

Accountability Topic: Early Years

Date of Board Meeting:

June 20, 2019

Strategic Priority:

- Student and Family Engagement
- Internal Process
- People Capacity
- Financial Stewardship

Quality Indicator(s) (if applicable):

- QI 2.1 – Provides leadership in all matters relating to education in the Division.
- QI 7.2 - Achieves the key results identified in the Strategic Plan.
- QI 7.3 - Reports at least annually on results achieved.

Key Measures:

- Early Years Evaluation—Teacher Assessment (EYE-TA)

Targets:

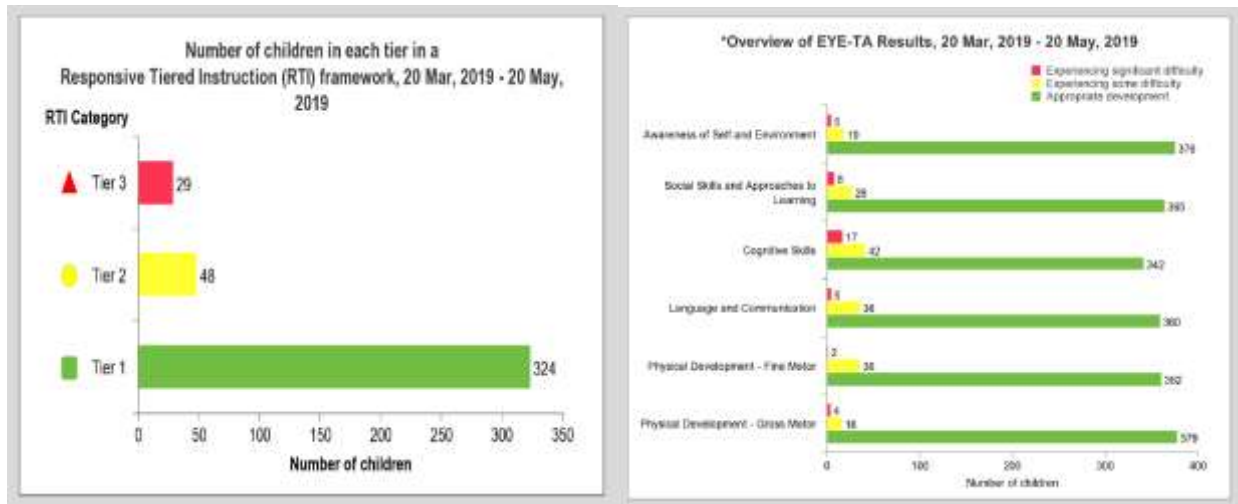
Long Term:

- By June 30, 2020, 90% of students exiting Kindergarten will be ready to learn.

Short Term:

- By June 30, 2019, 100% of PreK & Kdn teachers will participate in a minimum of 5 specialized early years training opportunities as outlined by the Ministry of Education.

Data:



Key Strategies Employed:

- Tracking of professional learning options for Prekindergarten and Kindergarten educators to ensure specialized knowledge in early childhood education.
- A focus on Family Engagement including professional development, Family Engagement Look Fors and Family Engagement Days built into the division calendar.
- Classroom visits from the Early Years coach, Literacy coach and Speech Language Pathologists to support early literacy.
- Investment in classroom resources to support oral language and phonemic awareness in Prekindergarten and Kindergarten.
- Creation of Early Years Environment Look Fors and Early Years Literacy Look Fors along with teacher self-assessment tools.
- Administration of an Early Literacy Assessment for Kindergarten that includes a phonemic awareness screen and an early literacy behaviours checklist.
- Eat, Play, Learn Literacy Expo in partnership with Regional KidsFirst that targeted eight communities.

Future Strategies:

- Continued tracking of professional learning options for PreK and Kindergarten teachers and Educational Assistants.
- Continue focus on Family Engagement.
- Classroom visits from the Early Years coach, Literacy coach, Math coach and Speech Language Pathologists to support literacy and math in the early years.
- Continued investment in classroom resources to support oral language and early reading skills.
- Ten Prekindergarten and Kindergarten teachers will be implementing Help Me Tell My Story.
- Fifteen Prekindergarten and Kindergarten teachers will be using Seesaw as a Reportfolio.
- Continued plans to connect with families and community partners to reach children and families before they enter Kindergarten.

Risk Assessment:

Risk	Likelihood (Low-Med-High)	Impact (Low-Med- High)	Mitigation Strategy
GSSD not reaching our 2020 early years target of 90% of students exiting Kindergarten are ready to learn.	Low	High	Future Strategies outlined in the Accountability Report

Summary Comments:

According to May 2019 EYE-TA results, 81% of GSSD students are exiting Kindergarten ready to learn. This is an increase of 21% from Fall 2018 data where 60% of Kindergarten students entered Kindergarten ready to learn. GSSD's EYE-TA data has remained constant over the past 5 years and reflects a similar trend to the provincial data.

As of June 2019, 66% of Prekindergarten and Kindergarten teachers have participated in a minimum of 5 ministry or division directed professional development opportunities focused on the early years. Of the 10 teachers who have not yet met this goal, 100% of these teachers have been teaching Prekindergarten or Kindergarten for less than 2 years. GSSD is on target to have 85% of PreK & Kdn teachers with specialized early years training by June 2020.

One area to highlight is the achievement in the Cognitive Domaine where we saw an increase of 27% from Fall to Spring with 85% of students exiting Kindergarten with the necessary cognitive readiness skills.

Recommended Decision/Motion:

- “That the Board accept the accountability report on Early Years as presented.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO
Good Spirit School Division