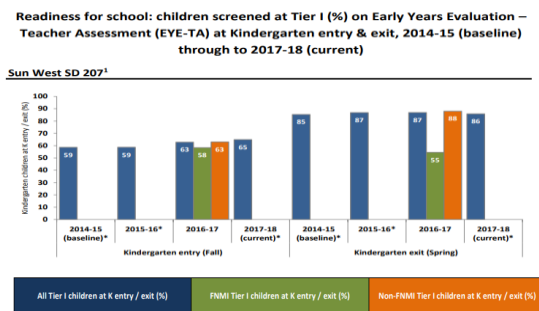


2018-2020 Project Plan for Sun West SD Outcome: Outcome Plan: Early Years

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.	Primary Owner: Carole Butcher Other Team Members: Melissa Lander, Darla Thorstad, Ruth Griffith, Angela Malcolm
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1. Problem Statement (Current state and the reason for action.) [Explain what and how big the problem is and why strategic action is required to address it.]	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?) [More detail can be included in the Detailed Implementation Plan.]
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	Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
<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"> Students ready for learning entering Kindergarten is 57% (fall 2013), 59% (fall of 2014), 58 % (fall of 2015), 63 % (fall of 2016), 65% (fall of 2017), 61% (fall of 2018) and 61% (fall of 2018) of Sun West students entering Kindergarten scored at the appropriate level (EYE green) for Kindergarten readiness; we are slightly higher than the provincial average 58% (fall of 2013), 57% (fall of 2014), 57% (fall of 2015), 58% (fall of 2016) Students are entering Kindergarten requiring more supports and/or with more intensive needs. 37 % (fall of 2016), 35% (fall of 2017) and 39% (fall of 2018) of Sun West students entering Kindergarten scored within Tier 2 (Yellow) and Tier 3 (Red). We have seen an increase in Tier 3 (EYE Red) in fall 2016 of 10% to 15% in fall of 2018. The Sun West data for students exiting Kindergarten scored at the appropriate level (EYE green) for Kindergarten readiness was climbing upwards to the all-time high of 87% in spring 2017, but declined in the spring of 2019 to 81%; however, provincially we are still above the average. 82% (spring of 2014), 79% (spring of 2015), 80% (spring of 2016) and 80% (spring of 2017) There are insufficient/inconsistent touch points to gather information about children between birth to 5 years of age 	<p>Gather divisional data of the EYE-TA and associated data analysis</p> <p>The EYE-DA was replaced with Ages and Stages in September 2017. The Ages and Stages is completed twice a year during family engagement evenings.</p>	<p>Use EYE-TA and Ages and Stages data to inform divisional and school level programs and supports</p>	<p>Carole Butcher Fall 2017 - Present</p>	<p>Fall 2013</p>	<p>Ongoing Data continually reviewed in fall and spring</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 TA; Commitment to release time) 0.05 X number of students release time.</p>
	<p>Explore other potential formative assessments including <i>Responsive Teaching and Assessment</i> document, Sun West phonological awareness package, <i>See Saw</i> App</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>Ongoing</p>	<p>Division Support Resources on the Resource Bank. Follow up activities from EYE-TA. Pilot the EYE targeted support materials SLPs and Student Support Consultants for PA pilot Implementing <i>Responsive Teaching, Practice, and Assessment</i> 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 relationships with interagency teams to develop a model for supports or interventions for children ages 0 – 5</p> <ul style="list-style-type: none"> Explore potential of partnering with local childcare centres Explore partnerships with Health re: In Hospital Birth Questionnaires <p>Ages and Stages pilot with childcare centre</p>	<p>Model describing supports and interventions that are developmentally appropriate and universally (all who choose) accessible</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 Accessibility to the resources; availability of support from Student Support Services when students are in PreK programs.</p>



- 66% of Sun West teachers (2017 Annual Report) are in their first five years of teaching compared to 25% provincially. 44% of Kindergarten programs are multi-grade compared to 13% provincially.

ESSP Early Years Outcome Sun West Results

Metric	June 2018	June 2019	June 2020 Goal
% of Kindergarten educators who completed 'Literacy Practices in Kindergarten' Professional Development	50%	50%	75%
% of Prekindergarten educators who completed 'Responding to Children's Interest' Professional Development	33%	80%	75%
% of Early Years educators who have achieved an informal specialized knowledge in Early Childhood Education (ECE).	Prekindergarten	0	75%
	Kindergarten	14%	
	All educators	11%	

	PlayMobile data shared with Sun West					
Develop formal and informal professional development options to enhance early childhood specialization in educators	Kindergarten Teacher Orientation day early in the new school year; Sun West specialized personnel supports Survey each PreK and K teacher on Professional Development needs; use the Provincial recommendations as a guideline.	Carole Butcher Baseline data collected in Spring 2019. Plans underway for 2019-2020 school year.	Fall of 2015 and ongoing	Annual event Update annually	Current Kindergarten materials and resources; facilitator; one-day release time for each K teacher	Board approval; funding for lunch, release time and mileage
Promote Early Years Plan within our school division. Create supports to highlight and share the principles, importance and impact of early learning.	*Administrator session on importance of early learning. *PD session for non-early learning educators. *Fact sheets on early learning and play-based learning available in K rooms and to our SCCs	Carole Butcher 2017	Fall of 2017	Annual events	Facilitators for PD sessions; early learning resource materials Carole to build fact sheets with K teachers and distribute to classrooms, admin, and SCCs	Time at Admin Meetings Support from administrators
Explore effective practices for family engagement	Analyze options for Kindergarten contact time regarding family engagement – regularly scheduled family days with authentic play-based learning experiences	Kindergarten teachers; facilitators; division support personnel	Fall 2016; ongoing exploration	Annual event	Kindergarten teacher, parents, admin; community partners; package of authentic play-based learning activities Family Engagement Video Series Family Engagement Handbook	Board support; be mindful of student-contact hours

2. Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis?) [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?]

<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>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>