Buffone
2. Establish a ‘Lead Learner Series’ for Schools Administrators	Establish a professional learning network for principals and vice-principals, Lead Learner Series, to build the instructional leadership capacity of school administrators across the system, including participation in the Leading Student Achievement Project of the Ontario Principals’ Council.	Pino Buffone
3. Conduct cyclical review of OCDSB programs	Conduct a cyclical review of OCDSB programs, including: Formal Reviews (Secondary School Review), Program Monitoring (Early Learning Program/Full-Day Kindergarten, Intermediate, ESL-K-12), Ministry Reviews (Health & Physical Education, Grades 1-8) and Program Implementation (Elementary Alternative, FSL-K-12).	Pino Buffone and Stephen Sliwa
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input checked="" type="checkbox"/> Large (\$100,000 or more) <input type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



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.

OCDSB District Goals 2011-2012

Learning

Initiative 2

BOARD AND SCHOOL IMPROVEMENT PLANS

INITIATIVE #2 – BOARD AND SCHOOL IMPROVEMENT PLANS FOR STUDENT ACHIEVEMENT		
Lead: Pino Buffone	Key Work Connects to Strategic Plan Priorities:	LN1, LN3, LN4, EN3, EN1, WB1, WB3, LD3
Key Work	Planned Actions for 2011-2012	Project Champion
1. Revise BIPSA as a 'mentor text' for district	Revise draft version of BIPSA 2011-2012, including introductory pages, in order to contextualize the OCDSB Strategic Plan (W.E.L.L.) and highlight key OCDSB strategies: creative, innovative and critical thinking and problem solving; and, ongoing assessment and timely, descriptive feedback.	Pino Buffone
2. Provide feedback to schools regarding SIPSAs	Provide each elementary and secondary school with feedback regarding their draft versions of the SIPSAs.	Pino Buffone
3. Allocate instructional coach support to elementary and secondary schools based on focus of SIPSAs	Allocate instructional coach support to elementary and secondary schools based on identification by the Ministry of Education (designation) as requiring support, as well as schools identified by Curriculum Services/Quality Assurance and senior staff.	Pino Buffone
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



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.

OCDSB District Goals 2011-2012

Learning

Initiative 3 Secondary School Review

INITIATIVE #3 – SECONDARY REVIEW		
Lead: Jill Bennett	Key Work Connects to Strategic Plan Priorities:	LN1, LN2, LN3, EN2, WB1
Key Work	Planned Actions for 2011-2012	
		Project Champion
1. Research 7-12 school configuration model	Research literature and best practices on school configurations for students within the context of the secondary school review. Visit/interview students and staff of 7-12 schools in OCDSB and neighbouring boards.	Jill Bennett
2. Conduct a feasibility study with Planning and Facilities	Conduct feasibility study of 7-12 configurations. Research enrolment projections and school capacity. Identify impact on facilities, program viability and transportation.	Mike Carson
3. Host Public Information Session and write final report and recommendations	Host a public presentation by a panel of professionals who have experience with the 7-12 model in early 2012. Develop final report for presentation to community and Board.	Jill Bennett
4. Initiate Community Hub Framework	Create working group on community hubs. Inventory best practices and existing partnerships, programs and services. Identify elements of community hub framework.	Walter Piovesan
Project Scope and Requirements		
Time/Duration	People Engaged in Project Work	Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)	<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



OCDSB District Goals 2011-2012

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.

Initiative 4 Digital Learners

INITIATIVE #4 – DIGITAL LEARNERS			
Lead: Stephen Sliwa	Key Work Connects to Strategic Plan Priorities:	LN1, LN4, LD4, LD3, EN3	
Key Work	Planned Actions for 2011-2012		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. Initiate and support dialogue relating to e-learning, as part of the District's Secondary School Review process	Initiate a dialogue related to e-learning as part of the secondary school review. Examine structures and approaches to bridge gaps between in-school and out-of-school learning relating to the use of technology. Pilot use of software, programs, and "apps" -includes digital texts, "Inkling e-books" - that would support conventional classroom learning and e-learning experiences.		Stephen Sliwa & Pino Buffone
3. Update District policies and procedures relating to acceptable use of technology	Undertake consultation on revisions to policy P.100.IT. Implement new policy. Undertake revisions to procedure PR.622IT to be in alignment with the District's revised acceptable use policy. Develop and distribute materials that support "Digital Citizenship" and complement existing efforts in District values as "Community of Character".		Stephen Sliwa & Michele Giroux
Project Scope and Requirements			
Time/Duration	People Engaged in Project Work		Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months	<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)		<input type="checkbox"/> Large (\$100,000 or more) <input checked="" type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



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.

OCDSB District Goals 2011-2012

Learning

Initiative 5 Early Learning

INITIATIVE #5 – EARLY LEARNING				
Lead: Walter Piovesan		Key Work Connects to Strategic Plan Priorities: WB1, LN1, LN2, EN2, EN3		
Key Work		Planned Actions for 2011-2012		Project Champion
1. Full Day Kindergarten		Monitor for implementation of 2-year sites. Prepare for implementation of year 3,4 and 5 sites.		Mike Carson/Stephen Sliwa
2. Extended Day		Undertake community consultation. Develop extended day program delivery model. Develop communications and marketing strategy.		Mike Carson
3. Instructional Supports		Coordinate early learning resources including full-day kindergarten, regular day, extended day and family and parent literacy centers. Expand professional learning networks for EDK staff (teachers, early childhood education, principals).		Pino Buffone
Project Scope and Requirements				
Time/Duration		People Engaged in Project Work		Budget/Financial Resources
<input type="checkbox"/> 1-3 Months <input type="checkbox"/> 3-6 Months <input type="checkbox"/> 6-9 Months <input checked="" type="checkbox"/> 9-12 Months		<input checked="" type="checkbox"/> Large (7 or more people) <input type="checkbox"/> Medium (3-6 people) <input type="checkbox"/> Small (1-2 people)		<input checked="" type="checkbox"/> Large (\$100,000 or more) <input type="checkbox"/> Medium (\$20,000-\$100,000) <input type="checkbox"/> Small (\$20,000 or less)



Scatterplot Graph

The scatterplot represents the distribution of work through the four key priority areas (ie. the number of initiatives linked to a particular priority area).



	Well-being (WB)	Engagement (EN)	Leadership (LD)	Learning (LN)
1	●●●● ●●●●	●●●● ●●●●	●●	●●●● ●●●●
2	●●●●	●●●●●	●●●●	●●●●
3	●●●● ●●●●	●●●●● ●●●●●	●●●●●	●●●●
4	●●●●	●●●●	●●	●●●●●
Total	24	27	18	22



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



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 2011-2012 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.