

Northern Gateway
Public Schools

Annual Education Results Report 2023-24



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Message from the Board Chair



A handwritten signature in black ink that reads "Gerry Steinke".

Gerry Steinke
Board Chair

One of the ways to talk about improving student learning in Northern Gateway is to emphasize our revised foundational statements. Our staff and Board of Trustees are turning words on a page into meaningful action.

For instance, our mission statement is “Northern Gateway Public Schools provides a dynamic and safe learning environment that promotes connection and the authentic application of learning.” These words become a promise to parents and other caregivers. Each day, we encourage our staff to look through this lens of providing a welcoming and engaging place for each student.

This belief in the power of a focused public school is what drives the gathering, interpretation, and reaction to the vast amount of data noted in this document.

The Board of Trustees is confident those educational leaders in our school division who manage this data give this exercise the highest attention. We are grateful that we are seeing improvements in student learning over a 3 or 4 year period in many areas.

Indeed, we also recognize that some areas of learning are not at acceptable levels. This is why the goals in the improvement plan are very specific and are based on solid teaching practice. And, this is also why we also place a lot of emphasis on our commitment to doing better in our vision statement: “Northern Gateway Public Schools strives to be the place where students realize their value, discover their talents, and imagine a future where their contribution matters.”

Our division will continue to support families as they raise their children knowing importance of education in life-long learning.



Northern Gateway Public Schools Board of Trustees (FROM LEFT TO RIGHT)

Back row: Linda Wigton, Jim Hailes, Les Urness,
Christine Peck, Judy Muir

Front row: Barbara Maddigan, Diane Hagman (Vice-chair),
Gerry Steinke (Chair), Deb Koloski

The 2023-24 School year marked our continued endeavor to put into action Board Policy 1 which puts forward the mission and vision of the Board. The lofty ideals of this document are such that they could never be accomplished by an individual alone but might just be reachable by a dedicated team focused on 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 this review sets out to answer. We want our students to be literate and numerate, to be respectful, to appreciate different cultures while understanding their own, and to be able to apply their skills and knowledge to accomplish real-world tasks. Beyond this we also want to structure our approach so that students and staff alike recognize the value of the contribution they can make in the lives of others and the community in general as represented in the motto: Learning for Life, Together.

In this document, you will also see legacies of the past as both the pandemic and fire evacuations are represented as incomplete data sets that blur long-term trends. Within this blur, our own internal data provides the clearest picture both of where the needs lie and how successful we have been in filling in gaps of learning especially in our primary and elementary ages.

Additional data blur is due to increasing numbers of students arriving in our communities while we also had to say goodbye to some of our friends. In the midst of this change it has become apparent that our older youth who were around grade 6 and grade 7 during the pandemic years are articulating a lost disconnected feeling. Everyone was very concerned about our youngest students and programs were funded for "learning loss" to close gaps for primary students. This was very effective but perhaps we are learning that the social emotional impact on pre-teens might be more of a concern. In response, Northern Gateway continues to partner with the Province and Alberta Health Services to provide mental health capacity building workers in every school. Along with our teachers, psychologists and support staff, these workers focus their energies on making sure our students understand they have value and that their contribution matters not only in our schools but in the world beyond.

Message from the Superintendent



A stylized, handwritten signature in black ink, appearing to be 'KB', written over a white background.

Kevin Bird
Superintendent of Schools



Accountability Statement

Annual Education Results Report

The Annual Education Results Report for Northern Gateway Public Schools 2023-24 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Review Report for 2023-24 was approved by the Board on November 27, 2024.



Gerry Steinke
Board Chair



Kevin Bird
Superintendent of Schools

Publication

The Annual Education Results Report 2023-24 will be available on the Northern Gateway Public Schools website, ngps.ca, on November 30, 2024.



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.



Foundation Statements



Jurisdiction Leadership

Governance

The nine-member Board of Trustees is responsible for setting direction, allocating and monitoring resources, and evaluating and reporting student and organizational progress and achievements. The Board encourages an environment of open dialogue and participation in attaining excellence in teaching and learning.

Policy Development & Administrative Procedures

Ongoing review of Board Policies and Administrative Procedures ensures that these direction-setting documents are current, consistent with government regulations and meet the needs of the Division. The Board reviews all Policies on an annual basis and monitors Administrative Procedures to ensure consistency with the vision, mission, mandate, and goals of education. Stakeholder feedback on policies and procedures is encouraged.

Administration

Under a site-based decision-making model, school-based administrators (Principals) report to the Superintendent of Schools. Working together, the Superintendent's Office and Central Services staff provide transportation, facility management, human resources, technology, communications, and instructional support to the Division.

Student engagement, student achievement, educational partnerships, and stakeholder satisfaction remain key focus areas in setting administrative direction in NGPS. Priority focus areas include articulating and implementing Quality Pedagogy as defined by the NGPS Quality Learning Environment: providing a welcoming, caring, respectful and safe learning environment; applying technology where appropriate to administrative, instructional and learning opportunities; and planning and reporting which are consistent with the requirements of the school-based decision-making model.



Public Interest Disclosure

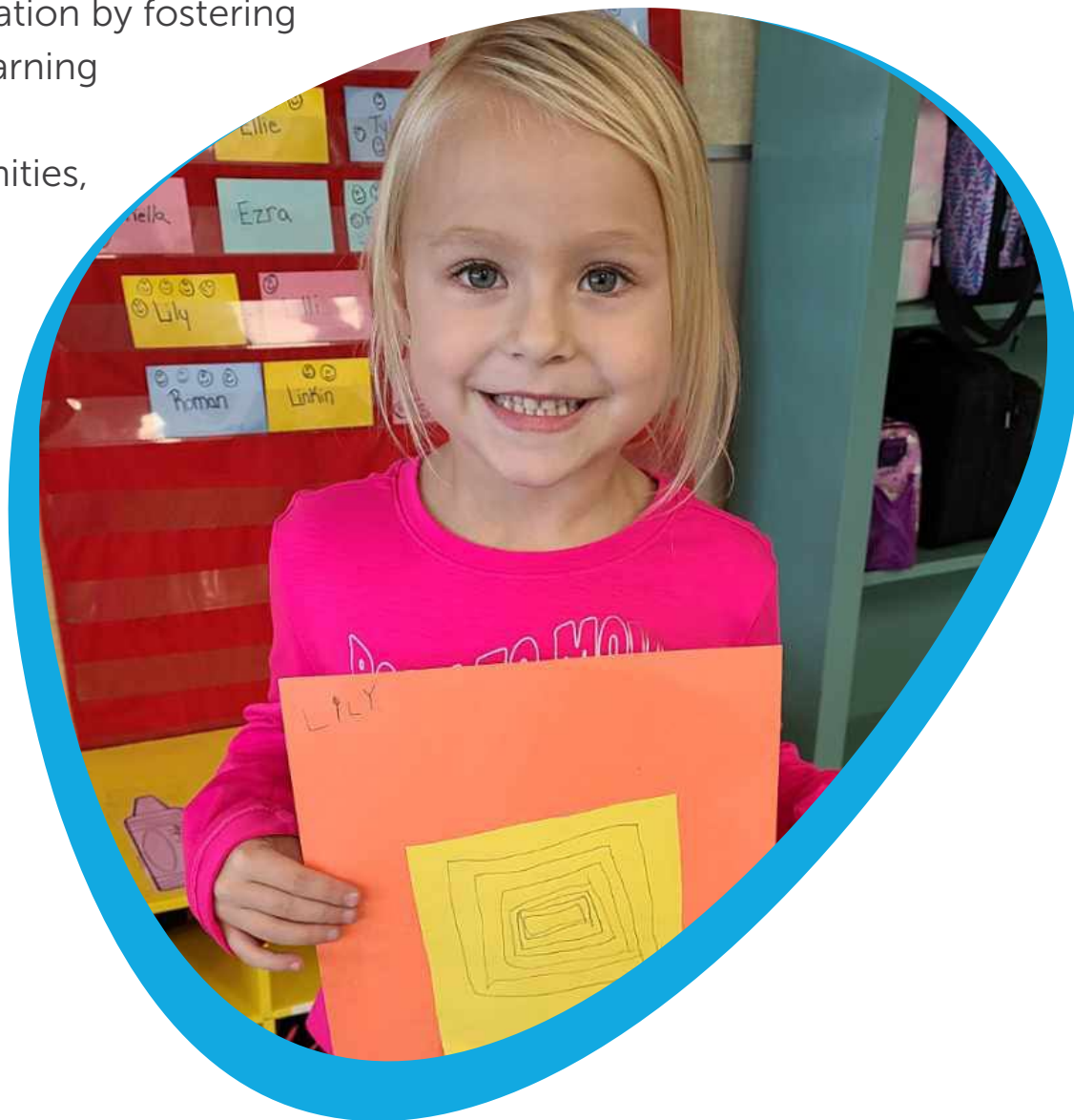
Northern Gateway Public Schools is committed to acting with respect and integrity, expecting all of its employees to demonstrate high ethical standards in their work. Consistent with the Public Interest Disclosure Act, the Division has established procedures to facilitate the disclosure and investigation of significant and serious matters that an employee may believe to be unlawful, dangerous to the public or injurious to the public interest. These are outlined in Division Administrative Procedure 199 – Public Interest Disclosure – “Whistleblower” Protection.

There were no disclosures made in the 2023-24 school year.

For a copy of the legislation or for further information and resources, please visit yourvoiceprotected.ca.

What makes NGPS great?

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



Part of Our Communities

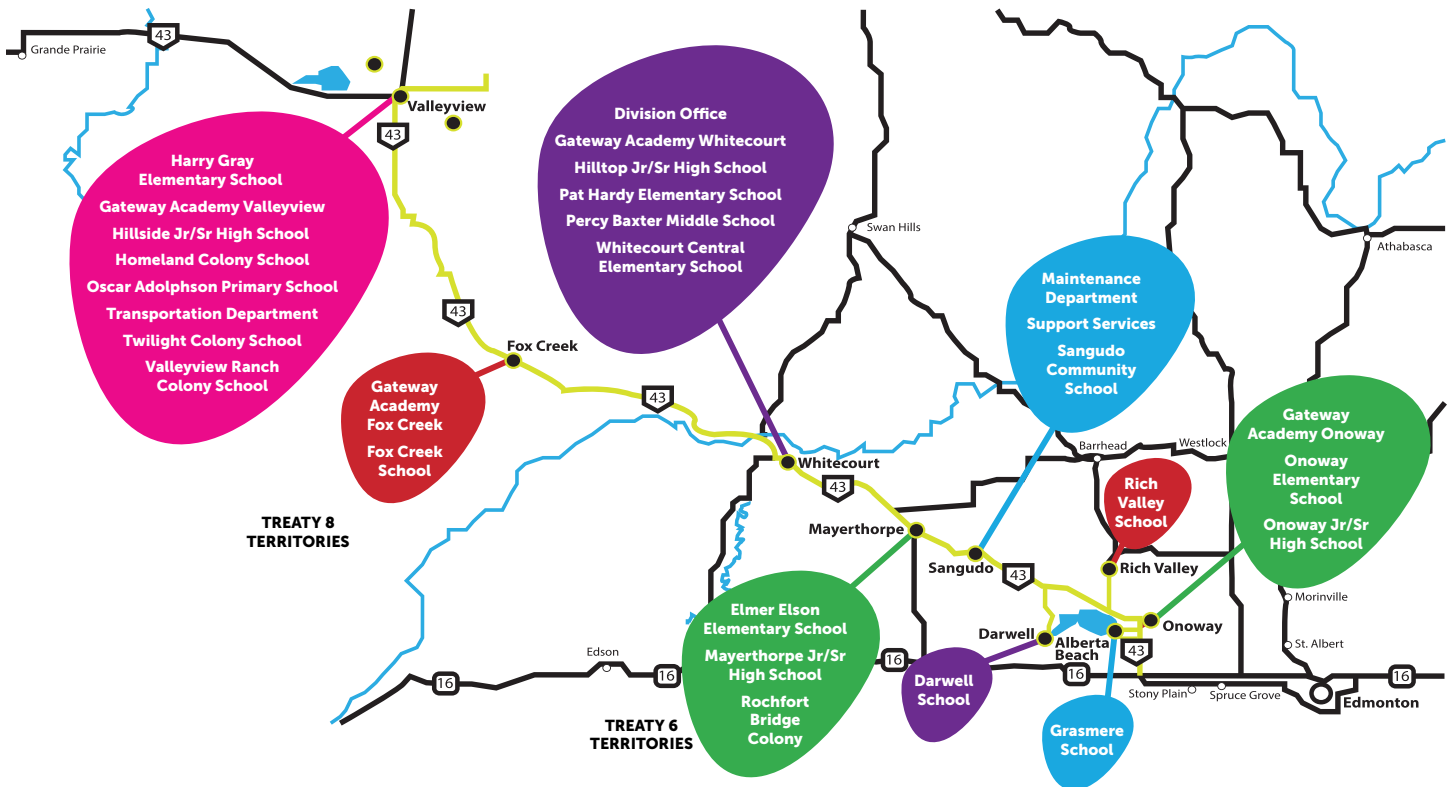
Northern Gateway Public Schools spans over 350 kilometers of rural north central Alberta. With a staff complement of 336 teachers and 207 support staff, we serve 4,700 students in 20 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek 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 two counties, Lac Ste. Anne and Woodlands and three municipal districts, Greenview, Big Lakes 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



Our Schools

Enrollment Trends Over the Last Five Years For more information about our schools visit ngps.ca.

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	296	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

2021 Census Profiles (click on the text for more details)

Alberta Beach - Grasmere School

County of Lac Ste Anne - Compilation of Darwell, Grasmere Rich Valley, Sangudo, and Mayerthorpe

Fox Creek - Fox Creek School

Mayerthorpe - Elmer Elson Elementary and Mayerthorpe Junior Senior High

Onoway - Onoway Elementary and Onoway Junior Senior High

Sangudo - Sangudo Community School

Valleyview - Oscar Adolphson Primary, Harry Gray Elementary, and Hillside High School

Whitecourt - Pat Hardy Primary, Whitecourt Central School, Percy Baxter Middle School, and Hilltop High School

Assurance Measures



Alberta Education Assurance Measure Results

Measure Evaluation Reference

Three-Year Plan — Fall 2024

Authority: 2275 Northern Gateway Public Schools

Achievement Evaluation

Achievement evaluation is based upon a comparison of current year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Alberta Education Assurance Measure Results

Measure Evaluation Reference

Annual Education Results Report — Fall 2024

Authority: 2275 Northern Gateway Public Schools

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current year results for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 = (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement Evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Alberta Education Assurance Measures: Overall Summary (Fall 2024)

Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT									
Student Learning Engagement	82.5	82.1	82.9	83.7	84.4	84.8	n/a	Maintained	n/a
Citizenship	79.5	78.4	78.4	79.4	80.3	80.9	High	Maintained	Good
Three-year High School Completion	78.5	79.2	80.3	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
Five-year High School Completion	82.7	88.0	84.8	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
PAT 6: Acceptable	65.3	72.1	n/a	68.5	66.2	66.2	Low	n/a	n/a
PAT 6: Excellence	13.7	15.5	n/a	19.8	18.0	18.0	Intermediate	n/a	n/a
PAT 9: Acceptable	65.9	64.6	n/a	62.5	62.6	62.6	Low	n/a	n/a
PAT 6: Excellence	12.0	13.8	n/a	15.4	15.5	15.5	Low	n/a	n/a
Diploma: Acceptable	76.2	77.7	77.7	81.5	80.3	80.3	Low	Maintained	Issue
Diploma: Excellence	10.3	10.5	10.5	22.6	21.2	21.2	Low	Maintained	Issue
ASSURANCE DOMAIN: TEACHING AND LEADING									
Education Quality	86.9	86.4	87.1	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
ASSURANCE DOMAIN: LEARNING SUPPORTS									
Welcoming, Caring, Respectful and Safe, Learning Environments (WCRSLE)	83.9	82.7	82.8	84.0	84.7	85.4	n/a	Maintained	n/a
Access to Supports and Services	80.6	80.1	80.4	79.9	80.6	81.1	n/a	Maintained	n/a
ASSURANCE DOMAIN: GOVERNANCE									
Parental Involvement	79.3	77.8	76.6	79.5	79.1	78.9	High	Improved	Good

Notes

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures: First Nations, Métis and Inuit Summary

Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT									
Three-year High School Completion	67.4	61.0	65.3	58.6	57.0	59.5	Low	Maintained	Issue
Five-year High School Completion	72.3	79.4	73.6	69.4	71.3	69.1	Very Low	Maintained	Concern
PAT 6: Acceptable	47.5	63.0	n/a	48.7	45.3	45.3	Very Low	n/a	n/a
PAT 6: Excellence	4.9	10.9	n/a	7.3	6.5	6.5	Very Low	n/a	n/a
PAT 9: Acceptable	53.1	57.7	n/a	41.4	39.4	39.4	Very Low	n/a	n/a
PAT 9: Excellence	8.6	15.0	n/a	6.1	5.3	5.3	Very Low	n/a	n/a
Diploma: Acceptable	67.5	74.4	74.4	76.9	74.8	74.8	Very Low	Maintained	Concern
Diploma: Excellence	3.7	5.5	5.5	11.8	11.3	11.3	Very Low	Maintained	Concern

Notes

1. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
2. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

Alberta Education Assurance Measures: English as an Additional Language (EAL)

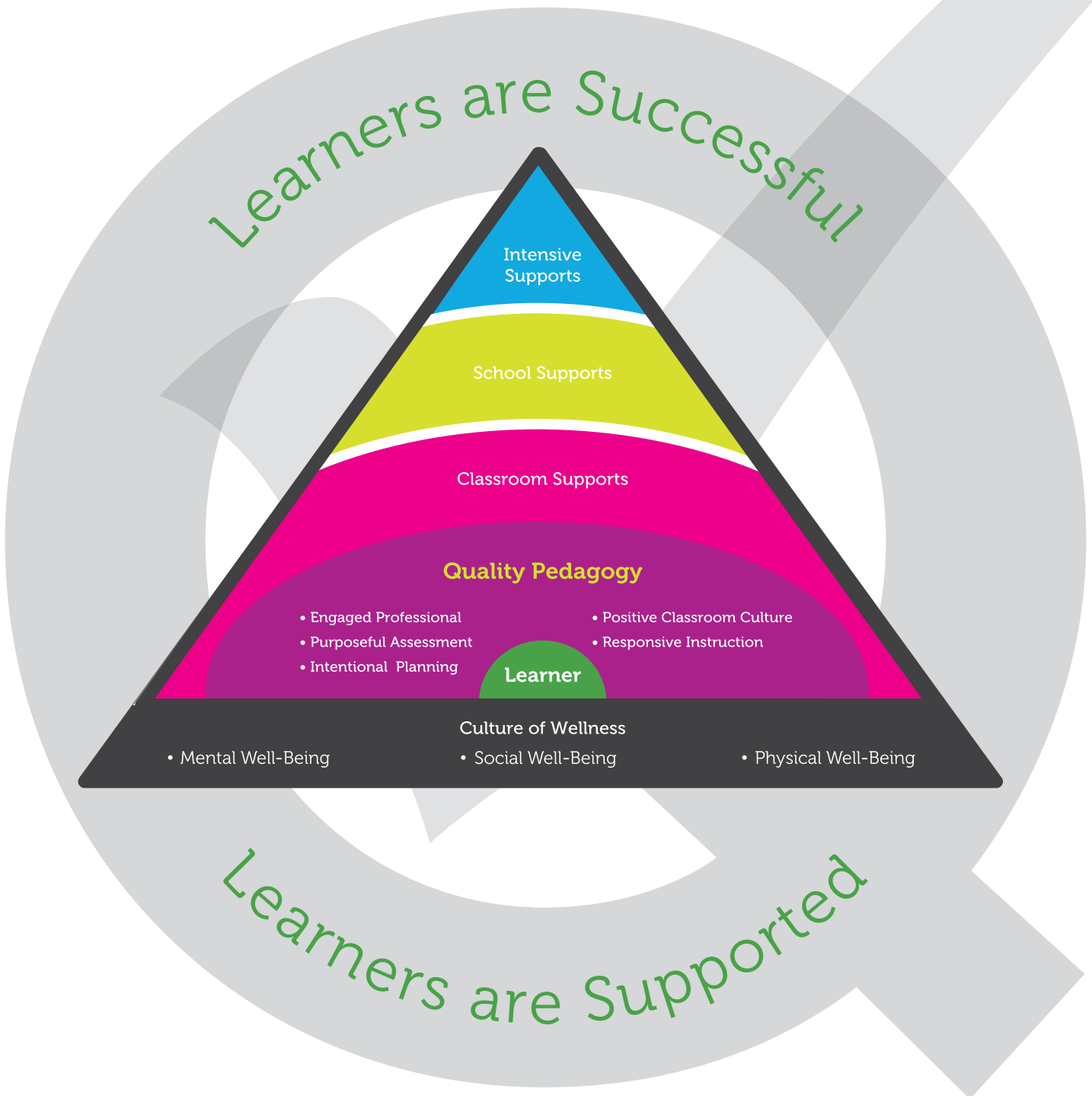
Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT									
Three-year High School School Completion	*	*	n/a	72.0	72.8	76.7	n/a	n/a	n/a
Five-year High School School Completion	*	*	n/a	88.7	86.1	86.0	n/a	n/a	n/a
PAT 6: Acceptable	66.7	50.0	n/a	64.6	65.4	65.4	Low	n/a	n/a
PAT 6: Excellence	25.0	6.3	n/a	16.5	15.7	15.7	High	n/a	n/a
PAT 9: Acceptable	61.5	36.0	n/a	52.7	55.3	55.3	Very Low		
PAT 9: Excellence	11.5	4.0	n/a	10.1	11.0	11.0	Low		
Diploma: Acceptable	*	*	n/a	66.3	67.1	67.1	*	n/a	n/a
Diploma: Excellence	*	*	n/a	14.0	13.8	13.8	*	n/a	n/a

Notes

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. There were 83 EAL students registered in NGPS in the 2022-23.

Learners are Successful and Supported

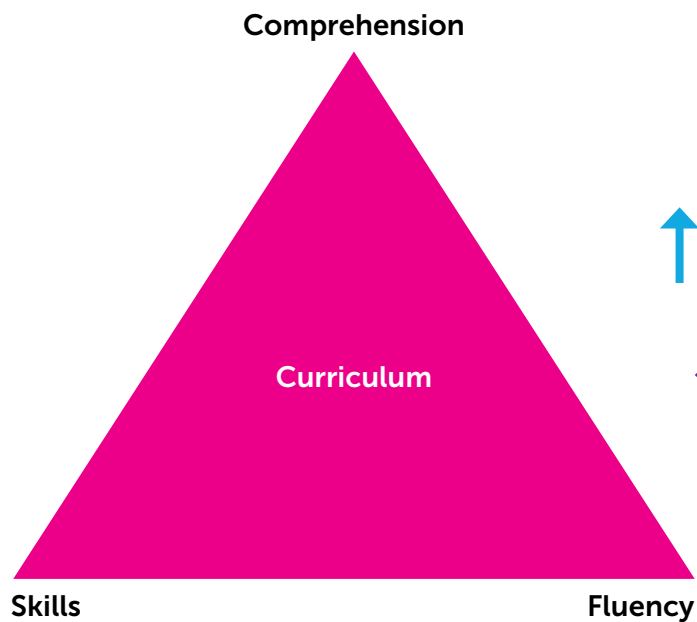
Clearly articulating the dimensions of quality learning environments is essential to ensuring strong instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful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



Learning Models

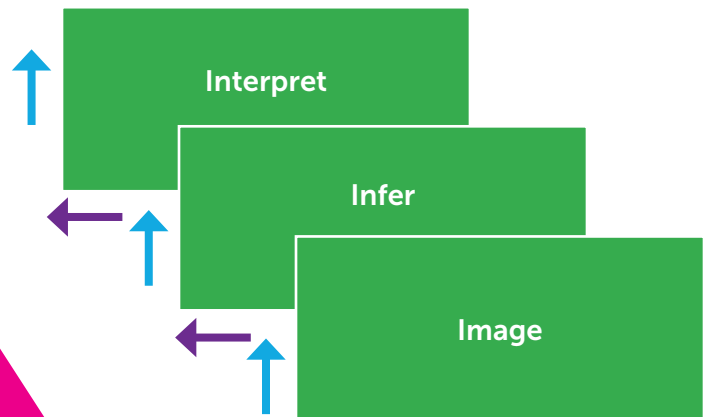
Universal Lens Model of Learning

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 include four key components as indicated in the chart below.

Before	During	After
1. Preparation for Learning <ul style="list-style-type: none"> - setting goals - building connections - making predictions - asking questions 	2. Learning Sequence <ul style="list-style-type: none"> - imaging and inferencing strategies 	3. Authentic Application 4. New Thinking

Learners are Successful

Student achievement is a priority in Northern Gateway Public Schools. Our Gateway Statement, Learners are Successful, reflects our commitment to this priority. Northern Gateway Public Schools recognizes all students can learn and achieve.

General comments to consider for all achievement results:

- Due to the Covid 19 Pandemic, no reportable data is available for the 2019-20 and the 2020-21 school years.
- These results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subjects.
- Because of the disruptions over the last five years, NGPS does not have accurate trend data for provincial and local assessments. Caution should be used when interpreting these results.
- NGPS has changed assessments as the K-6 curriculum was implemented. NGPS students in grades 1-7 wrote the Elk Island Catholic School's Numeracy Assessment instead of the MIPI. There is no comparative data for this assessment.



Provincial Domain: Student Growth and Achievement

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

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

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 • Track training sessions and participants in order to build the capacity of Educational Assistants within NGPS.

Grade 6 Provincial Achievement Test Results Based on Those Enrolled

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH AND MATH						
All Students	*	*	*	*	*	*
First Nations, Métis and Inuit Students	*	*	*	*	*	*
English as a Second Language Students	*	*	*	*	*	*
SCIENCE						
All Students	179	53,806	73.7	68.8	25.7	24.8
First Nations, Métis and Inuit Students	26	2,960	76.9	66.8	23.1	15.9
English as a Second Language Students	16	9,728	62.5	64.7	6.3	17.2
SOCIAL STUDIES						
All Students	357	60,804	65.3	68.5	13.7	19.8
First Nations, Métis and Inuit Students	53	3,647	54.7	60.9	5.7	9.1
English as a Second Language Students	16	9,950	50.0	65.4	6.3	15.7

Comments on Results

- NGPS implemented the new English Language Arts and Literacy and Mathematics curriculums. Students did not write Provincial Achievement Tests in those courses.
- NGPS is above the province in the acceptable standard in Science and on par with the province in Social Studies.
- In Science, NGPS was above the province in the Standard of Excellence.
- In Social Studies, NGPS was below the province in the Standard of Excellence.

Grade 9 Provincial Achievement Test Results Based on Those Enrolled

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH						
All Students	383	59,096	78.3	69.5	10.2	11.8
First Nations, Métis and Inuit Students	75	3,144	81.3	70.3	9.3	6.6
English as a Second Language Students	6	6,969	*	62.2	*	6.6
MATH						
All Students	367	58,577	51.8	52.7	10.6	14.0
First Nations, Métis and Inuit Students	70	3,208	38.6	39.0	7.1	6.5
English as a Second Language Students	5	6,930	*	50.1	*	12.0
SCIENCE						
All Students	412	59,072	67.7	67.6	15.8	20.8
First Nations, Métis and Inuit Students	86	3,300	64.0	62.5	12.8	11.6
English as a Second Language Students	7	6,975	*	59.4	*	15.0
SOCIAL STUDIES						
All Students	403	59,125	64.5	60.5	10.7	15.8
First Nations, Métis and Inuit Students	81	3,331	66.7	52.7	9.9	7.0
English as a Second Language Students	6	6,983	*	50.4	*	11.0

Comments on Results

- NGPS students were above the province in the acceptable standard in English and Social Studies.
- Students reaching the Standard of Excellence is an area of opportunity.

Grade 6 Provincial Achievement Test Results Based on Those Who Wrote

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH AND MATH						
All Students	*	*	*	*	*	*
First Nations, Métis and Inuit Students	*	*	*	*	*	*
English as a Second Language Students	*	*	*	*	*	*
SCIENCE						
All Students	162	45,578	81.5	81.2	28.4	29.3
First Nations, Métis and Inuit Students	26	2,960	76.9	66.8	23.1	15.9
English as a Second Language Students	7	8,963	71.4	73.4	28.6	21.2
SOCIAL STUDIES						
All Students	321	52,610	72.6	79.2	15.3	22.8
First Nations, Métis and Inuit Students	53	3,647	54.7	60.9	5.7	9.1
English as a Second Language Students	11	9,950	72.7	73.3	27.3	18.7

Grade 9 Provincial Achievement Test Results Based on Those Who Wrote

	Number of Students		Acceptable Standard %		Standard of Excellence %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH						
All Students	345	48,994	87.0	83.8	11.3	14.2
First Nations, Métis and Inuit Students	75	3,144	81.3	70.3	9.3	6.6
English as a Second Language Students	11	5,951	72.7	69.3	0.0	6.5
MATH						
All Students	333	49,797	57.1	62.0	11.7	16.5
First Nations, Métis and Inuit Students	70	3,208	38.6	39.0	7.1	6.5
English as a Second Language Students	12	6,132	58.3	54.9	33.3	13.7
SCIENCE						
All Students	375	50,395	74.4	79.2	17.3	24.4
First Nations, Métis and Inuit Students	86	3,300	64.0	62.5	12.8	11.6
English as a Second Language Students	13	6,147	76.9	67.9	15.4	16.7
SOCIAL STUDIES						
All Students	368	50,440	70.7	70.9	11.7	18.5
First Nations, Métis and Inuit Students	81	3,331	66.7	52.7	9.9	8.5
English as a Second Language Students	12	6,136	58.3	58.3	0.0	11.3

Diploma Exam Results

	Number of Students		Acceptable Standard %		Standard of Excellence %		School Awarded Mark %		Diploma Exam Mark %	
	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta	NGPS	Alberta
ENGLISH 30-1										
All Students	154	33 001	83.1	84.2	3.9	10.1	72.8	60.1	61.1	62.8
First Nations, Métis and Inuit Students	20	1 402	70.0	81.7	0	6.9	n/a	n/a	n/a	n/a
English as a Second Language Students	2	2 095	*	61.3	*	2.7	n/a	n/a	n/a	n/a
ENGLISH 30-2										
All Students	190	19 219	86.3	85.7	9.5	12.9	67.4	67.6	64.2	64.0
First Nations, Métis and Inuit Students	44	2 010	81.8	86.0	4.5	10.8	n/a	n/a	n/a	n/a
English as a Second Language Students	1	2 333	*	70.0	*	5.2	n/a	n/a	n/a	n/a
SOCIAL 30-1										
All Students	121	25 167	81.0	85.2	10.7	18.7	77.0	77.4	61.7	65.8
First Nations, Métis and Inuit Students	14	1 071	71.4	79.1	14.3	10.6	n/a	n/a	n/a	n/a
English as a Second Language Students	2	1 110	*	70.5	*	10.7	n/a	n/a	n/a	n/a
SOCIAL 30-2										
All Students	196	23 985	76.5	77.6	5.6	12.7	66.8	68.8	58.4	60.9
First Nations, Métis and Inuit Students	44	2 091	63.6	72.9	0	6.6	n/a	n/a	n/a	n/a
English as a Second Language Students	n/a	2 904	n/a	63.2	n/a	8.3	n/a	n/a	n/a	n/a
MATH 30-1										
All Students	72	21 035	36.1	75.4	9.7	34.9	76.1	78.3	45.8	67.6
First Nations, Métis and Inuit Students	7	634	57.1	64.4	0	17.0	n/a	n/a	n/a	n/a
English as a Second Language Students	1	1 543	*	64.0	*	27.6	n/a	n/a	n/a	n/a
MATH 30-2										
All Students	67	15 676	61.2	70.9	6.0	15.4	69.3	70.1	54.3	60.1
First Nations, Métis and Inuit Students	7	785	14.3	64.8	0	10.1	n/a	n/a	n/a	n/a
English as a Second Language Students	2	1 250	*	57.7	*	9.0	n/a	n/a	n/a	n/a
ALL STUDENTS										
Biology 30	111	24 414	82.0	83.1	17.1	33.7	75.5	77.5	63.7	68.5
Chemistry 30	84	19 955	67.9	82.9	13.1	38.0	74.0	79.1	58.2	70.2
Physics 30	32	9 955	68.8	85.1	21.9	43.1	75.0	79.9	61.0	69.8
Science 30	52	8 439	86.5	81.3	28.8	24.6	72.4	72.4	69.0	65.6

Comments on Results

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)
- Due to the small size of our high schools, many schools only offer the course once per year.

Student Learning Engagement

Percentage of parents, students and teachers who agree that students are engaged in their learning.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	82.5	82.1	82.8	83.7	84.4	84.4	n/a	Maintained	n/a
Parents	83.4	80.8	82.5	86.7	87.3	87.6	n/a	Maintained	n/a
Students	66.0	68.1	68.1	69.3	70.9	70.5	n/a	Declined	n/a
Teachers	98.0	97.5	97.8	95.1	95.1	95.2	n/a	Maintained	n/a

Comments on Results

- NGPS students and teachers are on par with the province for the measure of student engagement. The student and parent satisfaction has slightly decreased.
- In grades 4-6, 57% of students indicated they liked learning Language Arts and 61% indicated they liked Math.
- In grades 7-9, 67% of students indicated the Social Studies they are learning is useful to them.
- In grades 7-9, 63% of students indicated that the mathematics they are learning is interesting, but 85% indicated that the mathematics they are learning is useful
- In grades 10-12, 64% of students indicated that the Social Studies they are learning is useful to them.
- In grades 10-12, 51% of students indicated that the mathematics they are learning is interesting and 69% feel it is useful.
- In grades 10-12, 51% of students indicated that the Language Arts they are learning is interesting and 73% feel it is useful.

Citizenship

Percentage of parents, students and teachers who are satisfied that students model the characteristics of active citizenship.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	79.5	78.4	78.7	79.4	80.3	80.4	High	Maintained	Good
Parents	74.5	73.2	73.2	78.7	79.4	79.5	High	Maintained	Good
Students	68.9	68.9	68.9	69.6	71.3	71.0	High	Maintained	Good
Teachers	95.1	93.0	94.2	89.8	90.3	90.6	Very High	Maintained	Excellent

Comments on Results

- In all three grade groupings following rules and respect for each other were the statements rated the lowest by students, teachers and parents.

High School Completion Rates

Percentage of students who completed high school within three or five years of entering Grade 10.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Three-year Completion Rate	78.5	79.2	78.8	80.4	80.7	81.4	Intermediate	Maintained	Acceptable
Five-year Completion Rate	82.7	88.0	85.3	88.1	88.6	87.9	Intermediate	Maintained	Acceptable

Comments on Results

- High School Completion rates improved. The absence of Diploma Exams due to the Covid-19 Pandemic is noted.
- Students taking more time to complete school is seen as a viable option.

High School Completion Rates: First Nations, Métis and Inuit

Percentage of students who completed high school within three or five years of entering Grade 10.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Three-year Completion Rate	67.4	61.0	65.3	58.6	57.0	58.4	Low	Maintained	Issue
Five-year Completion Rate	72.3	79.4	74.7	69.4	71.3	69.6	Very Low	Maintained	Concern

Comments on Results

- High School Completion rates continue to be on par or above the province for First Nations, Métis, and Inuit students.

Early Years Evaluation

Northern Gateway Public Schools’ Kindergarten teachers utilize the Early Years Evaluation (EYE) tool to acquire the data needed to organize and inform instruction to reach the needs of each student. The EYE provides data in five areas: Knowing Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication and Physical Development.

Early Years Evaluation Assessment

In the Fall of 2023, 267 students were assessed using the Early Years Evaluation Assessment.

	Appropriate Development %		Experiencing Some Difficulty %		Experiencing Significant Difficulty %	
	Fall 2023	Spring 2024	Fall 2023	Spring 2024	Fall 2023	Spring 2024
Awareness of Self and Environment	77.07	91.91	20.30	5.88	2.63	2.21
Social Skills and Approaches to Learning	59.55	77.66	29.96	17.58	10.49	4.76
Cognitive Skills	46.63	84.19	38.72	12.50	14.66	3.31
Language and Communication	69.55	86.45	26.32	10.99	4.14	2.56
Physical Development Fine Motor	56.39	79.85	31.20	16.12	12.41	4.03
Physical Development Gross Motor	62.64	80.51	30.57	15.81	6.79	3.68

Comments on Results

- NGPS Kindergarten programs are successful.



Numeracy Focus

The Student Numeracy Assessment and Practice (SNAP) tool was introduced to administrators and educators as a practical, one-page assessment to evaluate students' number sense. As an open assessment, SNAP allows students to communicate their thinking freely, providing educators with valuable insights into student learning.

Educators can use the SNAP as a diagnostic, a formative or a summative assessment.

A presentation to the Board of Trustees highlighted the SNAP philosophy and its alignment with the Universal Lens Model of Comprehension, Skill, and Fluency. Additionally, division-wide learning opportunities explored the use of SNAP to open a window into student thinking and inform instructional decisions.

Numeracy Screening Assessments

Northern Gateway Public Schools was granted permission to use the Elk Island Catholic Numeracy Screen by Alberta Education. This screen was used in Grades 1-7.

Grade 1 students were assessed in January and then again in June.

Grades 2-7 students were assessed in September to identify at risk students. Schools then implemented intervention blocks in order to address the missed learning. Students who participated in the intervention blocks were then reassessed in June.

Numeracy Screening Assessment

Grade	Test Period	Total number of students tested	Total number of students identified as at risk	Percentage of those students identified as at risk	Average months behind	Average months gained
Grade 1	January	319	61	19%	9	9
	June	314	13	4%		
Grade 2	September	341	84	26%	9	9
	June	336	24	7%		
Grade 3	September	307	86	28%	7.5	7.5
	June	303	20	7%		
Grade 4	September	319	118	37%	10	6
	June	313	66	21%		
Grade 5	September	301	51	17%	-	-
	June	299	7	2%		
Grade 6	September	316	38	12%	-	-
	June	307	24	8%		
Grade 7	September	299	103	34%	-	-
	June	242	21	9%		

Comments on Results

- Targeted intervention blocks are successful in addressing learning disruption.

Math Intervention/Programming Instrument (MIPI)

The MIPI is a tool developed by Edmonton Public Schools which is administered in early September. The results are used to evaluate a student's understanding of math knowledge relative to the outcomes in the Math Program of Studies.

Schools completed analysis of the Math Intervention Programming Instrument this analysis allows for teams of teachers and administrators to identify themes, patterns, and trends in order to provide a responsive instruction approach to interventions.

This chart represents cohorts of students writing the MIPI over a year's time frame. The grade 2 classes wrote in 2019 and are compared to the same group of students who wrote in grade 3 (2020).

MIPI: Overall and First Nations, Métis and Inuit

Cohort	Grad	Number of Students		Meets Grade Level Expectations %		Requires Attention %	
		Overall	FNMI	Overall	FNMI	Overall	FNMI
Cohort 1	Grade 2 (2019)	259	61	90	89	10	11
	Grade 3 (2020)	290	63	76	68	24	32
	Grade 4 (2021)	295	59	64	53	36	47
	Grade 5 (2022)	325	61	70	51	30	49
	Grade 6 (2023)	NO DATA - Switched Assessments					
Cohort 2	Grade 3 (2019)	312	61	85	74	15	26
	Grade 4 (2020)	280	53	62	43	38	57
	Grade 5 (2021)	300	60	44	52	35	48
	Grade 6 (2022)	313	63	70	65	30	35
	Grade 7 (2023)	NO DATA - Switched Assessments					
Cohort 3	Grade 4 (2019)	349	88	69	53	31	47
	Grade 5 (2020)	283	64	60	36	40	64
	Grade 6 (2021)	312	67	60	43	40	57
	Grade 7 (2022)	333	80	62	36	38	74
	Grade 8 (2023)	306	65	45	26	55	74
Cohort 4	Grade 5 (2019)	390	89	70	64	30	36
	Grade 6 (2020)	327	66	65	51	35	49
	Grade 7 (2021)	338	80	58	51	42	49
	Grade 8 (2022)	382	92	47	30	53	70
	Grade 9 (2023)	384	95	40	31	60	69
Cohort 5	Grade 7 (2020)	284	63	57	49	43	51
	Grade 8 (2021)	252	53	40	30	60	70
	Grade 9 (2022)	316	74	35	26	65	74
	Grade 10 (2023)	272	49	23	22	77	78

Comments on Results

- NGPS changed the screening tools used in 2022-23. Grades 1-4 used the Elk Island Catholic Schools (EICS) Numeracy Assessment. During the 2023-24 school year Grades 1-7 used the EICS Numeracy Assessment.
- NGPS does not have comparative data because of the change.
- NGPS will use this data as baseline data moving forward.
- Up until Grade 7, students generally make a year of progress.

Literacy Focus

During the 2023-24 school year, Northern Gateway contracted a literacy coach. Literacy beliefs, comprehensive literacy and interventions were the focus of the coaching to help NGPS educators develop an even deeper understanding of these as applied to literacy teaching and learning. The coaching approach to professional learning and in response to instructional focus within a particular classroom allows flexibility when meeting student and teacher needs. Developing an understanding of the new English Language Arts and Literature curriculum for K-6 students was a focus.

Literacy Screens

Grades 2 and 3 students were assessed in September to identify at risk students. Schools then implemented intervention blocks in order to address the missed learning. Students who participated in the intervention blocks were then reassessed in June. The grade 1 classes were assessed in January and then again in June.

The Letter Name-Sound Assessment

The Letter Name-Sound (LeNS) assessment was developed by Professor Rauno Parrila and Associate Professor Saskia Kohonen at the Macquarie University Centre for Reading. The LeNS assessment is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. View the [Government of Alberta, 2022. Provincial Literacy Screening Assessments Parent/Guardian Information Sheet](#).

Letter Name-Sound Assessment

Grade	Test Period	Total number of students tested	Total number of students identified as at risk	Percentage of those students identified as at risk	Average months behind	Average months gained
Grade 1	January	296	80	27%	5.2	-
	June	48	23	48%	-	-1.6

Comments on Results

- Targeted intervention blocks are successful in addressing learning gaps.
- Although 80 students were identified as at risk, only 48 were re-tested in June. Several schools entered their data; however, it appears that some did not successfully save their submissions.



The Castles and Coltheart 3 Assessment

The Castles and Coltheart 3 (CC3) assessment is a word-reading test based on the Castles and Coltheart Reading Test 2 (CC2). The CC2 was designed by researchers at Macquarie University, led by Professor Anne Castles, and was adapted to CC3 by Professor Rauno Parrila at the Macquarie University Centre for Reading. The CC3 is designed to identify the nature of a child's reading difficulties. View the [Government of Alberta, 2022. Provincial Literacy Screening Assessments Parent/Guardian Information Sheet](#).

Castles and Coltheart 3 Assessment

Grade	Test Period	Total number of students tested	Total number of students identified as at risk	Percentage of those students identified as at risk	Average months behind	Average months gained
Grade 1	January	264	64	24%	5.5	
	June	58	20	34%		-1.9
Grade 2	September	331	86	26%	8.5	
	June	72	22	31%		-5.7
Grade 3	September	310	83	27%	14.3	
	June	65	21	32%		-2
Grade 4	September	322	80	25%	17.2	
	June	49	15	31%		-3.6

Comments on Results

- 70%-80% of those identified at risk in the initial assessment moved to no longer being at risk.
- Targeted intervention blocks are successful in addressing learning gaps.

Highest Level of Achievement

The Highest Level of Achievement Test (HLAT) is an assessment provided by Edmonton Public Schools. NGPS is part of a partnership with Edmonton Public Schools as NGPS provides samples for the HLAT writing prompts. A team is assigned to mark thousands of samples submitted from several school authorities throughout Alberta. From the samples sent in an exemplar package is produced and shared with participating school authorities. These exemplar packages are used in order to improve the consistency in marking throughout the division. It is administered twice per year to grades 1-9, in the fall and again in the spring, to measure student's growth in writing.



Highest Level of Achievement

Cohorts	Grades	% Excelling		% Meeting		% Approaching		% Not Yet Meeting		% Exempt	
		OVERALL	FNMI	OVERALL	FNMI	OVERALL	FNMI	OVERALL	FNMI	OVERALL	FNMI
Cohort 1	Grade 2 2021 Fall	2.3	3.6	24	19.6	41	37.5	31	37.5	1.7	1.8
	Grade 2 2022 Spring	7.8	7.2	29.4	18	45	45.5	16	27.3	1.6	2
	Grade 3 2022 Fall	3.6	4.6	30.1	16.9	44.6	40.	19.1	35.3	2.6	3.2
	Grade 3 2023 Spring	10.3	8.2	44.3	32.8	34.9	41	8.2	14.8	2.3	3.2
	Grade 4 2023 Fall	5	6	32	18	46	52	14	15	3	9
	Grade 4 2024 Spring	7.5	6.3	35	28	44	47	10	6.3	4	12.4
Cohort 2	Grade 3 2021 Fall	3.5	5.5	23	23.6	46	47.3	16.5	20	2	3.6
	Grade 3 2022 Spring	9.5	6.6	45.1	34.4	31.2	34.4	11.0	18.0	3.2	6.6
	Grade 4 2022 Fall	2.4	1.6	27.7	12.9	45.2	53.2	22.9	32.3	1.8	0
	Grade 4 2023 Spring	9.7	4.6	39.2	30.3	36.3	43.9	13.3	19.7	1.5	1.5
	Grade 5 2023 Fall	6.3	4.9	35.0	23.0	40.5	47.5	14.9	18.0	3.3	6.6
	Grade 5 2024 Spring	7.9	6.7	43.7	31.7	37.0	36.7	8.2	16.6	3.2	8.3
Cohort 3	Grade 4 2021 Fall	2.5	1.6	27.8	25.4	45.4	33.3	22.7	36.5	1.6	3.2
	Grade 4 2022 Spring	5.9	5.0	41.6	28.3	39.3	43.4	11.5	20.0	1.7	3.3
	Grade 5 2022 Fall	3.7	0.0	32.0	29.0	44.5	43.6	18.6	24.2	1.2	3.2
	Grade 5 2023 Spring	6.7	0.0	44.1	38.8	38.3	47.0	9.2	14.2	1.7	0.0
	Grade 6 2023 Fall	1.0	7.4	39.3	33.3	42.3	35.2	13.7	16.7	1.7	7.4
	Grade 6 2024 Spring	7.5	11.7	42.2	30.0	34.2	26.7	12.7	20.0	3.4	11.6
Cohort 4	Grade 5 2021 Fall	7.3	7.6	47.7	47.2	32.8	26.4	11.5	17.0	0.7	1.8
	Grade 5 2022 Spring	6.4	8.3	54.9	40.0	29.0	38.4	7.7	10.0	2.0	3.3
	Grade 6 2022 Fall	3.7	1.5	35.0	39.4	42.6	34.8	15.6	18.2	3.1	6.1
	Grade 6 2023 Spring	9.7	6.3	42.6	35.9	36.5	39.1	7.9	12.5	3.3	6.2
	Grade 7 2023 Fall	8.6	6.3	33.0	20.7	42.2	44.4	14.2	27.0	2.0	1.6
	Grade 7 2024 Spring	11.8	12.3	43.7	30.8	32.8	33.9	11.1	21.5	0.6	1.5
Cohort 5	Grade 6 2021 Fall	4.7	3.5	36.8	20.7	39.9	51.7	18.3	24.1	0.3	0.0
	Grade 6 2022 Spring	7.8	3.5	43.1	27.6	36.5	49.4	12.3	19.5	0.3	0.0
	Grade 7 2022 Fall	9.6	8.3	48.7	32.1	31.6	42.9	9.8	16.7	0.3	0.0
	Grade 7 2023 Spring	15.2	8.8	48.0	32.5	28.9	47.5	7.6	23.3	0.3	0.0
	Grade 8 2023 Fall	12.4	8.2	38.7	26.0	31.9	41.1	16.4	23.3	0.6	1.4
	Grade 8 2024 Spring	15.3	11.5	48.2	28.2	27.8	48.7	7.5	10.3	1.2	1.3
Cohort 6	Grade 7 2021 Fall	2.9	0.0	25.6	24.1	36.9	27.6	34.3	48.3	0.3	0.0
	Grade 7 2022 Spring	15.4	10.6	44.6	41.1	25.9	23.5	11.8	22.4	2.3	2.4
	Grade 8 2022 Fall	8.8	9.9	43.1	37.8	36.0	37.8	11.3	13.4	0.8	0.1
	Grade 8 2023 Spring	9.7	5.8	47.1	40.7	33.5	34.9	8.6	18.6	1.1	0.0
	Grade 9 2023 Fall	8.1	5.6	42.0	30.0	37.2	44.4	10.9	16.7	1.8	3.3
	Grade 9 2024 Spring	12.8	10.8	47.2	36.1	31.0	34.9	7.3	16.9	1.7	1.2
Cohort 7	Grade 8 2021 Fall	9.0	10.0	26.6	20.0	43.7	45.7	20.4	24.3	0.3	0.0
	Grade 8 2022 Spring	12.8	13.6	39.4	28.8	33.7	36.4	12.1	16.7	2.1	4.5
	Grade 9 2022 Fall	13.3	10.5	39.7	29.1	32.8	37.2	10.4	20.9	3.8	2.3
	Grade 9 2023 Spring	16.7	11.7	42.9	35.0	31.3	35.0	6.8	15.0	2.3	3.3

Each colored section represents the same cohort of students as they progress through the years.

Comments on Results

- Analysis allows for teams of teachers and administrators to identify themes, patterns, and trends in order to provide a responsive instruction approach to interventions. NGPS is using this data as baseline data moving forward.

Fountas and Pinnell Assessment Guidelines

The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

Each assessment enables teachers to:

- Determine students' instructional and independent reading levels
- Recommend a placement level for instruction
- Form initial groups for reading instruction
- Plan for efficient and effective instruction
- Identify students who need intervention and extra help
- Monitor and report student progress across a school year and grade levels
- Assess the outcomes of teaching
- Inform parent conferences

Fountas and Pinnell Assessment Guidelines were developed for NGPS teachers to follow commencing the 2019-20 school year. These guidelines were developed through research and alongside a literacy consultant. Instructional consultants were leveraged to work with Learning Services and a variety of schools in order to train teachers and administrators to conduct the Fountas and Pinnell Benchmark Assessment with fidelity.



Fountas and Pinnell Benchmark Assessment: Overall and First Nations, Métis and Inuit

Cohorts	Grades	%Meeting		% Approaching		% Not Yet Meeting	
		OVERALL	FNMI	OVERALL	FNMI	OVERALL	FNMI
Cohort 1	Grade 1 2021	65	27	10	16	25	57
	Grade 2 2022	45	36	10	12	45	52
	Grade 3 2023	40	50	8	10	52	40
	Grade 4 2024	59	54	7	6	34	40
Cohort 2	Grade 2 2021	47	29	10	7	43	64
	Grade 3 2022	56	46	9	4	35	50
	Grade 4 2023	55	35	7	6	38	59
	Grade 5 2024	63	44	8	10	29	46
Cohort 3	Grade 3 2021	50	46	9	3	41	51
	Grade 4 2022	53	33	6	27	40	40
	Grade 5 2023	43	31	13	14	44	55
	Grade 6 2024	51	36	11	13	38	51
Cohort 4	Grade 4 2021	49	38	9	8	41	54
	Grade 5 2022	43	34	13	14	44	52
	Grade 6 2023	52	39	7	6	41	55
	Grade 7 2024	47	52	11	9	42	39
Cohort 5	Grade 5 2021	50	32	12	8	38	60
	Grade 6 2022	49	27	11	16	40	57
	Grade 7 2023	62	49	6	10	32	41
	Grade 8 2024	77	65	5	5	18	30
Cohort 6	Grade 6 2021	39	38	14	10	47	52
	Grade 7 2022	62	54	5	2	33	44
	Grade 8 2023	91	76	1	5	8	19
	Grade 9 2024	87		2	0	11	17

Comments on Results

- This data is analyzed by teams of teachers and administrators to ensure responsive instruction is tailored to the specific needs of students.
- Fountas and Pinnell Benchmarking was previously required twice per year for students in grades 2-9. Going forward, schools will be required to administer this Benchmark once annually, in the Spring.
- The submission requirements for this data have been revised due to a conflict with the submission dates for the required K-4 literacy and numeracy screenings.
- We will review and adjust how this data is presented in the future.
- Moving forward, NGPS will use this data as baseline information for further analysis and planning.

Learners are Supported



Learning Through and With Technology

The Learning and Technology Policy Framework (Alberta Education, 2013) guides decision making as Northern Gateway Public Schools outlines priorities and strategies to respond to the rapid advancement of communication and information technologies while remaining focused on student learning and achievement. NGPS realizes technology skills are integral to students' lives and as such will continue to support schools as they research and pilot different tools to enhance instruction, to engage students, and to assess learning.

Technology in education is not about a particular platform, device or hardware, but rather about how students are leveraging available tools to support learning. Encouragement and support are provided to students who want to use new technologies as creators, designers and collaborators of knowledge. Teachers have the opportunity to reflect on a variety of instructional practices including the use of technology to ensure curricular outcomes are achieved.

As the internet and technology become even more prevalent and ubiquitous, digital citizenship and effective use will be a focus of instruction to ensure students demonstrate reasonable autonomy as they utilize technology to both augment and validate their learning.

Reporting on Student Learning: PowerTeacher Pro

NGPS educators continued to enhance their skills within PowerTeacher Pro. While promoting teacher efficacy and aligning with best practices in assessment in reporting, NGPS continues to respond to community context and individual feedback to enhance its communication processes with respect to student achievement.



Learners Own Their Learning

Career and Education Expo

Northern Gateway Public Schools is pleased to be an integral member of the organizing committee that continues to facilitate the annual Whitecourt and Area Career and Education Expo. Grades 7 through 12 students from Valleyview to Onoway attend this event. The Career and Education Expo was successfully held by face-to-face delivery in September 2023. Students from across the region are able to meet with 26 post-secondary institutions and over 50 local business and industry partners. The Expo features education and industry representatives who explore potential career pathways with students and share opportunities with job seekers, including NGPS. The Expo continues to grow beyond an audience of high school students to include middle school students as they consider their learner pathway to graduation and beyond.



Dual Credit, Off Campus and Experiential Learning

Northern Gateway Public Schools is committed to supporting students in achieving success along career pathways so they may be confident in creating career goals and in pursuing their goals. With the supportive partnerships forged with community stakeholders and the guidance of Academic Advisors, NGPS continues to provide northern Alberta students with experiential and hands-on learning opportunities during the school year and throughout the summer.

NGPS offers off-campus programming at its five high schools throughout the year. Students are engaged with local business and industry in work experience placements, Registered Apprenticeship Program (RAP) placements, Career Internships and Safety Certification training. Students explore career possibilities, discover strengths, develop interests and earn credits towards high school graduation. These programs continue extensively in all communities through the summer months, supported and supervised by teacher advisors.

The enthusiasm for learning continues to be demonstrated during Career Exposure Summer Camps, where students are able to learn

from knowledgeable and passionate career professionals about their craft in areas such as Auto Mechanics, Forensics Science, Aesthetics and Hairstyling, Fashion Studies, Culinary Arts, Publishing, Travel & Tourism, Photography, Welding & Fabrication and Art. Students also had the opportunity to earn industry recognized safety certifications with our community partner, Brogan Safety, or Standard First Aid certification through St. John's Ambulance or their Level 1 Childcare certificate. These opportunities help bolster each student's value to employers by providing them with career related skills and knowledge. Our partners in funding and support are RBC Futures Foundation, Pembina Pipelines, Brogan Safety, the Town of Whitecourt, Woodlands County, Schaffer's Welding and Careers Next Generation.

Dual credit programming has been eliminated due to the change in funding structure to high schools. The previously successful programs have been canceled until sustainable funding can be established that provides direct support for all of the expenses incurred with this type of programming, specifically post-secondary tuition costs.

LEARNERS ARE SUPPORTED

NGPS Quality Learning Environment (QLE)

NGPS Quality Learning Environment (QLE) framework articulates the domains of quality learning environments which are essential to ensuring strong instructional practices across Northern Gateway. The process of teacher reflection and attention to their instructional practice is essential to quality learning in our classrooms. All school leadership and classroom teachers directly participate in the work of the NGPS QLE which is grounded in research.

One goal of the QLE work is to empower educators across the Division to collectively reflect and grow professional practice in pedagogy while embedding a foundation of a Culture of Wellness. The Steering Team coordinates an iterative process that includes the Principal Cohort and the QLE Leadership teams from each school.

Through the 2023-24 school year, a focus on solidifying a cohesive principal cohort to guide the work and to strengthen the instructional leadership in each NGPS school continued.

There were three opportunities for the QLE Leadership Teams to come together to reflect on their practice and engage in collaborative dialogue about the work of each school.

Date	Instructional Leadership Focus
October 2023	Actualizing the QLE Connecting QLE to Policy 1 Dynamic and Safe Learning Environments Joy in Learning
January 2024	Dynamic Learning Environments Gratitude in Receiving
February 2024	Designing Learning
May 2024	Trauma Sensitive Instruction Presentation by Tom Hierck

The Domains of Quality Pedagogy, as defined in the NGPS Quality Learning Environment, identify the actions of the classroom teacher: the universal instructional practices that are expected to precede higher tiers of support for students. It is the responsibility of the instructional leaders (principals) of NGPS to support and grow this instructional practice within each classroom so that each NGPS student has access to quality learning environments. The five Domains of Quality Pedagogy are: Intentional Planning, Responsive Instruction, Purposeful Assessment, Positive Classroom Culture and Engaged Professional.

The work regarding Quality Learning Environment in NGPS is aligned with meeting the expectations of the Teaching Quality Standard and the Leadership Quality Standard. The work supports and ensures that teachers and leaders in NGPS are developing and meeting the competencies of the standards. This work continues and is ongoing in parallel with our formal evaluation and supervision process and responsibilities as outlined in the Teacher Growth, Supervision and Evaluation Policy.

Quality Learning Environment framework is foundational to all of our identified priorities. The details about the learning focus are shared in many ways at both the school level and the division level through various avenues of communication including conversations with school councils, references in school newsletter and social media and by utilizing this conceptual learning theory lens within all priority areas of the Education Plan.

Leaders and teachers have been embedding this thinking through a process of connecting, processing, applying and reflecting. Within the process piece, learning takes place when a learner can image, infer and interpret the big ideas of a concept. This is done through the building of skills, knowledge and comprehension of the intended learning. All action within the NGPS Education Plan is executed through the Quality Learning Environment framework with the actions of connect, process, apply and reflect.

Culture of Wellness

A Culture of Wellness is foundational to developing a Quality Learning Environment in Northern Gateway Public Schools. Educators, representing each school in NGPS, came together as Wellness Facilitators to continue and engage in putting action into the domains of Physical Well-Being, Mental Well-Being, and Social Well-Being of which are all integral to forming a Culture of Wellness.

Student Wellness K - 12

In the 2023-2024 school year, NGPS created a Student Wellness K - 12 Team. A teacher representative from each site met five times during the year to discuss overall student wellness. The Third Path was used as a primary resource. The conditions of Safety, Regulation, Belonging and Positivity were studied and strategies for each condition were shared with colleagues at school sites.

School-Based Wellness Facilitators

The School Based Wellness Facilitators met four times during the 2023-2024 school year. The focus of the work was on creating healthy working environments for all staff members.

Collaborative sessions provided opportunities for representatives to share wellness strategies they used in the areas of mental well-being, physical well-being and social well-being.

System Workplace Wellness

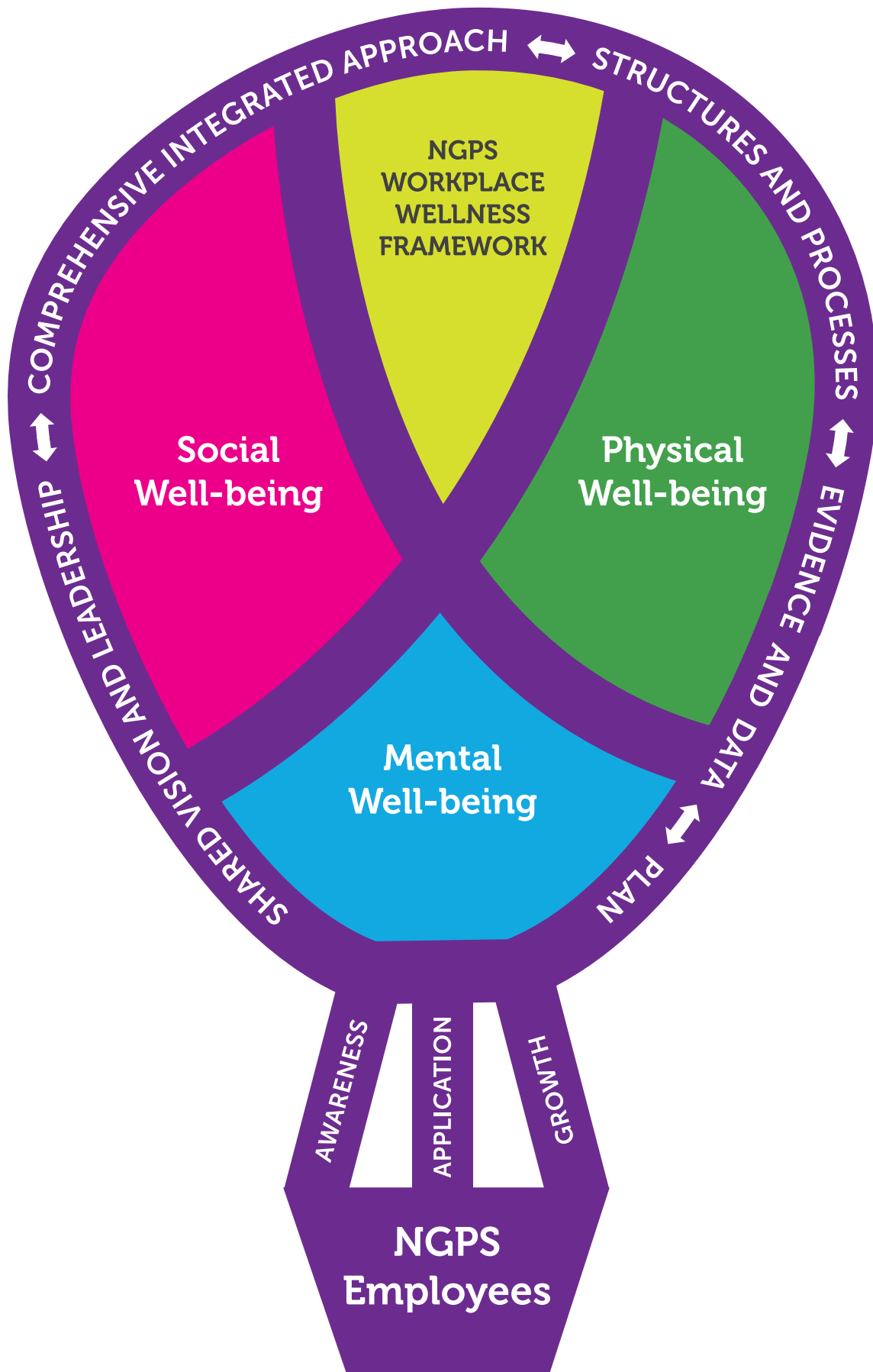
A System Workplace Wellness Advisory Team was established in the 2022-23 school year. The purpose of the Wellness Advisory Team is to ensure we have voice and representation from all employee groups, roles, departments, and sites across the division.

NGPS is in the process of finalizing a Comprehensive Three Year Workplace Wellness Plan.

The Advisory Team established a shared understanding of wellness in our workplace, consistent language, a framework, and are currently brainstorming strategies and supports to consider for all staff.

On the following page is the interactive graphic, located on the NGPS website, which was created to communicate the wellness focus in the Division.

[View the interactive version.](#)





Beginning Teachers' Program and Induction

Northern Gateway Public Schools continues to support its first year teachers through the Beginning Teacher Program. The program involves collaborative workshop sessions as well as the opportunity to work with a mentor teacher at their school. Northern Gateway covers the cost of meetings and planning days for both the beginning teacher and the mentor. As well, training and coaching is provided to our beginning teachers in the areas they identify as needing support or guidance.

Each year, the program culminates with an Induction into the ATA, which is co-sponsored by Northern Gateway Public Schools and ATA Local 43.

Welcoming, Caring, Respectful and Safe Learning Environments

Percentage of parents, students and teachers who agree that their learning environments are welcoming, caring, respectful and safe.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	83.9	82.7	83.1	84.0	84.7	84.9	n/a	Maintained	n/a
Parents	81.9	81.7	81.3	85.3	85.6	85.9	n/a	Maintained	n/a
Students	74.0	72.6	72.9	75.2	76.6	76.5	n/a	Maintained	n/a
Teachers	95.8	93.8	95.2	91.6	92.0	92.2	n/a	Maintained	n/a

Comments on Results

- Respecting one another and treating each other well were the statements rated the lowest by all student groups.

Access to Supports and Services

Percentage of parents, students and teachers who agree that students have access to the appropriate supports and services at school.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	80.6	80.1	80.4	79.9	80.6	80.7	n/a	Maintained	n/a
Parents	72.5	69.5	71.0	75.4	75.7	76.2	n/a	Maintained	n/a
Students	78.7	77.6	77.8	78.7	79.9	79.6	n/a	Maintained	n/a
Teachers	90.5	93.3	92.5	85.6	86.2	86.4	n/a	Declined	n/a

Comments on Results

- Northern Gateway Public Schools supports all students, knowing that each student has unique strengths and needs. Programming needs are identified and each student’s individuality is recognized and appreciated. We have maintained in this measure. There was a small decline in the percentage of teachers who agreed that students have access to the appropriate supports and service in a timely manner.

English as and Additional Language

The Alberta K–12 English as an Additional Language Proficiency Benchmarks (Benchmarks 2.0) is an assessment tool to support educators in identifying the English language proficiency levels of students learning English as an additional language (EAL). The English language development of EAL learners is a shared responsibility of all educators. Teachers should be aware of the unique linguistic demands of the subject matter they teach, and the vocabulary and language forms and functions students require to learn the Alberta curriculum. EAL learners need explicit language instruction and guided support to listen, speak, read, and write for a variety of purposes in the formats associated with each subject area.

Benchmarks 2.0 can be used in any subject area to:

- assess initial and ongoing language proficiency levels
- inform instruction and programming
- set appropriate language-learning goals
- determine language-learning supports
- monitor and report language proficiency growth
- communicate language proficiency levels to students and their parents/guardians

(Soler & Safont, 2023, pg. 4).

Administrators and Inclusive Education Facilitators participated in a professional learning opportunity to gain proficiency with the Benchmark 2.0 Assessment tool and its application in supporting the academic progress of English as Additional Language learners.

Learning is Inclusive

Inclusion is an attitude and approach that embraces diversity and promotes equal opportunities for all learners in Northern Gateway Public Schools. We recognize that all learners have unique needs which may range from profound and ongoing needs to short-term or situation-based needs. NGPS provides educational practices that are flexible and responsive to the strengths and needs of each student.

Instructional Support Plans are developed to address students' specific needs if growth and development require more than universal instructional practices. A collaborative process among school staff, parents, and service providers help to ensure a holistic view while building on each child's strengths to meet his or her needs.



Instructional Support Plan Summary

Grade	Total Number		Social Emotional		Literacy		Numeracy	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
PUF 3	37	19	6	0	0	0	0	0
PUF 4	22	39	1	3	0	0	0	0
ECS	54	69	15	1	0	0	0	0
Grade 1	59	57	26	21	14	23	6	19
Grade 2	55	56	14	18	20	20	9	17
Grade 3	72	73	14	15	25	25	11	16
Grade 4	73	67	15	9	37	37	23	30
Grade 5	71	81	19	19	30	30	21	26
Grade 6	77	82	13	14	34	34	24	29
Grade 7	86	67	10	8	36	36	12	30
Grade 8	70	62	17	6	26	26	9	18
Grade 9	66	59	13	23	37	37	3	26
Grade 10	52	50	20	11	19	19	0	14
Grade 11	35	32	9	11	14	14	1	12
Grade 12	31	34	3	3	10	10	2	4
TOTALS	847	860	162	195	311	176	241	121

NGPS Student Support Facilitator

Northern Gateway Public Schools' Student Support Facilitator provides additional support for students, families, and schools. Our Student Support Facilitator is a Registered Social Worker. Her role is to establish relationships that enhance the development and wellness of our student's educational, social, emotional and behavioral experiences within their schools and communities. Strong relationships with Alberta Health Services, Children's Services, and our partners in Justice help to support our students and their families.

The Student Support Facilitator is a Certified Instructor for Nonviolent Crisis Intervention with the Crisis Prevention Institute and with the Director of Learning Supports, has trained five groups in 2023-24. As the school division's attendance officer, the Student Support Facilitator has worked with families and schools in supporting student attendance. She works closely with the Office of Student Attendance and Re-engagement (OSAR) office to ensure our students are attending.

Division Psychologist

Inclusion is an attitude and approach that embraces diversity and promotes equal opportunities for all learners in Northern Gateway Public Schools. We recognize that all learners have unique needs which may range from profound and ongoing needs to short-term or situation-based needs. NGPS provides educational practices that are flexible and responsive to the strengths and needs of each student.

Instructional Support Plans are developed to address students' specific needs if growth and development require more than universal instructional practices. A collaborative process among school staff, parents, and service providers help to ensure a holistic view while building on each child's strengths to meet his or her needs.

Collaborative Response (CR)

Collaborative Response as an organizational mindset to respond to the needs of students, while enhancing the professional capacity and collective efficacy across the entire school or system.

The Collaborative Response offers a schoolwide model for addressing student's individual needs. The three fundamental components of the model are collaborative structures and processes; data and evidence; and a continuum of supports. NGPS schools worked on refining their continuum of supports in the areas of literacy, numeracy and social emotional needs. Through the Collaborative Response and Quality Learning Environment Framework, NGPS administrators and staff are able to have deep and meaningful conversations around school-level data and instructional practices to enhance student learning.

Contract Services

Northern Gateway Public Schools contracts service providers, including but not limited to literacy and numeracy coaches, psychologists, speech-language pathologists, occupational therapists, vision consultants, deaf and hard of hearing consultants, and physical therapists to support and build the capacity of our school staff and students.

Parents as Partners and Participants in Education

Northern Gateway Public Schools endeavors to support parents in being active partners with their school and participants in their children's learning. Opportunities are facilitated to promote and enhance awareness of shifts in education and understanding of researched best practices in student learning. Student and family sense of belonging to the school community is enriched through the expansion of existing liaison supports within schools.

Wellness Coaches within NGPS

In the 2023-24 school year, the schools and/or communities with no Mental Health Capacity Building coaches, had a NGPS Wellness coach join their school setting. The team was expanded to include a third Program Manager to oversee the six new coaches (two in Valleyview, one in Hilltop High School, two in Mayerthorpe and one in Sangudo). In total there are 15 Wellness Coaches through the two programs to provide strategies and activities to support students with their mental health. The Wellness Coaches throughout NGPS provided summer programming to the families in our communities - specifically Onoway, Mayerthorpe, Sangudo, Whitecourt, Fox Creek and Valleyview.

We had staff and community members trained in both Mental Health First Aid (MHFA) and Psychological First Aid (PFA) during the year. The trainings were held in the communities of Valleyview, Whitecourt and Onoway areas.

Education Assistant/Teacher Assistant Conferences

One day conferences for all the teacher/educational assistants were held in Whitecourt and Valleyview on February 8th and March 7th respectively. Whitecourt's conference had the assistants join us from Fox Creek to Onoway for NGPS: A Community of Action. There was a guest speaker, Kelly Maxwell, on Dialectical Behavior Therapy (DBT) -informed skills with educators because of how they transformed her mental health and her relationships with her family and children she worked with. There was a choice of several breakout sessions offered on the themes of autism, brain architecture, executive functioning, universal support for anxiety, and information on NMT mapping. The teacher assistants from Valleyview joined the Northern Alberta Education Assistant Conference being held in Grande Prairie. This conference had a guest speaker on Leading with a Light Heart, and break out sessions to choose from.

Violent Threat and Risk Assessment Training through Center for Trauma Informed Practices

Center for Trauma Informed Practices (CTIP) offered two day learning opportunities on VTRA through an Indigenous Perspective. We had administrators choose to do this training. We continue to leverage our relationships while creating an understanding between our schools and community partners on the importance of working together, creating multi disciplinary teams trained on the early intervention, prevention and aftermath strategies for crises, threats of violence, trauma and conflict.

Consistent Screening and Diagnostic Tools

Northern Gateway supports the consistent utilization of the following screening and diagnostic tools by providing professional learning opportunities for staff across the Division, and within schools as needed, in regard to the administration of the tools used, analysis of results and possible programming based on the data.

- Highest Level of Achievement (HLAT) as a writing screen for grades 1-9
- Elk Island Numeracy Screen grades 1-7
- Math Intervention Programming Instrument (MIPI) as a math screen for grades 8-10
- The Fountas and Pinnell Benchmarking Assessment System as a reading diagnostic tool for students from kindergarten to grade 12
- Early Years Evaluation - Teacher Assessment (EYE-TA) as a tool to acquire the data needed to organize and inform instruction for Kindergarten teachers to reach the needs of each student.
- Alberta Education Literacy Screens
 - The Letter Name-Sound Assessment (LeNS)
 - The Castles and Coltheart 3 Assessment (CC3)

Indigenous Learners Meet Standards

Supporting Our Indigenous Learners

NGPS is committed to supporting our Indigenous learners. This commitment has been evidenced through the various resources and professional development opportunities that were offered to all staff throughout NGPS in the 2023-2024 school year. Our First Nations, Métis and Inuit Advocacy group met four times throughout the year and in doing so were able to bring new learning back to their colleagues at their sites. NGPS sponsored two teachers to attend the CASS 2024 First Nations, Métis and Inuit Education Gathering in April. In addition, 20 NGPS administrators and division office personnel attended a Cross Cultural Training Session with six elders and knowledge keepers from Alexis Nakota Sioux Nation. Each of these events provided an opportunity for NGPS staff to get to know more about the First Nations, Métis and Inuit students and communities we work with and serve.

First Nations, Métis, and Inuit Advocates

NGPS' First Nations, Métis and Inuit Advocate group met four times during the 2023-2024 school year. One teacher representative from each school and a Learning Services Coordinator focused on building their knowledge and understanding on a variety of topics related to Indigenous history, culture and tradition. They shared ways in which they are supporting their colleagues and ways that their schools are embedding this knowledge into their daily practice at their school sites. As teachers grow their capacity in this area, they will become more confident in being able to meet the competency #5 of the Teaching Quality Standard related to Applying Foundational Knowledge About First Nations, Métis and Inuit.



Education Quality

Percentage of parents, students and teachers satisfied with the overall quality of basic education.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	86.9	86.4	87.0	87.6	88.1	88.2	Intermediate	Maintained	Acceptable
Parents	80.0	79.4	80.3	83.8	84.4	84.8	Intermediate	Maintained	Acceptable
Students	83.4	82.4	83.3	84.9	85.7	85.5	Low	Maintained	Issue
Teachers	97.3	97.4	97.3	93.9	94.4	94.5	High	Maintained	Good

Comments on Results

- The percentage of parents and teachers who are satisfied with the overall quality of basic education has been maintained. The student percentage has slightly lowered. There was a decrease in the satisfaction of school work being interesting and useful.

Learning Services

The Northern Gateway Public Schools Learning Services team operates on the principle that curriculum, instruction and assessment are the cornerstones of effective student-focused learning and teaching. The Learning Services Team collaborates with School Administrators to coach teachers to support growth through the sharing of promising practices.

Professional Development

Northern Gateway Public Schools provides staff development in partnership with the Edmonton Regional Learning Consortium (ERLC), Northwest Regional Learning Consortium (NRLC), Alberta Education, Alberta Teachers’ Association (ATA), Alberta Assessment Consortium (AAC), College of Alberta School Superintendents (CASS) and individual school and Division personnel. The Learning Services Team supports and advocates for inclusive educational practices that enable students to reach their full potential. Students construct and communicate meaning, achieve success and fulfillment, and leverage technology for the creation and sharing of knowledge through the disciplines of literacy and numeracy.



Provincial Domain: Governance

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 Students to school-based staff ratio

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.

Parental Involvement

Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	79.3	77.8	77.5	79.5	79.1	79.1	High	Improved	Good
Parents	68.6	66.2	65.4	74.4	72.5	73.1	High	Improved	Good
Teachers	90.1	89.5	89.6	84.6	85.7	85.2	High	Maintained	Good

Comments on Results

- In general parents are happy with the opportunities provided to be involved in decision making.

School Improvement

Percentage of parents, students, and teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last Three-Years.

Performance Measure	NGPS			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Overall	77.3	74.7	73.9	75.8	75.2	75.1	High	Improved Significantly	Good
Parents	74.2	65.6	65.0	75.2	72.5	72.6	Intermediate	Improved Significantly	Good
Students	71.2	68.3	69.8	74.0	75.0	75.1	Low	Improved	Acceptable
Teachers	86.6	90.2	87.0	78.2	78.0	77.5	Very High	Maintained	Excellent

Comments on Results

- 80% of parents with students in grades 4-9 indicated they believe the system has improved or stayed the same.
- 59% of parents with students in grades 10-12 indicated they believe the system has improved or stayed the same.
- 83% of students in grades 4-9 indicated that they are proud of their school.
- 51% of students in grades 10-12 indicated that they are proud of their school.

Community Engagement

Our NGPS staff continue to inform the community and parents about student activities and engagement in learning by utilizing newsletters, social media, calls home and by continually maintaining and updating school websites. Teachers and support staff continued to communicate with parents on a regular basis through a variety of ways such as; phone calls, the Remind APP and the Google classroom.

Each school provides parents and community representatives with the opportunity to join a School Council which consists of parents, NGPS staff and students, and community members. School Councils meet to discuss issues and undertake initiatives that will lead to the betterment of the school community. Consistent with the requirements of the province, elections are held each year to choose the school council executive. Council members are encouraged to provide feedback on NGPS and school policy and procedures, educational initiatives, student programming and the overall operation of the school.

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.

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

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

Oct. 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 focused on the new Science Curriculum.



Occupational Health and Safety

Northern Gateway Public Schools (NGPS) is committed to a health and safety system that protects our workers, students, visitors, others (e.g. contracted employers) who enter our property.

The employer, supervisors and workers at every level are responsible and accountable for the company's health and safety performance. Active participation by everyone, every day, in every job is necessary for the health and safety excellence that Northern Gateway Public Schools expects. Health and safety excellence includes the promotion and maintenance of the highest degree of physical, psychological, and social well-being of all employees. Our goal is a healthy and injury-free workplace for all workers. By working together, we can achieve this goal.

These endeavors are realized through the Health and Safety portfolio which includes the web-based application programs through Public SchoolWorks and Hour Zero. These programs collaborate and promote personnel training, emergency response planning, and workplace hazards evaluation in compliance with local, provincial and federal regulations. Parents can view the Parent Guide - NGPS School Emergency Program on the website, under [Student Safety](#).

In addition, the Division's Joint Work Site Health & Safety Committee ensures that NGPS staff members are aware of their roles and responsibilities. This group consists of employee and employer representatives, working together with shared responsibility to identify safety concerns and recommend resolutions across the Division. Committee members' work together to actively improve safety conditions in the workplace and promote safe work practices.

Health and Safety at NGPS means setting an exceptional standard as a leader in the education industry's safety and health. We recognize that a safe working and learning environment is beneficial to both employee and student performance and we are dedicated to successfully achieving just that. It is NGPS's responsibility to instill a keen awareness of safety standards in our students, preparing them to be safety champions in their future workplaces.

Student Transportation

Transportation Services supports each school community across the Division with its unique transportation needs. As bus drivers are the first and last point of contact in a day for many of our students, care is taken to ensure that all children experience safe, reliable, timely, efficient, and friendly transportation to and from their school.

Transportation Services are provided for approximately 3,990 students, including those traveling to the separate boards in Valleyview and Whitecourt. Students in our communities board Northern Gateway Public Schools buses across 89 routes travelling over 10,000 kilometers each day. Designing school bus routes over our large geographical area is hampered by many incomplete road grids, resulting in greater distances travelled and increased ride times for students. Northern Gateway School Division, along with other rural Divisions across Alberta, continue to seek solutions to the challenges of declining enrollments. The ongoing decline in rural areas has a significant impact on student ride times. The Division continues to explore opportunities to maintain service levels in the face of declining ridership.

Bus Evacuation Program

Bus evacuation training is delivered to students, whether they ride the bus on a regular basis or not, because at some point during their schooling they will travel for extracurricular activities. Kindergarten - Grade 7 students have participated in a school bus ridership program delivered by Safely on Board staff this year.

Communications

Communications Services fosters open, honest communication between the division and its internal and external stakeholders. Its work includes crisis communications, media relations, online communications, social and print media, marketing, brand management and supporting schools, programs and division initiatives. Communication Services also advises the Board of Trustees, Superintendent of Schools and division staff on strategic communications.

Technology Infrastructure

Northern Gateway Public Schools' Technology Services is agile, flexible and relevant as it focuses on supporting the Ministerial Order on Student Learning and the five policy directions of the Learning and Technology Policy Framework. We strive to provide equitable access to technology and innovative processes for learning and teaching through reliable, secure, and efficient computer networks and systems.

As technology continues to evolve and become increasingly integrated into our daily lives, digital citizenship and effective technology use are essential skills for students. NGPS is dedicated to fostering responsible digital autonomy and empowering students to use technology to enhance and validate their learning experiences.

In 2023-2024, NGPS completed the second year of its device refresh cycle, achieving a 1:1 student-to-device ratio and upgrading classroom technology. Outdated devices were responsibly recycled, with proceeds reinvested into future technology initiatives.

To further enhance network performance and security, NGPS has initiated the upgrade to WiFi 6, implemented Multi-Factor Authentication (MFA) & Single Sign On (SSO), enhanced Geo-Blocking, and integration with Cybera and CanSSOC Threat Feed. Additionally, Windows Defender with AI-assisted protection has been deployed to safeguard against emerging cyber threats.

NGPS is committed to exploring and implementing AI-powered tools to enhance teaching and learning. We are actively investigating and deploying AI solutions that can personalize learning, automate routine tasks, provide real-time feedback, and facilitate accessibility. By embracing AI, NGPS aims to create a more engaging, effective, and equitable learning environment for all students.

NGPS has also leveraged technology to optimize business workflows and reduce operational costs. By adopting Google for Education Plus licensing, we have provided staff and students with advanced features and tools to enhance collaboration and productivity.

Through these initiatives, NGPS is positioned to provide a robust and secure technology infrastructure that supports the evolving needs of our students and staff.

Education Week

During Education Week, NGPS schools plan activities that bring parents and community members into the schools to celebrate student learning and experience the partnerships that support a successful school community. These activities demonstrate the diversity that exists across Northern Gateway Public Schools while promoting a cohesive message of commitment to the education of our learners.



Finance and Infrastructure





Highlights of Facility and Capital Plans

Overview

Highlights of Facility and Capital Plans Overview Northern Gateway Public School Division's Facilities and Maintenance Staff provides services to sixteen school sites and five support buildings which include: one transportation building, two maintenance buildings, one administration building, and one support services building. The 2023-24 school year NGPS has a utilization rate of 61% in comparison with last year's provincial average of 80.5%. Further, the need to address maintenance deficiencies in buildings and rising operational and maintenance costs continue to exert pressure on NGPS budgets. Maintenance staff strives to maintain minor, major, and emergent repairs in a timely manner using a program through Public School Works as our work order and preventative maintenance system. The Public School Works program is able to track repairs throughout the school division.

Infrastructure Maintenance and Renewal Program

Infrastructure Maintenance and Renewal Program (IMR) Priorities are based on consultation meetings with the Director of Maintenance, School Administrators, Superintendent of Schools, and the School Board. In 2023-24 \$595,669 was allocated to Northern Gateway Public Schools for Capital Maintenance Renewal projects and \$664,927 for Infrastructure Maintenance Renewal projects.

**Capital Projects
for 2023-24**

**Percy Baxter School
Exterior Upgrade**

FINANCE AND INFRASTRUCTURE

Infrastructure and Maintenance Projects 2023-24 include:

- New entrance door, partial exterior upgrade, refinish gym floor, two new furnaces and partial reroof for Sangudo Community School
- Landscaping at Elmer Elson Elementary and Pat Hardy Elementary
- New flooring Hilltop High School, Mayerthorpe High School and Whitecourt Central School
- Modernize artroom at Fox Creek School
- New entrance doors at Hilltop High School, Pat Hardy and Darwell School
- Fire Department Lockboxes for all schools
- Modernize classroom at Rich Valley School
- Refinish gym floors at Hillside High School
- New fire panel for Darwell School
- New exterior parking lights for Whitecourt Central School
- New stairs Hilltop High and Mayerthorpe High
- New Air return and millwork for Grasmere School
- New camera system for Fox Creek School
- Various mechanical/plumbing upgrades at schools

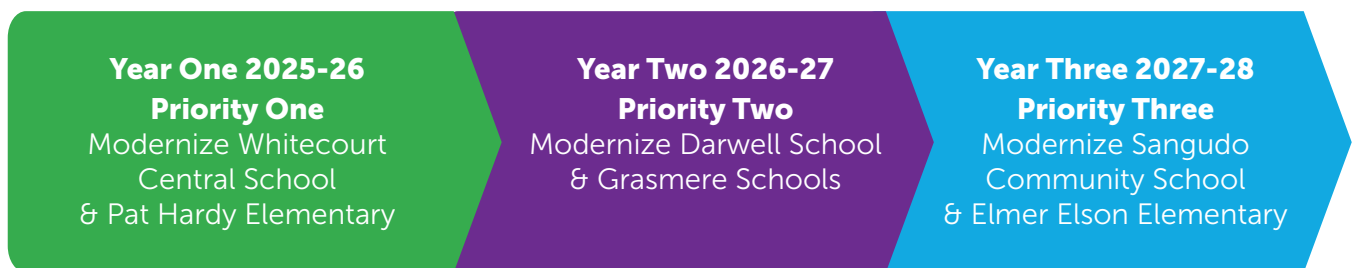
Highlights of Facility and Capital Plans Capital Plan 2025-28

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 jurisdiction'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 jurisdiction's 2025-28 Three-Year Capital Plan, requests the following capital projects:

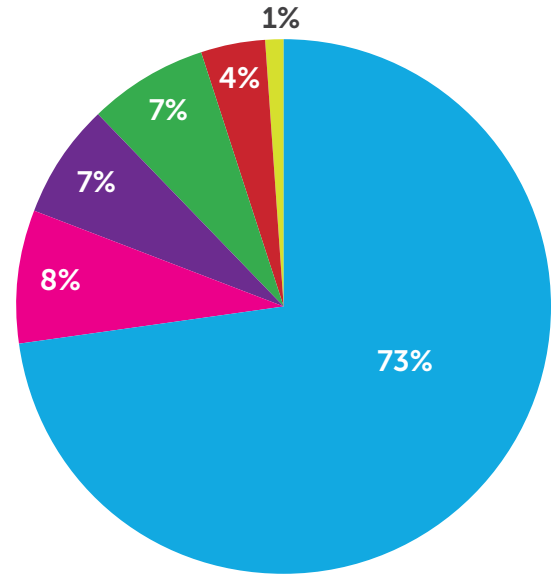


▶ View [Northern Gateway Public Schools' 2024-27 Capital Plan](#).

Budget Highlights 2023-24

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

- Student Instruction 73%
- Student Transportation 8%
- Capital and Debt Services 7%
- Plant Operations and Maintenance 7%
- System Administration and Board Governance 4%
- External Services 1%



Total Expenses Variance

2024 Actual	2024 Budget	Variance Amount	Variance %
\$69,912,754	\$71,889,694	-\$1,976,940	2.83%

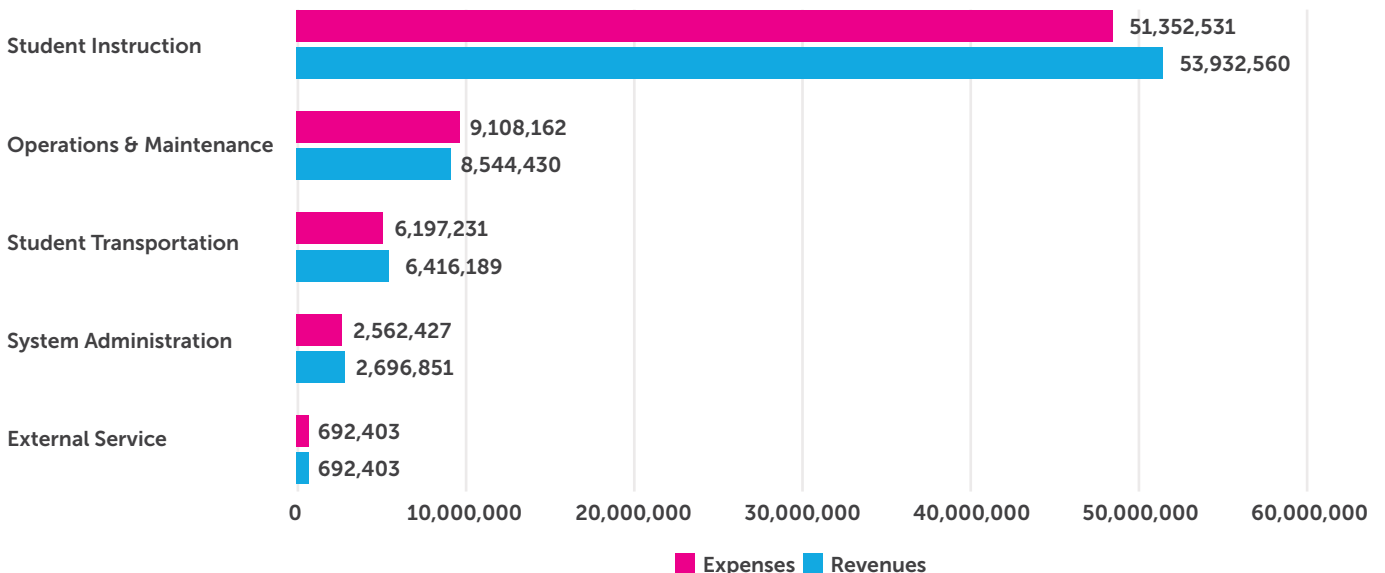
Variance Explanation

- The Division’s total operating expenses for the 2023-24 year were \$70 million, compared to the Spring approved budget total of \$71.9 million. This \$1.98 million (or 2.83%) variance is attributed mostly to an over estimation of the pension expense, significant decrease in insurance premiums, decrease in utility costs and an overall concentrated effort to decrease costs.

► View [Northern Gateway Public Schools’ 2023-24 Audited Financial Statements](#).

Additional financial information can be found by contacting the finance department at NGPS.

2023-24 Revenue and Expenses by Program





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- Close, S. (n.d.). *Smart Learning*. <https://www.smartlearning.ca/>.
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- Savage, Kirk, et al. *Snap Solution: An Innovative Math Assessment Tool for Grades K-8 (a Step-By-Step Framework for Implementing the Snap)*. Solution Tree Press, 2024.
- Soler, Eva Alcón, and Maria Pilar Safont. "Alberta K–12 English as an Additional Language (EAL) Proficiency Benchmarks | (Benchmarks 2.0) 1."