

2019-20 Project Plan Early Years Readiness in Support of Sector Outcome

<p><b>TITLE:</b> Which organization hoshin, sector hoshin or 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><b>Date of Original Draft:</b> March 10, 2015 <b>Date Last Updated:</b> March 2019</p>	<p><b>Primary Owner:</b> Terry Craig <b>Lead Unit/Branch:</b> <b>Team Lead(s):</b></p>	<p><b>Secondary Owner:</b> Jennifer Williamson <b>Expert Advisor:</b> <b>Other Team Members:</b></p>
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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.]*

- About 41 per cent of Saskatchewan children are not ready for learning in the primary grades when they first arrive to school at Kindergarten entry (Saskatchewan 2015-16 EYE-TA data). These children may have not yet developed the necessary oral language/ communication skills and/or may not yet be socially, emotionally, spiritually, physically, and/or intellectually ready for success in school.

The following table is the EYE-TA provincial data:

Year	Kindergarten Entry		Kindergarten Exit	
	Typical Skill Development	Experiencing Difficulties with Tasks	Typical Skill Development	Experiencing Difficulties with Tasks
2014-15 (Baseline)	57%	43%	79%	21%
2015-16	59%	41%	79.9%	20.1%

- The gaps at both Kindergarten entry and exit remain between results for self-identified First Nations and Métis children and aggregate provincial results. For 2015-16, 42 per cent of self-identified First Nations and Métis children left Kindergarten experiencing some or significant difficulty with developmental tasks, compared to 20 per cent provincially and a slightly smaller share among aggregate non-First Nations and Métis children of 16 per cent. 2016-17 EYE-TA results at Kindergarten entry will be available in January 2017.
- Currently there are 5,056 ministry-funded Prekindergarten spaces in Saskatchewan. In 2016, Statistics Canada estimated there were 30,300 three and four year-old children in the province. Based on a population-level estimate of vulnerability of 30 per cent (Saskatchewan’s Early Development Instrument (EDI) baseline), the provinces’ targeted Prekindergarten program, relied on by the sector to bring vulnerable children to school earlier, is now only able to accommodate 56 per cent of vulnerable children.
- Government expends significant dollars on downstream supports, yet there is evidence that for every dollar expended on the early years for children, results in a seven dollar reduction in downstream costs (Heckman).

**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?]*

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Collaborate with various stakeholders, agencies and organizations to create community profiles for NWSD schools	Develop a current community profile for Meadow Lake. Create a community profile template for future use in remaining NWSD communities.	Terry Craig & Jennifer Williamson, Matthew Grupp, KidsFirst, ECS, Health, Ministry Sectors	May 2019	December 2019	Travel, Meeting Costs	
Identify emergent data trends and design interventions and supports.	Bring together key partners (Sask Health & Division personnel). Work with regional teams to develop best instructional practice, and effective agency supports.	Jennifer Williamson & Terry Craig	September 2019	May 2020	Division personnel, Sask Health, PD, KSI, assessment kits	Collaboration time between stakeholders and organizations.  Commitment of Agency supports and personnel to design and implement interventions.
Division site visits	Staff, especially new to NWSD, will take advantage of site visits to see best practices in classroom environment and instructional practices.	Terry Craig	August 2019	June 2020	Classroom teacher, travel expenses, sub costs	Educators understanding the value of site visits and how they can improve their classrooms and instructional practices.
Focused Early Years PD	Deliver two division PD days plus additional PD focused on: Supporting Children with Intense needs -Social Skills and Cognitive Skills	Terry Craig, Jennifer Williamson, Jennifer Dorval, NWSD teachers and administrators, SPDU	October 2019	May 2020	Learning Coaches, Ministry, PD and travel expenses, sub costs.	

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<p>A. While a provincial early childhood framework was introduced in May 2016, the lack of such a framework in the past has led to fragmented and inconsistent responses and services for children aged 0-6 and families across the province. The implementation of the five-year <i>Saskatchewan Early Years Plan</i> will take time.</p> <p>B. Increased demands and the request to support the capacity of families due to the needs of changing family structures, circumstances and legacy of residential schools.</p> <p>C. Inconsistent use of early learning policies, programs and practices including opportunities for staff to develop their knowledge and skill.</p> <p>D. Lack of societal understanding about the importance of the early years and how research indicates that investing in the early years contributes to positive outcomes throughout life.</p> <p>E. Increase in diversity and intensity of children’s need – both number and proportion (e.g. low levels of children’s self-regulation and oral language development, numbers of children with physical and intellectual disabilities, family mental health challenges/difficulties, additional language learners, family violence, child protection issues, and child’s physical health).</p> <p>F. Lack of consistent early childhood data to inform and mobilize stakeholders. This can have many benefits including transitions between Federal and Provincial education systems.</p> <p>G. In 2015-16, Prekindergarten teachers responded in the <i>Provincial Prekindergarten Annual Report</i> that the following were the top five program challenges: family engagement, support children and families with intensive needs, planning/preparation, PreK associate support and language barriers/speech development.</p> <p>H. In the 2015-16 <i>Provincial Prekindergarten Annual Report</i>, 35% of Prekindergarten teachers responded having an early childhood education specialization.</p> <p>I. In 2015-16, Kindergarten teachers responded in the <i>Provincial Kindergarten Annual Report</i> that the following were the top 5 program challenges: large class sizes/educator to child ratios, need for student support services, planning/preparation, resources for classroom materials and differentiated instruction.</p> <p>J. In the 2015-16 <i>Provincial Kindergarten Annual Report</i>, 31% of Kindergarten educators responded having an early childhood education specialization.</p>		- Culturally Responsive Pedagogy -PD and Resources on developing, implementing and monitoring Learning Sprints					
	<p>Continue to explore effective Social and Institutional family engagement strategies.</p> <p>Review and share what schools are doing to improve attendance in PreK and K classrooms</p>	<p>Compile and share examples of successful family engagement activities. Share examples from other school divisions, with a focus on improving attendance in PreK and K.</p>	Terry Craig	June 2019	October 2019	School admin, classroom teachers	
	<p>Teaching Pyramid Observation Tool (TPOT) Assessment</p>	<p>Complete Observations in NWSD Schools PreK/K classrooms</p> <p>Minimum of 12 Classrooms will be evaluated in 2019/2020</p>	Terry, Trained (TPOT) Evaluator, Early Years Team	October 2019	May 2020	Funds to complete observations and observation packages.	
	<p>Introduction of a tiered Model For Supporting Social Emotional Competence In Infants and Young Children</p>	<p>Creation of a Tiered intervention framework of Evidenced-based interventions for promoting social, behavioral</p>					
	<p>Development of Prekindergarten and Kindergarten Handbook for teachers</p>	<p>Teachers new to Early Years Instruction will enhance their learning environments and instructional practices according to the guidelines in the handbook.</p>	Terry Prek and K Teachers Early Years Team	September 2019	June 2020	Sub Days Learning Coach	
<p>Advocate for additional Pre-Kindergarten spaces</p>	<p>NWSD Board of Education will advocate to Ministry of Education for additional Pre-K space.</p>	Board	Sept 2019	Sept 2019			
<p><b>3. Future State</b> (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><b>5. Metrics</b> (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. <b>These should relate to the actions noted above in the implementation plan.</b> Identify measures that are anticipated to change monthly.]</i></p>			<p><b>6. Engagement</b> (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>			

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<p>Percent of students leaving Kindergarten ready to learn in the primary grades:</p> <p>2016/17 – 85% Actual: 83.7% 2017/18 – 87% 2018/19 – 89% 2019/20 – 90%</p>	<p>Data from deliverable tools (EYE Data) will show improved levels of competency in the Cognitive and Social Emotional skills domains.</p> <p>Qualitative feedback from site visits and PD sessions Administrator/teacher survey about family engagement strategies Informational data from Community profiles.</p>	<p>Supporting Social competence and preventing challenging behavior in young children and give parents strategies to enhance this in their homes.</p> <p>Data informed decision making for early childhood educators, students and parents.</p> <p>Community profile to help align resources, supports, organizations and personnel.</p>
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