

2023-2026

Northern Lights Public Schools

THREE-YEAR EDUCATION PLAN





Northern Lights Public Schools shares its 2023-2026 Three-Year Education Plan with stakeholders in the following ways:

- The Plan is posted in the [Accountability](#) section of the division's website and is available for download as a PDF document on the [Three-Year Education Plan](#) page.
- The plan, and highlights from the plan, are shared in a blog post on the division's website - nipsab.ca.
- All parents and guardians are sent an email with highlights from the plan and a link to view the entire plan online or to download the PDF.
- Highlights are shared with the community on the division's social media accounts.
- School plans are posted on school websites.
- School plans are shared with School Councils.



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MESSAGE FROM THE BOARD CHAIR

The Northern Lights Public Schools 2023-2026 Three-Year Education Plan captures the vision developed collaboratively through engagement with all division stakeholders prior to the pandemic. The priorities that were identified through that process, numeracy and student mental health and wellness, continue to be a focus. In the 2023-2024 school year, the Board will engage stakeholders in a consultation process to review and establish priorities to focus on in future years.

As a Board, we are committed to ongoing communication and building relationships with all of our stakeholders because we know that everyone has a role to play in contributing to the achievement and success of our students. The better we work together to support our students, the bigger the impact we will make in their lives.

We look forward to celebrating the successes that will result from the actions that are outlined in our Three-Year Education Plan and to seeing our students grow and thrive. We have great hope for the future we are building together.




Karen Packard
Board Chair

MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS



Rick Cusson
Superintendent

Almost four years have passed since Northern Lights Public Schools adopted numeracy and student mental health and wellness as division priorities. During that time, the division and our schools have faced many challenges that have slowed our progress in these areas.

Our 2023-2026 Three-Year Education Plan outlines our continued focus on our previously identified priorities and our commitment to ongoing improvement. We are beginning to see positive movement forward in these areas, and in order to convert that momentum to sustainable, long-term success for our students, we need to continue to build capacity within our system and capitalize on opportunities to build on the foundation that has already been established.

We continue to be encouraged by the ongoing support we receive from our stakeholders and their willingness to collaborate and advocate for our students. Working together, we will help all of our students learn and excel.



ACCOUNTABILITY STATEMENT

The 2023-2026 Three-Year Education Plan for Northern Lights Public Schools provides future direction commencing September 1, 2023. This plan was prepared under the direction of the Board of Trustees, in accordance with responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results in its January 2023 Annual Education Results Report 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 Education Plan on Wednesday, May 31, 2023.

NORTHERN LIGHTS PUBLIC SCHOOLS BOARD OF TRUSTEES 2021 - 2025



Left to right: Trustee Debra Lozinski, Trustee Blair Norton, Trustee Mandi Skogen, Trustee Ron Young, Board Chair Karen Packard, Trustee Lois Phillips, Vice-Chair Garry Kissel, Trustee Cheryl Edwards, Trustee Roy Ripkens.

The Northern Lights Public Schools' Board of Trustees consists of nine trustees representing five wards:

- **Ward 1 - Bonnyville**
 - Vice-Chair Garry Kissel
 - Trustee Cheryl Edwards
 - Trustee Roy Ripkens
- **Ward 2 - Cold Lake**
 - Board Chair Karen Packard
 - Trustee Mandi Skogen
 - Trustee Ron Young
- **Ward 3 - Lac La Biche**
 - Trustee Lois Phillips
- **Ward 4 - Lac La Biche - Plamondon**
 - Trustee Blair Norton
- **Ward 5 - Lac La Biche South**
 - Trustee Debra Lozinski

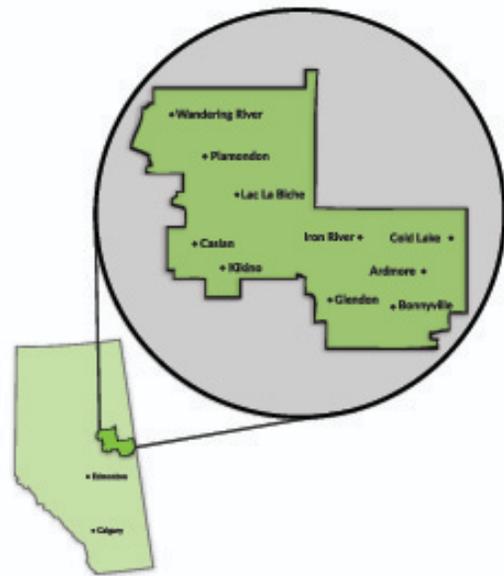
DIVISION PROFILE

Northern Lights Public Schools is located in northeastern Alberta in the heart of the Lakeland region. It stretches from the Saskatchewan border on the East to Highway 63, which runs through Wandering River, on the West. Altogether the division spans over 200 kilometres from Cold Lake to Wandering River and covers a geographic area of 14,800 square kilometres. The area is noted for its natural beauty, numerous multi-season outdoor recreational opportunities, and abundant wildlife.

We provide a variety of education options to families through our 27 schools, including six outreach schools. We serve approximately 5,800 students located throughout the Lakeland. Our schools are located in Bonnyville, Cold Lake, Lac La Biche, Glendon, Plamondon, Ardmere, Caslan, Iron River, Wandering River, Kikino Métis Settlement, Buffalo Lake Métis Settlement, and the Pine Meadow Hutterite Colony. In addition, Northern Lights Public Schools provides services to students from Beaver Lake Cree Nation, Cold Lake First Nations, Elizabeth Métis Settlement, Frog Lake First Nation, Heart Lake First Nation, Kehewin Cree Nation and White Fish First Nation. The Youth Assessment Center in Lac La Biche is operated by Northern Lights Public Schools under a contract with the Alberta government. The program is on a two-year hiatus due to a modernization of the facility being conducted by the Alberta Government. Our Learning Together Anywhere School provides online programming to students from throughout Alberta.

The Lakeland region enjoys a diverse economy largely comprised of oil and gas, agriculture, forestry, hunting, fishing, trapping and tourism sectors, as well as 4 Wing Cold Lake. The downturn in the oil and gas industry has negatively impacted the economy of the region, as well as school enrolment. The area is also very culturally diverse, including several First Nations and Métis communities, as well as other cultural groups that either settled in the area as early pioneers or have moved into the area more recently due to economic opportunities.

It is within this geographical, economic and culturally diverse region that Northern Lights Public Schools offers a robust Kindergarten to Grade 12 education system that aspires to ensure every student learns and every student excels.



OUR SCHOOLS

School	Community	Principal for 2023-2024
Ardmore School (K to 8)	Ardmore	Marjorie Charles
Art Smith Aviation Academy (K to 9, French Immersion, Aviation Focus)	Cold Lake (4 Wing)	Andrea Farrell
Aurora Middle School (4 to 8)	Lac La Biche	Carolina Franke
Bonnyville Centralized High School (9 to 12)	Bonnyville	Mark Centazzo
Bonnyville Outreach School (9 to 12)	Bonnyville	Elliott Bessey
Caslan School (K to 8)	Caslan	David Skoglund
Cold Lake Elementary School (K to 3)	Cold Lake	Chris Vining
Cold Lake High School (10 to 12)	Cold Lake	Dustin Walker
Cold Lake Junior High (6 to 9)	Cold Lake	Chan Cusson
Cold Lake Outreach School (9 to 12)	Cold Lake	Elliott Bessey
Crossroads Outreach School (9 to 12)	Buffalo Lake Métis Settlement	Elliott Bessey
Duclos School (K to 4)	Bonnyville	Jody Centazzo
École Plamondon School (K to 12, Russian Immersion)	Plamondon	Karen Grygus
Glendon School (K to 12)	Glendon	Maureen FERENCE
H.F. Bourgain Middle School (5 to 8)	Bonnyville	Tracy Casselman
Iron River School (K to 8)	Iron River	Dustin Blake
J.A. Williams High School (9 to 12)	Lac La Biche	Samear Abougouche
Journeys Learning Academy (9 to 12)	Kikino Métis Settlement	Elliott Bessey
Kikino School (K to 8)	Kikino Métis Settlement	Laurie Thompson
Lac La Biche Outreach School (9 to 12)	Lac La Biche	Elliott Bessey
Learning Together Anywhere (K to 9)	Various	Brandon Isert
Nelson Heights Middle School (4 to 7)	Cold Lake	Jason Whaley
North Star Elementary School (K to 5)	Cold Lake	Kim MacLeod
Pine Meadow Hutterite School	Pine Meadow	Maureen FERENCE
Vera M. Welsh Elementary School (K to 3)	Lac La Biche	Rob Wicker
Wandering River School (K to 6)	Wandering River	Lisa Iversen
Youth Assessment Centre	Lac La Biche	Elliott Bessey

STAKEHOLDER ENGAGEMENT

The foundation of the Northern Lights Public Schools 2023-2026 Three-Year Education Plan is an extensive stakeholder engagement process that took place during the 2018-2019 school year. At that time, stakeholders identified two priority areas for the division to focus on: improving students' mental health and wellness; and improving students' numeracy skills and understanding. The COVID-19 pandemic significantly impacted progress in several areas identified to address these priorities and the Board is continuing with them as a focus in its 2023-2026 plan. The Board decided to defer a robust consultation due to the Pandemic and will engage stakeholders in establishing priorities during the 2023-2024 school year.

The Board provides ongoing opportunities for all stakeholders to reaffirm the education priorities identified in the Three-Year Education Plan through ongoing communication, opportunities for engagement on specific initiatives, participation in school councils, and Student Advisory Council to the Board initiatives. The division continues to utilize [Engage NLPS](#) as well as an internal engagement site for students and staff, designed to provide stakeholders with increased opportunities for engagement. Since January 2021, the sites have been used for engagement on a variety of topics including the Board's Transportation Policy, the division's school calendar, curriculum implementation, and an ongoing conversation about mental health.

In 2021-2022, the division launched two important engagements with students and parents. The Engage NLPS site was used for parents to complete a Mental Health Survey that collected data about student mental health and what resources and supports parents need to better support their children. This was paired with a Student Mental Health Survey done by all students in Kindergarten to Grade 12. This is the second year of collecting input from students. The compilation of the results from both parties continues to provide the division with critical data as it proceeds with its 2023-2026 Three-Year Education Plan and addresses its student mental health priority.

In 2022-2023, NLPS re-engaged in face-to-face discussions with its students and parents. The Board of Trustees facilitated sessions with student representatives from grades 6 to 11 from all schools. These meetings of the Student Advisory Council to the Board provided feedback and recommendations on school culture/climate and student success. The Board also engaged parents regionally to determine alignment with the feedback provided by students on the same topics. The feedback from both students and parents will direct strategies embedded in the division's mental health priority in the 2023-2026 Three-Year Plan.

NLPS also supports parental engagement through School Councils. *School Council Regulation (94/2019)*, requires each school in Northern Lights Public Schools to have a school council made up of parents/guardians, school administration, teachers, and sometimes students or members of the community. School councils are advisory in nature and provide advice to the school principal and school board on matters such as school plans, budgets, policies, and programming opportunities for students. NLPS Trustees attend school council meetings throughout the year. The Board also supports the attendance of school council members at the Alberta School Councils' Association annual conference.

IMPROVEMENT GOALS AND PRIORITIES 2023-2026

For the 2023-2026 Three-Year Education Plan, NLPS will continue with the four outcomes set by Alberta Education in the Assurance Measures. Those four outcomes are: Alberta's students are successful; First Nations, Métis, and Inuit students in Alberta are successful; Alberta has excellent teachers, school leaders and school authority leaders; and Alberta's K-12 education system is well governed and managed. Engagement strategies utilized continue to reaffirm the division priorities.

NORTHERN LIGHTS PUBLIC SCHOOLS' DIVISION PRIORITIES

PRIORITY 1: NORTHERN LIGHTS PUBLIC SCHOOLS WILL IMPROVE STUDENTS' MENTAL HEALTH AND WELLNESS

Our Priority

Northern Lights Public Schools is committed to creating an environment of knowledgeable and supported staff members as they strive to improve the mental health and wellness of all students. This priority was established by the board after extensive consultations with students, parents and staff.

Our Definition

Mental Health is a state of well-being in which every individual realizes their own potential, can cope with the normal stresses of life, can learn/work productively and fruitfully, and is able to make a contribution to their school/community. ~ Based on the definition from **The World Health Organization** ~

Our Evidence of Improvement

Northern Lights students and parents complete a yearly survey that seeks to understand the mental health and wellness of students in relation to our definition. The survey is administered in the spring of each year. Results are reviewed by school administration each year, and then further analyzed as teams at an administrative council meeting in the spring each year. Additionally, student responses to the Assurance Survey questions related to the Safe and Caring School measures are used to measure growth over time.

Our Actions

For All <i>Universal Supports for All Students</i>	For Some <i>Targeted Supports for Some Students</i>	For Few <i>Individualized Supports for Few Students</i>
Welcoming Schools - create opportunities to enhance school practices for all students	Video Bank - create short videos depicting the use of classroom strategies to support mental well-being	Mental Health Screening, Identification and Referral - enhance processes of screening for concerns and connecting with / referring to therapist services
Menu of Supports - develop and deliver a menu of	Community Helpers Program - provide middle and high school students with the skills	Student Support Plans - increase capacity to develop

capacity-building training sessions for staff	and knowledge to support their peers' mental health and well-being	and monitor student support and safety plans
Student Advocacy Counsellors - enhance and support counsellors as they work with all students	Parental Engagement - provide opportunities and training for parents to support building mental health capacity of their children	Student Advocacy Counsellors - enhance and support counsellors as they work with indicated students
Positive Behaviour and Intervention Support - implement / improve school-wide student management frameworks	Positive Behaviour and Intervention Support - implement / improve school-wide student management frameworks	Positive Behaviour and Intervention Support - implement / improve school-wide student management frameworks
Agency Collaboration - work with community agencies to support integrated mental health services for students	Agency Collaboration - work with community agencies to support integrated mental health services for students	Agency Collaboration - work with community agencies to support integrated mental health services for identified students
Mental Health and Wellness of NLPS Staff - foster and support the mental health and wellness of staff	Student Advocacy Counsellors - enhance and support counsellors as they work with targeted students	

Our School Plans

As part of their improvement plans, each school in Northern Lights is implementing universal, targeted and individualized strategies to enhance support for students. These strategies align with division actions and are designed to meet the unique demographics and needs of each school.

Our Resources

NLPS currently utilizes the following in-house supports for students: Student Advocacy Counsellors, Student Services Team Coordinators, Director of Inclusive Education, Learning Consultants, and School Staff. We rely on external funding sources for the following: Successful Families, Successful Kids / Mental Health Capacity Building Team, Community Helpers Program and support from Community Agencies.

Positive Behavior Support Planning for Schools

In 2023-2024 we will continue to move forward with the implementation of Positive Behaviour and Intervention Supports (PBIS) in our schools. Working with Tom Hierck, we will focus on universal work with all schools' teams, while also planning targeted supports for three schools, along with individualized support with one specific school.

This builds upon work done in 2022-2023 to create a division-wide understanding of PBIS and develop plans for each school. Each school was required to attend 2 full days of professional development led by Tom Hierck focussed on reviewing essential elements of a positive learning

environment and the key components of an effective behaviour matrix. School teams reviewed past positive behaviour interventions and planned for a whole school staff professional development day, where they facilitated discussions around a behaviour matrix and reviewed pertinent data related to addressing student needs. Following the whole school PD day, school teams were brought back together for another session with Tom Hierck, reviewing the work with their whole school groups and planning the next steps in preparation for the 2023-2024 school year.

Pathways of Hope-NLPS/PCN-Mental Health in Schools Pilot (approved spring 2023)

The Northern Lights Public Schools (NLPS) and Bonnyville/Cold Lake Primary Care Network (PCN) approved pilot is to ensure children receive quality mental health services and support across all stages and levels of care. A comprehensive and coordinated approach is the best way to promote positive mental health and a collaborative model allows for the creation of economies of scale to meet the growing mental health needs within our community. This pilot will support access to education, promotion and action (intervention) of mental health and wellness for students from NLPS. Additionally, it will work to identify children with unmet needs and assist secure access to family mental health services in a timely manner.

Our main objective with this pilot is to support child and student social, emotional, behavioural and mental health. The program will optimize access and build the capacity of mental health resources for youth and students within the community. By eliminating barriers and expanding the full continuum of prevention, treatment and mental health services, as well as prioritizing the integration of these services into settings where young people and their families can access them. The partnership with the PCN aims to achieve the following objectives:

- Increased access to appropriate mental health resources
- Higher level of mental health services that are currently not available in the community or school
- Therapeutic interventions within the school and community
- Navigation supports
- Individualized services
- Education and awareness
- Build Capacity of access and resources
- Mental health action
- Clearly accessible points of access (ease of entry into services)

Targets for Improvement

NLPS Student Mental Health & Wellness Survey Kindergarten to Grade 2			
Survey Categories	2022 March Results	2023 March Results	2024 Targets
Student Potential: students feel encouraged to do their best	96.8% agreed	97.3% agreed	97.5%
Normal Stress of Everyday Life: students feel safe at school	89.9% agreed	90.6% agreed	92%
Ability to Contribute to Daily Activities: students feel safe talking to a grownup	88.1% agreed	94.4% agreed	95%
Ability to Learn/Work: students feel loved and enjoy their school community	93.6% agreed	90.8% agreed	94.0%

NLPS Student Mental Health & Wellness Survey Grade 3 to 12			
Survey Area	2022 Results	2023 Results	2024 Target
Student Potential: students have the ability to understand and manage their feelings and are hopeful about the future	77.7% agreed or strongly agreed	71.3% agreed or strongly agreed	81.5%
Normal Stress of Everyday Life: students need assistance to cope with and manage their fears and anxieties	68.03% rarely required assistance	64.2% rarely required assistance	73.5%
Ability to Contribute to Daily Activities: students can connect with a peer or adult to assist with managing problems	75.05% agreed or strongly agreed	76.6% agreed or strongly agreed	80.5
Ability to Learn/Work: students feel they belong, are engaged, and can work to the best of their ability	70.33% agreed or strongly agreed	73.4% agreed or strongly agreed	75.5

Safe & Caring Schools Assurance Survey – Student Responses				
Grade Groups	May 2021 Results	May 2022 Results	May 2023 Results	May 2024 Targets
Students Grade 4 to 12 Students feel safe and respected	83.2% agree	79.8% agree	Not yet available	87.8%

PRIORITY 2: NORTHERN LIGHTS PUBLIC SCHOOLS WILL IMPROVE STUDENTS' NUMERACY SKILLS AND UNDERSTANDING

Our Priority

Northern Lights Public Schools is committed to building a culture of numeracy, empowering learners, teachers and leaders to collectively shift their practice, giving meaning to mathematics as they improve numeracy skills and understanding of all students. This priority was established by the board after extensive consultations with students, parents and staff.

Our Definition

Alberta Education defines numeracy as the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living.

Our Evidence of Improvement

Northern Lights students complete annual numeracy benchmark assessments using Canadian Achievement Test 4 (CAT4) and NLPS-developed Common Assessments, in addition to the regular classroom assessments that occur. Results are reviewed by schools each year. Additionally, Provincial, Numeracy Screening Assessments, Provincial Achievement Tests and Provincial Diploma Exams are used to monitor student progress.

Our Actions

For All <i>Universal Supports - Whole School</i>	For Some <i>Targeted Support - Classroom Math Instruction and Practice</i>	For Few <i>Individualize/Specialized Supports and Interventions</i>
Building Knowledge and Capacity	Teaching, Learning and Assessment	Interventions
Improve and build a culture of numeracy in schools	Teachers engage in co-learning with our Learning Consultants (Numeracy series and Tools for Teachers series)	Support educators in the use of specialized population resources
Numeracy across content areas - empower all teachers to assume responsibility for enhancing numeracy understanding	Design and provide mathematics learning opportunities focusing on curriculum expectations	Support educators with identifying timely and appropriate interventions for students needing additional support, and gifted and talented students
Increase student confidence related to numeracy	Use a variety of learning experiences to support problem solving	Create supports for educators in building safe, responsive and inclusive mathematics learning environments to reduce math anxiety
Support administrators as supervisors and leaders in numeracy	Develop increased understanding around the use of manipulatives and resources to enhance and support student learning	Using Nelson publication "Do the Math" for Learning Disruption intervention program

Identify, learn about, and implement research-based instructional and assessment strategies	Improve understanding of staff in relation to differentiating and personalizing learning experiences based on student needs	Provision of the learning loss intervention grant led to the assessment of Grade 2/3 students and addition of supports to students identified below grade level
Explore and integrate the innovative use of emerging technologies and resources to enhance and transform teaching practices and student learning experiences	Support the analysis of student learning to develop lessons that address student interests as well as strengths and needs	
Nurture a collaborative relationship with families to support effective learning environments	Parent/family/guardian resources - provide opportunities for families to engage in mathematics together to develop a growth mindset and positive disposition towards learning	
Work with learners to be self-reflective and advocate for their learning	Include information and supports regarding mathematics in communications to parents/guardians	
Guide division professional development planning	K-6 new curriculum implementation of mathematics program of studies utilizing NewLearn Alberta for PD and resources	
"Building Thinking Classrooms" - Peter Liljedahl - Professional development and learning strategies that work to incorporate numeracy across multiple curriculum		
Additional directors of instruction in division splits, K-6 and 7-12, hired for 2023-24 school year and beyond		

Our School Plans

As part of their improvement plans, each school in Northern Lights is implementing universal, targeted and individualized strategies to enhance support for students. These strategies align with divisional actions and are designed to meet the unique demographics and needs of each school.

Our Resources

Director of Instruction - K-6, Director of Instruction - 7-12, Learning Consultants, Student Support Team Coordinators, Administrators, Teaching Staff, and Educational Assistants.

Targets for Improvement

Since Covid, we have gone through a rigorous process of assessment to establish benchmarks in numeracy and capture data in a meaningful way. We are no longer collecting partial data and are moving towards establishing a more complete picture of students' skills and abilities in numeracy.

Provincial Achievement Tests (Total Enrolled)				
Grade / Standard	2018-19 Results	2021-22 Results	2022-23 Results	2023-24 Targets
Grade 6 Acceptable	72.1%	46.8%	not yet available	To be determined once 22-23 results are available
Grade 6 FNMI Acceptable	59.8%	36.7%	not yet available	
Grade 6 Excellence	9.7%	4.5%	not yet available	
Grade 6 FNMI Excellence	2.9%	0.9%	not yet available	
Grade / Standard	2018-19 Results	2021-22 Results	2022-23 Results	2023-24 Targets
Grade 9 Acceptable	55.5%	37.1%	not yet available	To be determined once 22-23 results are available
Grade 9 FNMI Acceptable	39.5%	30.2%	not yet available	
Grade 9 Excellence	13.7%	8%	not yet available	
Grade 9 FNMI Excellence	5.8%	5.2%	not yet available	

Acceptable is defined as 50% or better. Excellence is defined as 80% or better.

Provincial Diploma Exams				
Grade / Standard	2018-19 Results	2021-22 Results	2022-23 Results	2023-24 Targets
Math 30-1 Acceptable	66.3%	89.5%	not yet available	To be determined once 22-23 results are available
Math 30-1 FNMI Acceptable	55.6%	NA	not yet available	
Math 30-1 Excellence	20.0%	21.1%	not yet available	
Math 30-1 FNMI Excellence	22.2%	NA	not yet available	
Math 30-2 Acceptable	76.7%	95.6%	not yet available	
Math 30-2 FNMI Acceptable	75.0%	43.8%	not yet available	
Math 30-2 Excellence	14.0%	31.1%	not yet available	
Math 30-2 FNMI Excellence	12.5%	6.3%	not yet available	

Acceptable is defined as 50% or better. Excellence is defined as 80% or better.

Targets will need to be reevaluated now that we are running classes and exams at normal capacity. The value of diploma exams was reduced to 20% of a student's blended mark in 2022-2023; however, in the 2023-24 school year, exam values will increase back up to 30%.

Norm-Referenced Math Assessments			
Grade Group	January 2023	Spring 2023	Spring 2024 Targets
Provincial Numeracy Screening Assessment (Grade 1 participation rate)	92.9%	not yet available	100%
Grade 1 (achievement)	64%	not yet available	To be determined once Spring 2023 results are available
Grades 2 to 4 CAT4 Assessment (participation rate)	90.9%	not yet available	100%
Grade 2 (achievement)	39.5%	not yet available	60% (75% national avg)

Grade Group	Fall 2022	Spring 2023	Spring 2024 Targets
Grade 3 (achievement)	44%	not yet available	60% (75% national avg)
Grade 4 (achievement)	50.5%	not yet available	60% (75% national avg)

We engaged in a process to collect numeracy data from the CAT4 assessments for students in Grades 2-4, then unexpectedly the Province mandated their own numeracy screening assessments for Grade 1. Now we will continue to follow the provincial plan, should they continue to mandate assessments in other grades.

Grades 2 to 4 CAT4 Average achievement is based on a stanine score of four and above from the Canadian Test Centre norm-referenced data.

NLPS Math Assessments			
Grade Group	June 2022	June 2023	June 2024 Targets
Grade 7-9 Common Assessments (participation rate)	60.5%	not yet available	100%
Grade 7 (achievement)	61.1%	not yet available	67%
Grade 8 (achievement)	64.2%	not yet available	65%
Grade 9 (achievement)	43.5%	not yet available	60%

Grade 7 to 9 Common assessment participation continues to increase post-COVID and higher validity of the data will come from higher participation. With the addition of a Director of Learning from 7-12, along with the Learning Consultants, there will be more intentional work with schools to achieve targets.

ASSURANCE ELEMENTS

Northern Lights Public Schools is committed to ensuring student success. We continue to work on increasing student achievement and well-being using a variety of supports and partnerships with various community organizations and external agencies. We recognize that the continued growth and development of our staff are critical to addressing student needs.

STUDENTS ARE SUCCESSFUL

Student success and achievement are our primary focus and are dependent on positive working environments, access to needed supports, and trust in those who work with students on a regular basis. To ensure the success of our students, we need to plan and assess how our students are doing compared to the province, and also from year to year. As we move forward, we will work to ensure these needs are met through a variety of strategies and assess our progress from year to year using various tools that reflect not only academic achievement but also social, mental health and wellness, and general life skills.

Avenues for Development

Academic Achievement Grades K-9

- Use literacy, numeracy, technology, Positive Behaviour Intervention and Supports (PBIS), and early learning coaching series to provide a focus to the instructional coaching process.
- Improve and enhance the quality of literacy and numeracy instruction, and enhance the use of digital learning tools and skills to improve learning opportunities for students by having Learning Consultants use selected coaching series and/or responsive coaching to work with individual teachers or groups of teachers.
- Use the Collaborative Response Model, a school-wide structure that focuses on identifying and meeting the individual needs of students.
- Support the use of literacy programs and tools such as Fountas & Pinnell benchmark assessment kits which were provided to every elementary and middle school in order to support students.
- Continue to use additional assessment information through CC3, LeNS and CAT4 (literacy) to inform teaching practice and guide professional development.
- Continue to offer full-day programming for Kindergarten students in all elementary schools in order to ensure a solid foundation for learners. Certificated teachers provide the required program of studies, and educational assistants with specific extension training provide the FLIGHT curriculum framework. A variety of tools and assessments such as the Early Years Evaluation (EYE) help to ensure quality and individualized programming.
- Use a Generative Dialogue process for the Central Office Leadership Team (COLT) to connect monthly with school administration and discuss planning, pedagogy and assessments in a focused and intentional manner. In the same way, embed collaborative time at the school level for discussion on topics related to student learning and achievement. This process increases focus on instructional leadership for administrators and teaching and learning for teachers.
- Increase the use of digital assistive technologies to support struggling learners.
- Use Student Support Team (SST) coordinators to facilitate collaborative meetings focused on student well-being and learning. Team members include personnel such as

administrators, teachers, occupational therapists, speech-language pathologists, student advocacy counsellors, and other outside agencies as required.

- Continue the division's vigorous Beginning Teacher Induction program for all teachers new to the division, and expand the support provided to new educational assistants.
- Continue the use of NLPs-developed common curricular assessments to ensure reliable summative processes and to increase focus on curricular outcomes and expectations. These assessments were developed by cohorts of subject-alike teachers for core courses in Grades 7, 8 and 9.
- Use of CAT4 at the division level for students in grades 2 to 4.

Academic Achievement in Grades 10-12

- Continue to provide Knowledge & Employability programming for high school students where appropriate.
- Continue to develop and encourage students to participate in dual credit programming, providing advanced standing with post-secondary institutions or industry-standard certification (Cree 101, Cree 102, Comp 105, CSCR 101, BIO 102, COMA 200, EDCD 100, ENTR 105, HEED 105, Math 100, NRES 208, ORGB 193, Psyc 104, SOCI 101, STAT 141) in collaboration with Portage College.
- Summer School 2023 will introduce a dual-credit opportunity with Portage College for COMP 105.
- Continue the partnership with Lakeland College and Athabasca University for dual-credit opportunities.
- Enhance and improve non-traditional programming options for high school students. Examples of options being offered include a partnership with Canadian Rockies Public Schools to offer outdoor education programming for high school students and other distance learning courses.

Student Involvement, Personal Development, and Life Skills

- Enhance the Student Advisory Council to the Board and student leadership programs in junior and senior high schools.
- Use character/moral education programs at school sites to ensure appropriate supports and educational opportunities are in place for students.
- Ensure students are well positioned to either enter post-secondary education programs or enter the workforce, by offering academic and career counselling programs including the addition of career counsellors at the middle school level.
- Employ Student Advocacy Counsellors (SACs) at all schools to provide supports for students.
- Continue to support lunch/snack/breakfast programs at the division's schools. Northern Lights Public Schools is supporting a number of full-school nutrition programs to ensure students are prepared to learn at school.
- Continue to pursue partnerships with the Breakfast Club of Canada, the provincial nutrition program, Apple Schools, PC Children's Charity and industry partners to reach a target of over 200,000 meals served to our student population.
- Encourage participation in robust 'beyond the classroom' learning opportunities for students to teach them attitudes and behaviours that lead to future success in the workforce. These include work experience, Registered Apprenticeship Program (RAP), culinary opportunities, Mobile Trades Lab, etc.

- Continue to provide addiction and mental health promotion and prevention to students and families through Success/Wellness Coaches hired using grant funding from the Mental Health Capacity Building project.
- Successful Families, Successful Kids staff work throughout the calendar year to engage students and their families, developing programming that meets the changing mental health needs of NLPS students. All NLPS students have an opportunity to interact with the menu of supports offered by this team.
- NLPS schools are implementing and improving Positive Behavior Support Programs within their school-wide student management framework.
- NLPS Community Helpers Program has been expanded to all junior and senior high schools in NLPS. The program provides students with the skills and knowledge to support their peers' mental health and well-being.
- Encourage students and families to take advantage of opportunities provided in individual communities such as the "HIVE", which is a hub for students to access a variety of mental health services and supports outside of school hours located in Bonnyville.

Measures

In addition to CAT4, NLPS developed common assessments, and the NLPS Mental Health Survey for students, NLPS will focus on:

- Percentage of:
 - students who achieve acceptable and excellence standards on Grade 6 and 9 Provincial Achievement Tests;
 - students who achieve acceptable and excellence standards on Provincial Diploma Examinations;
 - students writing four or more Provincial Diploma Examinations within three years of entering Grade 10; and
 - students who complete high school within five years of entering Grade 10.

FIRST NATIONS, MÉTIS, AND INUIT STUDENTS ARE SUCCESSFUL

Northern Lights Public Schools is continually working to increase the success of our Indigenous students through multiple partnerships, a number of available supports and resources, and building capacity in our staff and students. We believe it is crucial to work to build understanding in our students, staff and community throughout the division to empower our students and set them up for success.

Avenues for Development

- As an act of reconciliation, and as a commitment to developing healing relationships, continue to develop key community partnerships and develop Education Service Agreements (ESA's) with First Nations and partnerships with Métis Settlements.
- Ensure all First Nations, Metis and Inuit students have equitable access to services as part of the Inclusive Education Model. This is an essential component of reconciliation, creating an inclusive society and closing any identifiable gaps.
- Continue to provide full-time Kindergarten programming for First Nations, Metis and Inuit students to enhance early learning opportunities.
- Engage Learning Consultants to work with individual teachers or groups of teachers to improve and enhance the quality of literacy and numeracy instruction.

- Support the use of literacy programs and tools such as the Daily 5 and Fountas & Pinnell benchmark assessments and incorporate them into professional development and collaborative opportunities for teachers.
- Provide resources such as Literacy Seed Kits for all schools to increase the visibility of First Nations, Metis and Inuit culture to students.
- Committed academic counselling time in all high schools to support First Nations, Metis and Inuit students from grades 9 to 12. In 2022-2023 an Indigenous Student Success team consisting of an Associate Superintendent, school-based administration, and academic and career counselors worked together to examine leading and lagging indicators to support enhanced high school completion for Indigenous students.
- Review the information gathered from the Indigenous Student Voice sessions conducted in each middle and high school at the end of the 2022-2023 school year to determine appropriate next steps to support student success.
- Use a Generative Dialogue process for the Central Office Leadership Team (COLT) to connect monthly with school administration and discuss planning, pedagogy and assessments in a focused and intentional manner. In the same way, embed collaborative time at the school level for discussion on topics related to student learning and achievement. This process includes an increased focus on teaching and learning. These conversations include First Nations, Metis and Inuit related topics.
- Student Support Teams (SST) include educators as learning coaches to assist staff in implementing a variety of strategies to ensure success for all First Nations, Metis and Inuit students.
- Ensure all students who require support through Jordan's Principle funding have access to the appropriate supports and services. Liaise with Tribals Chiefs Ventures, First Nation Health Consortium and Indigenous Services Canada to provide these supports to students and their families.
- Support administrators and teachers in developing and applying foundational knowledge and understanding about First Nations, Metis and Inuit for the benefit of all students. This includes working to ensure all staff meet the related Teaching and Leadership Quality Standards, while also recognizing that these understandings are essential to long-term reconciliation. Create an action plan with school-based administration regarding the 92 Calls to Action.
- Continue to provide counselling support to Indigenous students.

Measures

- Percentage of:
 - self-identified First Nations, Métis, and Inuit students who achieve acceptable and excellence standards on Grade 6 and 9 Provincial Achievement Tests;
 - self-identified First Nations, Métis, and Inuit students who achieve acceptable and excellence standards on diploma examinations;
 - self-identified First Nations, Métis, and Inuit students writing four or more diploma examinations within five years of entering Grade 10; and
 - self-identified First Nations, Métis, and Inuit students who complete high school within five years of entering grade 10.

EXCELLENCE IN TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Through the ongoing development of our teachers, support staff, and division leaders we reflect our belief in life-long learning for students and ensure we have well-developed staff to lead our students in the classroom, and as they move forward through to graduation.

Avenues for Development

- Continue to share the Mobile Trades Lab with different schools to provide additional learning opportunities.
- Continue to pursue partnerships with industry and agencies to provide additional programming for students.
- Continue to support opportunities for administrators and teachers to pursue their Master in Education degrees.
- Create opportunities for division-wide and cross-division collaboration for Career and Technology (CTS) teachers. Partnerships with post-secondary institutions help to increase the skill sets of CTS teachers to enhance and broaden programming opportunities for students.
- Continue to support and promote French Immersion Programming in one of our communities.
- Northern Lights Public Schools administrators have begun to integrate Mental Health Literacy in our schools and classrooms, building on the training staff received on Mental Health Literacy utilizing Go To Educator.
- Implementation of the new curriculum will require time and effort from our Kindergarten to Grade 6 staff. NLPS will offer a variety of training and networking opportunities facilitated through agencies such as the Alberta Regional Professional Development Consortia (ARPDC) and the Alberta Assessment Consortia (AAC) as well as NLPS Learning Consultants. These sessions will be a key topic for professional development days in the 2023-2024 school year.
- Continue to offer Division Wide PD Days in the NLPS annual calendar.

Measures

- Percentage of:
 - teachers who agree that teachers are prepared for teaching on Assurance Survey;
 - students and parents who agree that students are engaged in their learning at school on Assurance Survey;
 - students, parents, and teachers who agree that students feel like they belong and are supported to be successful in their learning on Assurance Survey;
 - students, parents, and teachers, who are satisfied with the opportunity of students to receive a solid grounding in core subjects; and
 - students, parents, and teachers who are satisfied with the opportunity of students to receive a quality education on Assurance Survey.

THE K-12 EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

Both the Board of Trustees and the division office administration strive to be responsive to stakeholders. Multiple opportunities are provided to consult, collaborate and, where possible, allow for decision-making opportunities to be available to stakeholders.

Avenues for Development

- Actively support School Councils in all schools.
- Continue to support community engagement to reaffirm improvement priorities for the division to pursue. The Board will re-engage stakeholders to establish priorities for the 2024-2025 school year.
- Re-engage the opportunity for school principals to meet and explain their school plans with each other and with members of the Board of Trustees in a large group setting.
- Use a Generative Dialogue process for the Central Office Leadership Team (COLT) to connect monthly with school administration and discuss planning, pedagogy and assessments in a focused and intentional manner. In the same way, embed collaborative time at the school level for discussion on topics related to student learning and achievement. This process increases focus on instructional leadership for administrators and teaching and learning for teachers.
- In an effort to ensure effective succession planning, the division will transition to an Organizational Chart that includes three new educational director positions: Director of Curriculum; Kindergarten to Grade 6, Director of Curriculum; Grades 7-12, and Director of Inclusive Education. These positions will be in effect for the 2023-2024 school year as two of the current Educational Executives retire over the course of a two year window. The executive positions will not be replaced.

Measures

- Percentage of:
 - students, parents, and teachers who are satisfied that the school provides a safe, caring, and healthy learning environment on Assurance Survey;
 - students, parents, and teachers who are satisfied with the quality of K-12 education on Assurance Survey; and
 - parents and teachers who are satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school on Assurance Survey.

BUDGET SUMMARY AND CAPITAL PLANNING

Northern Lights Public Schools' Capital Plan and budget information can be found in the [Accountability](#) section of our website or by clicking the links below:

[NLPS Budget](#)

[NLPS Capital Plan](#)

[NLPS CMR](#)

[NLPS IMR](#)