



OUR JOURNEY. OUR STORY.



Northern Gateway
Public Schools



Table of Contents

Message from the Board Chair	2
Message from the Superintendent	3
Accountability Statement	4
Publication	4
Land Acknowledgment	5
Foundational Statements	6
Introduction to Assurance Planning	7
Local and Societal Context	8
Schools and Enrollment	9
Community Engagement	10
Parental Involvement	10
Stakeholder Engagement	10
Stakeholder Engagement Summary	11
Budget Priorities	12
Data	12
Planning and Reporting Cycle	13
Education Plan Overview	14
Provincial Domain: Student Growth and Achievement	16
Provincial Domain: Learning Supports	17
Provincial Domain: Teaching and Learning	18
Provincial Domain: Governance	19
Capital Plans	20



Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Back row:

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Gerry Steinke
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Diane Hagman
Sally Petryshen
Judy Muir

Front row:

Barb Maddigan
Christine Peck

Message from the Board Chair



Barbara Maddigan

Barbara Maddigan
Board Chair

Now that the 2022-23 school year is coming to a close, the Board of Trustees will take time to reflect on the challenges met and the accomplishments attained by both the staff and the students of Northern Gateway Public Schools. The learning gaps created by the pandemic are gradually being closed, while new curriculum has been implemented and integrated in our primary and secondary grades. It is within this atmosphere of learning and growth that the Northern Gateway Public Schools' Board of Trustees presents to you our current growth and enhancement plan, detailing the work of our Division for the upcoming school year.

Our Three Year Education Plan is built through collaboration with students, parents, staff and our community at large. What we hear and learn from these collaborations is incorporated into the Division's objectives and goals, thereby promoting the work of all of our partners and the ever increasing achievement and success of our students. Division Staff continue to strive towards providing the highest quality learning environment possible, while sharing with students the gift that is Life-Long Learning.

The Trustees of Northern Gateway Public Schools celebrate our communities. We are proud of your diversity, your strengths, and we celebrate your differences. We encourage our communities to contact trustees with their questions and concerns, whether that is through a phone call, email, social media or ngpsTALK. Your perspectives help us to understand and further support the needs of our students.

Please contact any member of our Board for further information.



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 others while understanding themselves, 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 their value, discover their talents and imagine a future where their contribution matters.

Message from the Superintendent



Kevin Bird
Superintendent of Schools

Accountability Statement for the Three Year Education Plan

The Education Plan for Northern Gateway Public Schools (NGPS) for the three years commencing August 31, 2021, 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 23, 2023.

The Board reviewed and approved the 2023-24 Education Plan on May 23, 2023.



Barbara Maddigan
Board Chair



Kevin Bird
Superintendent of Schools

Publication

Our Journey. Our Story: Northern Gateway Public Schools Three Year Education Plan 2023-24 was made available on the NGPS website, ngps.ca/reports-and-publications/reports, on May 31, 2023.

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 advancement plans, school communications, attendance at school council, town and municipality meetings, as well as online and social media platforms.



Land Acknowledgement

As we honor the Education Calls to Action put forth by the Truth and Reconciliation Commission, Northern Gateway School Division acknowledges the two treaty areas spanning our Division.

Northern Gateway School Division Acknowledges Treaty 6 Territory - the ancestral and traditional territory of the Cree, Dene, Blackfoot, Saulteaux, and Nakota Sioux. Northern Gateway School Division also acknowledges Treaty 8 Territory - the ancestral territory of the Cree and Dene on which the communities of Valleyview and Fox Creek are located.

We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



Foundational Statements



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:



Alberta Assurance Framework, Alberta Education. Alberta Education Funding Manual for School Authorities 2022-23. <https://open.alberta.ca/publications/1485-5542>, Accessed 11 March 2022.

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 on effective research-based instructional practice.

Local and Societal Context

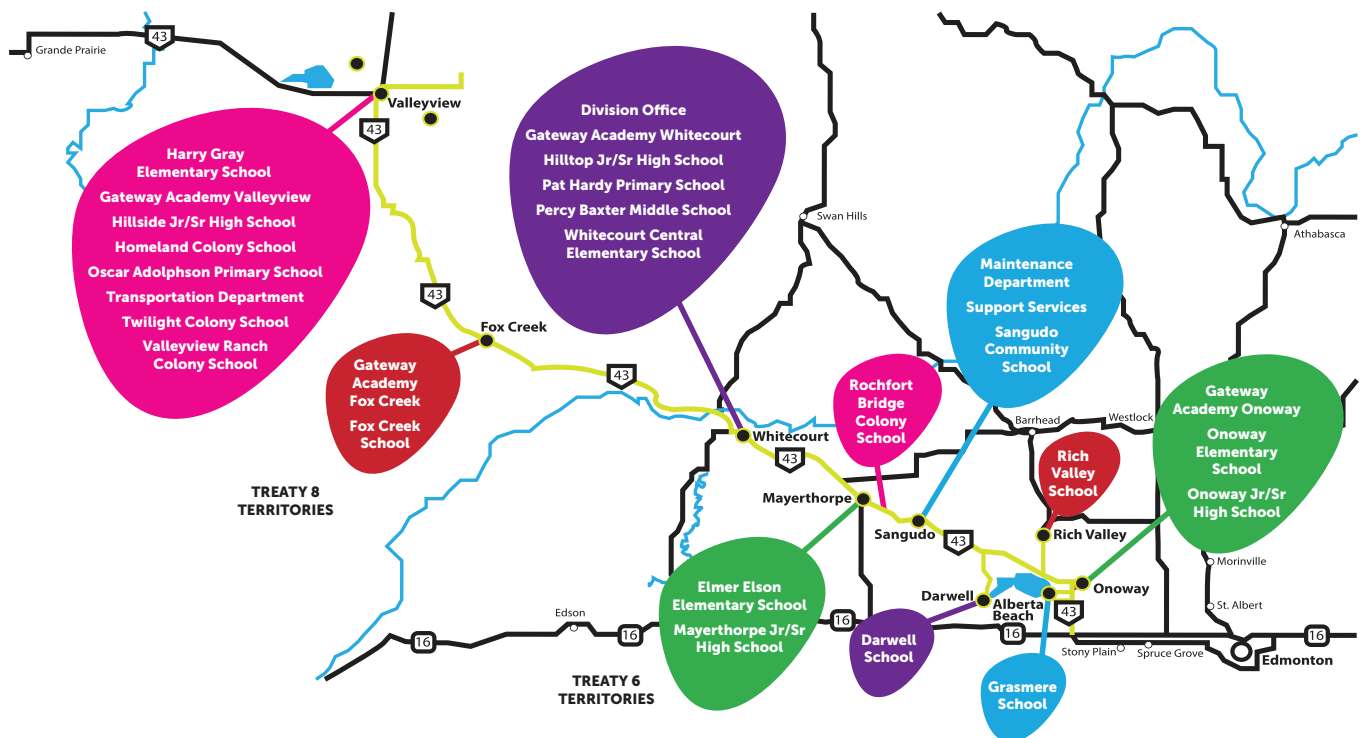
Northern Gateway Public Schools spans over 350 kilometres of rural north central Alberta. With a staff complement of 282 teachers and 237 support staff, we serve 4,700 students in 16 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek 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
4,700
STUDENTS

IN 20
SCHOOLS



Schools and Enrollment Trends

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.

School	Location	2022-23	2021-22	2020-21	2019-20	2018-19
Darwell School	Darwell	163	160	156	177	176
Elmer Elson Elementary School	Mayerthorpe	296	287	281	281	295
Fox Creek School	Fox Creek	295	299	314	342	338
Gateway Academy Fox Creek	Fox Creek	9	9	12	8	10
Gateway Academy Onoway	Onoway	21	9	16	20	10
Gateway Academy Valleyview	Valleyview	24	31	32	55	46
Gateway Academy Whitecourt	Whitecourt	72	80	100	94	54
Grasmere School	Alberta Beach	130	135	131	149	142
Harry Gray Elementary School	Valleyview	107	108	96	134	134
Hillside Jr/Sr High School	Valleyview	373	367	363	394	417
Hilltop Jr/Sr High School	Whitecourt	518	518	487	533	495
Homeland Colony School	Valleyview Area	31	35	32	35	31
Mayerthorpe Jr/Sr High School	Mayerthorpe	267	261	245	281	263
Onoway Elementary School	Onoway	437	419	435	483	483
Onoway Jr/Sr High School	Onoway	485	474	498	513	519
Oscar Adolphson Primary School	Valleyview	147	139	157	163	165
Pat Hardy Primary School	Whitecourt	340	344	294	331	311
Percy Baxter School	Whitecourt	368	356	365	382	354
Rich Valley Elementary School	Rich Valley	119	116	119	129	136
Rochfort Bridge Colony School	Rochfort Bridge	16	14	13	10	11
Sangudo Community School	Sangudo	110	101	80	109	111
Twilight Colony School	Valleyview Area	33	30	28	26	25
Valleyview Ranch Colony School	Valleyview Area	6	3	3	3	3
Whitecourt Central School	Whitecourt	351	316	317	397	394
Total		4718	4601	4567	5049	4923

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 on NGPS and school policy and procedures, educational initiatives, student programming and the school assurance plan.



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.

Schools within our division are expected to:

- create action plans lead 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 crowdsourcing tool called bangthetable, known to us as [ngpsTALK](#). We plan to leverage this tool to further engage our school community and stakeholders on a variety of topics.

Stakeholder Engagement Summary

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

Date	Stakeholder	Engagement Summary
Sept. 9, 12, 13, 14, 16, 23, and 26	Teacher	Teachers in grades K-6 were offered multiple sessions focused on the new English Language Arts and Literature and Mathematics curriculum.
Sept. 21	Teacher	K-6 teachers were offered an in person session as well as multiple after school sessions on the new Physical Education and Wellness curriculum.
Oct. 5, 6, 11, 12, 13, & 17	Teacher	Teachers in grades K-6 were offered multiple sessions focused on the new English Language Arts and Literature and Mathematics curriculum.
Nov. 30 and Dec. 1	Board Members	NGPS Administrative Teams presented a Results Review for the 2021-22 school year.
Jan. 16, 19, 20, 23, 24, & 31	Teacher	Teachers in grades K-6 were offered multiple sessions focused on the new English Language Arts and Literature and Mathematics curriculum.
Feb. 3, 6, 8, 9, 13, 16, & 21	Teacher	Teachers in grades K-6 were offered multiple sessions focused on the new English Language Arts and Literature and Mathematics curriculum.
Mar. 14 and 22	Administrators	Administrators participated in 2 three year education planning engagement sessions. Administrators participated in conversations and activities, which assisted in creating the year two 2022-2025 Three-year Education Plan
Dec. 2022	Public ngpsTALK	Whitcourt - Potential for Re-Configuration of Whitcourt Schools
Dec. 2022	Public ngpsTALK	Darwell and Grasmere Schools Consultation
Dec. 2022	Public ngpsTALK	Valleyview New School
Mar. 2023	Public ngpsTALK	Weigh in on next year's calendar
Mar. 2023	Public ngpsTALK	Keeping Sangudo Community School Viable
Mar. 2023	Public	Sangudo Community School Viability Public Community in-person meeting

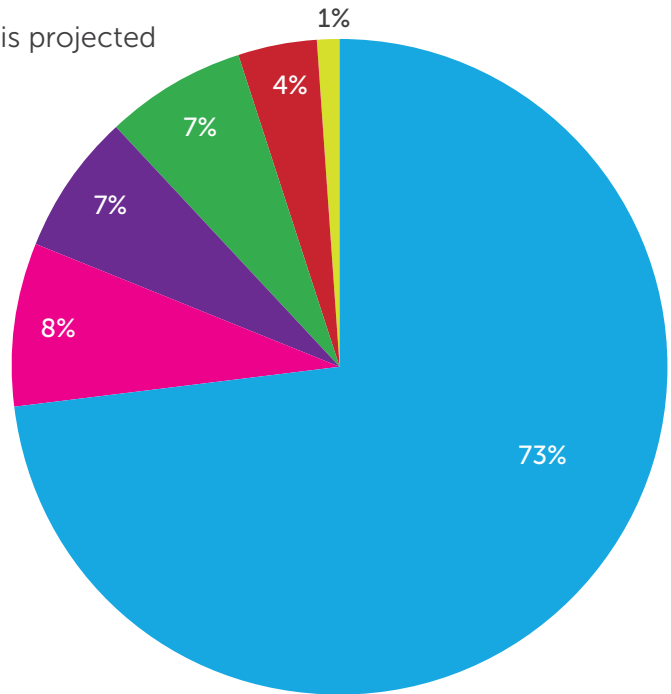
Budget Highlights 2022-23

NGPS’s annual budget for the 2023-24 school year is projected to be \$71,880,696.

Division expenditures are as follows:

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

▶ The budget for the 2023-24 school year can be found at 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
- Educators across the division have been empowered to collectively develop NGPS Quality Learning Environments to serve as a foundation for reflecting on effective research-based instructional practices.

Purpose

- 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 Colheart 3 Assessment (CC3)
 - Elk Island Catholic Numeracy Screen (as approved by Alberta Education)
- 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 Test (HLAT)
- Data collected through the Beacon 4+ Wellness and Diversity Data Collection Tool
- Attendance rates, themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy)

*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. Results from the previous year’s cycle were reported November 2022 and moving forward, reports on data collected will be reported November 2023.

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.</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 demonstrating high standards of instruction are essential and expected in every school, classroom and workplace in NGPS.</p> <p>See Outcome 3, pg. 18.</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, pgs. 16-17.</p>	<p>Implement the new, province wide K-6 curriculum of English Language Arts and Literature, Mathematics and Physical Education and Wellness. 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, pgs. 16-19.</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>

Learners are Successful



Learners are Supported

Provincial Domain: Student Growth and Achievement

Learners are Successful

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

Strategies	Measures
<ul style="list-style-type: none"> • Continued support for new curriculum implementation. <ul style="list-style-type: none"> - K-6 English Language Arts and Literature - K-6 Mathematics - K-6 Physical Education and Wellness - K-3 Science • Administer Gr. 1-4 assessments in language and math to help assess progress in the critical early years as mandated provincially. <ul style="list-style-type: none"> - CC3/LeNS Gr. 4 - EICS Numeracy Gr. 1-4 • Use data collected through annual assessments which inform responsive instruction to meet student needs: <ul style="list-style-type: none"> - Early Years Evaluation (EYE-TA)—readiness - LeNS ECS - January - Explore a Phonological Awareness Screen—ECS - Fountas & Pinnell (F&P)—literacy - Highest Level of Achievement Test (HLAT)—literacy - EICS Numeracy Gr. 5-7 - Math Intervention/Programming Instrument (MIPI)—numeracy Gr. 8-10 - Explore common assessments in Mathematics Gr. 7-12 • 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. • Support the teacher’s use of Hapara for curriculum implementation and content delivery. • In support of students’ achievement, we are committed to learning about and understanding the ways of thinking, knowing and doing with our diverse population. • Build capacity with administrators and teachers to analyze screening data as well as classroom data through Collaborative Structures to improve student learning. • Increase opportunities for hands-on learning experiences through collegiate high schools, apprenticeship programs and vocational education. • Staff wellness is supported through capacity building in the areas of Mental Health First Aid, Psychological First Aid and Suicide Awareness. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - Disaggregated student achievement measures from the NGPS Accountability Pillar results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion) • Castles and Coltheart Test (CC3) • Letter Name-Sound Test (LeNS) • EICS Numeracy screening assessment <p>Required Local Components</p> <ul style="list-style-type: none"> • EYE-TA Data • F&P Benchmark • HLAT • MIPI • Monitor VTRA and risk assessment cases • Survey of First Nations, Métis and Inuit Advocates • First Nations, Métis and Inuit Student Success <ul style="list-style-type: none"> - Disaggregated student achievement local measures (MIPI, EYE-TA, HLAT, F&P)

Provincial Domain: Learning Supports

Learners are Successful

OUTCOME 2: 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 support to meet student needs. • Collaborative Team Meetings provide the framework for improving student achievement by considering support 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 (ISP) are data driven and strength based. • Utilize parent relationships and the understanding of cultural diversity to explain and or improve attendance. • Support K-12 wellness in response to the data collected through the Beacon4+ Wellness & Diversity Data Collection Tool. • MHCB Operational Teams - are used to support universal and some targeted programming in the area of Mental Health. <ul style="list-style-type: none"> - CREW - CHAMP - SUCCESS Team • NGPS Wellness coaches are funded by the Mental Health in Schools pilot and are used to support universal and some targeted programming in the area of Mental Health. • Wellness Advisory Team are representatives of all employee groups and are used as a conduit to promote wellness and mental health across our division. The NGPS Wellness Advisory Team will play a key role in planning and promoting a culture of health and wellness within NGPS. They serve as ambassadors to help build a district wide culture of wellness by providing direct input into the NGPS Wellness Strategic Plan through feedback and direction to the Wellness Team. • Enhancing relationships with First Nations, Métis, and Inuit communities. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> • Survey measure of Welcoming, Caring, Respectful, and Safe Learning Environments • Survey measure of Access to Supports and Services • Castles and Coltheart Test • Letter Name-Sound Test • EICS Numeracy Assessment • First Nations, Métis and Inuit Student Success <p>Required Local Components</p> <ul style="list-style-type: none"> • Student attendance data • Themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy) • Track the access of universal and targeted programming through both the MHCB Operational Teams and the NGPS Wellness Coaches. • Through NGPS and MHCB a team will be created in each school with training in Psychological First Aid, Mental Health First Aid, and Suicide Intervention. • Use the Beacon4+ Wellness and Diversity Data and Collection Tool to collect data on the Safe, Respectful, Caring, Impact of the Pandemic, Mental Health and Overall Wellness section for parents and staff. • Communicate the mission and vision of wellness for NGPS employees. • Contribute to the NGPS strategic wellness plan. <ul style="list-style-type: none"> - Communication (implementation) of the NGPS strategic wellness plan.

Provincial Domain: Teaching and Learning

Learners are Successful

OUTCOME 3: Learners have excellent teachers, educational assistants, 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 will refine the facilitation of Collaborative Team Meetings (CTM) to make them more powerful and meaningful, thus building the strength of the 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. - Administrator Meetings will have time dedicated for professional growth in the areas of: First Nations, Métis and Inuit, Curriculum, Assessment, and Instructional Practice • NGPS will include training opportunities for Educational Assistants to build their capacity of supporting students with diverse learning needs. • Utilize professional learning, through the Quality Learning Environment Framework, to support all staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. 	<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 Advancement 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 • Track training sessions and participants in order to build the capacity of Educational Assistants within NGPS.

Provincial Domain: Governance

Learners are Successful

OUTCOME 4: NGPS optimizes available financial, people and physical resources in support of student and system success.

Strategies	Measures
<ul style="list-style-type: none"> Review programs, services and supports to assess effectiveness and alignment with provincially allocated funding. Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference. Publicly recognize and celebrate the contributions of students, staff, parents, and community. The Board of Trustees are advocates for public education and for Northern Gateway Public Schools. Identify and refine policies and procedures to ensure strategic planning and decision-making advance education excellence. Continue to participate in the Rural Caucus of Alberta School Boards. Continue to advocate for necessary funding and support that address the unique needs of small schools and the rural context. Continue to engage parents/guardians during school council meetings in each school. 	<p>Required Provincial Measures</p> <ul style="list-style-type: none"> Survey Measure of Parent Involvement School Authorities provide the amount budgeted for 2022-23, 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 Students to school-based staff ratio



Capital Plan 2023-26

Three year capital plans are 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 identifies projects that will be approved to move to the next phase of the gated process; Project Evaluation and Prioritization.

The division's 2023-26 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 2016.

▶ [View the Northern Gateway Public Schools Three Year Capital Plan](#)

