

2017-2019 Project Plan for Sun West SD Outcome: Outcome Plan: Early Years

<p>TITLE: EARLY YEARS Which sector outcome does this project plan support? By June 30, 2020, children aged 0 – 6 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.</p>	<p>Primary Owner: Carole Butcher</p> <p>Other Team Members: Darla Thorstad, Tracy Aldridge, Ruth Griffith, Angela Malcolm</p>						
<p>1. Problem Statement (Current state and the reason for action.) <i>[Explain what and how big the problem is and why strategic action is required to address it.]</i></p>	<p>4. Implementation Plan (What are the high-level actions that will be taken to address the problem within the given timeframe? How will the future state be achieved?) <i>[More detail can be included in the Detailed Implementation Plan.]</i></p>						
<p>A higher proportion of children entering grade 1 could be better prepared to fully benefit from the experience and learnings associated with this grade. It is a foundational time upon which future success may depend. Some of the challenges specific to Sun West include:</p> <ul style="list-style-type: none"> • 57% (fall 2013), 59% (fall of 2014), 58 % (fall of 2015), and 63 % (fall of 2016) of Sun West students entering Kindergarten scored at the appropriate level (EYE green) for Kindergarten readiness; provincially 58% (fall of 2013), 57% (fall of 2014), 57% (fall of 2015), 58% (fall of 2016) • 84% (in spring 2014), 85% (spring of 2015), 87% (spring of 2016), and 87% (spring of 2017) of Sun West students exiting Kindergarten scored at the appropriate level (EYE green) for Kindergarten readiness; provincially 82% (spring of 2014), 79% (spring of 2015), 80% (spring of 2016) and 80% (spring of 2017) • 23.4% of Sun West Kindergarten students (as measured by the Early Development Instrument (EDI 2012/13) are considered vulnerable (low readiness to learn in at least one domain). The provincial rate is 26% • There are insufficient/inconsistent touch points to gather information about children between birth to 5 years of age • There is fragmentation and inconsistent response in the human services sector to intervene and support children who are lagging behind in their development 	<p>Actions</p>	<p>Deliverables</p>	<p>Lead</p>	<p>Start Date</p>	<p>Completion Date</p>	<p>Resources Required (Human and Financial)</p>	<p>Risk/Mitigation</p>
<p>Gather divisional baseline data of the EYE TA and associated data analysis Our EYE-DA will be replaced with Ages and Stages Sept. 2017</p>	<p>Use EYE and Ages and Stages baseline data to inform divisional and school level programs and supports</p>	<p>Carole Butcher Fall 2017</p>	<p>Fall 2013</p>	<p>Ongoing Data reviewed Nov/Dec 2017 and again June 2018</p>	<p>Learning Bar; EYE TA materials; Ages and Stages; Teacher release time; Division-level training & 1:1 follow-up; PreK & K teachers; Student Support Services, Carole</p>	<p>Ministry commitment to funding EYE DA/TA; Board commitment to release time</p>	
<p>Explore other potential formative assessments including Responsive Teaching and Assessment document, Sun West phonological awareness package</p>	<p>Bank of effective formative, culturally sensitive assessment tools to allow classroom teachers to determine each student's needs.</p>	<p>Carole Butcher Fall 2017</p>	<p>January 2015</p>	<p>June 2016 Updated April, 2017</p>	<p>Division support/personnel to put on WIKI SLPs and Student Support Consultants for PA pilot Implementing Responsive Teaching, Practice, and Assessment document with all PreK and K classrooms. Share with Administrators</p>	<p>Time and funds for assessment/technology supports in the classrooms as well as inservice on phonological awareness Ensuring that all teachers read the document and implement the best practices.</p>	
<p>Establish a bank of developmentally appropriate targeted supports for children ages 0 to 5</p>	<p>WIKI resource of supports and interventions; ministry documents; Learning Bar documents</p>	<p>Carole Butcher 2017</p>	<p>Fall 2013 2017</p>	<p>Updated May, 2016 from EYE follow-up strategies Follow up activities from EYE-TA. Pilot the EYE targeted support materials</p>	<p>PreK/K teachers; KSI; Interprovincial and provincial materials Acceptance from the EYE/Learning Bar to participate in the pilot project</p>	<p>Accessibility to the resources; availability of support from SSS</p>	

	<p>Establish relationships with interagency teams to develop a model for supports or interventions for children ages 0 – 5</p> <p>Explore potential of partnering with local childcare centres</p>	<p>*Model describing supports and interventions that are developmentally appropriate and universally (all who choose) accessible</p> <p>*Ages and Stages pilot with childcare centre</p> <p>*PlayMobile data shared with Sun West</p>	<p>Carole Butcher Ang Malcolm</p>	<p>Fall 2017</p>	<p>Fall 2020 Active interagency Relationships</p>	<p>Targeted interagency Leads; West Central Early Years Coalition ECIP, Heartland Health, West Central Literacy Committee; local ministry-sponsored childcare</p>	<p>Funding; Ministry/Board approval; Shared vision</p>
	<p>Equitable geographic access for all students who qualify for PreK in Sun West.</p>	<p>Plan and procedures for equitable geographic access; open up application process to parents living outside of community</p>	<p>Carole Butcher 2017</p>	<p>Fall 2016; continue Fall 2017</p>	<p>Fall 2020 Exploration phase</p>	<p>Ministry of Education; teacher/EA staffing</p>	<p>Ministry funding; Board approval; shared vision</p>
	<p>Develop formal and informal professional development options to enhance early childhood specialization in educators</p>	<p>Kindergarten Teacher Orientation day early in the new school year; Sun West specialized personnel supports</p> <p>Survey each PreK and K teacher on Professional Development needs; use the Provincial recommendations as a guideline.</p>	<p>Carole Butcher 2017</p>	<p>Fall of 2015 and ongoing</p>	<p>Annual event Update annually</p>	<p>Current Kindergarten materials and resources; facilitator; one-day release time for each K teacher; CAYC</p>	<p>Board approval; funding for lunch, release time and mileage</p>
<p>2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) <i>[Highlight baseline data and analysis that helps clarify the magnitude of the problem statement and narrow the focus for the future state statement. What are the barriers impeding change or success?]</i></p>	<p>Promote Early Years Plan within our school division</p> <p>Create supports to highlight and share the principles, importance and impact of early learning</p>	<p>*Administrator session on importance of early learning</p> <p>*PD session for non-early learning educators</p> <p>*Fact sheets on early learning and play-based learning available in K rooms and to our SCCs</p>	<p>Carole Butcher 2017</p>	<p>Fall of 2017</p>	<p>Annual events</p>	<p>Facilitators for PD sessions; early learning resource materials</p> <p>Carole to build fact sheets with K teachers and distribute to classrooms, admin, and SCCs</p>	<p>Time at Admin Meetings Support from administrators</p>

<p>A large number of children are coming to Sun West schools significantly behind expected development in certain domains. There are many reasons for this:</p> <ul style="list-style-type: none"> • Change in family structure/parenting • Increased vulnerability due to low levels of self-regulation and increased prevalence of mental health issues • Limited quality engagement between adults and children • Lack of equal or increased opportunities for service such as Speech Language, Physical Therapy, Occupational therapy due to geography – isolation and access • Effective early learning practices are supported but inconsistently implemented • Unequal access to quality childcare • Increase in the number of children born with physical and mental impairments (ie: Autism) • Multi-disciplinary consensus difficult to achieve regarding how to support children • Lack of accessibility to high quality prekindergarten • Increase in the numbers of English Language Learners • Lack of societal understanding of the importance of the early years. 	<p>Explore effective practices for family engagement</p>	<p>Analyze options for Kindergarten contact time regarding family engagement – regularly scheduled family days with authentic play-based learning experiences</p>	<p>Kindergarten teachers; facilitators; division support personnel</p>	<p>Fall 2016; ongoing exploration</p>	<p>Annual event</p>	<p>Kindergarten teacher, parents, admin; community partners; package of authentic play-based learning activities</p>	<p>Board support; be mindful of student hours</p>
<p>3. Future State (How will the situation will be different because of the actions taken to improve it?) <i>[List targets that address the problem(s) in the problem statement.]</i></p>	<p>5. Metrics (How will you know a change has been an improvement?) <i>[Identify outcome and process metrics that will indicate the project success and include balancing measures to ensure the project doesn't negatively affect other metrics. These should relate to the actions noted above in the implementation plan. Identify measures that are anticipated to change monthly.]</i></p>		<p>6. Engagement (How is this plan informed by the lens of Student First? How will children, parents, and stakeholders, etc., be engaged in this work?) <i>[Name any target groups required for success.]</i></p>				
<p>By June 2020, 90% of all exiting Kindergarten Children in Sun West will score within the appropriate range (green) as measured by the Early Years Evaluation (EYE).</p> <ul style="list-style-type: none"> • Staff in early childhood educational environments will be appropriately trained and supported • Access to high-quality, universal (all who choose) childcare and/or prekindergarten. No barriers for who you are or where you live • If our school division was able to achieve the stated outcome, research would support that in the long term, graduation rates would rise. • All stakeholders would have a shared understanding of the importance of early years education • Authentic family engagement would be the norm 	<ul style="list-style-type: none"> • EYE baseline data collected and targets to be determined. EYE data will allow analysis twice per year and EYE data results will show improvement and move toward our 90% target • The development of a bank of developmentally appropriate, culturally sensitive formative assessments (PreK & K) and associated supports and interventions which include multi-sectorial involvement and support • Active interagency relationships • Visible partnering with childcare centres • Increased accessibility for qualified PreK students across the division • Attendance at PD opportunities; collect feedback from participants pertaining to improvements in pedagogy and alignment with PeBL • Number of parent engagement days in Kindergarten 		<p>Parents, students, teachers, support staff, divisional leadership team, division board and SCCs, local communities and various agencies are integral to this outcome.</p> <p>The development of relationships and partnerships among the various stakeholders.</p> <p>Focused conversations, both formally and informally, to bring the stakeholders together throughout this time will be necessary.</p> <p>There are significant policy, operational and financial barriers to overcome.</p>				