
Learning for Life II

Brighter Futures Together

2005–06 Annual Report and 2006–07 Action Plan

Supplementary Report

Supplementary Report

1. Raising the Bar

Setting higher standards for learning and teaching, and raising expectations for increased achievement for all students involves recognizing achievements both in and out of school that contribute to a student's education. The goal is that every student in Nova Scotia's public education system reaches his or her fullest potential. This theme encompasses two general categories:

- Whole School Improvement
- Improvement in Curriculum and Programs

Here is what we planned for 2005–06, what we accomplished, and what we plan for 2006–07 (funding in 2006–07 is in addition to 2005–06 funding):

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
School Improvement	\$240,000 <ul style="list-style-type: none"> • 16 pilot sites—continue implementation • School boards identify 50 schools • For each: \$5K + \$5/student, 2 years 	<ul style="list-style-type: none"> • Original pilots—continued implementation • 49 schools introduced • Three workshops conducted 	\$200,000 <ul style="list-style-type: none"> • Continued support for 67 schools • 60 new schools 	<ul style="list-style-type: none"> • Refine support and resources, build capacity; all schools in 5 years (2009–10) • Accredited schools demonstrate they meet student achievement, and school performance goals
Teacher professional growth planning	\$50,000 <ul style="list-style-type: none"> • Plan, develop, and introduce framework • Identify pilot sites 	<ul style="list-style-type: none"> • Framework introduced • Research, provincial consultation • Pilot criteria being developed 	\$100,000 <ul style="list-style-type: none"> • Recommendations from research and consultations for next steps • Support for approved next steps 	<ul style="list-style-type: none"> • Implementation of a model to support planning and where schools identify need
Principal's role as educational leaders	\$67,000 <ul style="list-style-type: none"> • Conferences • Identify criteria for success, current barriers, clarify role • Plan pilots for 2006–07 	<ul style="list-style-type: none"> • Conferences May 05 • Three pilots on principal time • Research and provincial consultation completed • Recommendations in development 	\$123,000 <ul style="list-style-type: none"> • Evaluate current pilots • Additional pilots • Develop manual, best practice resources • Support for mentorship 	<ul style="list-style-type: none"> • Identify and implement promising practices to support educational leadership
Review teacher assignment, programming	<ul style="list-style-type: none"> • Review teacher education programming, recommend a plan to address issues 	<ul style="list-style-type: none"> • Plan for review of teacher education under way • Preparations for audit of teacher assignment complete 	<ul style="list-style-type: none"> • Start review of teacher education • Audit teacher assignments in junior and senior high 	<ul style="list-style-type: none"> • With partners, consider results and plan for changes that can be made in future years

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Mathematics resources and supports	<p>\$1,820,000</p> <ul style="list-style-type: none"> • New books/resources grades 4 and 9 • Implement Math Essentials 10, pilot 11; PD for grades 10–12 teachers • Home–School Communication box • 7.0 FTE mentors 	<ul style="list-style-type: none"> • 11.2 FTE mentors • Books for grades 4 and 9 • Resources and PD for new curriculum • Communication Box distributed • PD for all 10–12 mathematics teachers • Home activity packs for all P–3 classrooms • PD for leaders in Dynamic Classroom Assessment (DCA) for junior high 	<p>• \$548,000</p> <ul style="list-style-type: none"> • Six additional mentors • Pilot new PD in elementary • Expand DCA program to teachers • Implement Math Essentials 11 • New books for grades 5 and 7 • Expand online items bank to include items for four grade 11 and 12 mathematics courses 	<ul style="list-style-type: none"> • Learning resources P–9; up to 60 FTE total mentors, homework support, online resources • A “coherent” mathematics program • Increase student performance
Language Arts resources and supports	<p>\$1,240,000</p> <ul style="list-style-type: none"> • Writing support, curriculum P–3, 4–6, 7, 10 • Reading support, curriculum 4–6, 7–9 • 220–hour course: English 10 Plus • Additional teacher books and resources purchased by department • Home–School Communication box • 7.0 FTE mentors P–9 	<ul style="list-style-type: none"> • Resources and PD for English 10 Plus • Communication Box distributed • Writing and reading resources, supports • Support and resources for Active Readers 7–9 • Writers in Action 7 supports delivered • Began implementing literacy support mentors for teachers 	<p>• \$500,000</p> <ul style="list-style-type: none"> • Five additional mentors • PD: lead teachers, Teachers In Action, Reading/Writing P–3, develop for 4–6 and 7–9 • Literacy workshops: all 3–6 teachers and administrators • Implement Writers in Action 8 • Classroom writing resources for 9 and 10 	<ul style="list-style-type: none"> • Expand reading and writing programs and increase student performance • Up to 50 FTE additional mentors
French Second Language (FSL) projects and resources	<p>\$640,000</p> <ul style="list-style-type: none"> • Needs assessments—curriculum, libraries, classrooms, learning resources • Options to add qualifications (bursaries, immersion, mentors) • Alternate delivery pilot—Core French • More learning resources in French 	<ul style="list-style-type: none"> • Completed curriculum, learning resource, and classroom needs assessments • 30,000+ learning resources for FSL supplied • 37 summer language bursaries awarded • 24 teachers completed online French course • Five pilots for alternate delivery of Core French 	<ul style="list-style-type: none"> • Continue assessment of resource needs • Continue offering options to enhance linguistic capacity • Increase number of pilots for Intensive French • Supplement French second language resources 	<ul style="list-style-type: none"> • Address gaps, more resources, monitoring, assessments as resources allow • Double the number of graduating students with working knowledge of FSL (by 2013)

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Advanced program options and online courses	<p>\$225,000</p> <ul style="list-style-type: none"> • Prepare for IB launch in 2007 • Develop grade 11 advanced chemistry and English; grade 12 music, visual arts, chemistry, global geography, global history • Pilot grade 11 advanced music, visual arts, and physics • Pilot advanced physics 12 • More courses online 	<ul style="list-style-type: none"> • 11 schools started preparing to launch IB starting in 2007 • Advanced courses development started in English language arts, fine arts, social studies, and science 	<p>\$300,000</p> <ul style="list-style-type: none"> • Continue funding toward IB launch • Pilot courses developed in 2005–06 • Implement courses piloted in 2005–06 • Develop three online courses 	<ul style="list-style-type: none"> • Implement IB program in more sites; develop new courses; up to three more courses online each year, as resources allow • Support schools offering Advanced Placement (AP) option and exams

2. Closing the Gap

Some students are not succeeding in the existing public school system and need additional or different supports. The goal is to help each student achieve success. In many instances this will require the contribution and support of a number of partners. The initiatives fall within three general categories:

- Programs to Help More Students to Succeed
- Special Education
- Supports for Education

Here is what we planned for 2005–06, what we accomplished, and what we plan for 2006–07 (funding in 2006–07 is in addition to 2005–06 funding):

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Options and Opportunities (O ₂)	<p>\$1,518,000</p> <ul style="list-style-type: none"> • Introduce first O₂ programs, develop others • Expand youth apprenticeship • Grants to increase learning success 	<ul style="list-style-type: none"> • Grants to boards to support program • Pilots under way in some school boards • More students in youth apprenticeship • Grants to boards to increase learning success 	<p>\$1,750,000</p> <ul style="list-style-type: none"> • Community-based Co-op Ed support FTE • Grants to initiate Trades and Tech Academies • Expand O₂ pilots • O₂ Handbook for teachers 	<ul style="list-style-type: none"> • Continue developing program, building community partnerships; evaluate impact on school completion • Increase graduation rate/retention rate • Increase awareness of, and access to, NSCC as post-secondary destination
Youth Pathways and Transitions	<p>\$370,000</p> <ul style="list-style-type: none"> • Introduce Geomatics 12, pilot Tourism 12, Health/Human Services 12 • Launch Student LifeWork Portfolio grade 7 • Computer Programming 12 	<ul style="list-style-type: none"> • Courses introduced as planned • Computer Programming 12 accepted by Acadia and Dalhousie for university credit • Student LifeWork Portfolio in grade 7 	<p>\$100,000</p> <ul style="list-style-type: none"> • Implement 4 career related courses starting with Multimedia 12 • <i>Promising Occupations</i> brochures published • Expand Student LifeWork Portfolio to grade 8 • Pursue more course recognitions 	<ul style="list-style-type: none"> • Continue developing and introducing programs to meet identified needs • Increase awareness of, and access to, NSCC as post-secondary destination
Literacy support strategy, and interventions	<p>\$902,000</p> <ul style="list-style-type: none"> • Develop Literacy Support Plans (LSP) • Continue supports to grade 7 and 8 students • Prepare supports for grades 4, 5, and 6, to coincide with new grade 3 literacy assessment 	<ul style="list-style-type: none"> • Grants to boards to develop literacy support plans, support students in grades 7 and 8 • Resources provided for students not meeting expectations 	<p>\$900,000</p> <ul style="list-style-type: none"> • Expand grants to support 3rd year of support (grade 9) • Support for grade 6 • Introduce Literacy Success Strategy (grade 10) 	<ul style="list-style-type: none"> • Support/monitor all students on LSPs • Introduce new support to early grades after grade 3 assessment introduced • Extend supports to grade 5 (new) • Increase success rate on grade 6 literacy assessment

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Mathematics support strategy	<p>\$0</p> <ul style="list-style-type: none"> Establish mathematics literacy advisory committees 	<ul style="list-style-type: none"> Committees established 	<ul style="list-style-type: none"> Prepare for new grade 3 assessment Develop strategy and resources for support—to start in 2007–08 	<ul style="list-style-type: none"> Grade 3 math assessment in place with Mathematics Support Plans Increase student performance in mathematics
Supporting African Nova Scotian learners	<p>\$969,000</p> <ul style="list-style-type: none"> Eight FTE student support workers NSCC Transition Year Program Post-secondary scholarships, awards New youth leadership, parent outreach, and adult education programs Continue curriculum development Africentric Learning Institute (ALI) research 	<ul style="list-style-type: none"> Funds for student support workers Memorandum of understanding signed for NSCC Transition Year Program Awards increased Ten grants for short-term job training Youth leadership moved to CACE Seven Positive Parenting Workshops offered Tutor training program customized and delivered African Heritage literacy resources being developed 	<p>\$1,000,000</p> <ul style="list-style-type: none"> Implement Transition Year Program Youth Development Program Pilot youth leadership framework Expand scholarship to three years, university students Five-Schools project to support literacy More parenting workshops Implement African Heritage resources Funding for ALI program 	<ul style="list-style-type: none"> Continue and conclude implementation of <i>BLAC Report</i> recommendations as resources permit Complete implementing operational aspects of <i>BLAC Implementation Review Committee Report</i>
Supporting Mi'kmaw learners	<p>\$105,000</p> <ul style="list-style-type: none"> Prepare for home-school liaison worker program, education study, select sites Resources for grade 7 curriculum Revise grade 8 curriculum 	<ul style="list-style-type: none"> Funds, monitoring: best-practices, home-school liaison pilot Funds for learning resources (grade 7) 	<p>\$100,000</p> <ul style="list-style-type: none"> Improve First Nations (FN) learners' outcomes Revise grade 8 curriculum, add learning resources Monitor pilot, provide support to ensure success Home-school communications parent pamphlet 	<ul style="list-style-type: none"> Over 10 years close the gap between FN learners and public school system student population
ESL student supports to school boards	<p>\$100,000</p> <ul style="list-style-type: none"> Grants to school boards to implement ESL resources to help students meet language arts expectations and stay in school 	<ul style="list-style-type: none"> Office of Immigration provided funding for staff for ESL needs in HRM area 	<p>\$200,000</p> <ul style="list-style-type: none"> Increase grants for ESL services beyond HRSB Co-ordinate ESL services in P–12 sector 	<ul style="list-style-type: none"> Continue supports for ESL students Implement ESL services province wide Evaluate impact of program

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Parent-child literacy partnerships	<p>\$50,000</p> <ul style="list-style-type: none"> • Pilots for parents with limited literacy skills • Continue raising awareness 	<ul style="list-style-type: none"> • Funds to community organizations for family literacy pilots in five school regions 	<p>\$50,000</p> <ul style="list-style-type: none"> • Continue offering funds for family literacy projects with schools • Initiate a network of family literacy practitioners 	<ul style="list-style-type: none"> • Continue focus on parents with limited literacy skills • Continue raising awareness
SEIRC Report targets	<p>\$630,000</p> <ul style="list-style-type: none"> • Continue adding special education professionals • Add parent communication tools 	<ul style="list-style-type: none"> • Funding to school boards to continue adding core professionals • Four fact sheets for parents 	<p>\$2,900,000</p> <ul style="list-style-type: none"> • Professionals include resource teachers, speech language pathologists, school psychologists • Two more parent fact sheets 	<ul style="list-style-type: none"> • Meet core services ratios
Students with autism spectrum disorder (ASD)	<p>\$380,000</p> <ul style="list-style-type: none"> • Conduct research, consult with other jurisdictions, develop training to address areas of need • Start delivering PD 	<ul style="list-style-type: none"> • Research and training developed • 40 teachers attended seven-day workshop • Provincial Autism Advisory Committee established • Consultant hired • Regional lead teams identified 	<p>\$200,000</p> <ul style="list-style-type: none"> • Three-year plan for teacher PD for a range of autism needs • Regional lead teams will be trained 	<ul style="list-style-type: none"> • Continue delivering training, add modules based on experience and continued research • Smooth transition of children with ASD into early years
Best practices for student services issues	<p>\$0</p> <ul style="list-style-type: none"> • Grants to school boards so they can complete pilots as the basis to expand successful practices to more schools 	<ul style="list-style-type: none"> • Grants provided • Inventory of best practices completed • Report with recommendations prepared 	<ul style="list-style-type: none"> • Expand range of program options for students with special needs including those with behavioural challenges 	<ul style="list-style-type: none"> • Establish new fund, continue monitoring, evaluating, and refining best practices • Improved service delivery for students with special needs
Reading Recovery	<p>\$236,000</p> <ul style="list-style-type: none"> • Extend to all English grade 1 classes • Start review of program quality, training to sustain supply of teachers • Prepare to extend French Immersion (FI) grade 1 classes 	<ul style="list-style-type: none"> • Now in all English grade 1 classes • Consultant in place to conduct reviews • Four teacher leaders taking training to extend program to French Immersion grade 1 classes 	<p>\$200,000</p> <ul style="list-style-type: none"> • Train six new teacher leaders (FI) • French Immersion teachers start training, September 2006 	<ul style="list-style-type: none"> • Continue training teacher leaders (total 18 FTE over 3 years for French Immersion) • Make quality and other program improvements • Ensure program is sustainable

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Assistive technology	<p>\$200,000</p> <ul style="list-style-type: none"> Funds, guidance so school boards have access to resources and services 	<ul style="list-style-type: none"> Funds provided to school boards Assistive Technology guidelines developed 	<p>\$100,000</p> <ul style="list-style-type: none"> Continue providing funds to purchase resources Assistive technology guidelines PD 	<ul style="list-style-type: none"> All boards have access to trained professional and technology resources
Tuition Support Program (TSP)	<p>\$200,000</p> <ul style="list-style-type: none"> Administer program Monitor program delivery 	<ul style="list-style-type: none"> Based on first year, application deadline extended by regulation Prepared to introduce income supplement program in 2006–07 Monitored the three approved schools 	<ul style="list-style-type: none"> Implement income supplement program— one-time funding to offset year two shortfall 	<ul style="list-style-type: none"> Evaluate efficacy of TSP in 2008–09
Teacher assistants	<p>\$0</p> <ul style="list-style-type: none"> School boards verify all current teacher assistants meet minimum qualifications 	<ul style="list-style-type: none"> Pre-service competencies publicized for school boards and training institutions 	<ul style="list-style-type: none"> Initiative is complete 	<ul style="list-style-type: none"> All teacher assistants meet minimum qualifications
Racial Equity Policy	<p>\$100,000</p> <ul style="list-style-type: none"> Start to work at secondary levels Support elementary, where policy already implemented 	<ul style="list-style-type: none"> Introduced in junior high level Supports continued at elementary level where policy was previously introduced 	<p>\$30,000</p> <ul style="list-style-type: none"> Four regional symposia for elementary schools Introduce to senior high level 	<ul style="list-style-type: none"> Continue implementation to all grades Monitor and evaluate effectiveness Regional conference in collaboration with partners
Refresh and support technology in classrooms	<p>\$1,580,000</p> <ul style="list-style-type: none"> Grade 8 refresh of computers and equipment Fund 50 online course seats for small rural high schools Develop three new online courses Fund 1,000 more teacher PD days Fund 10 FTE technicians for schools 	<ul style="list-style-type: none"> Grade 8 refresh completed 80 online seats funded 1000 PD days funded 10 FTE technicians hired (school boards) 	<p>\$1,000,000</p> <ul style="list-style-type: none"> Refresh ICT in grade 9 Continue funds to support technicians Increase online course seats to 100 Long term strategic plan for online learning Continue funding for teacher PD 	<ul style="list-style-type: none"> Extend refresh starting with grade 10 and grade 3 Continue funding PD and technicians Establish and meet computer ratios, current technology, and technician support

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
More textbooks to students	<p>\$1,000,000</p> <ul style="list-style-type: none"> Textbooks direct to schools for core program areas to meet needs identified by department 	<ul style="list-style-type: none"> These have been provided as part of total increased funds for direct purchase portion of Textbook Credit Allocation Focus on chemistry and social studies 	<p>\$200,000</p> <ul style="list-style-type: none"> Continue providing new textbooks Focus on mathematics, language arts, science, social studies 	<ul style="list-style-type: none"> Continue textbook provision as resources permit, based on identified needs
Support for school libraries	<p>\$570,000</p> <ul style="list-style-type: none"> Grants to school boards to refresh library resources Develop guidelines, standards, and resource lists for school libraries 	<ul style="list-style-type: none"> Targeted funds to school boards for staff or collections based on their priorities Started gathering support materials School library packs of literacy resources, grades P–3 	<p>\$560,000</p> <ul style="list-style-type: none"> Expand school library collection Improve library technician to student ratio Develop guidelines and standards Provide resources and resource lists for school libraries in support of specific initiatives 	<ul style="list-style-type: none"> Implement guidelines and standards to improve quality and access (target 1:400)
<ul style="list-style-type: none"> *NEW* Increase the number of qualified guidance counsellors 			<p>\$500,000</p> <ul style="list-style-type: none"> Establish ratios Enhance support for social, emotional, and behavioural needs Career guidance, enhanced resources 	<ul style="list-style-type: none"> Set and meet standards of services

3. Developing Healthy and Active Learners

Schools have a role to play in promoting healthy, active living for students. The goal is that, with the co-operation of partners and schools, and by making many individual changes over time, students will be better, more engaged learners at school, and healthier Nova Scotians for life.

Initiatives within this theme are being supported by two partners—the Departments of Education and Nova Scotia Health Promotion and Protection. Both partners' initiatives are included here, to give a complete picture. These initiatives fall into three categories:

- Health Education, Physical Education, and Student, Leadership
- Healthy Foods in Schools
- Safe Schools

Here is what we planned for 2005–06, what we accomplished, and what we plan for 2006–07 (funding in 2006–07 is in addition to 2005–06 funding):

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Health education and physical education programs	<p>\$673,000</p> <ul style="list-style-type: none"> • Develop P–3 programs; implement 4–6 programs • Introduce Health/Personal Development and Relationships (Health/PDR) 7 • Develop Physically Active Lifestyles (PAL) 11, Physical Education Leadership • Parent health education pamphlets • More qualified physical education teachers 	<ul style="list-style-type: none"> • Targeted funds provided to school boards to hire eight physical education teachers • 4 health education parent pamphlets being developed • Developed PAL 11, Physical Education Leadership being developed • Support 4–6 program implementation 	<p>\$560,000</p> <ul style="list-style-type: none"> • Add 10 FTE physical education specialists • Develop courses (P–3) • Implement Health PDR 7, pilot Health PDR 8 • Develop Career and Life Management 11, Health and Human Services 12 • Publish parent pamphlets • Continue PD • Develop Learning resources • Pilot Food and Nutrition 8, Family Studies 10 	<ul style="list-style-type: none"> • Implement curriculum and resources as they are developed • Add teachers as resources allow • Implement 30 minutes of physical education per day

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Physical activity levels—support	<p>\$859,000</p> <ul style="list-style-type: none"> • Cost-share provincial co-ordinator • School board consultants to implement programming • Implement Community Use of Schools Framework 	<ul style="list-style-type: none"> • All school boards hired consultants with targeted funds • Provincial School Health Co-ordinator in place • Community Use of Schools Framework regulations being developed 	<p>\$306,000</p> <ul style="list-style-type: none"> • Top up grant to boards to maintain consultants • When regulations complete, implement Framework 	<ul style="list-style-type: none"> • Continue implementation • Increase physical activity in/out of school
Physical activity, grades 5–8 girls	<p>\$83,000</p> <ul style="list-style-type: none"> • Learning resources, awareness, PD, information for parents and SAC's 	<ul style="list-style-type: none"> • Resources have been identified and gathered • Grants provided to school boards • Workshops planned 	<ul style="list-style-type: none"> • Symposia will be held to include students • Parent information will be developed 	<ul style="list-style-type: none"> • Monitor effectiveness of actions and intervene as necessary
Public school leadership programs	<p>\$30,000</p> <ul style="list-style-type: none"> • Promote Duke of Edinburgh Awards peer activities, volunteering, service learning, other leadership development programs 	<ul style="list-style-type: none"> • NSHPP and DOE encourage students' participation in leadership programs • Enrolment in Duke of Edinburgh Awards increased • New fitness leadership program (older students work with younger ones) 	<ul style="list-style-type: none"> • Continue promoting and supporting Duke of Edinburgh Awards, and other leadership development programs 	<ul style="list-style-type: none"> • Continue support to expand participation, school wide enrichment programs; more leadership development programs and other NSHPP initiative support as resources allow
Healthy Foods in Schools	<p>NSHPP Budget</p> <ul style="list-style-type: none"> • Draft policy spring '05, for consultation • Begin phased-in implementation of policy 	<ul style="list-style-type: none"> • Draft policy complete • Plan three-year implementation schedule 	<ul style="list-style-type: none"> • Begin three-year implementation of new policy, including supports for schools 	<ul style="list-style-type: none"> • Continue to support introduction and implementation of policy
Expanded breakfast programs	<p>NSHPP Budget</p> <ul style="list-style-type: none"> • Building support for expanded program • Start extending to more elementary schools • Develop provincial quality standards 	<ul style="list-style-type: none"> • Grants to support and expand programs (P–6) • Co-ordinator hired to oversee building of support, start developing provincial standards 	<ul style="list-style-type: none"> • Continue grants • Finish developing standards • Continue developing guidelines • Start implementation 	<ul style="list-style-type: none"> • Continue building support, adding schools, and supporting schools to work toward standards of quality

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Positive Effective Behavioural Supports	\$155,000 <ul style="list-style-type: none"> • In 100 schools; up to 100 more • Start school board leadership training • Start tracking behaviour incidents 	<ul style="list-style-type: none"> • Introduced to 198 schools by March 2006 • Lead teams of eight for each school board were trained • Tracking form developed 	<ul style="list-style-type: none"> • In-service more schools • Pilot tracking form • Trained schools start tracking in September 2006 	<ul style="list-style-type: none"> • All schools trained by March 2008 • Use data to make decisions, address severe behavioural challenges • Improve behaviour interventions
More Youth Health Centres	NSHPP Budget <ul style="list-style-type: none"> • Identify suitable spaces; school boards renovate as required • Health partners to staff centres 	<ul style="list-style-type: none"> • Grants to school boards toward renovations • <i>Youth Health Centre Standards</i> completed 	<ul style="list-style-type: none"> • <i>Youth Health Centre Standards</i> to be reflected in new school construction 	<ul style="list-style-type: none"> • Continue identifying and opening health centres, as resources allow

4. Providing Time to Teach and Time to Learn

Today's youth need to know much more than ever before if they are to participate fully in a global society. We can help by preparing them to be ready to learn from the first day they enter school, and by ensuring they have smaller class sizes in the early years so children have the attention they need from their teachers to get students started right. We are taking a fresh look at the structure and use of instructional time, to ensure students have the time they need to learn, and teachers have more time to teach. These initiatives are in two categories:

- Time on Task
- Smaller Class Sizes

Here is what we planned for 2005–06, what we accomplished, and what we plan for 2006–07 (funding in 2006–07 is in addition to 2005–06 funding):

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Time to teach, time to learn	<p>\$0</p> <ul style="list-style-type: none"> • Require school boards to ensure best use is made of available instructional time, track and report on usage, improvements 	<ul style="list-style-type: none"> • With school board staff, identified areas of concern in use of time • Interim policy for 2005–06 year • Started electronic tracking of use of time, 10% of schools 	<ul style="list-style-type: none"> • Complete use of time tracking project • Analyse results, develop policy, implement, monitor changes • Identify any additional areas for study 	<ul style="list-style-type: none"> • Continue, monitor improvement, with partners identify other changes needed • Increase time on task
Pre-primary program pilots	<p>\$750,000</p> <ul style="list-style-type: none"> • Pilot several models as a basis for future evaluation 	<ul style="list-style-type: none"> • Program planning and evaluation criteria developed • Made legislative amendments to authorize pilots • 19 sites started during school year 	<p>\$866,000</p> <ul style="list-style-type: none"> • Second year of two-year pilot • Start preparing for evaluation, by developing an evaluation framework 	<ul style="list-style-type: none"> • Evaluate impact of program on student performance in grades primary, 1, and on relationships of students and parents with their schools
Continued class size reductions	<p>\$2,070,000</p> <ul style="list-style-type: none"> • Cap combined P–1 at 20, or add second non-teaching adult (NTA) 	<ul style="list-style-type: none"> • Funds provided to school boards to reduce class sizes as set out in government's <i>Blueprint</i> 	<p>\$6,900,000</p> <ul style="list-style-type: none"> • Cap grade 3 at 25 • Cap combined grades 1–2 and 2–3 at 20 or add NTA 	<ul style="list-style-type: none"> • Cap grades 3 and 4 at 25, combined classes grades 1–2 and 2–3 at 20 or add NTA
Address composition issues	<p>\$1,800,000</p> <ul style="list-style-type: none"> • Grades primary and 1 classes at 20 or add NTA 	<ul style="list-style-type: none"> • Funds available to school boards on application basis where needs were demonstrated 	<ul style="list-style-type: none"> • Grades 2 and 3 at 20 or add NTA 	<ul style="list-style-type: none"> • Extend to grades 2 and 3

5. Measuring and Reporting on Success

More and better information, better supports, sound educational decisions, and a greater focus on continuous improvement will result in improvements for students, classes, schools, school boards, and the province in general. The goal is to ensure that students know they have succeeded in school so that they can succeed in life. The two categories in this theme are:

- Assessment and Evaluation
- Reporting and Accountability

Here is what we planned for 2005–06, what we accomplished, and what we plan for 2006–07 (funding in 2006–07 is in addition to 2005–06 funding):

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Assessments in language arts, and math 3, 6, 9	\$460,000 <ul style="list-style-type: none"> • Advisory committees for each assessment: literacy and mathematics • Prepare and field test assessment tasks • Publish guidelines and final forms 	<ul style="list-style-type: none"> • Grades 3 and 9 French and English literacy assessment specifications being field tested • Grade 3 math assessment specifications being field tested 	\$300,000 <ul style="list-style-type: none"> • Complete development and administer • Expand literacy assessments to grade 9 • Expand math assessment to grade 3 	<ul style="list-style-type: none"> • Grades 3, 6, and 9 literacy assessment • Support students on literacy support plans • Teachers conduct P–3 assessment tasks • Grade 3 math assessment in place • Support students on Mathematics Support Plans
Elementary math and classroom assessment resources	\$500,000 <ul style="list-style-type: none"> • With Atlantic partners develop a P–3 classroom math assessment resource, with PD supports 	<ul style="list-style-type: none"> • Field test of P–1 resource complete • Grade 2–3 resource being developed 	<ul style="list-style-type: none"> • Start implementing classroom assessment resources, P–3 	<ul style="list-style-type: none"> • Continue support and implementation of resource
Minister's Report to Parents	\$25,000 <ul style="list-style-type: none"> • New format to include provincial, national, international assessment context information; school board progress reports 	<ul style="list-style-type: none"> • New format designed • School board success stories • Report drafted for publication in early 2006–07 	\$100,000 <ul style="list-style-type: none"> • Enhanced format—design, publication distribution • Spring 2006 publication 	<ul style="list-style-type: none"> • Continue publication of report in new format annually

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Graduate follow-up surveys	<p>\$80,000</p> <ul style="list-style-type: none"> • Link survey to high school program change, to study impact 	<ul style="list-style-type: none"> • Survey last performed with 1998 cohort; follow-up with this group 	<ul style="list-style-type: none"> • Develop and implement survey of 2006 high school graduates' post-grade 12 intentions 	<ul style="list-style-type: none"> • Follow-up survey in 2008 of 2006 grads • Assess results of surveys, consider program changes
Education program, service, and performance standards	<p>\$70,000</p> <ul style="list-style-type: none"> • Develop quality monitoring and reporting framework 	<ul style="list-style-type: none"> • Inventory of policies, program materials, regulations where standards are articulated • Monitoring framework being developed 	<ul style="list-style-type: none"> • Framework will be completed and introduced • Perform gap analysis • Work to more clearly link initiatives 	<ul style="list-style-type: none"> • Annual reporting • Systemic education accountability tool to track improvements in public school system
Student Information System	<p>\$415,000</p> <ul style="list-style-type: none"> • Complete planning phase; develop detailed requirements • Initiate procurement, contract negotiations 	<ul style="list-style-type: none"> • Consulting firm selected to perform detailed requirements • Work plan in place to complete planning, design and procurement phases very early in 2006–07 	<ul style="list-style-type: none"> • Decision on building system, or purchasing existing system • Next steps depend on foregoing decision 	<ul style="list-style-type: none"> • Next phases include detailed planning and preparation, procurement, and implementation

6. Strengthening Partnerships for Students' Benefit

Public education is a shared responsibility, and everyone, in the community and beyond, needs to contribute to students' success. The goal is to achieve the best possible results by working together. Within this theme are two types of partnerships:

- Direct School-Community Partnerships
- Value-Adding Outside Partnerships

Here is what we planned for 2005–06, what we accomplished, and what we plan for 2006–07 (funding in 2006–07 is in addition to 2005–06 funding):

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Strengthen School Advisory Councils	\$50,000 <ul style="list-style-type: none"> • Develop guide and manual to support role • Develop orientation and other workshops, support delivery • Establish regional co-ordination 	<ul style="list-style-type: none"> • Manual drafted, distributed to SAC co-ordinators for further input • Workshop materials under development • Each school board has assigned a person to provide support and co-ordination to SACs 	\$50,000 <ul style="list-style-type: none"> • Develop, print, and distribute resources • Regional conferences being planned 	<ul style="list-style-type: none"> • Additional supports, resources, orientation and school-board level co-ordination in place, with departmental co-ordination
Continued parent information	\$50,000 <ul style="list-style-type: none"> • More fact sheets and pamphlets • Conferences for parents • Implement provincial student report card 	<ul style="list-style-type: none"> • More pamphlets, fact sheets, brochures • Planned topics for parent conference • Progress on IPPs added to standard report card 	<ul style="list-style-type: none"> • Develop, print, and distribute pamphlets • Parent conferences 	<ul style="list-style-type: none"> • Additional parent information, including brochures, conferences related to special education program and services (SEIRC)
Education partnerships	\$100,000 <ul style="list-style-type: none"> • Upgrade Career Options tools and develop new labour market resources • Build labour market website with teacher interface 	<ul style="list-style-type: none"> • Career guide for students and parents, and teacher resource published in January • Labour market website launched in January 	\$45,000 <ul style="list-style-type: none"> • Continue adding resources to website 	<ul style="list-style-type: none"> • Ongoing

Initiative	Plan for 2005–06	Accomplished 2005–06	Plan for 2006–07	Four Year Target (by end 2008–09)
Community and business partnerships	<p>\$0</p> <ul style="list-style-type: none"> Local partnerships as part of O₂ Continue NSCC and university liaison 	<ul style="list-style-type: none"> Partnerships strengthened as part of first year of O₂ Liaison with NSCC and university to further joint efforts 	<ul style="list-style-type: none"> Continue building existing partnerships, identify additional ones 	<ul style="list-style-type: none"> Continue building new partnerships and collaboration to support school and student success
Government partnerships	<p>\$0</p> <ul style="list-style-type: none"> Build NSHPP, school board relationships Continue NSHPP collaboration Continue cross-departmental co-ordination for children/youth 	<ul style="list-style-type: none"> DOE-NSHPP collaboration is close and mutually supportive NSHPP and school boards are working well together 	<ul style="list-style-type: none"> Identify/pursue other collaboration with departments via Children and Youth Action Committee (CAYAC) Continue building relationships with new partners 	<ul style="list-style-type: none"> Continue building new partnerships and collaborate to support school and students' learning and achievement
* NEW * Expanded Artists in Schools program			<ul style="list-style-type: none"> Artists in Schools brings the arts community and schools together to enhance student learning in the arts 	<ul style="list-style-type: none"> Strong links of arts partners in communities and schools in more regions of Nova Scotia