

2017-2021 Outcome Plan: Early Learning



Christ the Teacher Catholic Schools

As a Christ-Centred learning community, we...

Engage and challenge all learners,

Model and form character,

Know Christ and make Him known.

Date of Original Draft: December 1, 2014

Date Last Updated: December 14, 2020

Outcome: By June 30, 2021, 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.

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1. Current State

A much 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.

- **43%** of Kindergarten children in the division were not ready for learning when they first arrived to school at Kindergarten entry (**2018-19** 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.
- **57%** of Kindergarten children in the division were not ready for learning when they first arrived to school at Kindergarten entry (**2019-20** EYE-TA Data). 47% of students experienced difficulty in Cognitive Skills tasks and 40% of students experienced difficulty with Physical Development – Fine Motor skills.

The following table displays the EYE-TA Division data:

Year	Kindergarten Entry		Kindergarten Exit	
	Typical Skill Development	Experiencing Difficulties with Tasks	Typical Skill Development	Experiencing Difficulties with Tasks
2014-15	60%	40%	89%	12%
2015-16	62%	38%	79%	21%
2016-17	60%	40%	85%	15%
2017-18	42%	58%	83%	17%
2018-19	57%	43%	79%	21%
2019-20	43%	57%	NA*	NA*

- **Spring 2020 ETE (Kindergarten exit) screening suspended due to COVID-19 school closures.**

There are 80 funded prekindergarten spaces in the division. Data from the prekindergarten EYE-DA (4 year olds only) in **2018-19** indicates that 45% of students experienced difficulty in Cognitive Skills tasks and 36% of students experienced difficulty with Language and Communication. Cognitive Skills and Language and Communication are the biggest predictors of later reading success.

Data from the prekindergarten EYE-DA in **2019-20** indicates that 56.5% of students experienced difficulty with Physical Development – Gross Motor skills and 43.5% experienced difficulty with Language and Communication skills.

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.]

Actions	Deliverables	Lead	Start Date	Completion Date	Resources Required (Human and Financial)	Risk/Mitigation
Create and implement an Early Learning professional development plan that is aligned to the pre-kindergarten and kindergarten teachers provincial survey results and the ECERS assessment (a).	Early Learning Professional Development Plan	Consultants	September 2013	Survey on pause. ECERS on pause.	Develop formal and informal professional development options to enhance early childhood specialization in educators (<i>ESSP – Early Years Action 2a.</i>) ECERS assessor training for Consultant (2021-22 school year)	Staff turnover in Early Years requires significant professional learning support. Budget
Facilitate transitions for students moving into and through early learning programs (d).	Plan for students not requiring <i>Moving On Up</i> transitions.	Coordinator	September 2017	Completed 2019		
Support schools to engage families in Early Childhood education (b, c, e).	1. Create supports to implement best practices for family engagement.	Consultants	1. September 2019	1. Ongoing		Create awareness in the community regarding Pre-Kindergarten programming opportunities and supporting registration for vulnerable students.
Support school-level data collection and analysis of early years' assessment results (EYE, speech and classroom assessments) to create plans to meet the needs of students. (a)	1. School-level action plans 2. Attend provincial symposium " <i>Building Our Collective Impact: Using Data to Improve Outcomes for Our Early Learners</i> "	Consultants	December 2013 Fall 2019	Ongoing	1. Assessment and consultation time. 2. Availability of financial resources to participate in provincial learning opportunities. (future)	Assessment fidelity and coordination of data analysis to support timely response.

<p>2. Root Cause of Current State</p> <p>As highlighted in the data in the Current State, a large proportion of children are coming to school significantly behind expected development. There are many potential reasons for this including:</p> <ul style="list-style-type: none"> a. Early learning effective practices inconsistently implemented b. Families need support in engaging with their children to support their learning c. Lack of access to high-quality pre-kindergarten d. Inconsistent transition planning between our local health district and schools e. 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?)</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?)</p>
<p>By June 30, 2021, 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>Those leading early childhood educational environments will be appropriately trained.</p> <p>Children and families have access to and are engaged in pre-kindergarten programs.</p> <p>If the division was able to achieve the stated outcome, research would support the expectation that in the long-term graduation rates would rise and health outcomes would improve among many other significant benefits.</p>	<p>Formal and informal professional development options to enhance early childhood specialization offered.</p> <p>Early years assessments will occur according to the following schedule:</p> <ul style="list-style-type: none"> • EYE-DA (Pre-kindergarten): Collection completed by the first term reporting period (mid-November); with possible extension until December 11, 2020. • EYE-TA (Kindergarten: First collection completed by the first term reporting period (mid-November) with possible extension until December 11, 2020. Second collection (students identified on the first assessment as needing support) completed by the end of May. • Speech and Language screening assessments (in Kindergarten). Students identified on the screen as needing support will be re-screened in January or have a full assessment conducted by the Speech and Language Pathologist. • Classroom collection of phonological awareness data (in Kindergarten) will occur throughout the year. Results will be analyzed at the school-level. <p>School-level analysis and creation of action plans will occur according to the division pathway.</p>	<p>Board of Education – approve plan and provide resources to support plan</p> <p>Pre-K and Kindergarten teachers – use effective practices in creating, instructing and assessing in an early learning environment</p> <p>School Administrators – instructional leaders and advocates for families and the importance of early learning</p> <p>Parents/Caregivers – partner with the school to support early learning</p> <p>Community Agencies – support transition work</p>

