



Northern Gateway
Public Schools



THREE-YEAR EDUCATION PLAN



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Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Back row:

Linda Wigton
Jim Hailes
Les Urnes
Christine Peck
Judy Muir

Front row:

Barb Maddigan
Diane Hagman
Gerry Steinke
Deb Koloski

Message from the Board Chair



Gerry Steinke
Board Chair

“I believe that to teach them effectively you must touch their hearts long before you begin to teach their minds” ~ Vicki Savini

Northern Gateway Public Schools knows about touching hearts. We have set this concept firmly in our new foundational statements. Each day we make the promise to parents, and to their children, that students must have important connections in relationships at school.

But we also then make the promise about touching minds. Learning—that is, the development of mind, body, emotion, and spirit—is to be nurtured by real application of concepts to a student’s life.

This education plan reinforces that the heart and the mind of the child is the focus of Northern Gateway, and indeed, the nine trustees on the Board. Success for a child depends on ensuring that we see each one as a unique and special creation in this world.

The Board of Trustees is particularly pleased that our administration has adjusted this document significantly with improved strategies to increase student performance. We have confidence in our staff to implement ways to continue to reach the heart and mind of learners.

I am thankful that our families allow our schools to be part of their children’s lives and entrust their children to our care.



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 our instructional practices, and the more efficient our systems are, the better we will be able to help our students realize their value, discover their talents and imagine a future where their contribution matters.

Message from the Superintendent



A handwritten signature in black ink, appearing to be "KB", written over a long, thin horizontal line that tapers to a point on the right.

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 Sustainable Fiscal Planning and Reporting Act. This 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. The Board approved the 2022-25 Education Plan on May 23, 2022. (Year 1).

The Board reviewed and approved the 2024-25 Education Plan on **May 28, 2024**.



Gerry Steinke
Board Chair



Kevin Bird
Superintendent of Schools

Publication

Northern Gateway Public Schools Three-Year Education Plan 2024-25 was made available on the NGPS website, ngps.ca/reports-and-publications/reports, on **May 31, 2024**.

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 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 the 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.



Divisional Foundational Statements and Identity



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

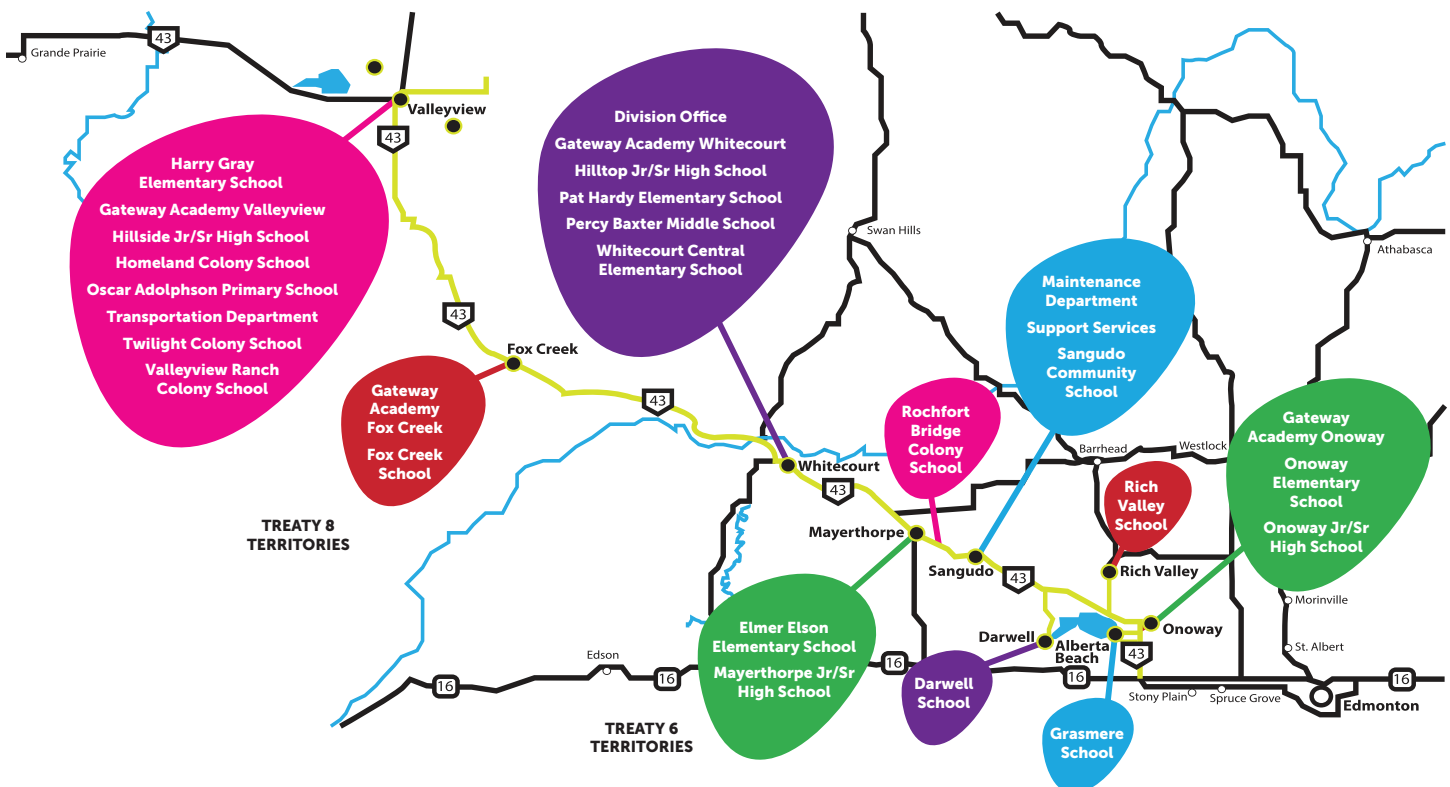
Northern Gateway Public Schools spans over 350 kilometers of rural north central Alberta. With a staff complement of 285 teachers and 282 support staff, we serve 4,700 students in 20 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek 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	2023-24	2022-23	2021-22	2020-21	2019-20
Darwell School	Darwell	147	163	160	156	177
Elmer Elson Elementary School	Mayerthorpe	309	296	287	281	281
Fox Creek School	Fox Creek	308	295	299	314	342
Gateway Academy Fox Creek	Fox Creek	1	9	9	12	8
Gateway Academy Onoway	Onoway	14	21	9	16	20
Gateway Academy Valleyview	Valleyview	11	24	31	32	55
Gateway Academy Whitecourt	Whitecourt	83	72	80	100	94
Grasmere School	Alberta Beach	127	130	135	131	149
Harry Gray Elementary School	Valleyview	92	107	108	96	134
Hillside Jr/Sr High School	Valleyview	353	373	367	363	394
Hilltop Jr/Sr High School	Whitecourt	542	518	518	487	533
Homeland Colony School	Valleyview Area	32	31	35	32	35
Mayerthorpe Jr/Sr High School	Mayerthorpe	279	267	261	245	281
Onoway Elementary School	Onoway	426	437	419	435	483
Onoway Jr/Sr High School	Onoway	503	485	474	498	513
Oscar Adolphson Primary School	Valleyview	150	147	139	157	163
Pat Hardy Elementary School	Whitecourt	362	340	344	294	331
Percy Baxter School	Whitecourt	361	368	356	365	382
Rich Valley Elementary School	Rich Valley	115	119	116	119	129
Rochfort Bridge Colony School	Rochfort Bridge	17	16	14	13	10
Sangudo Community School	Sangudo	121	110	101	80	109
Twilight Colony School	Valleyview Area	37	33	30	28	26
Valleyview Ranch Colony School	Valleyview Area	9	6	3	3	3
Whitecourt Central School	Whitecourt	332	351	316	317	397
Total		4731	4718	4601	4567	5049

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.

Northern Gateway Employees

August 30, 2023

A division wide professional learning opportunity was organized which brought together employee groups from across the division. 40+ 1 hour sessions were offered including a 75 minute keynote address.

Steering Team

Sept. 13, Oct. 16, Nov. 14, Feb 14, Apr. 22, June 6

The Steering Team works to align all the support structures to actualize the establishment and refinement of QLE across the division. Collectively, they guide the topics and agendas, based on administrator feedback, for the principal cohort, school leadership teams and QLE wellness facilitators.

Principal Cohort

Sept. 20, Oct. 16, Oct. 18, Nov. 14, Jan. 9, Feb 14, Feb. 21, Apr. 22, Apr. 24, June 5

The Principal Cohort provides an opportunity for principals to actualize the competencies of the LQS through their leadership within the eight domains of a Quality Learning Environment. Through the establishment of this forum, collegial relationships can be strengthened by providing opportunities to learn from one another, practice facilitating conversations and engage in a cyclical review of preparing and debriefing professional learning. The Principal Cohort meetings reinforce the importance of the principal as the instructional leader of the school, engaging teachers and leading the domains of quality pedagogy and a culture of wellness.

First Nations, Métis and Inuit Advocates

Sept. 21, Dec 6, Feb. 22, May. 23

First Nations, Métis and Inuit Advocates work collaboratively with their administrator to determine and fulfill school goals in order to assist teachers in meeting their TQS requirements. The strategies they use will support staff in building capacity and authentically embedding First Nations, Métis and Inuit knowledge and understanding within their classrooms and school.

Inclusive Education Facilitators (IEFs)

Sept. 21, Oct. 24, Jan. 12, Feb. 23, May 8

Inclusive Education Facilitators provide support at each school for student programming within school wide and individual supports. The IEF cohort meets to actualize and establish a common understanding of the definition of inclusion. The IEF supports staff, students and families across NGPS.

Quality Learning Environment Lead Team

Oct. 3, Nov. 1, Jan. 15, Mar. 4, May 10, June 3

School Leadership Teams are responsible for the Implementation and rollout of next steps in relation to the eight domains of the QLE. As guided by the Steering Team, school leadership teams will be the key-message bearers (champions) to sustain and deepen a Quality Learning Environment with their staff team and ensure alignment and collaboration across the division. Identifying measurable gains from their staff to the larger group

Stakeholder Engagement Summary Continued

Beginning Teachers

Oct. 5, Nov. 9, Jan 31, Mar. 8, April 12, May 16

The Beginning Teacher Cohort will support beginning teachers through the lens of Northern Gateway's Quality Learning Environment. The competencies of the TQS, the requirements stated in the Ongoing Consistent Pedagogical Practices in NGPS and the value of collaboration will be emphasized.

Professional Development Day

Oct. 6, Nov. 9, Jan. 31, Mar. 8, April 12, May 16

Professional Development days are provided throughout the school year for schools to work on identified priorities. School Administration and QLE Lead Teams facilitate the day.

Site Based Wellness Facilitators

Ocr. 20, Jan. 11, Feb. 23, April 18, May 23

Representatives from each employee group in NGPS met throughout the year to discuss strategies and measures to improve employee wellness throughout the division. Data was collected and analyzed using the BluLantern Beacon 4+ assessment tool.

Student Wellness

Nov. 2, Dev. 7, Feb. 15, April 17

One representative from each school attends a scheduled meeting to discuss student wellness. The primary resource to guide these discussions was The Third Path written by David Trantoer, Lori Carson and Tom Boland.

Educational Assistants (East end) professional learning

Feb. 8

Educational Assistants from Fox Creek to Onoway participated in an Education Assistant professional Learning day hosted by NGPS and the Edmonton Regional Learning Consortium.

Teacher's Assistant Conference (West end)

Mar. 7

Teacher Assistants in the Valleyview area attended the Teacher's Assistant Conference held in Grande Prairie.

Cross Cultural Sensitivity Training hosted by Alexis Nakota Sioux Nation (ANSN)

April 10-11

20 NGPS staff representing schools on Treaty 6 Territory experienced a two day Cultural Sensitivity Training. Six Elders from ANSN shared information from the ANSN perspective on a variety of topics including; land, traditions, education, and government.

K-6 Teachers

Mar. 12, 14, 15, Apr. 30, May 1, 13, 14

Teachers in K-6 were offered multiple sessions focussed on the new Science Curriculum.



Education Plan Overview

Summary 1

Strong instructional practice in our classrooms supports and develops students who have competencies to authentically apply their learning.

- critical thinking communication
- problem solving
- collaboration
- managing information
- cultural and global citizenship creativity and innovation personal growth / well-being

Resulting Priority Areas

- Quality Learning Environments demonstrating high standards of instruction are essential and expected in every school, classroom and workplace in NGPS.

See Outcome 3, pg. 20.

Key Strategies

- Schools are committed to providing a [Quality Learning Environment](#) for all students.
- Provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement through the processes and structures of Collaborative Team Meetings.

Summary 2

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.

Resulting Priority Areas

- Literacy and Numeracy
 - All teachers will use researched based instructional strategies which support the foundation of how children learn.

See Outcomes 1-2, pgs. 18-19.

Key Strategies

- 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.

Summary 3

Individual, cultural and workplace well-being is noted as a necessary focus from all stakeholder groups as it directly impacts student achievement and success.

Resulting Priority Areas

- 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.

See Outcomes 1-4, pgs. 18-21.

Key Strategies

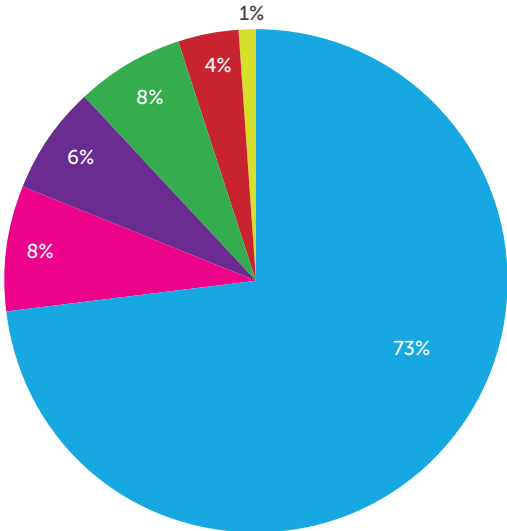
- Support K-12 student and staff wellness in response to the data collected through the Beacon4+ Wellness and Diversity Data Collection Tool.

Budget Highlights 2024-25

NGPS’s annual budget for the 2024-25 school year is projected to be \$73,039,442.

Division expenditures are as follows:

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



[▶ View the Budget Report for the 2024-25 school year](#)

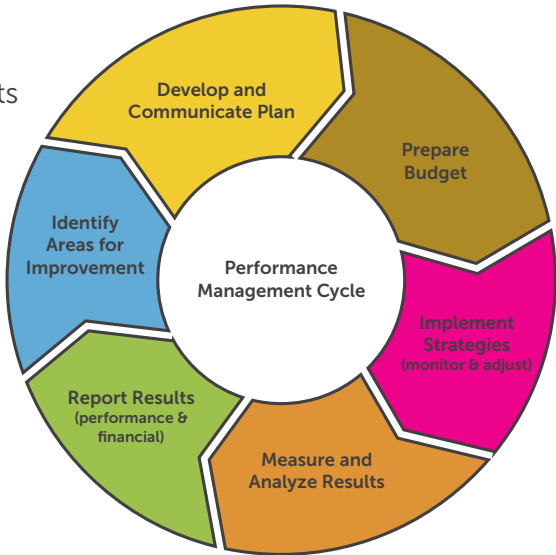
Planning and Reporting Cycle

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

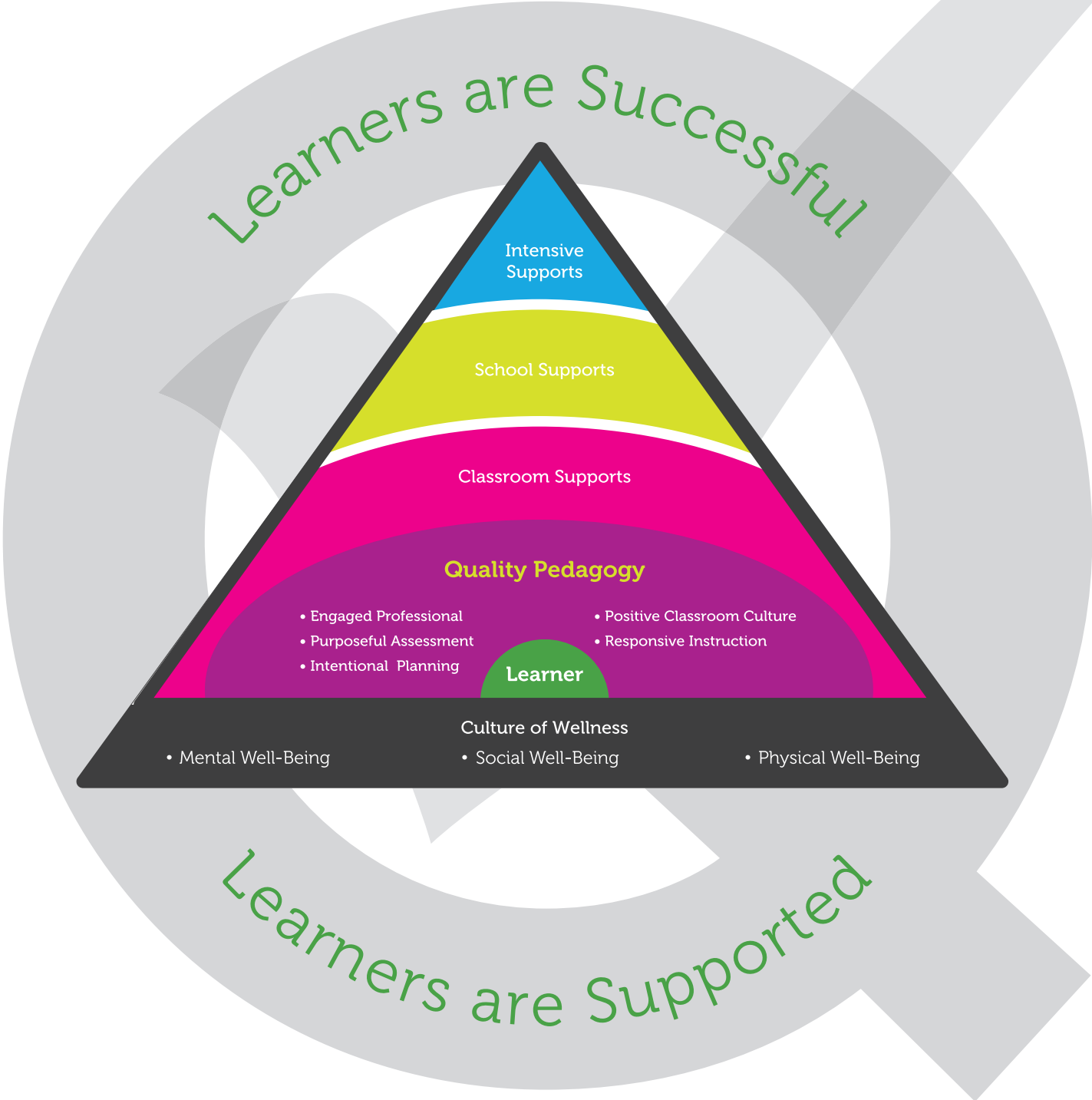
Information to determine progress is primarily gathered through the use of:

- 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 December 2023 and moving forward, reports on data collected will be reported November 2024.

Learners are Successful and Supported

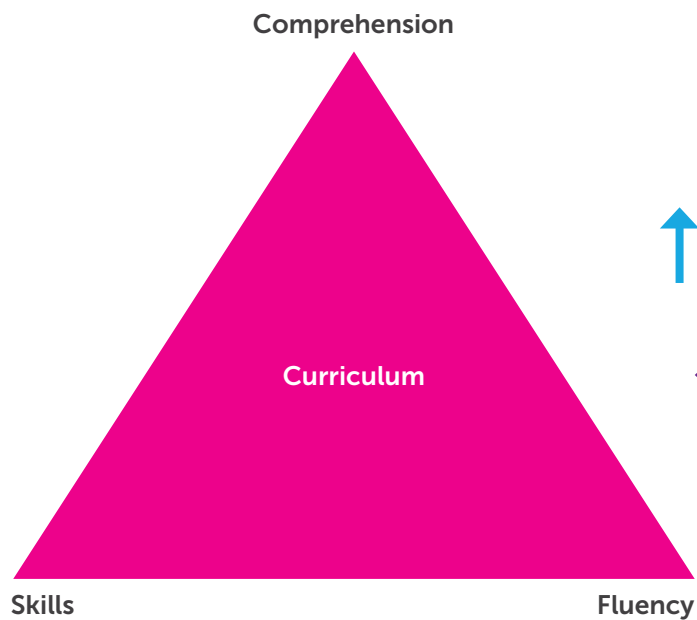
Clearly articulating the dimensions of quality learning environments is essential to ensuring strong instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful and effective instruction.



Learning Models

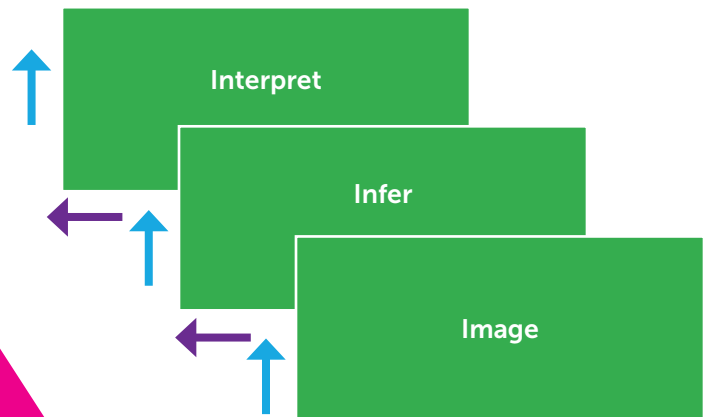
Universal Lens Model of Learning

A shared emphasis on comprehension, skill, and fluency is integral for specifying the purpose of a lesson and sets the stage for an effective Learning Sequence.



I³ Model

- Students must be able to create an image in the brain.
- Students make hypotheses and predictions about their learning.
- Students are able to interpret the information and understand the big idea or formulate a new idea.



How do we ensure our students are successful?

It is through a quality learning environment focused on high quality pedagogy ensuring lesson construction and delivery includes four key components.

Before	During	After
<ul style="list-style-type: none"> • Preparation for Learning <ul style="list-style-type: none"> - setting goals - building connections - making predictions - asking questions 	<ul style="list-style-type: none"> • Learning Sequence <ul style="list-style-type: none"> - imaging and inferencing strategies 	<ul style="list-style-type: none"> • Authentic Application • New Thinking

Provincial Domain: Student Growth and Achievement

Learners are Successful

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

Strategies

- School Action Plans include a mathematics fluency goal.
- Continued implementation of the new K-6 Mathematics curriculum.
- School Action Plans include a literacy goal which focuses on strategies to improve imaging and inferencing.
- Continued implementation of the new K-6 English Language Arts and Literature curriculum.
- Implementation of the K-6 Science curriculum.
- Explore the development of an NGPS Literacy Framework.
- Explore the development of an NGPS Numeracy Framework
- 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.
- 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 Response to improve student learning.
- Staff wellness is supported through capacity building in the areas of Mental Health first aid, psychological first aid and suicide awareness.

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
 - Disaggregated student achievement measures from the NGPS Assurance Measures 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

Required Local Components

- 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
 - Disaggregated student achievement local measures (MIPI, EYE-TA, HLAT, F&P)



Provincial Domain: Learning Supports

Learners are Supported

OUTCOME 2: Learners are educated in a system that respects diversity and is inclusive.

Strategies

- 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.
- MHCB Operational Teams - are used to support universal and some targeted programming in the area of Mental Health.
 - 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.
- School Action Plans include a wellness goal.
- Enhancing relationships with First Nations, Métis, and Inuit communities.

Measures

Required Provincial Measures

- 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

Required Local Components

- 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.
- Communicate the mission and vision of wellness for NGPS employees.
- Contribute to the NGPS strategic wellness plan.
- Communication (implementation) of the NGPS strategic wellness plan.



Provincial Domain: Teaching and Learning

Learners are Supported

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 various areas of identified need throughout the year such as walkthroughs, evaluation process, and growth plans. • 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. • NGPS Leadership Development: Provide opportunities to develop leadership skills for succession planning. • NGPS will explore the possibility of hosting a Youth Conference. 	<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 • Track training sessions and participants in order to build the capacity of Educational Assistants within NGPS.

Provincial Domain: Governance

Learners are Supported

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

Strategies

- 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.

Measures

Required Provincial Measures

- Survey Measure of Parent Involvement
- School Authorities provide the amount budgeted for 2023-24, the amount spent and the variance between these amounts for operational expenses.

Required Local Components

- Survey measure of School Improvement
- [ngpsTALK](#)
- Students to school-based staff ratio
- Qualitative data collected through school tours



Capital Plan 2024-27

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

The division’s Three-Year Capital Plan identifies projects that will be submitted to Alberta Infrastructure for Project Evaluation and Prioritization.

The division’s 2025-28 Three-Year Capital Plan requests the following capital projects:

- 1 a. Modernize Whitecourt Central School**
b. Modernize Pat Hardy Elementary School
- 2 a. Modernize Darwell School**
b. Modernize Grasmere School
- 3 a. Modernize Sangudo Community School**
b. Modernize Elmer Elson Elementary School

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

