

AVON MAITLAND DISTRICT SCHOOL BOARD

Create Positive, Inclusive Learning Environments, and Maximize Outcomes for Students

DIRECTOR'S INFORMATION REPORT

TO: Regular Board Meeting – Tuesday, February 28, 2017

AGENDA ITEM: 5.3 a)

SUBJECT: Renewed Math Strategy (RMS)

1.0 Provincial Context

- 1.1 Building on the renewed goals in Achieving Excellence: A Renewed Vision for Education (<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>) in Ontario, the Ministry of Education has committed to help students gain the mathematics knowledge and skills they will need for the future. Increasing mathematics achievement across the province is a key priority for the ministry, and for the 2016-2017 school year, has been supported through more than \$60 million in dedicated funding.
- 1.2 The Renewed Mathematics Strategy (RMS) is an Early Years to Grade 12 strategy that leverages the collective knowledge and skills from shared successes of the past to focus on improving student achievement in mathematics. The strategy provides new funding structures to Districts based on patterns of achievement in Grade 3, 6 and 9 EQAO math and school size. Some supports are provided to all schools and Districts. Increased and intensive supports will have been provided to a select group of schools and Districts with the greatest needs in mathematics. This work will include a focus on the strengths and needs of students with learning disabilities, and in secondary schools, on the strengths and needs of students taking compulsory courses in Applied Mathematics. The RMS rests on an implementation model of differentiated and responsive support and capacity building for all Ontario schools (Ontario Ministry of Education, April 8, 2016).
- 1.3 RMS Objectives
The following are the four key objectives of the RMS:
 1. increased student achievement, well-being and engagement in mathematics;
 2. increased educator math knowledge and pedagogical expertise;
 3. increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement;
 4. increased parent engagement in their children's mathematics learning.
- 1.4 Key Deliverables of the RMS Strategy
 - all students in Grades 1 to 8 will have 60 minutes each day of math instruction
 - all elementary schools will identify a Math Lead teacher
 - one Professional Development day will be dedicated to numeracy learning
 - additional qualifications courses pertaining to mathematics will be subsidized for teachers
 - all teachers of mathematics in grades 1 to 8, and those teaching grade 9 Applied mathematics and all elementary school administrators will be involved in strategic professional learning related to mathematics instruction and assessment
 - elementary mathematics facilitator role will be funded

2.0 Avon Maitland DSB Context

2.1 In this first year of RMS implementation, the Avon Maitland DSB model has been developed based on the deliverables and goals of the Provincial model and in support of the AMDSB Strategic Plan. Specifically, the work of AMDSB's RMS is intended to support our priorities of creating positive and inclusive learning environments and maximizing outcomes for students. Similar to the Provincial RMS, the AMDSB model is grounded in differentiated and responsive supports for staff and for schools.

2.2 AMDSB BIPSAW 2016-2018 Indicator of Success

2.2.1 We will see a 5% increase in the percentages of students rising to standard between administrations of EQAO. Therefore, 19% of students who were unsuccessful on 2014 Primary EQAO math assessment will rise to standard on the 2017 Junior EQAO math assessment. And 47% of students who were unsuccessful on 2014 Junior EQAO math assessment will rise to standard on the 2017 Grade 9 EQAO math assessment.

2.3.1 AMDSB BIPSAW 2016-2018 Strategies

2.3.1.1 Each School Improvement team will develop, implement and monitor a responsive school learning plan that is derived from the identified urgent student learning need.

2.3.1.2 Elementary administrators and Math Lead teachers will engage in professional learning facilitated by Dr. Marian Small with foci on leading learning and numeracy content.

2.3.1.3 Teachers of Junior and Intermediate mathematics will be given the opportunity to deepen their understanding of effective math instruction through subsidized Additional Qualification courses, Summer Institutes and other professional learning sessions.

2.3.1.4 Teachers of grade 9 Applied mathematics in five secondary schools will participate in networked learning opportunities connected to enhanced understanding of responsive practices in the teaching and learning of mathematics.

2.3.1.5 Teachers of grade 8 and grade 9 and 10 Applied mathematics and administrators in four secondary schools will participate in cross-panel networked learning hubs which will focus on identifying targeted student learning needs, applying evidence based practice and reflecting on the impact of the practice for the target students

2.4 Additional Deliverables of the AMDSB RMS Strategy

2.4.1 In addition to the deliverables as articulated in section 1.3, and those outlined on the BIPSAW above, the following intentional strategies will further support the objectives of both the RMS and the Strategic Plan.

2.4.1.1 Every month, representatives from Student Success, Learning Services and the Program Departments meet with the provincial Student Achievement Officer and the Regional Student Success Lead to review and monitor the implementation of the AMDSB RMS.

2.4.1.2 All elementary school administrators and Math Lead teachers will have five professional learning days dedicated to numeracy.

2.4.1.3 The professional learning supports have been differentiated based on student achievement results and school size. As a result, all elementary

teachers of mathematics have three half days of job embedded professional learning, and based on school need, and in accordance with the School Improvement Plan (SIPSAW), some teachers have been allocated additional release time.

- 2.4.1.4 Every school has a dedicated coach to support math teaching and learning (Teaching and Learning Coach). The coaching support is differentiated based on school need.
- 2.4.1.5 Teaching and Learning Coaches are provided ongoing professional learning related to facilitation of adult learning and responsive instructional strategies related to student achievement in math.
- 2.4.1.6 Various resources such as print materials, games and digital supports will be provided to schools, based on their identified need.
- 2.4.1.7 Before and After Tutoring, Summer Learning Programs and In-school Tutoring supports are also differentiated based on evidence of student need in elementary schools.
- 2.4.1.8 Based on a comprehensive audit of Primary classrooms in Spring, 2016 with the Procurement and Purchasing Departments, manipulatives were provided to all elementary schools.
- 2.4.1.9 In partnership with the Learning Services Department, a Resource Teacher project and a Case Management project are both examining responsive instructional strategies pertaining to mathematics in support of students with learning disabilities.
- 2.4.1.10 In partnership with the Ontario Principals Council and the London West Student Achievement Division, select Principals will be mentored by a leadership coach.
- 2.4.1.11 Additional professional learning in specific content areas are offered for school administrators.
- 2.4.1.12 Various additional professional learning opportunities, such as RMS provincial webinars and regional sessions and Ontario Association of Math Educators (OAME) will be offered to interested teachers and administrators.
- 2.4.1.13 Homework Help for students and families was launched through information sessions for all administrators and some schools.
- 2.4.1.14 Partnering with the Curriculum Assessment and Policy Branch (CAPB) additional funding has been provided to support cross panel teacher learning in five secondary schools. Program staff collaborate with CAPB Education Officers to design and support learning opportunities in these schools. The teachers involved in this learning will come together for a networked learning day in Fall, 2016 and Spring, 2017.
- 2.4.1.15 AMDSB Program Department has partnered with Brock University and ETFO to offer Primary/Junior Additional Qualifications, and Intermediate mathematics qualifications in Spring, 2017. These courses are fully funded for any interested staff and are delivered by AMDSB Teaching and Learning Coaches.

3.0 Future Plans for the AMDSB RMS Strategy

- 3.1 As we move into the second half of the first year of implementation, we will continue to monitor the impact of each strategy, and make ongoing adjustments as necessary. In the second year of implementation, we will build on our original strategies and we will develop plans to extend Principal coaching, to implement numeracy assessment profiles for Early Years classrooms, to audit and supplement resources in Junior classrooms and to deepen the professional learning cycles with secondary educators of mathematics. In addition, we will support schools as they use the resource guide from the the Council of Ontario Directors of Education (CODE) to purposefully involve parents in this learning.

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