



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

OCDSB

Exit Outcomes

DRAFT



Connecting to Our Strategic Plan

The OCDSB has developed a Strategic Plan for 2011-2015. Our **Vision**, **Mission** and **Objectives** define where we are going as an organization and how we will get there.

2011–2015 OCDSB Strategy Map

Vision for 2015

The OCDSB is a dynamic, creative learning organization that fosters the achievement, well-being, and dignity of every student. As a global leader in public education, we:

1.	Inspire educational excellence in our schools, which are important community hubs reflecting local needs;
2.	Provide equity of access to programs and pathways for all students;
3.	Raise the overall achievement level and close the achievement gap through the equitable allocation of available resources;
4.	Implement a comprehensive framework for student well-being;
5.	Engage students, staff and parents in the learning process, encouraging the full potential of every student;
6.	Provide an inspiring place to work that attracts, retains, nurtures, values, and engages our employees;
7.	Model outstanding governance, leadership, and citizenship; and
8.	Draw from, and contribute to, the talent and rich diversity of the Ottawa community.

Objectives for 2015

How we will know we have achieved our vision:

1.	The 90% graduation rate goal is on track to be met by, or in advance of the 2020 target.
2.	The Board is meeting annual targets for student achievement results established in the Board Improvement Plan, that exceed provincial results, on average, by 5% and reduce the gaps for identified sub-groups.
3.	All school Improvement Plans are developed in partnership with the school community and establish targets for student achievement and well-being, in alignment with the Board Improvement Plan and student well-being framework.
4.	The District has a framework for student well-being, including measures and indicators of success and attains annual targets for improvement to services and supports for student well-being.
5.	All of our schools have active community partnership programs that support the school as a community hub.
6.	Full-day kindergarten is offered in all of our schools, supported by vibrant extended day programs.
7.	All students have equitable access to a choice of high-quality programs.
8.	The school climate survey results indicate improvement in students' level of comfort and safety at school.
9.	The school district is recognized as a top employer in the community.
10.	The District has a clear and commonly understood governance framework and an efficient and effective decision-making process.

Mission

Our mission is educating for success — inspiring learning and building citizenship, using the pillars of well-being, engagement, leadership, and learning to support and inspire students and staff by:

1.	Promoting student and staff well-being to support their physical, emotional, and mental health;
2.	Developing a culture in which all people are welcome and challenged to be creative and contributing members; feel valued and respected, and where the success and creativity of our District is recognized and celebrated;
3.	Enhancing leadership and governance capacities and practices that demonstrate our District, and its representatives as models of good character and effective community partners; and
4.	Improving student achievement through focused instructional practice, effective use of data and strategies that challenge all schools to make significant gains in student achievement no matter where they start.

4 Key Priority Areas

W.E.L.L.



Well-being

WB1.	Enhance safe, caring and respectful learning, and working environments.
WB2.	Create a framework for student and staff well-being that recognizes the mental, physical, and emotional health of students and staff.
WB3.	In collaboration with community partners, develop specific strategies to further the cultural proficiency of the school district in terms of inclusive and accessible practices and a workplace representative of the community we serve.
WB4.	Nurture an emotionally intelligent organizational culture that recognizes and supports innovation, productivity and employee wellness.



Engagement

EN1.	Enhance parental engagement and outreach to all parents.
EN2.	Create a framework for and initiate effective partnerships with organizations that enrich our schools as community hubs.
EN3.	Encourage broad community engagement in school and District initiatives.
EN4.	Develop a strategy that supports and encourages engagement in provincial, national, and international initiatives to encourage organizational learning and global citizenship.



Leadership

LD1.	Implement sound governance structures and practices.
LD2.	Develop specific strategies for leadership development and succession planning with a focus on developing emotionally intelligent leaders who foster innovation, collaboration, and the celebration of success.
LD3.	Enhance our risk management culture, focusing on effective financial, information, and human resources management practices, and internal audit controls.
LD4.	Encourage and support student leadership and citizenship to promote global competencies.



Learning

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

Exit Outcomes: Every Student

One of the **objectives** in the Strategic Plan is to have a 90% graduation rate based on the completion of an Ontario Secondary School Diploma (OSSD). Some of our students have other pathways and do not work towards an OSSD.

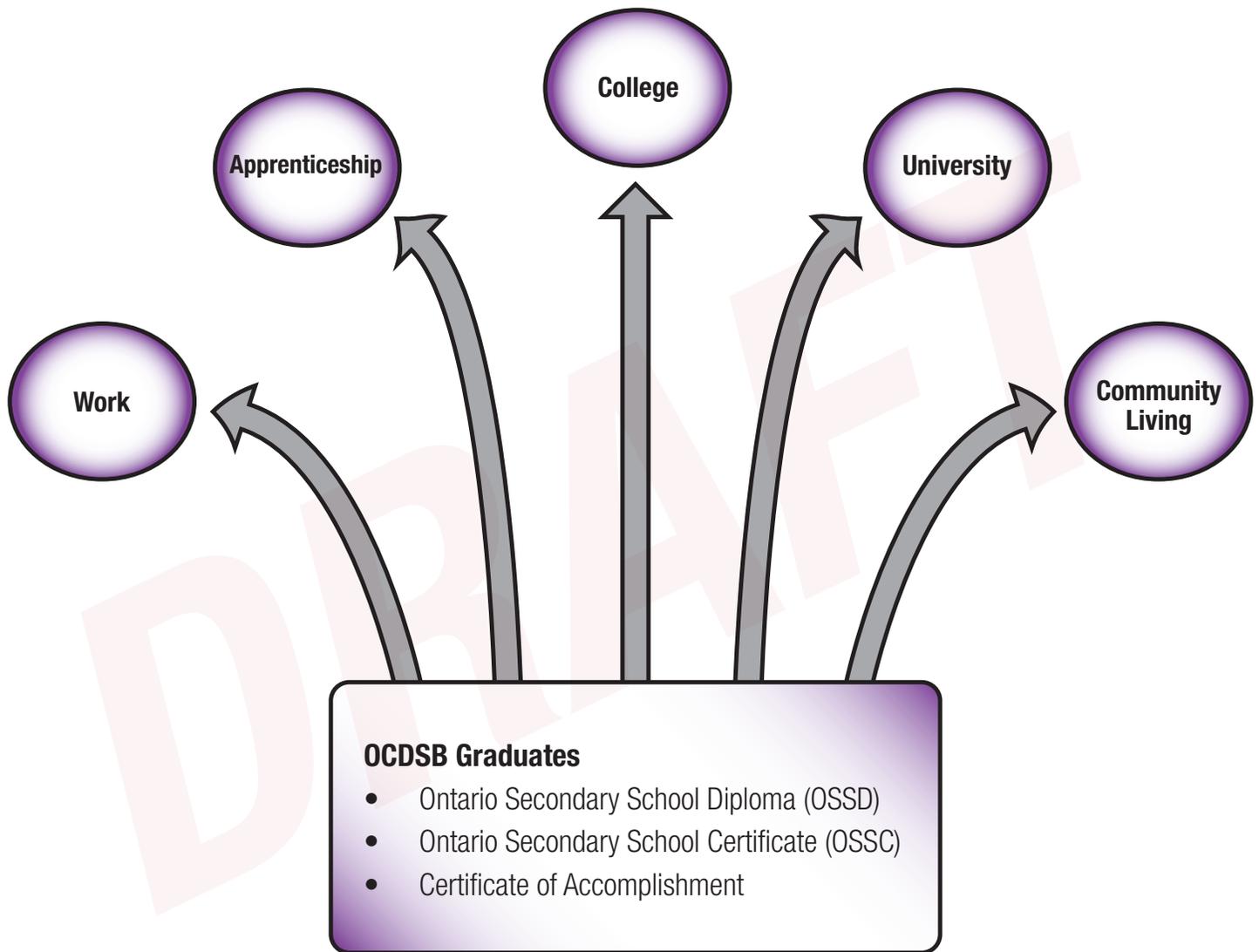
Exit outcomes are for **every student**.

Our intent is to have every student leave our school district with the identified **OCDSB Exit Outcomes Characteristics and Skills**.

Where do OCDSB students go?

Pathways for Students

Students engage in pathways planning based on their understanding of their personal interests, strengths, characteristics and skills. This learning should begin in kindergarten and continue through grade 12.



OCDSB Exit Outcomes

In the Ottawa-Carleton District School Board, our goal is to have every secondary student leave our school district with the required characteristics and skills to be a 21st-century success story. We have a vast array of programs and services to help meet the needs of each and every student. Our school district has invested significantly in the professionals who work with and support students on a daily basis. We believe that with our focus on teaching and learning, every student can move on to post-secondary opportunities:

<p>Resilient</p> <p><i>Students who are resilient face and overcome challenging situations. They persevere, and move forward confidently.</i></p>	<p>Adaptable</p> <p><i>Students who are adaptable have the flexibility to meet changing needs.</i></p>	<p>Globally Aware</p> <p><i>Students who are globally aware are responsible and contribute to the local and global community. They demonstrate cultural proficiency and act in an inclusive manner</i></p>	<p>Collaborative</p> <p><i>Students who are collaborative understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.</i></p>	<p>Innovative/Creative</p> <p><i>Students who are innovative and creative have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.</i></p>
<p>Why is it needed? Our students are living and learning in a world full of economic, environmental and social challenges and opportunities.</p> <p>How will we develop it? We will develop resiliency in our students by having high, achievable expectations for their learning, and supporting, guiding and nurturing them through the learning process.</p>	<p>Why is it needed? Our students are emerging into an ever-changing world of opportunity. It is likely that they will have many different careers throughout their lifetime.</p> <p>How will we develop it? We will develop adaptability in our students by inspiring them to become life-long learners, and to be fluently able to use and communicate their knowledge. We will provide them with a multitude of program and course opportunities. We will immerse our students into authentic learning situations in which they will acquire the skills to adapt to changing conditions.</p>	<p>Why is it needed? Our students' world is diverse and competitive, and the required cross-cultural skills are growing in complexity.</p> <p>How will we develop it? We will develop global awareness in our students by providing them with related learning opportunities that explore topics such as global economics, cultural proficiency, environmental stewardship and social justice.</p>	<p>Why is it needed? Our students are in a world of complex tasks, which require many minds working together. These tasks exist in our work and in social settings. Our sense of community is aided by our capacity to work collaboratively with others.</p> <p>How will we develop it? We will develop collaboration in our students by the use of grouped seating arrangements in classrooms and the structure of student work assignments, through which they will become better acquainted with the needs and opportunities that arise in collaborative settings.</p>	<p>Why is it needed? Our students will need to be innovative and creative to compete in the future opportunities of our fast-changing world. Our society has moved from the Industrial Age to the Information Age to the Creativity Age.</p> <p>How will we develop it? We will develop creativity in our students by ensuring that the conditions for creativity are in place in all our classrooms and work environments. We will define the parameters for creativity. We will encourage student voice in their learning, and cultivate a learning environment in which students are encouraged to take risks and learn from their mistakes. Students will learn in a way that is fun, challenging, and meaningful.</p>

Characteristics

Our students will be:

- Resilient
- Adaptable
- Globally Aware
- Collaborative
- Innovative and Creative

Skills

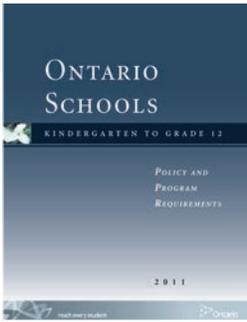
Our students will be:

- Critical Thinkers
- Effective Communicators
- Academically Diverse
- Digital Fluency

<h3>Critical Thinkers</h3> <p><i>Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.</i></p>	<h3>Effective Communicators</h3> <p><i>Students who are effective communicators are skilled at listening, speaking, questioning, and writing. They connect with people and know their audience.</i></p>	<h3>Academically Diverse</h3> <p><i>Students who are academically diverse will have developed more than strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of programs including the arts, sciences, physical education and technology that is in keeping with student needs.</i></p>	<h3>Digital Fluency</h3> <p><i>Students who are digitally literate know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.</i></p>
<p>Why is it needed? Our students will need to solve challenging and complex problems in an ever-changing world.</p> <p>How will we develop it? We will develop critical thinking in our students by ensuring that every classroom in our school district is a 'thinking' classroom. Through our district's focus on instructional practices, our students will be engaged in meaningful learning each and every day.</p>	<p>Why is it needed? Our students face a world in which the information explosion has increased the importance of communication. We know that social interaction is critical to students' well-being and future success. Effective communication is a required element for success in post-secondary opportunities.</p> <p>How will we develop it? We will develop effective communication in our students by engaging them in interactive, inquiry-based learning that requires daily practice of communication skills. Teachers will help our students understand what good communication looks like, and what they need to do to 'get to the next level' in communication skills.</p>	<p>Why is it needed? Our students will need academic diversity to prepare them to apply basic skills within a wide variety of experiences.</p> <p>How will we develop it? We will develop academic diversity in our students by having a strong understanding of their profiles and providing them with a wide array of programs and services.</p>	<p>Why is it needed? Our students will need a digital fluency that allows them to confidently adapt to new technologies to support their learning and participate in the educational setting most suited to their needs. Addressing these needs will allow our students to access, analyze, critique and communicate in a global, digital world.</p> <p>How will we develop it? We will develop digital literacy in our students through their interactions with technology across all courses and grade levels.</p>

Foundations

The foundations of the OCDSB Exit Outcomes are inspired by the OCDSB Mission Statement and built from three key areas:



Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements (2011)

“The Ontario curriculum outlines the knowledge and skills that students are expected to develop and demonstrate” – page 21, Ontario Schools



Learning Skills and Work Habits

“The development of learning skills and work habits needed to succeed in school and in life begins early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.” – page 12, Growing Success: Assessment, Evaluation and Reporting in Ontario Skills, Grades 1-12 (2010)

- Responsibility
- Independent Work
- Initiative
- Organization
- Collaboration
- Self-regulation

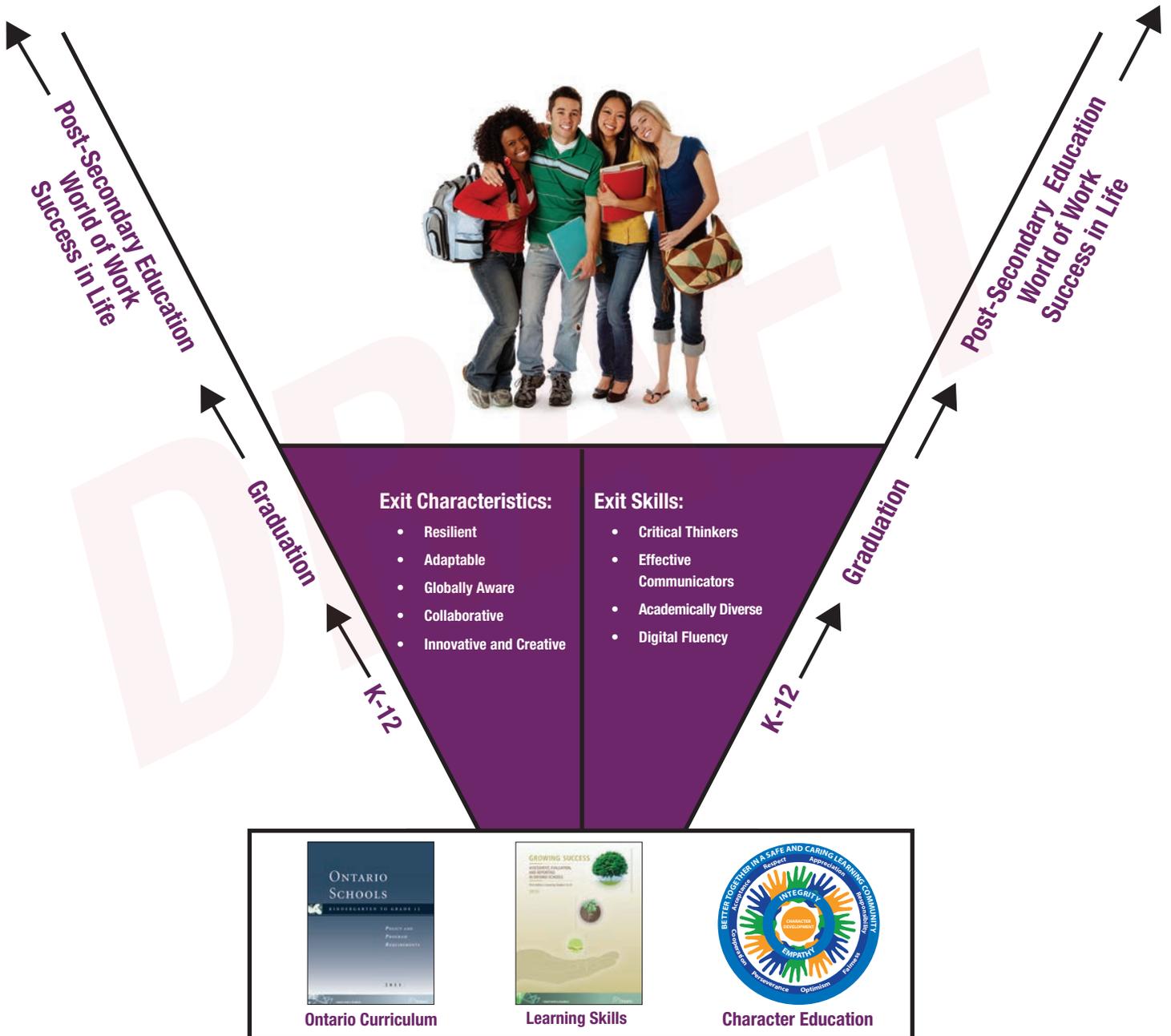


OCDSB Community of Character

As stated in “Finding Common Ground: Character Development in Ontario Schools (2008), “Character development is about excellence in education, communities that are vibrant and caring, and students who will think critically, feel deeply and act wisely.” The Ottawa-Carleton District School Board’s “Community of Character” is a set of attributes that build the foundation for excellence and equity in every child’s education.

- Acceptance
- Appreciation
- Cooperation
- Empathy
- Fairness
- Integrity
- Optimism
- Perseverance
- Respect
- Responsibility

OCDSB: Educating for Success — Inspiring Learning and Building Citizenship



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