

Capturing Outcomes

How do we know we are making a difference?





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Introduction

What is the impact of the strategic plan on the experiences of students, parents and guardians, and staff?

*What have we done?
What have we learned?
How do we know it made a difference?*

This is a summary of the data and stories that serve as evidence of impact of our current strategic plan, as well as information to situate our thinking for the development of the 2023-2027 strategic plan.





Our Story So Far

Our Goal

The overarching goal of the OCDSB's strategic plan is to *educate for success: inspire learning, develop well-being and build social responsibility*. This work is built on changing practice and culture.

We want to build a...

- Culture of Innovation;
- Culture of Caring; and
- Culture of Social Responsibility.

The current strategic plan has proven to be responsive in unexpected and unprecedented times. The Covid-19 pandemic impacted the implementation of the strategic plan. This has led us to improve our capacity for change, rethink 'how', navigate uncertain terrain, and build resilience.

The advantage of a plan built on culture is the agility to be responsive in unpredictable times. In the course of this plan, global and local events have challenged our progress; led us to refocus; and fueled us forward beyond our expectations. At the time the plan was introduced, we did not anticipate the impact of the pandemic, the discovery of unmarked graves at residential school sites, the growth in understanding of human rights arising out of international and national events, conflicts and protests and their impact on our community, environmental change, and the release of educational studies, directions and reviews such as the Right to Read report. These have shaped our actions and reactions, informed our practice, and affected our progress. Fortunately, the culture statements in our strategic plan provided a framework to guide our thinking.

Together, we overcame challenges and found our way to many new accomplishments, exciting milestones, and unforgettable moments of community and connection.

A Plan To Build Culture

Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.



Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.



Culture of Innovation



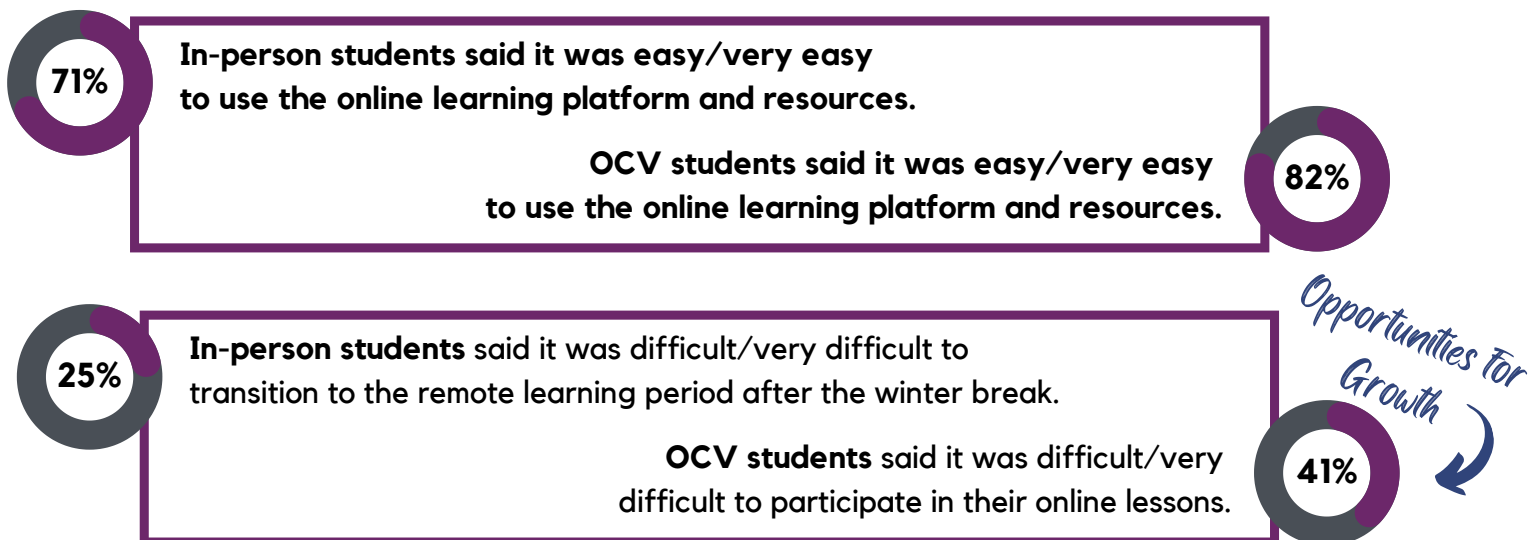
We will build a learning community where innovation and inquiry drive learning.

— Technology as a tool during Covid-19 —

Digital Transformation

The pandemic accelerated our work in the area of innovation; we made significant advancements in using technology, in both frequency and sophistication. Examples include:

- Redesign of delivery models to support remote learning;
- Distribution of technology to facilitate access for students;
 - with **20,029 chromebooks** loaned out to students across the District in 2020-2021, and **17,349 chromebooks** 2021-2022; as well as **2000 hotspots** each year;
- Establishment of Ottawa-Carleton Virtual [Elementary](#) and [Secondary](#) Schools;
 - with **16,707 students enrolled** in 2020-2021, and **4,200 enrolled** in 2021-2022;
- Expansion of [eLearning](#)
 - with **30 courses** added this year, for a total of 93 in 2022-2023;
- Sharing of learning experiences in the Virtual Learning Environment
 - with **68 lessons** co-developed and shared amongst teachers;
- Redesign of staff development to build capacity and support online learning;
 - with **31,450 visitors** to a District website housing training resources for tools/technologies;
- Automation and organizational efficiency through [electronic forms](#) and business processes;
 - with **38 forms** automated since 2019, and more in progress, with **over 218,000 user experiences** facilitated;
- Expanded use of virtual meetings with increased public participation;
- Implementation of the Aspen Student Information System;
- Modernization of [Procedure PR.622.IT, Appropriate Use of Information Technology \(Students\)](#).



Source: [2022 Community Check-In](#); n = 251 OCV students; n= 2,456 students in person (grades 7-12)

Culture of Innovation



— A closer look at innovative practices —

Dismantling Barriers Through Destreaming

[Our identity-based data](#) reports that Indigenous, Black, and racialized students, students from low-income households, students with disabilities, and students with other special education needs, are over-represented in Applied and Locally Developed courses and underserved by the District. As part of our commitment to dismantling systemic barriers, we are committed to destreaming all grade 9 and grade 10 compulsory courses.

Preparing Students for Kindergarten

The newly established [Leap into Kindergarten Summer Learning Academy](#) engages students in learning experiences that challenge, motivate and capture their interest and curiosity. The goal of the program is to take a community-based approach to:

- Foster lifelong literacy learning;
- Promote physical, social and emotional learning and wellbeing; and
- Create a safe space for exploration and meaningful play.

Building Foundations Through Structured Literacy

We are engaging in a renewal of our instructional focus for literacy by providing schools with professional development and resources to ensure that all students have a strong foundation in literacy. Student mastery of foundational literacy skills is a key predictor of later success in reading.

Supporting Credit Accumulation Through Authentic Experiences

Through an Authentic Student Learning Experience (ASLE) Framework, students earn credits by making direct connections between learning, interests, and pathway goals while strengthening their belief in their ability and engagement as learners.

Currently Destreamed:
Grade 9 Math, Grade 10 Math,
Grade 9 Geography, Grade 9 Science,
Grade 9 French, Grade 9 English.

In summer 2022, 49 students
attended the Leap program and **35**
parents and guardians attended
the weekly information sessions.

Last year, 1000+ educators
engaged in structured literacy
professional development, above
and beyond the PD provided
to all educators.

Last year, over 900 credits
were earned by **301 students** who
were at risk of disengaging
from school.

Culture of Innovation



What feels different

"It wasn't too hard so I was able to learn much more. My **confidence was boosted** and I was **able to do much better** than in previous years."
(Grade 10 destreamed math student).

"Now I **feel so much more confident** after the courses and curriculums that were given to me that I feel like I could do it. So honestly, who knows what's next. But I know that it's good."
(Graduating student, ASLE, 2022).

"**the use of virtual spaces for meetings, conferences, have saved a great deal of time and resources;** having educators remain in their locations logging in to meetings virtually, so much time has been saved so that we can focus on being student centred."
(Staff member, 2022).

"I **respect the effort all of the ocdsb staff put into making OCV,** everything will come with problems but I thank the hard work all of you put into making this, thank you!"
(Ottawa-Carleton Virtual School student, 2022).

Opportunity For Growth

Lack of consistency in use of technology. It's better than last year but still varies a lot by teacher and course.
(Parent, 2021)

Culture of Caring



We will advance equity and a sense of belonging to promote a safe and caring community.

— Caring during Covid-19 —

Initiatives to make an Impact

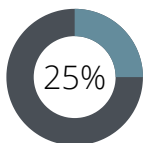
Building a culture of caring, while navigating recent local and global events, has been challenging. Notwithstanding, we have made progress on a number of planned initiatives, such as:

- Implementation of the Commit to Kids program;
- Safe Schools Policy consultation and revisions;
- Launch of an online tool for students to report bullying in schools;
- Participation in the International Study on Social-Emotional Skills with the OECD;
- Expansion and growth of employee resource groups;
- Rollout of an Indigenous and Racialized Leaders Development strategy;
- Establishment of an Equitable Recruitment Strategy;
- Implementation of Psychologically Healthy and Safe Workplace practices.

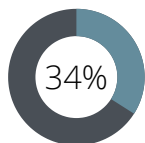
Among other things, Covid-19 has highlighted the continued need for work in the areas of caring and well-being. Although transitions in and out of school, public health restrictions, and limitations on extracurriculars, made it a difficult time to conduct surveys, it has been more important than ever for us to check in on our community, gather insights, and use feedback to inform decisions.

Student School Climate Survey

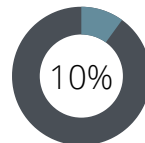
Students report being bullied (past 4 weeks)



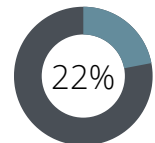
Witness to bullying (past 4 weeks)



Sexually harassed (past 4 weeks; 7-12 only)



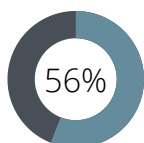
Stereotyped, prejudiced, discriminated against (past year)



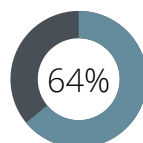
Source: [2022 School Climate Survey](#); n = 39,320 students grades 4-12

Staff Engagement Survey

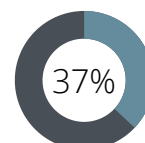
Overall, I am extremely satisfied with OCDSB as a place to work.



I am proud to work for OCDSB



I trust the senior leadership



Source: [2021 Valuing Staff Voices Equity and Engagement Survey](#); n = 3,876

Culture of Caring

— Responding to Feedback —



Well-Being Resources and Supports

Educators are key in providing stability and care to students, establishing authentic, caring and responsive relationships. To support their work, the OCDSB has developed a guide for educators to promote and support student mental health and well-being.

The well-being of staff is essential to ensuring the conditions of learning for students. OCDSB has created the position of Well-Being Coordinator. Their work, including Well-Being Tours in schools, has been instrumental in building relationships and trust, and will inform the new well-being strategy.



Safe Schools Policies Consultation and Revisions

Data has shown that student safety and bullying continue to be areas that need improvement. In early 2022, OCDSB [safe schools policies](#) were revised and streamlined to:

- improve clarity of the Board's guiding principles by adopting plain, accessible language;
- use a human rights lens in support of better governance practices;
- ensure the community's ownership and support for policies; and
- make the policies more student-centered.

Establishment of Family and Community Engagement (FACE)

The office of FACE will create a vision for school, family and community partnerships centred on relational trust and culturally responsive and respectful practices. FACE will build on the existing goals and initiatives to:

- increase student learning and engagement.
- improve student well-being; and
- increase student achievement.

New Procedures for Staff

Staff survey feedback has highlighted the need for agility and the revisiting of some practices around how to engage staff in their work. We heard staff were looking for flexibility, particularly in terms of work place when feasible; and we heard staff were looking for boundaries as we navigate the virtual space for work. This feedback informed the development of two new OCDSB policies:

- [Procedure PR.701.HR, Working from Home \(Remote Work\)](#)
- [Procedure PR.703.HR, Disconnecting from Work Related Communications Outside the Work Day](#)

Culture of Caring



What feels different



I am starting to see where we fit in and how the strategic plan works to include us. Up until now they've just been posters. We fit into caring and I do feel they're starting to care about us at our level. Having a way to give feedback is really important.
(Early childhood educator, 2022).



The ongoing internal and external communications from the Director's office has been important not only in keeping the conversation on the table and acknowledging the importance of the work, but it has also been pivotal in keeping us connected to what our responsibilities are.
(Elementary administrator, 2021).



Big thank you to all the teachers and school administration. It has been a very challenging time you guys have done a great job so far! Your efforts are definitely being noted and appreciated by us. Much
(Elementary parent, 2021)



For the first time, I finally feel heard and seen... I have hope for the first time in a long time.
(Educator, 2022)



Connections. I think it is important to continue offering opportunities for connections with peers and teachers because it builds community.
(Secondary student, 2022).



Opportunity for Growth



Consider the heavy workload for employees because we are all exhausted. (Educator, 2022).



Opportunity For Growth



Children's peer-to-peer relationships have suffered during COVID and it will be important to strengthen these interpersonal skills. Social skills are essential for growth and maturity.
(Elementary parent, 2022).



Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.



Stewardship

Strategic Investments

The OCDSB thoughtfully invests resources in executing the strategic plan, in supporting students, staff and families. The 2022-2023 Budget includes significant investments in:

- staffing to support equity, human rights and inclusion objectives;
- mental health supports for students and staff;
- technology for student learning;
- and resources and support for school administration for student supervision.

In recent years, investments arose out of Covid-19, such as improved ventilation: 2,376 HEPA filtration units were purchased and distributed to schools, and infrastructure was upgraded at various sites.

The OCDSB also invests considerable resources in Facilities Renewal projects and School Condition Improvement projects: with \$18.29 million and \$94.82 million, respectively, budgeted in 2021-2022.

Budgeting with an Equity Lens

The 2022-2023 Budget included a summary of equity positions across the District, in response to a Trustee inquiry. The integration of equity work in the budget process was an important enhancement for ensuring the budget aligns with the our priorities. Positions funded for 2022-2023 include:

- a Superintendent of Equity and a Superintendent of Indigenous Education;
- an Equity Principal and a Student Achievement Through Equity (SATE) Principal;
- a System Principal to focus on destreaming and a Principal of ESL/ELD and Family Reception Centre
- a SATE Community Engagement Liaison;
- Guidance Coaches; and
- Social workers, educational assistants, and a social emotional learning teacher.

**For a full list, see [Budget Questions and Answers pages 11-14](#).*

Environmental Stewardship

The OCDSB launched the [Sustainability Journal](#) - a website that allows educators to record their environmental initiatives, discover resources, and network with others. It facilitates teachers' creativity while promoting the OCDSB's environmental offerings, such as outdoor/indoor gardens and nature nooks. These initiatives are celebrated and [shared with the community](#).



Although still early in its implementation, by July 2022, the Sustainability Journal Hub had 176 staff memberships.

Culture of Social Responsibility

What feels different



“ I am going to continually ask myself: Does my language reflect my values of equity? Does my language support all students' making sense of the content? Does my language honor students' potential?
(Elementary educator, 2022) ”

“ While being seen only as a Black student in many spaces I occupied, I began to claim all my identities... This claiming of all that I am enabled me to navigate more spaces with the knowledge and confidence gained from the Black Youth Forum. (Secondary student, 2022) ”

“ Reconnecting with culture is an example of what the Original Voices Youth Council has given me...OVYC helps me and other Indigenous youth learn and get the opportunity to practice our Indigenous culture. (Secondary student, 2022) ”

“ It's [Rainbow Youth Forum] a place where I can sit and talk with people my age who have had similar life experience. I love exploring my identity with everyone. (Secondary student, 2022) ”

“ Teachers needs better p.d., especially around equity issues. (Educator, 2021) ”

Opportunities For Growth

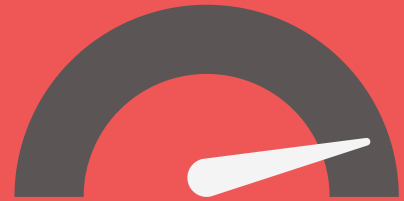
“ Actual tangible support in helping BIPOC staff (teachers) achieve leadership status VP/P. (Educator, 2021) ”

Our Progress So Far

Using outcomes to measure impact

Culture Of Innovation

We've learned to embrace change. We've listened to the community and found ways to increase efficiency by streamlining business processes. We have taken an innovative approach to support learning, which has improved outcomes for students. Experiential learning pathways have connected students to authentic and meaningful learning experiences across the District. Take a look at some of our [students' journeys and hear what they had to say](#).



Culture Of Caring

We are listening and we are learning. We are tailoring our resources and supports based on feedback from students, staff, and families. We have established regular internal communications for staff and [District-wide opportunities for all stakeholder input](#). By actively listening, we are gaining understanding and perspective, and are making moves to address needs and earn trust.



Culture Of Social Responsibility

Bringing a human rights lens to our work is having an impact. The face of leadership at the OCDSB is changing, with more diversity in the staff engaging, sharing their stories, and embracing leadership roles. This shift is visible in student leaders as well, with [students seeing new opportunities to embrace their identities](#).





Planning Ahead

We will continue our work to build a Culture of Innovation, Culture of Caring, and Culture of Social Responsibility, while we plan ahead for the next strategic plan. Building on our experience implementing the 2019-2023 strategic plan, the goal for the 2023-2027 strategic plan is apply our learning, build on what we've learned, and modernize our practice. We will embrace an approach which involves listening, leveraging what hear, and leading with care and purpose.

How has your lived experience informed what you think the District's priorities should be?

What advice do you have on things we can do to be more successful?

