

Ministry of Education

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MEMORANDUM TO: Directors of Education
Supervisory Officers and Secretary-Treasurers of School
Authorities
Director of the Provincial Schools Branch
Supervisory Officer of Centre Jules-Léger

FROM: Avis E. Glaze
Chief Student Achievement Officer & CEO
The Literacy and Numeracy Secretariat

DATE: June 12, 2007

SUBJECT: a) Ontario Focused Intervention Partnership
(OFIP Turnaround Strategy)
b) OFIP Investment in Tutoring

Over the past year The Literacy and Numeracy Secretariat has worked closely with boards to provide direct support to low achieving and static schools through the **Ontario Focused Intervention Partnership (OFIP)**. We have heard from many directors, superintendents, principals and teachers that the additional support and targeted interventions are already having a positive impact on student learning. Principals and teachers in OFIP schools have put forth a great deal of effort and are in the early stages of implementing high yield strategies that will make a difference to student achievement. We believe it is important for us to stay the course and continue to support these schools. It is for that reason that OFIP will continue to be a major focus for The Secretariat in the coming year.

Approximately \$25 Million has been allocated to OFIP for the 2007-2008 school year and all boards will receive funding through this initiative. In addition, boards will also receive dedicated funding through the **OFIP Investment in Tutoring** initiative to enable them to provide before-and after-school and/or summer programs in order to strengthen literacy and numeracy skills for students who need additional support. Once again this year, approximately \$8 Million will be provided province-wide to enable boards to support students through these tutoring programs. Boards received notification of their funding allocation for **OFIP** and **OFIP Investment in Tutoring** in the recent B-Memo from the Ministry outlining transfer payments to boards for the 2007-2008 school year.

Ontario Focused Intervention Partnership (OFIP)

As you are aware, the OFIP initiative provides a range of supports for boards and schools through its two components:

- The **OFIP Board Strategy** provides support for all schools with emphasis on static and declining schools, wherever they are on the achievement continuum. Boards should focus their efforts on closing achievement gaps and providing interventions

for specific populations of students who are underperforming to ensure equity of outcomes.

- **The OFIP School Strategy** provides intensive support for schools identified as OFIP 1 or OFIP 2 schools.

Boards are to use OFIP funds to provide direct support to OFIP 1 and 2 schools, as well as providing some funding for the overall OFIP Board Strategy. For boards that do not have any schools identified in the OFIP School Strategy, it is expected that they will use the OFIP funds to develop a board strategy to ensure continuous improvement in all schools, with special attention to schools where achievement is static or declining. Board strategies should also provide interventions for specific populations of students who are underperforming to ensure equity of outcomes.

Student Achievement Officers (SAOs) will continue to work closely with OFIP 1 and 2 schools as they revise their school improvement plans for next year and implement strategies for improvement. The SAO Regional Team Leaders will continue to work with senior board administration on the OFIP Board Strategy.

Boards will receive their OFIP funds by June 30, 2007. Funds should be spent by June 30, 2008. Boards will be required to submit a final report by August 30, 2008 on their strategy implementation and progress made in improving student achievement. Funds should be used for high yield strategies such as:

- Job embedded professional learning;
- Coaching;
- Release time for teacher collaboration;
- Student and teacher resources;
- Leadership development.

As we look forward to the coming year we ask that the following high-yield strategies be in place for the schools in the OFIP School Strategy:

- Dedicated blocks of uninterrupted time for literacy and numeracy;
- A school improvement team that meets regularly to look at the school data and plan next steps;
- A mechanism to monitor regularly the growth and progress of specific students;
- A strategy for capacity building for school staff to improve instructional effectiveness;
- A common assessment tool that is used in all of the schools in the strategy;
- Adequate resources to ensure comprehensive literacy programs.

Boards are asked to review their proposed board strategies with their SAO Regional Team Leader prior to the implementation of the plans. **A one page summary of proposed strategies and expenditures should be made available to the SAO Regional Team Leader by June 30, 2007.**

Boards will be responsible for transferring funds required at the school level to the schools that will be involved in the OFIP School Strategy. Funds should not be moved to the school until the superintendent responsible for the specific school(s), the student achievement officer working in the school and the principal have approved school improvement plans based on the most current achievement data.

The school improvement plan should identify school improvement goals, precise strategies for improvement, required resources, budget, timelines for implementation, monitoring strategies, measures of success and key people responsible for implementation of various strategies. Time should be provided for staff collaboration and job embedded professional learning. There should also be a clear indication of intervention strategies for underperforming groups.

OFIP Investment in Tutoring

Research shows that with additional time and support students can learn the skills they need to be successful. In order to provide that additional support The Literacy and Numeracy Secretariat will provide, through the OFIP initiative, approximately \$8 Million province-wide for before-and- after school and/or summer tutoring programs.

In the past year many excellent programs were initiated or expanded to assist students, beyond their regular school day, to strengthen literacy and numeracy skills. Every board in the province will once again receive funding to run tutoring or after-school academic support programs for students in JK–Grade 6. This funding is available for programs that are in place between July 2007 to June 2008.

There are many excellent community programs where children receive support to strengthen literacy and numeracy skills, receive guided practice and a helping hand with school assignments. Boards are encouraged, where possible, to work with non-profit community partners to initiate or expand programs for students. Where partnerships are developed, the requirement to ensure quality in the programs being offered remains the responsibility of the board. Boards will be expected to report back on the impact of these programs by August 30, 2008 in their OFIP final report.

We know that if we are to reach new heights in student achievement we must be strategic in the manner in which we use our resources. We ask that you carefully examine your board achievement data and determine where the greatest need for tutoring would be within your board. Let us ensure that the communities and students who need this support most have access to these tutoring and academic support programs.

Should you have any questions about OFIP funding or OFIP Investment in Tutoring please contact your regional student achievement officers.

Sincerely,



Avis E. Glaze

cc: EDU Deputy Minister
EDU Assistant Deputy Ministers
Regional Managers