



Northern Gateway
Public Schools



THREE-YEAR EDUCATION PLAN

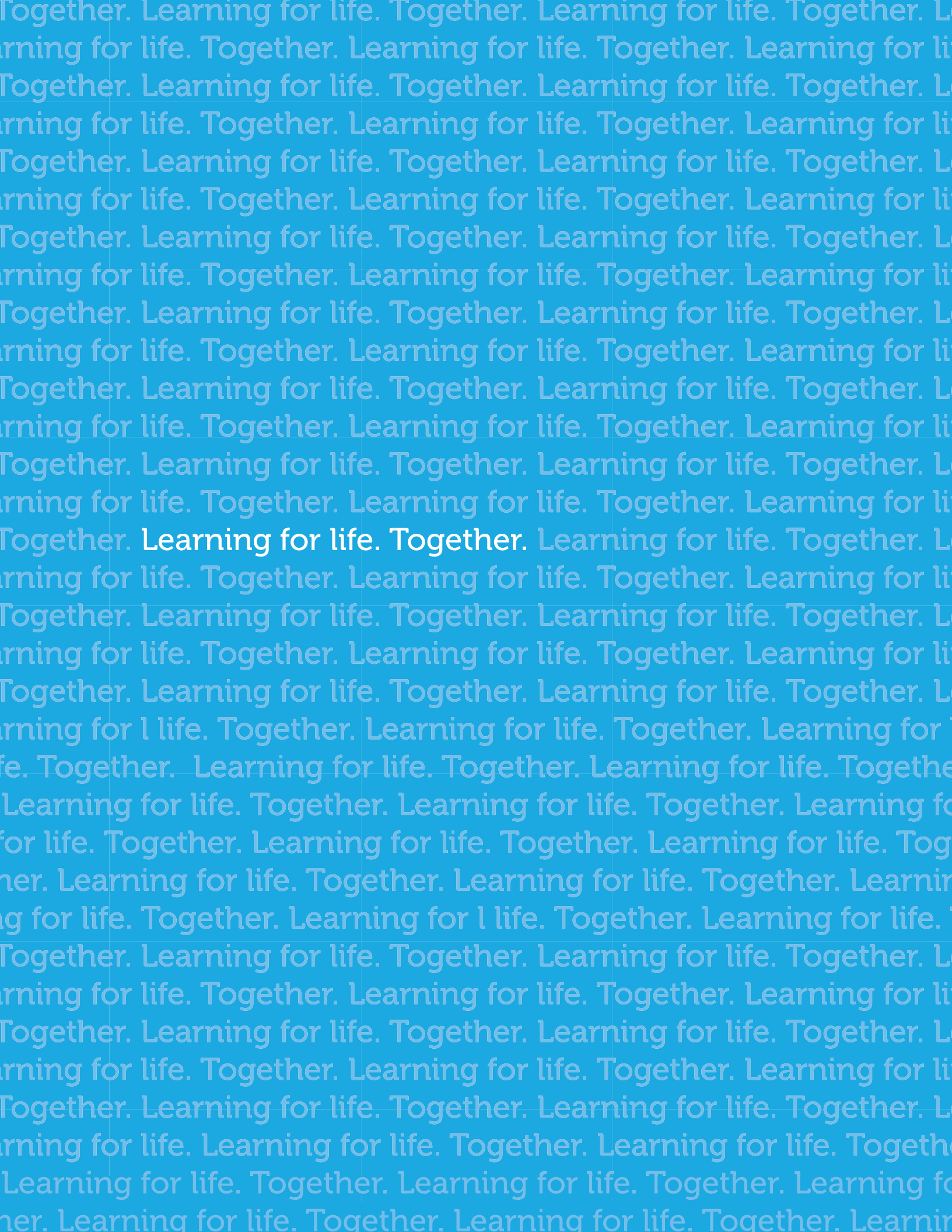




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Northern Gateway Public Schools Board of Trustees

FROM LEFT TO RIGHT

Back row:

Deb Koloski

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Front row:

Judy Muir

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Gerry Steinke

Barb Maddigan

Message from the Board Chair



Gerry Steinke
Board Chair

Parents and families entrust their children with Northern Gateway schools every day—and the Board of Trustees does not treat this act of trust lightly. Public school education has been given the leading role in society to ensure that children receive education that shapes them into citizens who not only understand their own talents, but also how to use those abilities for the good of society.

This education plan is what the Board approves as the blueprint to build a year's worth of schooling for each child. It emphasizes a foundation of academic learning—especially numeracy and literacy, along with healthy social and physical development. A child learns and grows in an environment where everyone in a school uses the resources available to construct a great learning experience for each student.

The Board is truly thankful for the commitment of staff and contractors who see each child for his or her unique value. More specifically, the Board knows that Northern Gateway pushes itself to implement tried-and-true ways of reaching the student—and then to evaluate if real progress has been made in academic achievement and overall character development.

Certainly, the Board thanks our families for choosing to be a part of Northern Gateway Public Schools.



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

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

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

To support the growth of our students we work together to build excellence in teaching instruction and ensure that governance supports, rather than hinders, the efforts of our staff and students. The better our instructional practices, and the more efficient our systems are, the better we will be able to help our students realize their value, discover their talents and imagine a future where their contribution matters.

Message from the Superintendent



Kevin Bird
Superintendent of Schools

Accountability Statement

for the Three-Year Education Plan

The Education Plan for Northern Gateway Public Schools (NGPS) for the three years commencing August 31, 2025 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2025-28 Education Plan (Year 1) on **May 27, 2025**.

The Board reviewed and approved the 2025-26 Education Plan on **Tuesday, May 27, 2025**.



Gerry Steinke
Board Chair



Kevin Bird
Superintendent of Schools

Publication

Northern Gateway Public Schools Three-Year Education Plan 2025-26 was made available on the NGPS website, ngps.ca/reports-and-publications/reports, on **May 31, 2025**.

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

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

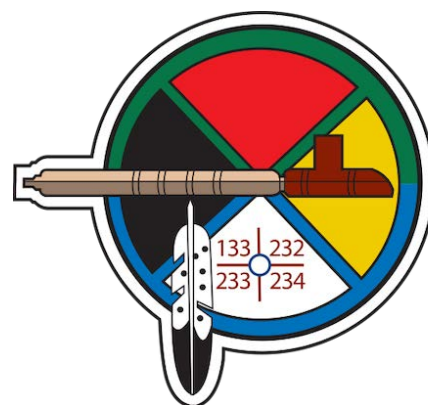


Land Acknowledgement

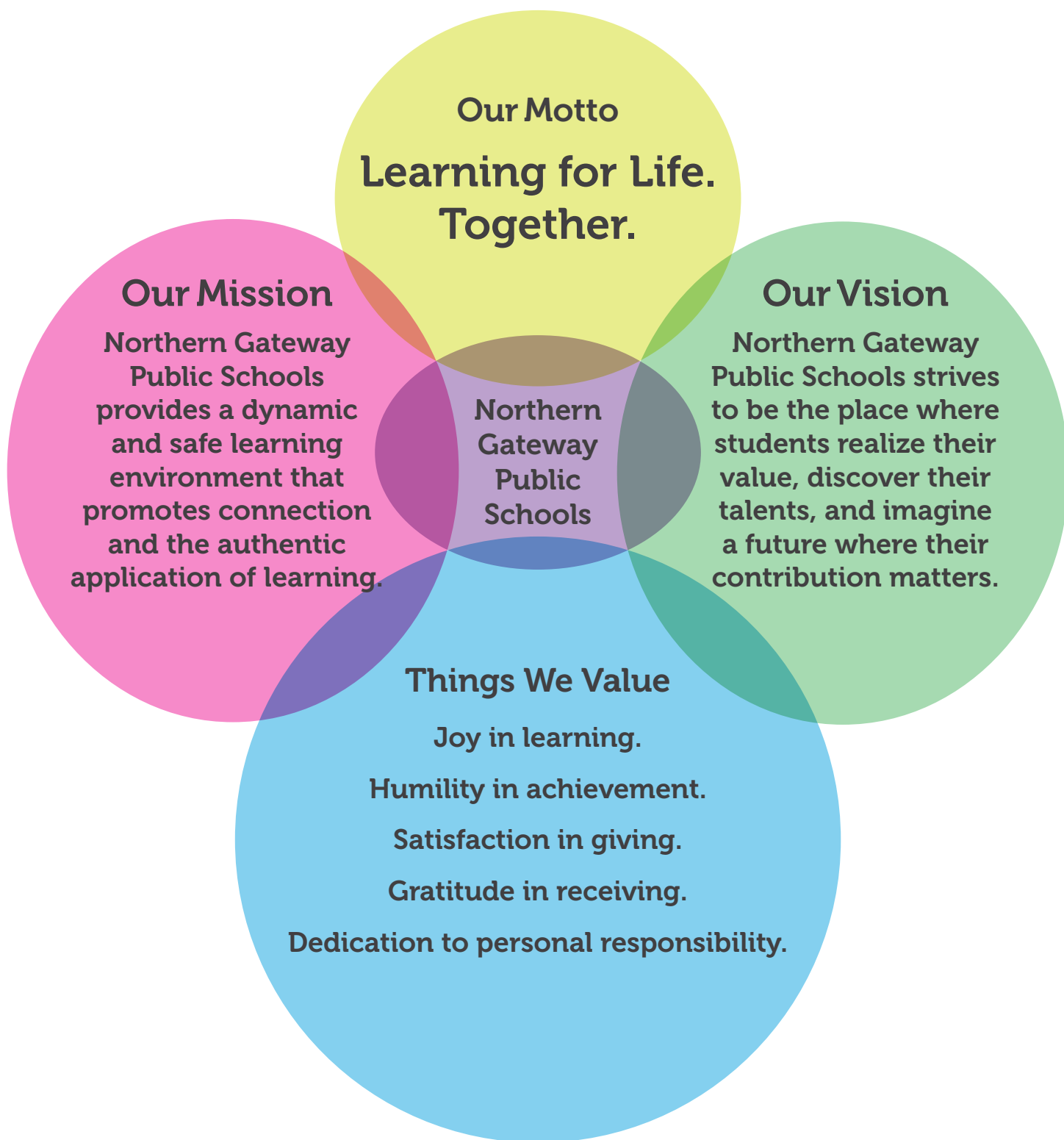
As we honor the Education Calls to Action put forth by the Truth and Reconciliation Commission, Northern Gateway School Division acknowledges the two treaty areas spanning our Division.

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

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



Divisional Foundational Statements and Identity



Introduction to Assurance Planning

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



Alberta Education. Alberta Education Funding Manual for School Authorities 2025-26. <https://open.alberta.ca/publications/1485-5542>. Accessed 1 May 2025.

Student Growth and Achievement:

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

Teaching and Leading:

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

Learning Supports:

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

Governance:

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

Local and Societal Context:

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

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

Local and Societal Context

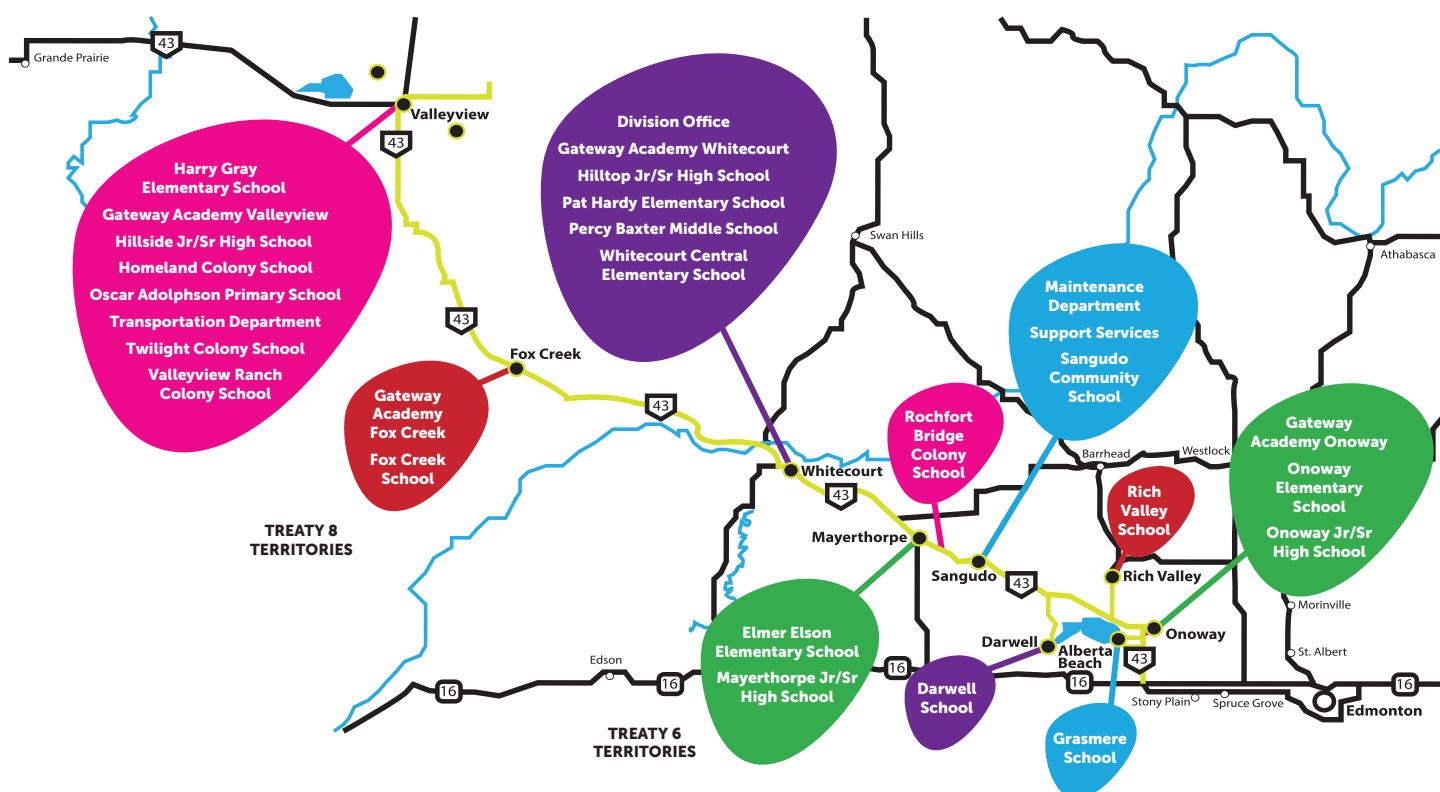
Northern Gateway Public Schools spans over 350 kilometers of rural north central Alberta. With a staff complement of 285 teachers and 282 support staff, we serve 4,800 students in 20 schools in the communities of Alberta Beach, Onoway, Rich Valley, Darwell, Sangudo, Mayerthorpe, Whitecourt, Fox Creek and Valleyview. NGPS also has a school located on each of the following colonies: Homeland, Rochfort Bridge, Twilight and Valleyview Ranch.

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

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

SERVING
4,800
STUDENTS

IN 20
SCHOOLS



Schools and Enrollment Trends

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

School	Location	2024-25	2023-24	2022-23	2021-22	2020-21
Darwell School	Darwell	140	147	163	160	156
Elmer Elson Elementary School	Mayerthorpe	322	309	296	287	281
Fox Creek School	Fox Creek	322	308	295	299	314
Gateway Academy Fox Creek	Fox Creek	5	1	9	9	12
Gateway Academy Onoway	Onoway	19	14	21	9	16
Gateway Academy Valleyview	Valleyview	24	11	24	31	32
Gateway Academy Whitecourt	Whitecourt	105	83	72	80	100
Grasmere School	Alberta Beach	124	127	130	135	131
Harry Gray Elementary School	Valleyview	105	92	107	108	96
Hillside Jr/Sr High School	Valleyview	355	353	373	367	363
Hilltop Jr/Sr High School	Whitecourt	519	542	518	518	487
Homeland Colony School	Valleyview Area	30	32	31	35	32
Mayerthorpe Jr/Sr High School	Mayerthorpe	285	279	267	261	245
Onoway Elementary School	Onoway	436	426	437	419	435
Onoway Jr/Sr High School	Onoway	504	503	485	474	498
Oscar Adolphson Primary School	Valleyview	164	150	147	139	157
Pat Hardy Elementary School	Whitecourt	336	362	340	344	294
Percy Baxter School	Whitecourt	371	361	368	356	365
Rich Valley Elementary School	Rich Valley	100	115	119	116	119
Rochfort Bridge Colony School	Rochfort Bridge	22	17	16	14	13
Sangudo Community School	Sangudo	125	121	110	101	80
Twilight Colony School	Valleyview Area	41	37	33	30	28
Valleyview Ranch Colony School	Valleyview Area	11	9	6	3	3
Whitecourt Central School	Whitecourt	339	332	351	316	317
Total		4804	4731	4718	4601	4567

Community Engagement

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

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



Stakeholder Engagement

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

Schools within our division are expected to:

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

Parental Involvement

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

Stakeholder Engagement Summary

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

Facilitation Lead Planning

Sept. 18, 2024, Jan. 8, March 12, April 28, 2025

Facilitation Leads are 2-4 principals (based on a rotating schedule) who work with the Superintendent, Deputy Superintendent and Director of Learning to design and facilitate research-based learning tasks for Principal Cohort and Lead Team Days that explicitly demonstrate the Universal Lens Model of Learning and the I3 Model for Instruction and their connection to the domains of Quality Pedagogy.

Principal Cohort

Sept. 20, 2024, Jan. 13, April 10, April 30, 2025

The Principal Cohort focuses on principals leading the Quality Learning Environment with an intentional connection to Universal Lens Model of Learning and the I3 Model for Instruction. 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 effective instructional practices in their school.

First Nations, Métis and Inuit Advocates

Sept. 18, 2024

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. 23, Nov. 21, 2024, Feb. 28, April 2, June 2, 2025

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. 7, 2024, Jan. 27, April 14, May 8, 2025

School Lead Teams are responsible for leading the eight domains of the QLE with an intentional connection to Universal Lens Model of Learning and the I3 Model for Instruction. School lead teams will be the key-message bearers (champions) to sustain and deepen a Quality Learning Environment with their staff and ensure alignment and collaboration across the division.

Beginning Teachers

Oct. 16, 2024

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. 11, Nov. 7, 2024, Jan. 31, April 17, May 15, 2025

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.

Stakeholder Engagement Summary Continued

System Workplace Wellness Advisory Team

Oct. 22, 2024

The NGPS Wellness Advisory Team will play a key role in planning and promoting a culture of health and wellness within NGPS. The Team members will communicate the progress of the strategic workplace wellness plan to their supervisor/administrator. Together they will share updates at their site. In addition the members will bring feedback and suggestions to the Advisory Team for consideration.

Site Based Wellness Facilitators

Oct. 22, 2024

QLE School-Based Wellness Facilitators are responsible for the Implementation of the culture of wellness in schools for all staff and how it connects to quality pedagogy domains. They work on the behalf of all school staff to work with school leadership to ultimately impact staff wellness within each NGPS school.

Student Wellness

Oct. 29, 2024

A teacher representative from each school will form the Student Wellness Team. The focus will be on K- 12 student wellness. *The Third Path* will be the primary resource used to develop strategies that can be used by all teachers in all classrooms. The Student Wellness Team will work with their administrator to determine the rollout of information and implementation within their school.

Educational Assistants (East end) Professional Learning

Feb. 6, 2025

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. 6, 2025

Educational Assistants from Valleyview participated in an Education Assistant Professional Learning day hosted by NGPS and the Edmonton Regional Learning Consortium.

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

June 5 and 6, 2025

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

K-6 Teachers

Sept 17, 19, 24, 26, Oct 1, 2, Nov. 13, 14, 21, 25, Dec. 1, 4, 2024

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

Compass Leadership Course

Aug. 27, 28, 2024, Jan. 23, 28, May 12, 21 2025

NGPS hosted 2 Compass Groups throughout the year to focus on leadership skills. One group was for Assistant Principals and the other was for those interested in aspiring to be a future leader. Leadership topics were covered included: NGPS Policy 1 and our non-negotiables, student centered focus, Education Plan Priorities, Quality Learning Environment, leadership through the Leadership Quality Standard and the Teaching Quality Standard, the Code of Professional Conduct for Teachers and Teacher Leaders, Alberta Teaching Profession Commission (ATPC) and general processes, and Instructional Leadership as the CORE of NGPS School Leadership.

Education Plan Overview

Summary 1

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

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

Resulting Priority Areas

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

See Outcome 3, pg. 20.

Key Strategies

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

Summary 2

The core work of the education system is to have students achieving the acceptable standard and the standard of excellence through obtaining strong skills and knowledge in literacy and numeracy.

Resulting Priority Areas

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

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

Key Strategies

- Prioritize student achievement through the strategic refinement of our core curriculum implementation. This includes enhancing the delivery of K-6 English Language Arts and Literature, Mathematics, Physical Education and Wellness, and Science. Simultaneously, we are implementing the K-6 Social Studies curriculum with a focus on effective teaching and learning practices. Furthermore, we will explore piloting innovative approaches in grades 7-9 Mathematics, Social Studies, Physical Education and Wellness, and Career Education and Financial Literacy to explore and adopt best practices that maximize student success.

Summary 3

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

Resulting Priority Areas

- NGPS is committed to developing a Comprehensive Workplace Wellness strategic plan to guide action and implementation of specific strategies that support a culture of wellness.

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

Key Strategies

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



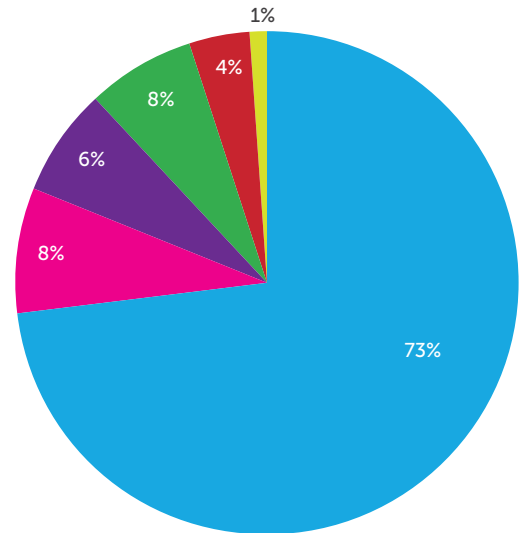
Budget Highlights 2025-26

NGPS's annual budget for the 2025-26 school year is projected to be \$74,400,620.

Division expenditures are as follows:

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

▶ [View the Budget Report for the 2025-26 school year](#)



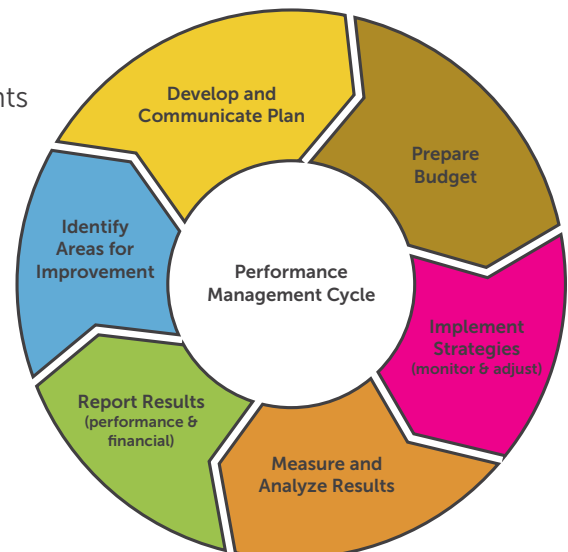
Planning and Reporting Cycle

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

- Developing and updating plans based on results and provincial direction
- Engaging stakeholders at various points throughout the process
- Preparing budgets based on priorities
- Educators across the division have been empowered to collectively develop NGPS Quality Learning Environments to serve as a foundation for reflecting on effective research-based instructional practices.

Purpose

- Ensure that division-wide quality instruction is clearly articulated, co-constructed, supported by research and embedded in the culture of NGPS.
- Determine an understanding of the non-negotiables for quality pedagogy in every school, by establishing a commonly understood foundation of universal classroom practice.
- Measuring, analyzing and reporting results.
- Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- Communicating with stakeholders about school authority plans and results.





Data

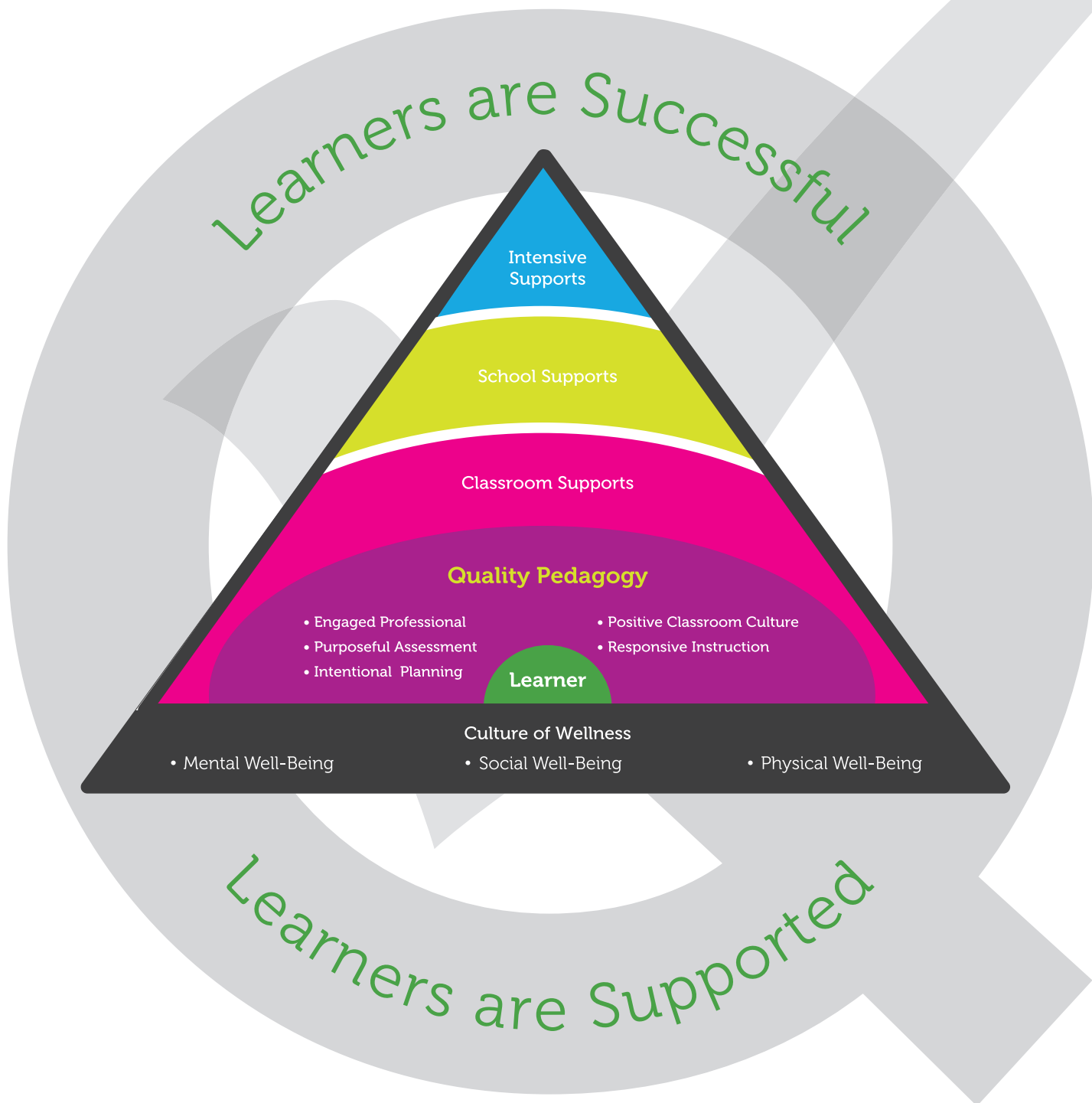
Information to determine progress is primarily gathered through the use of:

- Data obtained throughout the school year and trend data over time
- Alberta Education's Assurance Survey
- Data obtained from the Provincial Achievement Tests (PATs) and Diploma (DIPs) Examinations (due to COVID-19 pandemic disruptions, PAT and DIP data from recent years is unavailable)
- Data is obtained through the approved early learning assessments
 - Alberta Education Literacy Screens
 - The Letter Name-Sound Assessment (LeNS)
 - The Castles and Coltheart 3 Assessment (CC3)
 - Phonological Awareness Screening Test (PAST)
 - Rapid Automatized Naming (RAN)
- Alberta Education's Business Plan
- Stakeholder engagements
- Local Assessment such as:
 - Elk Island Numeracy Screening Assessment (EICS)
 - Fountas and Pinnell Baseline Assessment (F&P)
 - Early Years Evaluation -TA (EYE-TA)
 - Highest Level Achievement Test (HLAT)
- Data collected through the Beacon 4+ Wellness and Diversity Data Collection Tool
- Attendance rates, themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy)

*Note: The NGPS Education Plan 2022-25 priorities/outcomes been identified through data analyzed as part of the Annual Education Results Review process for NGPS as well as from stakeholder engagement processes. Results from the previous year's cycle were reported December 2024 and moving forward, reports on data collected will be reported November 2026.

Learners are Successful and Supported

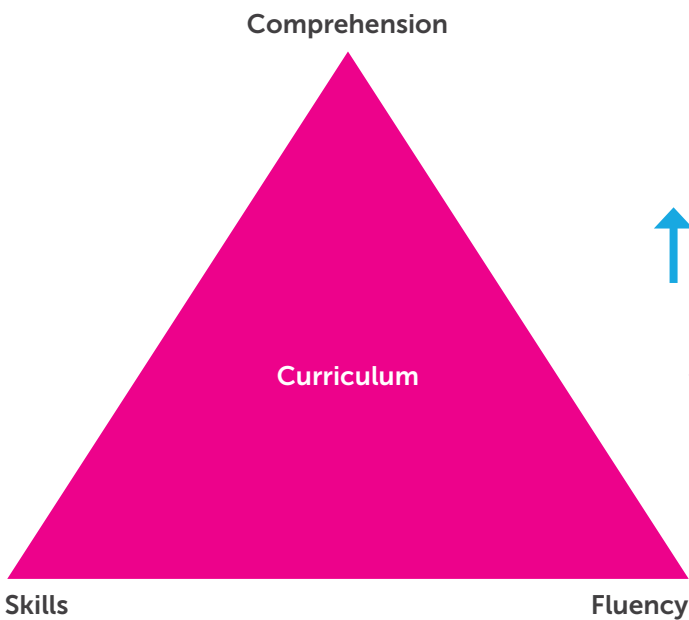
Clearly articulating the dimensions of quality learning environments is essential to ensuring strong instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful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



Learning Models

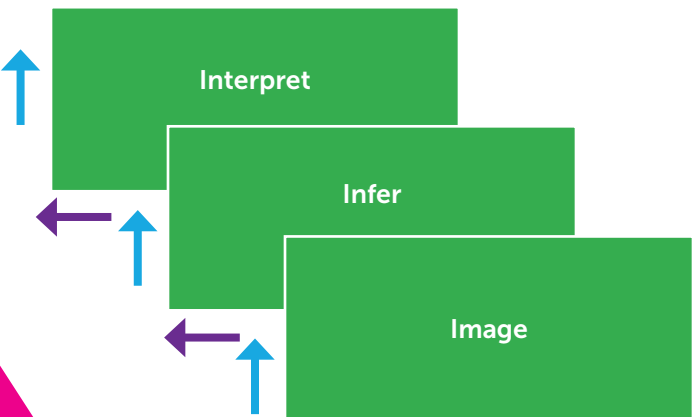
Universal Lens Model of Learning

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



I³ Model

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



How do we ensure our students are successful?

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

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

Provincial Domain: Student Growth and Achievement

Domain: Student Growth and Achievement

Learners are Successful

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

Strategies

- School Action Plans include a mathematics fluency goal.
- School Action Plans include a literacy goal which focuses on strategies to improve imaging and inferencing.
- School Action Plans include a goal designed to support the implementation of the Truth and Reconciliation Commission Recommendations and to address the systemic education gap for First Nations, Métis and Inuit Students.
- Continued implementation and refinement of K-6 English Language Arts, Mathematics and Science curricula.
- Continued refinement and implementation of the K-3 Social curriculum.
- Implementation of the 4-6 Social curriculum.
- Explore piloting the Grades 7-9 Mathematics, Social Studies, Physical Education and Wellness, and Career Education and Financial Literacy.
- Provide the opportunities for intentional planning, responsive instruction and purposeful assessment to improve student achievement through the processes and structures of Collaborative Team Meetings.
- Select purposeful assessments for analysis and follow up with intentional planning.
- Build capacity with administrators and teachers to analyze screening data as well as classroom data through Collaborative Response to improve student learning.

Measures

Required Provincial Measures

- Diploma Exam Results
- Provincial Achievement Test Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality
- Access to Supports and Services
- First Nations, Métis and Inuit Student Success
 - Disaggregated student achievement measures from the NGPS Accountability Pillar results (Provincial Achievement Tests, Diploma Examinations, Graduation Rate, High School Completion)
- Phonological Awareness Screening Test (PAST)
- Castles and Coltheart Test (CC3)
- Letter Name-Sound Test (LeNS)
- Rapid Automatized Naming (RAN)
- Provincial Numeracy Screening Assessments

Required Local Components

- EYE-TA Data
- F&P Benchmark
- HLAT
- EICS Numeracy Screen Assessment
- Monitor VTRA and risk assessment cases
- Survey of First Nations, Métis and Inuit Advocates
- First Nations, Métis and Inuit Student Success
 - Disaggregated student achievement local measures (EICS, EYE-TA, HLAT, F&P)



Provincial Domain: Learning Supports

Domain: Learning Supports

Learners are Supported

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

Strategies	Measures
<ul style="list-style-type: none"> • Collaborative Team Meetings provide the framework for improving student achievement by considering support for each student. • Implement data-driven and strength-based Instructional Support Plans (ISPs). • 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 • Mental Health Wellness Coaches continue to be a part of each school. • School Action Plans include a wellness goal. • Enhancing relationships with First Nations, Métis, and Inuit communities. • Wellness Advisory Team are representatives of all employee groups and are used as a conduit to promote wellness and mental health across our division. • Violent Threat Risk Assessment (VTRA) training levels 1 and 2 will be offered. • Update the commitment to the Community VTRA protocol. 	<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 • Phonological Awareness Screening Test (PAST) • Rapid Automatized Naming (RAN) • Provincial Numeracy Screening Assessments • First Nations, Métis and Inuit Student Success <p>Required Local Components</p> <ul style="list-style-type: none"> • Student attendance data • EYE-TA Data • F&P Benchmark • HLAT • EICS Numeracy Screen Assessment • Themes/focused strategies of Instructional Support Plan (ISP) (social emotional, literacy, numeracy) • Track the access of universal and targeted programming through both the MHCB Operational Teams and the NGPS Wellness Coaches • Through NGPS and MHCB a team will be created in each school with training in Psychological First Aid, Mental Health First Aid, and Suicide Intervention • Communicate the mission and vision of wellness for NGPS employees • Contribute to the NGPS strategic wellness plan. • Communication (implementation) of the NGPS strategic wellness plan • Each school site will have a developed continuum of support for literacy, numeracy, and social emotional support • All schools will use WeCollab to record Collaborative Team Meetings



Provincial Domain: Learning Supports

Domain: Teaching and Leading

Learners are Supported

OUTCOME 3: Learners have excellent teachers, educational assistants, school and school authority leaders.

Strategies	Measures
<ul style="list-style-type: none"> • Division administration, school administration, and teachers are evaluated using Alberta Education Quality Standards. • 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. • NGPS offers a variety of professional learning, side by side coaching and external education consultants to build the capacity of school staff. • 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: <ul style="list-style-type: none"> · First Nations, Métis and Inuit · Curriculum · Assessment • NGPS will include training opportunities for educational assistants to build their capacity of supporting students with diverse learning needs. • NGPS Leadership Development (COMPASS Group): Provide opportunities to develop leadership skills for succession planning. • NGPS Learning Services conducts regular school visits, occurring four times annually, to engage in progress discussions regarding School Action Plans and to offer targeted support based on identified needs. 	<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

Provincial Domain: Governance

Domain: Governance

Learners are Supported

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

Strategies

- Review programs, services and supports to assess effectiveness and alignment with provincially allocated funding.
- Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference.
- Publicly recognize and celebrate the contributions of students, staff, parents, and community.
- The Board of Trustees are advocates for public education and for Northern Gateway Public Schools.
- Identify and refine policies and procedures to ensure strategic planning and decision-making advance education excellence.
- Engaged and active members of:
 - Rural Caucus of Alberta School Boards
 - Alberta School Boards Association
 - Public School Boards Association of Alberta
 - Alberta School Council Association
- Continue to advocate for necessary funding and support that addresses the unique needs of small schools and the rural context.
- Continue to engage parents/guardians during school council meetings in each school.
- Responsibility to ensure Policy 1 is enacted.
- Provide Accountability through the monitoring of student supports.

Measures

Required Provincial Measures

- Survey Measure of Parent Involvement
- School Authorities provide the amount budgeted for 2025-26, the amount spent and the variance between these amounts for operational expenses.

Required Local Components

- Survey measure of School Improvement
- Students to school-based staff ratio
- Qualitative data collected through school visits



Capital Plan 2026-29

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

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

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

The division's 2026-29 Three-Year Capital Plan requests the following capital projects:

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

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

