



OUR JOURNEY. OUR STORY.



Northern Gateway
Public Schools



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Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Board Chair, Barb Maddigan
 Vice Chair, Christine Peck
 Diane Hagman
 Jim Hailes
 Deb Koloski
 Judy Muir
 Sally Petryshen
 Gerry Steinke
 Linda Wigton

Message from the Board Chair

Barb Maddigan
Board Chair

Over the past few years we have faced unique and historically unprecedented challenges in providing education for our children and youth. As we move forward, we must continue to take every opportunity to fill gaps created through the pandemic and also prepare for the introduction of the new curriculum. It is into this environment of swirling challenge and opportunity that, on behalf of the Northern Gateway Public Schools Board of Trustees, we present our growth and enhancement plan detailing the work of the Division over the next year.

This plan, built through collaboration with parents, students, staff and the community at large, sets meaningful goals and measurable objectives to promote the working together of all of our partners for the increased achievement and success of our children and youth. Focusing on classroom instruction, common sense skills, emotional support and growth, and with an eye always to our local contexts, we will strive to provide the highest quality learning environment we can.

As Trustees we are proud of the diversity and strength of our communities, celebrating our differences and aiming for responsible and prudent governance. This includes an increased focus on communication and insight into Board work including the use of social media and platforms such as ngpsTALK to open new dialogues and gather perspectives to help us further support our students.

Trustees are always open to questions and communication from our communities and partners. Please feel free to contact any member of our school board for further information.

Message from the Superintendent

Northern Gateway Public Schools' Education Plan contains many pieces of information about all sorts of the different ways we do things and at the core of all of them is student success. What does student success mean and more importantly how do we get there? I like to use the following questions asked by Rick Dufour (slightly modified by a colleague) as a starting point:

What do we want our students to know?
How will we scaffold the teaching so that students can learn?
How will we keep the learning engaging and applicable?
How will we know if the student has learned it?
What will we do if they do or don't learn it?

It is these questions that I believe the Education Plan sets out to answer. We want our students to be literate and numerate, to be respectful, appreciate different cultures while understanding their own, and be able to apply their skills and knowledge to accomplish real world tasks. Each of the plan outcomes is focused on one of these building blocks, creating a solid foundation for student growth and achievement.

To support the growth of our students we work together to build excellence in teaching instruction and ensure that governance supports, rather than hinders, the efforts of our staff and students. The better we teach, the more effective and efficient our systems are, the better our students will learn. Outcome 4 explains instruction, how master teachers operate and what we need to learn and practice to get stronger in our classroom practices. Outcome 5 focuses on governance, systems and leadership, and how they enfold and support classroom instruction and thus student growth and learning.

Perhaps it is an ambitious plan. There is talk of seeking more excellence, more strengths, more resilience, and systematic improvement to remove weaknesses and deficits. But this plan is not meant as a mere vision: inspiring, but unattainable. No, this plan is about hard work, deep thinking and potentially painful self-reflection because it is attainable; not for an individual maybe, but certainly for us as a group; and for us as Northern Gateway, because we know that each of us matters, we've got this, and we are just getting started.



A handwritten signature in black ink, appearing to be 'KB', written over a horizontal line.

Kevin Bird
Superintendent of Schools

Accountability Statement for the Three Year Education Plan

Northern Gateway Public Schools' (NGPS) Education Plan for the three years commencing August 30, 2022, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

Our Journey. Our Story: Northern Gateway Public Schools' Three Year Education Plan 2022-25 was approved by the Board on May 24, 2022.

Publication

Our Journey. Our Story: Northern Gateway Public Schools' Three Year Education Plan 2022-25 will be available on the NGPS website, on May 31, 2022.

Parents, school councils, stakeholders and community members are encouraged to provide feedback on the plan that will offer critical input into the next planning and preparation cycle.

The Board promotes NGPS through the Three Year Education Plan, regular Board meetings and Board highlights, individual School Action Plans, school communications, attendance at school council, town and municipality meetings, as well as online and social media platforms.

Introduction to Assurance Planning

Alberta’s Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Education partners throughout the system must demonstrate they are meeting their responsibilities across 5 assurance areas:

Student Growth and Achievement: The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

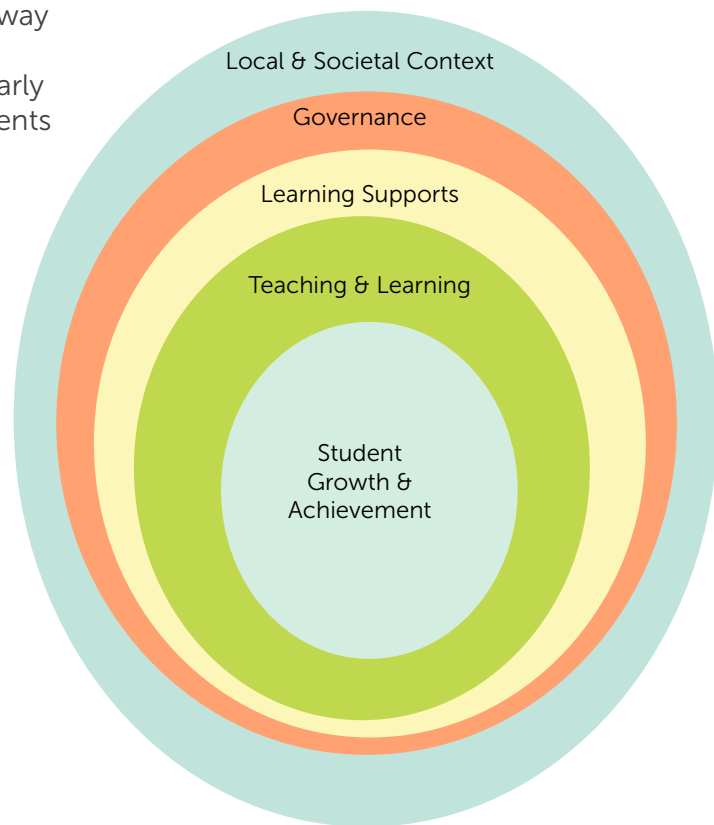
Teaching and Leading: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Assurance is focused on demonstrating to stakeholders that the education system is meeting the needs of students. Northern Gateway Public Schools aims to achieve this through stakeholder engagement, ongoing communication, and through clearly articulating the dimensions of quality learning environments to serve as a foundation for effective research-based instructional practice.



Alberta Assurance Framework, Alberta Education. Alberta Education Funding Manual for School Authorities 2022-23. <https://open.alberta.ca/publications/1485-5542>, Accessed 30 May 2022.

Local and Societal Context

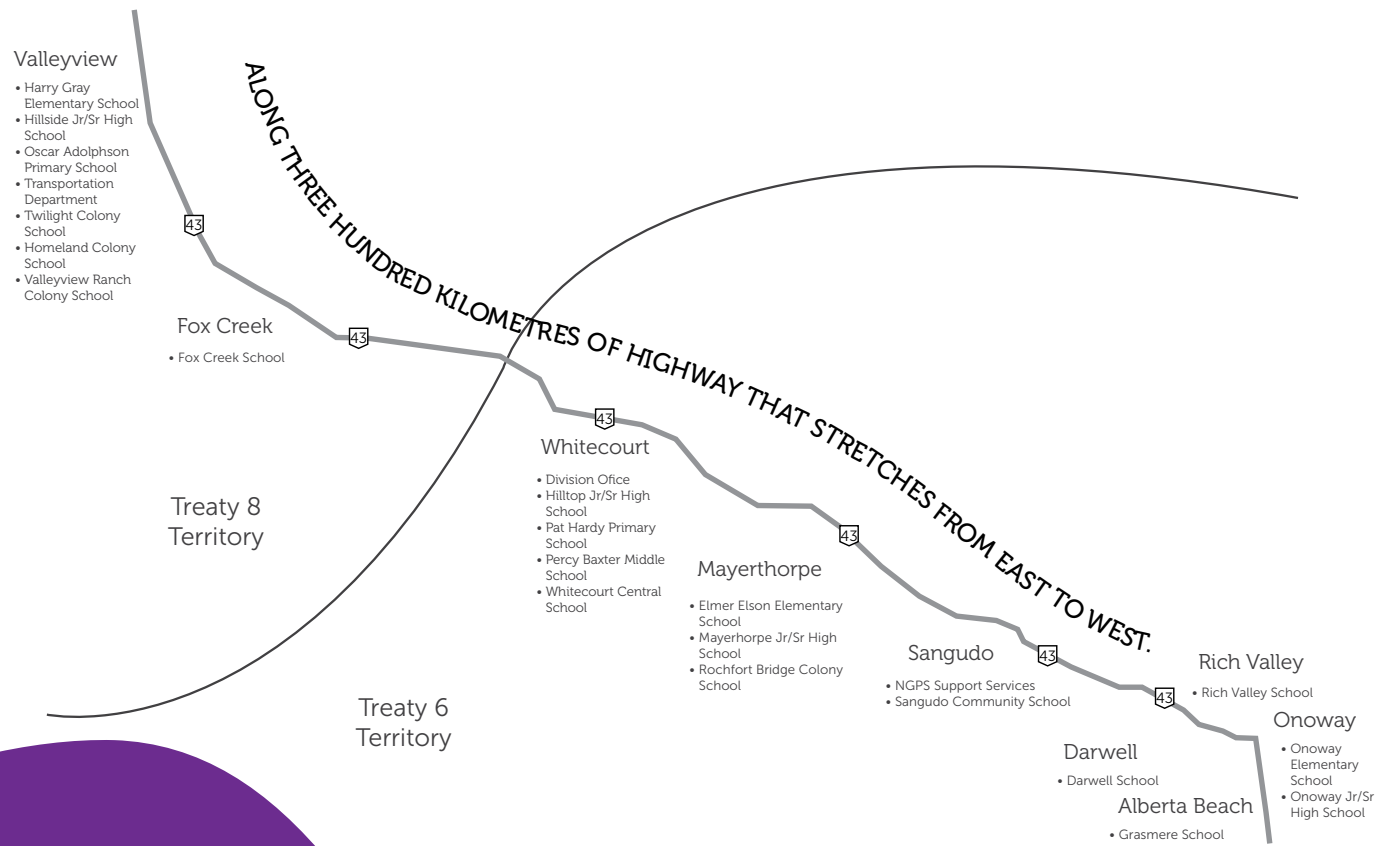
Northern Gateway Public Schools spans over 350 kilometres of rural north central Alberta. With a staff complement of 285 teachers and 237 support staff, we serve 4,600 students in 16 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek and Valleyview. NGPS also has a school located on each of the following colonies: Homeland, Rochfort Bridge, Twilight and Valleyview Ranch.

Located along the Highway 43 corridor, NGPS is primarily a rural school division which shares geographical area with three counties, Big Lakes, Lac Ste. Anne and Woodlands and two municipal districts, Greenview and Smoky River. The east end of the division (Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo and Mayerthorpe) is largely agricultural, while the economies of Whitecourt, Fox Creek and Valleyview areas depend on oil, gas, agriculture and forestry.

NGPS boundaries extend into Treaty 6 and Treaty 8 territories and it is committed to supporting the First Nations, Métis and Inuit learners who comprise approximately 20% of its students. NGPS values and appreciates a long-standing relationship with Sturgeon Lake Cree Nation and Alexis Nakota Sioux Nation and looks forward to continuing to work together to meet the educational needs of First Nations students.

serving
4,600
students

in 20
schools



Foundation Statements

Our Story

No matter who you are, you can learn here.

From the students, to the teachers, to the principals and staff.

Because here, education happens every minute, in every corner, of every school. Here, it isn't a between-the-bells thing. It's a lifelong thing.

It's a division-wide, school-to-school, network of learning. Where we never give up and we can't be more proud.

Why?

Because we know learning makes us better.

Better students, better teachers, better leaders.

It brings our communities closer and helps great ideas take shape.

How do we do it?

By understanding that every student is unique.

By creating a space where every student feels welcome.

And by inviting the whole family to participate in their education.

We do it by teaching and inspiring, the whole child, until we create an environment where every student leaves school saying:

I matter.

I've got this.

I'm just getting started.

Motto

Learning for life. Together.

Values

As leaders, we focus on The Three C's:

Community
Collaboration
Creativity

Our Schools

DARWELL SCHOOL

Darwell

ELMER ELSON ELEMENTARY SCHOOL

Mayerthorpe

FOX CREEK SCHOOL

Fox Creek

GRASMERE SCHOOL

Alberta Beach

HARRY GRAY ELEMENTARY SCHOOL

Valleyview

HILLSIDE JR/SR HIGH SCHOOL

Valleyview

HILLTOP JR/SR HIGH SCHOOL

Whitecourt

HOMELAND COLONY SCHOOL

Valleyview Area

MAYERTHORPE JR/SR HIGH SCHOOL

Mayerthorpe

ONOWAY ELEMENTARY SCHOOL

Onoway

ONOWAY JR/SR HIGH SCHOOL

Onoway

OSCAR ADOLPHSON PRIMARY SCHOOL

Valleyview

PAT HARDY PRIMARY SCHOOL

Whitecourt

PERCY BAXTER SCHOOL

Whitecourt

RICH VALLEY SCHOOL

Rich Valley

ROCHFORD BRIDGE COLONY SCHOOL

Rochford Bridge

SANGUDO COMMUNITY SCHOOL

Sangudo

TWILIGHT COLONY SCHOOL

Valleyview Area

VALLEYVIEW RANCH COLONY SCHOOL

Valleyview Area

WHITECOURT CENTRAL SCHOOL

Whitecourt



Northern Gateway Public Schools supports those who have a hand in every child's education by fostering a program-rich learning environment. We believe our journeys, communities, imagination/innovation, and growth lead to engagement and provide opportunities for students to achieve success and fulfillment.

Enrollment Trends

School	2021-22	2020-21	2019-20	2018-19	2017-18
Darwell	160	156	177	176	168
Elmer Elson	287	281	281	295	281
Fox Creek	299	314	342	338	342
Gateway Academy Fox Creek	9	13	8	10	16
Gateway Academy Onoway	9	16	20	10	15
Gateway Academy Valleyview	31	32	55	46	52
Gateway Academy Whitecourt	80	100	94	54	43
Grasmere	135	131	149	142	148
Harry Gray	108	96	134	134	151
Hillside Jr/Sr High	367	363	394	417	428
Hilltop High	518	487	533	495	455
Homeland Colony	35	32	35	31	32
Mayerthorpe Jr/Sr High	261	245	281	263	271
Onoway Elementary	419	435	483	483	472
Onoway Jr/Sr High	474	498	513	519	508
Oscar Adolphson Primary	139	157	163	165	171
Pat Hardy	344	294	331	311	335
Percy Baxter	356	365	382	354	351
Rich Valley	116	119	129	136	127
Rochfort Bridge Colony	14	13	10	11	6
Sangudo Community	101	80	109	111	124
Twilight Colony	30	28	26	25	21
Valleyview Ranch Colony	3	3	3	3	2
Whitecourt Central	316	317	397	394	383
Total	4601	4567	5049	4923	4902



Community Engagement

Northern Gateway Public Schools recognizes that in a rapidly changing world and with increased expectations being placed on school systems, its work cannot be accomplished in isolation. Increasingly, effective partnerships within our communities, between jurisdictions, with other ministries, and with private industry are being explored. NGPS has worked to maintain long established partnerships while reaching out to build new ones in support of providing quality education to students.

Throughout NGPS, students are invited to participate in formal and informal educational partnerships through community events. Community members are invited to share their expertise and passions with students. These experiences continually extend the four walls of schools to support meaningful and relevant education. Opportunities such as reading with community seniors or participating in a Registered Apprenticeship Program (RAP) ensure students are connected to their communities and community members are better informed of school cultures and programs. NGPS students and teachers readily engage in supporting the community and are fortunate to have that support reciprocated.

Parental Involvement

Each school provides parents and community representatives with the opportunity to join a school council which may consist of students, parents, staff and community members. School councils meet to discuss issues and undertake initiatives that will lead to betterment of the school community. Consistent with the requirements of the province, elections are held each year to choose the school council executive. Through a variety of platforms, council members provide feedback to NGPS on school policy and procedures, educational initiatives, student programming, and school action plans.



Stakeholder Engagement

As we plan to achieve improved student success and well-being we will continue to explore communication and engagement strategies with our stakeholders.

Division schools are expected to:

- create action plans led by the principal in consultation with staff, school council and, where appropriate, students.
- review data with their school councils and staff
- continually review and revise action plans

NGPS has purchased a software license to a crowd sourcing tool called [bangthetable](#). We plan to leverage this tool to further engage our school communities and stakeholders on a variety of topics.

The following is a summary of engagements that have taken place during this stage of the planning and reporting cycle.

Date	Stakeholder	Engagement Summary
October 2021 - January 2022	All staff were invited to participate in a comprehensive Wellness Survey. Additionally, a representative sample of staff participated in interviews	The staff survey was a preliminary action towards developing a system wide comprehensive wellness plan. A video message from the Superintendent and a written introduction to the survey was shared. The research-based survey was developed through the University of Alberta in collaboration with blulantern.ca/beam4 .
January 19, 2022	School Council Representatives Board of Trustees	NGPS met virtually with representation from each school council and the Board of Trustees. This engagement included a presentation by the Alberta School Council Association where councils were asked: 1) When you hear the word 'school' what do you think? 2) What makes a school community a welcoming, caring, respectful, and safe environment? Participants had breakout room discussions to set the stage for priority planning sessions. Summary of topics discussed .
February 24, 2022	Curriculum Advisory Group	NGPS Leadership met with a Curriculum Advisory Group to discuss aspects of the implementation plan for the 2022-23 school year. This group, which includes administration and teacher representatives, discussed mindset, change theory, depoliticizing and professionalizing the work, the seven essential conditions for successful implementation, and how we can leverage and influence the new curriculum to get closer to our aspirations for our students (2022. Rincon-Gallardo).

Stakeholder Engagement

Date	Stakeholder	Engagement Summary
February 28, 2022	Board of Trustees	<p>NGPS Leadership met with the Board to begin priority planning for the 2022-25 Three Year Education Plan. Trustees were asked:</p> <p>When students graduate from NGPS, what skills, competencies and knowledge do we want them to have?</p> <p>Who will they be? How will they matter? How are we going to get them there? What are the potential barriers that we need to consider, and how can we overcome those barriers? Summary</p>
March 4, 2022	Curriculum Advisory Group	<p>NGPS Leadership through ERLC facilitation, presented the Ministerial Order, Guiding Framework and Architecture of the Draft Curriculum.</p>
March 23, 2022	Administrators	<p>Strategic Planning Session</p> <p>NGPS Leadership met with Administrators to begin priority planning for the 2022-25 Three Year Education Plan. Administrators were asked:</p> <p>When students graduate from NGPS, what skills, competencies and knowledge do we want them to have?</p> <p>Who will they be? How will they matter? How are we going to get them there? What are the potential barriers that we need to consider, and how can we overcome those barriers? Summary</p>
March 25, 2022	Parents, Community Members	<p>Strategic Planning Engagement</p> <p>NGPS launched a Prioritizing for Three Year Education Planning project using the online tool, ngpsTALK. Three questions were posed:</p> <p>As your child(ren) graduate(s) and leaves NGPS, what skills, knowledge and attitudes do you want them to leave with?</p> <p>What can we do as a collective to help students attain these skills, knowledge and attitudes?</p> <p>What are some of the barriers that we may need to address in order for students to attain the necessary skills, knowledge and attitudes?</p> <p>Summary</p>
April 2022	Wellness Survey sent out to parents and students	<p>The survey utilized by NGPS is grounded in research and was developed through the University of Alberta in collaboration with Blulantern.</p>

Stakeholder Engagement

Date	Stakeholder	Engagement Summary
April 27, 2022	School and Senior Administrators	School and senior administrators met to look at the data collected from the previous engagements. Senior administrators presented the priority areas for the 2022-25 Education Plan.
May and June 2022	Initial overview of Staff Wellness Survey by Learning Services Communication Plan for May/June 2022	NGPS Learning Services completed a high level overview of the initial staff survey results. A Communication Plan for May and June 2022 was developed and executed. Next steps for Fall 2022 include: Forming a Wellness Advisory Group for data analysis and strategic planning around the Workplace Wellness Comprehensive Plan. Information sessions planned throughout the year for all staff on the overarching topics of Self-Care and Healthy Boundaries
June 2022	School Administration	NGPS Leadership, through ERLC facilitation, presented the Ministerial Order, Guiding Framework and Architecture of the Draft Curriculum.
June 2022	Teachers School Administration	The Edmonton Regional Learning Consortium (ERLC) in partnership with NGPS will present 5 curriculum sessions in June.
July-August	K-6 Teachers	The ERLC and NGPS will host 2 summer institutes - July 19-21 and August 16-18 - for any K-6 teacher who wishes to get a head start on planning for the new curriculum implementation starting in September.

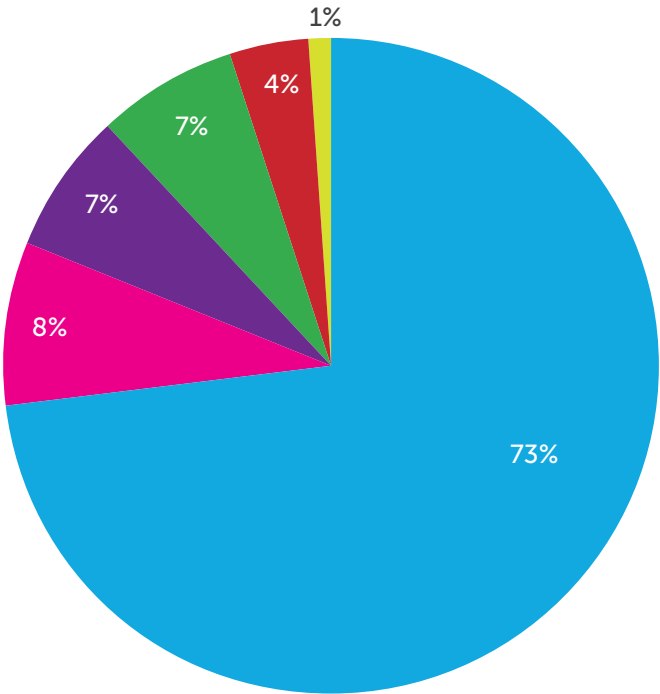


Budget Priorities

NGPS' annual budget for the 2022-23 school year is projected to be \$71, 487, 553. This represents an increase of \$851,595 (1.2%).

Division expenditures are as follows:

- Student Instruction
- Student Transportation
- Capital & Debt Services
- Plant Operations & Maintenance
- System Administration & Board Governance
- External Services



Division expenditures are as follows:

- Student Instruction
- Student Transportation
- Capital & Debt Services
- Plant Operations & Maintenance
- System Administration & Board Governance
- External Services

Northern Gateway Public Schools' Budget can be found on ngps.ca.

Planning and Reporting Cycle



Northern Gateway Public School's planning and reporting process occurs in a continuous improvement cycle. It involves:

- developing and updating plans based on results and provincial direction
 - engaging stakeholders at various points throughout the process
 - preparing budgets based on priorities
 - developing collectively the NGPS Quality Learning Environments to serve as a foundation for reflecting on effective research-based instructional practices.
- The purpose is to:
- ensure that division-wide quality instruction is clearly articulated, co-constructed, supported by research and embedded in the culture of NGPS
 - determine an understanding of the non-negotiables for quality pedagogy in every school, by establishing a commonly understood foundation of universal classroom practice.
- measuring, analyzing and reporting results
 - using results to identify areas for improvement and to develop strategies and targets for the next plan
 - communicating with stakeholders about school authority plans and results





Data

Information to determine progress is primarily gathered through the use of:

- data obtained throughout the school year and trend data over time
- Alberta Education's Assurance Survey
- data obtained from the Provincial Achievement Tests (PATs) and Diploma (DIPs) Examinations (due to COVID-19 pandemic disruptions, PAT and DIP data from recent years is unavailable)
- data is obtained through the approved early learning assessments
 - Alberta Education Literacy Screens
 - The Letter Name-Sound Assessment (LeNS)
 - The Castles and Coltheart 3 Assessment (CC3)
 - Alberta Education Numeracy Screening Assessment
- Alberta Education's Business Plan
- stakeholder engagements
- local Assessment such as:
 - Math Intervention Programming Instrument (MIPI)
 - Fountas and Pinnell Baseline Assessment (F&P)
 - Early Years Evaluation - TA (EYE-TA)
 - Highest Level Achievement (HLAT)
- attendance rates, themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy)
- results from the previous year's cycle were reported in November

*Note: The NGPS Education Plan 2022-25 priorities/outcomes have been identified through data analyzed as part of the Annual Education Results Review process for NGPS as well as from stakeholder engagement processes.

Education Plan Overview

Summary from Data Collected and Engagement Processes	Resulting Priority Areas	Key Strategies
<p>Strong instructional practice in our classrooms supports and develops students who have competencies to authentically apply their learning. These competencies include:</p> <ul style="list-style-type: none"> critical thinking communication problem solving collaboration managing information cultural and global citizenship creativity and innovation personal growth / well-being 	<p>Quality Learning Environments which demonstrate high standards of instruction are essential and expected in every school, classroom and workplace in NGPS.</p> <p>See Outcome 4 on page 21</p>	<p>Schools are committed to providing a Quality Learning Environment for all students.</p> <p>Provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement through the processes and structures of Collaborative Team Meetings.</p>
<p>The core work of the education system is to have students achieving the acceptable standard and the standard of excellence through obtaining strong skills and knowledge in literacy and numeracy.</p>	<p>Literacy and Numeracy All teachers will use researched based instructional strategies which support the foundation of how children learn.</p> <p>See Outcomes 1-2 on pages 18-19</p>	<p>Implement the new, province wide K-3 curriculum of English Language Arts and Literature, Mathematics and K-6 Physical Education and Wellness. Pilot the 4-6 English Language Arts and Literature and Mathematics. There will be a continued focus on K-12 literacy and numeracy.</p>
<p>Individual, cultural and workplace well-being is noted as a necessary focus from all stakeholder groups as it directly impacts student achievement and success.</p>	<p>NGPS is committed to developing a Comprehensive Workplace Wellness strategic plan to guide action and implementation of specific strategies that support a culture of wellness.</p> <p>See Outcomes 1-4 on pages 18-21</p>	<p>Support K-12 student and staff wellness in response to the data collected through the Beacon4+ Wellness and Diversity Data Collection Tool.</p>

Provincial Domain: Student Growth and Achievement

Learners are Successful

Domain: Student Growth and Achievement

Outcome 1: Learners achieve acceptable and excellence standards in curricular outcomes.

Strategies

- Implement the new, province wide K-3 curriculum of English Language Arts and Literature, and Mathematics with a focus on foundational literacy and numeracy development and the K-6 Physical Education and Wellness curriculum.
- Pilot the new grades 4-6 curriculum of English Language Arts and Literature and Mathematics with a focus on foundational literacy and numeracy development.
- Increase opportunities for hands-on learning experiences through collegiate high schools, apprenticeship programs and vocational education.
- Implement ECS-Grade 3 assessments in language and math to help assess progress in the critical early years.
- Use data collected through annual assessments which inform responsive instruction to meet student needs:
 - Early Years Evaluation (EYE-TA)—readiness
 - Fountas & Pinnell (F&P)—literacy
 - Highest Level of Achievement Test (HLAT)—literacy
 - Math Intervention/Programming Instrument (MIPI)—numeracy
- Provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement through the processes and structures of Collaborative Team Meetings.
- Schools are committed to providing a [Quality Learning Environment](#) for all students.
- Provide and model strategies that support the implementation of the new K-6 Physical Education and Wellness curriculum.
- Support K-12 wellness in response to the data collected through the Beacon4+ Wellness and Diversity Data Collection Tool.
- Student competencies are developed while encountering unfamiliar or challenging situations and/or confronting the real world, hands on experiences.
- Utilize parent relationships and the understanding of cultural diversity to explain and or improve attendance.

Measures

Required Provincial Measures:

- Diploma Exam Results
- Provincial Achievement Test Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality
- Access to Supports and Services
- First Nations, Métis and Inuit Student Success
- Castles and Colheart Test (CC3)
- Letter Name-Sound Test (LeNS)
- Numeracy screening assessment

Required Local Components

- EYE-TA Data
- F&P Benchmark
- HLAT
- MIPI

Provincial Domain: Student Growth and Achievement

Learners are Successful

Domain: Student Growth and Achievement

Outcome 2: Northern Gateway Public Schools' First Nations, Métis and Inuit Learners achieve acceptable and excellence standards in curricular outcomes.

Strategies

- Competencies are developed through confronting real world, contextual and hands-on experiences.
- Apply a deeper understanding of Foundational Knowledge of First Nation, Métis and Inuit peoples through the work of NGPS, First Nations, Métis and Inuit school advocates, students, teachers and leaders.
- Engage and collaborate with neighbouring First Nations, Métis and Inuit leaders, organizations and communities to develop and apply action plans demonstrating the foundational knowledge of First Nations, Métis and Inuit for the benefit of all students.
- Incorporate authentic learning opportunities in our classrooms.
- Support the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations.
- Act upon the Truth and Reconciliation Calls to Action.
- Provide and model strategies that support the implementation of the new Physical Education and Wellness curriculum.
- Support K-12 wellness in response to the data collected through the Beacon4+ Wellness & Diversity Data Collection Tool.
- Utilize parent relationships and the understanding of cultural diversity to explain and or improve attendance.

Measures

Required Provincial Measures:

- Survey measure of Safe and Caring
- Survey measure of Student Inclusion
- Survey measure of Access to Supports and Services
- Survey measure of Education Quality
- Castles and Colheart Test (CC3)
- Letter Name-Sound Test (LeNS)
- Numeracy Assessment

Required Local Components

- Survey of First Nations, Métis and Inuit Advocates
- Disaggregated student achievement measures from the NGPS Accountability Pillar results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion)
- Disaggregated student achievement local measures (MIPI, EYE-TA HLAT, F&P Benchmark)



Provincial Domain: Learning Supports

Learners are Supported

Domain: Learning Supports	
OUTCOME 3: Learners are educated in a system that respects diversity and is inclusive.	
Strategies	Measures
<ul style="list-style-type: none"> • NGPS prioritizes student growth and achievement by utilizing programs, resources and supports to meet student needs. • Collaborative Team Meetings provide the framework for improving student achievement by considering supports for each student. • Local data is used to build, inform and deliver a learner profile to address the unique needs of students. • Instructional support plans are data driven and strength based. • Utilize parent relationships and the understanding of cultural diversity to explain and or improve attendance. • Provide learning environments which support social emotional, physical, and mental well being through utilizing the baseline data collected on the Beacon4+ Wellness & Diversity Data Collection Tool. 	<p>Required Provincial Measures:</p> <ul style="list-style-type: none"> • Survey measure of Safe and Caring • Survey measure of Student Inclusion • Survey measure of Access to Supports and Services • Survey Measure of Education Quality • Castles and Coltheart Test (CC3) • Letter Name-Sound Test (LeNS) • Numeracy Assessment <p>Required Local Components:</p> <ul style="list-style-type: none"> • Survey of First Nations, Métis and Inuit Advocates • Disaggregated student achievement measures from the NGPS Accountability Pillar results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion) • Disaggregated student achievement local measures (MIPI, EYE-TA, HLAT, F&P)

Learn more about the NGPS' Quality Learning Environment!



Provincial Domain: Teaching and Leading

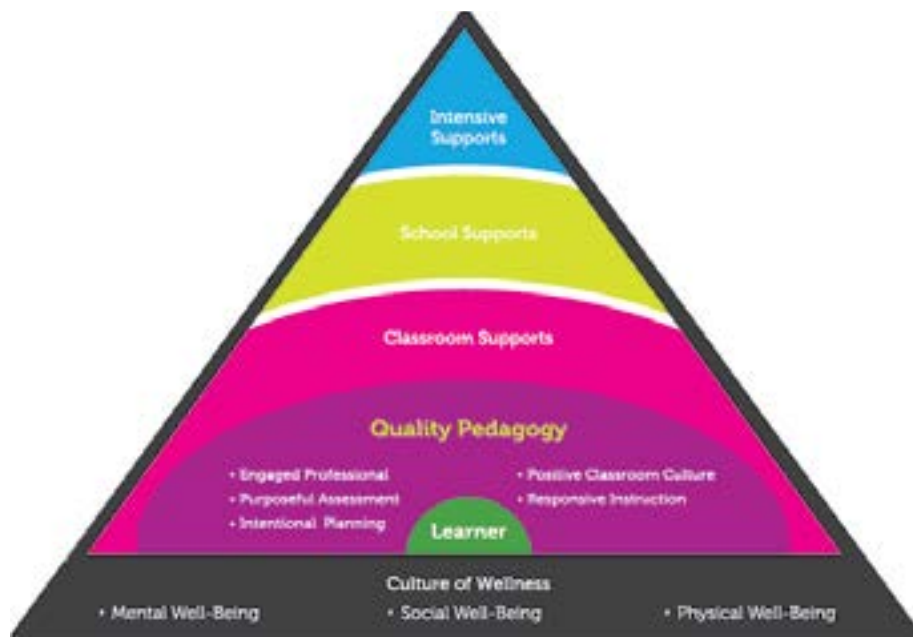
Learners are Supported

Domain: Teaching and Leading	
OUTCOME 4: Learners have excellent teachers, school and school authority leaders.	
Strategies	Measures
<ul style="list-style-type: none"> • Division administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard / Superintendent Leadership Quality Standard. • School administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard. • Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard. • Schools prioritize and NGPS classroom teachers apply the five quality pedagogy domains of the Quality Learning Environment (QLE) in their classroom practice and through Collaborative Team Meetings. <ul style="list-style-type: none"> • Intentional Planning • Responsive Instruction • Purposeful Assessment • Engaged Professional • Positive Classroom Culture • NGPS offers a mentoring and coaching program to its cohort of teachers new to the profession. • Through the collaborative process of the QLE work, leadership teams build capacity as instructional leaders to lead learning at each site. • NGPS offers a variety of professional learning, side by side coaching and external education consultants to build the capacity of school staff. • NGPS conducts Collaborative Team Meeting (CTM) Reviews - how to improve facilitation, making them powerful and meaningful, changing the school culture as a teacher and instructional team. • NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration. <ul style="list-style-type: none"> • Principals participate within their cohort to develop their instructional leadership capacity utilizing the framework of CTM • Provide opportunities for further learning on the following: <ul style="list-style-type: none"> • Dossier Applications • PowerTeacher Pro and Gradebook • Powerschool Parent Portal and communicating to parents about its use. • Utilize baseline data from the Beacon4+ Wellness and Diversity Data Collection tool to develop a comprehensive workplace wellness plan. 	<p>Required Provincial Measures:</p> <ul style="list-style-type: none"> • Survey measure of Education Quality <p>Required Local Components</p> <ul style="list-style-type: none"> • Alignment and utilization of the School Action Plan to provide evidence of visionary (strategic planning) and instructional (implementation of the plan) leadership • Artifacts and evidence of Professional Learning work relative to quality pedagogy in a QLE • Surveys related to QLE work • Results/notes from school assurance meetings • Strategic planning documents • ngpsTALK

Provincial Domain: Governance

Learners are Supported

Domain: Governance	
OUTCOME 5: Learners are educated in a well governed system.	
Strategies	Measures
<ul style="list-style-type: none"> Staff and student well-being will be supported through programming and education. <ul style="list-style-type: none"> i.e.) expansion of Mental Health Capacity Building programs (Division funded) i.e.) develop a comprehensive workplace wellness strategic plan Advocate tirelessly for mental health well-being supports NGPS creates, maintains and fortifies community partnerships and relationships. NGPS effectively manages its resources. Investigate additional strategies in the following categories: <ul style="list-style-type: none"> Advocacy Communication Engagement 	<p>Required Provincial Measures:</p> <ul style="list-style-type: none"> Survey measure of Parent Involvement Survey measure of Welcoming, Caring, Respectful, and Safe Learning Environments School Authorities provide the amount budgeted for 2021-22, the amount spent and the variance between these amounts for operational expenses. <p>Required Local Components</p> <ul style="list-style-type: none"> Survey measure of School Improvement ngpsTALK



The Quality Learning Environment Pyramid of Supports

Capital Plan 2022-25

Three-year capital plans will be the basis of the government's annual review and assessment of capital projects and priorities based on project drivers and needs criteria:

- Health and Safety
- Building Condition
- Enrollment Pressures
- Functionality and Programming
- Legal Rights

Ultimately, the Division's Three Year Capital Plan will identify projects that will be approved to move to the next phase of the gated process; Project Evaluation and Prioritization.

The Division's 2022-25 Three Year Capital Plan requests the following capital projects:

- 1. Valleyview K-12 Replacement School**
- 2. Whitecourt Attendance Zone K-5 Replacement School**
- 3. East End K-9 Replacement School for Darwell and Alberta Beach**

The Valleyview replacement school has been Northern Gateway Public Schools' number one priority since the 2016-19 Capital Plan.

►View Northern Gateway Public Schools' [Three Year Capital Plan](#).



Teachers are guided
by the Alberta
Education Teaching
Quality Standard