



CAPE-Centre For Academic and Personal Excellence Institute (CAPE)

Charter School Evaluation 2018-2019

CAPE-Centre For Academic and Personal Excellence Institute, commonly referred to as CAPE, is pleased to present our self-evaluation as one of Alberta's first charter schools. We are proud of our continued efforts to meet the needs of our students. These efforts have resulted in a culture of life-long learning, continuous improvement, and collaboration between staff, parents, and community. The CAPE program has evolved over time from a rudimentary, integrated, personalized program to a refined, purposeful, integrated personalized program in response to the needs of our students.

The contents of this evaluation are divided into the 12 indicators of success as requested by Alberta Education.

1. The school meets the terms and conditions of its charter and has performance measures that show clear evidence of success.

"To foster the development of academic and personal skills through the provision of a personalized, integrated program so that each child or student may achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an entrepreneurial spirit, independent learners, and world citizens."
CAPE charter

CAPE has since its inception focused on the following goals and outcomes:

"CAPE Charter School Goal 1: CAPE School is focused on achieving academic excellence.

Outcome 1: Student learning is improved so that students are working at their own personal best.

Measures within this area focus on kindergarten readiness for learning i.e. grade 1, on grades 1 to 3 readiness for the next grade, and increase in academic engagement. Of importance for our student body is continuous growth towards grade level knowledge and skills in language and mathematics measured via Start Math and Star Reading. Personalization is the major element of our program that supports this outcome. Our measures also look at acceptable standard and standard of excellence in core subjects year-end marks (formative assessments) and core subjects final exam marks (summative assessments). Data clearly show a positive increase in student knowledge and skills as well as very high satisfaction with the program.

Outcome 2: Student progress shows above average growth.

Star Math and Star Reading data indicate that a significant number of our students are indeed showing above average growth. Parents and students believe that at least some of that growth is due to increased engagement. The personalized program, in unison with the integrated learning and teaching, support this outcome.

Outcome 3: Students become well-rounded individuals with a broad knowledge base which they can apply in flexible contexts.

Integrated teaching and learning within core and through projects offer opportunities for the acquisition of a myriad of concepts within various areas of study. Stakeholders definitely believe that our students are indeed developing skills and knowledge in a multitude of areas. Our high school completion rate is very good (90.8% of our students graduate after 3 years while another 5.9% graduate after 4 years). This is a very good indicator of the effectiveness of our program in preparing students for the future.

Outcome 4: Students have a greater awareness of the world around them through exposure to cultures, ideas, and beliefs and integrate ideas from various disciplines.

Measures within this outcome focus on the development of personal skills such as community awareness, social justice, social responsibility, cultural awareness, and more. Community projects and integration support the

development of the social skills and global citizenry. Stakeholders clearly believe that community is a crucial element in the effectiveness of such components of our program.

“CAPE Charter School Goal 2: CAPE School is focused on achieving personal excellence.

Outcome 1: Students acquire personal and interpersonal skills so that they may become productive citizens of the world and life-long learners.

Outcome 2: Students learn the importance of caring for others, learn respect for others, and treat others fairly in both smaller and larger contexts.”

Community projects and integration support the development of the social skills and global citizenry. Stakeholders clearly believe that community is a crucial element in the effectiveness of such components of our program and that our students are becoming contributing members of our society, empathetic young people that not only are accepting of each other but also support each other, are becoming more and more aware of the needs within our community, and are reaching out to those in need.

CAPE’s personalized program has evolved in response to identified needs within its population. In its current iteration, CAPE’s program is grounded in research, is data-driven, provides Individualized Program Plans for every student, benefits from the expertise of a full-time psychologist and external services, responds quickly to student needs, and supports the whole person. Providing for each of these students requires an increasing understanding of assessment procedures, recommended supports from research, implementation, impacts on learning, tracking and reassessment. Our collaborative team approach is integral to our ability to support our students. We strive to respond efficiently and effectively. Our ability to respond and, as one evaluator once said, ‘turn on a dime’ is facilitated by our small size, school-based decision-making, capped classes, and extensive use of educational assistants. CAPE’s personalized program requires commitment at multiple levels; Board of Directors, administration, staff, parents, and community. Personalization is evidenced within our literacy and numeracy programs that aim to teach focused skills to homogenous groups of learners, and through the IPPs for every student.

The literacy and numeracy programs are school-wide, non-negotiable times and are supported by the timetable. We are focused on demonstration of competencies and student growth, both of which are reported to parents on the report cards. Our defined literacy program combines reading and comprehending with writing and representing. Numeracy blocks blend basic math skills that require daily practice with focused math work that can be applied to real world contexts. Graded benchmarks were created with and provided to teachers to track student growth by demonstration of skills. Cross-referencing the data from standardized tests, with input and observations from teachers, the students are divided into fairly homogenous groups. These groups are therefore not grade level assigned, but are current skill level assigned. Skill grouping means that classes are multi-aged; kindergarten to grade 3, and grades 4-9. Once a student meets the benchmarks in one group, the student is advanced to another. At a minimum, students are reassessed 3 times a year with standardized assessments. The groups, being fluid, allow for students to grow at their own pace and to move fluidly between groups.

Integration via projects was an integral part of the CAPE Program in the early years with the integration of elective subjects in the afternoon time. Over time, the focus on personalization increased and integration seemed to take a back seat. Integration in its current iteration takes two forms: total integration in core and integration within projects. Total integration is a term used to describe a “whole” learning process where the core content is made richer with experiences that include the arts, physical education, health and wellness, on-site learning in the community, and social skill development. The program foundations come from the social studies and science. Language skills are developed within the social studies concepts while the mathematics skills merge with the science concepts. Integration experiences are added to enrich the learning and help the material flourish to become more meaningful, more interactive, and more personal for the students. However, in this evolution, students clearly told us that they missed the projects as the integrated subjects were not as identifiable or concentrated as they were in projects. As a result, Friday projects were re-introduced in September 2017. These projects visibly provide students with choice in education, combines skills from a number of areas, and allows students to work with others from different grades.

In order to more accurately measure achievement in the pursuit of both academic and personal goals, we periodically review our results and look for more accurate tools (standardized tests, rubrics, etc.). We also strive to use a variety of measures that utilize satisfaction surveys, standardized tests and summative and formative assessments to arrive at a wholistic assessment of the effectiveness of the program in achieving the CAPE goals.

Our students' post-CAPE educational efforts are tracked, proving that our students acquire the personal and academic skills they need to achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an entrepreneurial spirit, independent learners, and world citizens.

Moving forward ...

- We aim to continue to track student progress, to review the latest research, to review and revise our program in an effort to support our students in the achievement of their own personal and academic goals. We will track students and adapt instruction so that those who are not yet at grade level approach grade level, to support our students emotionally, socially, and intellectually, and to provide opportunities for those in need of greater challenges.
- We believe in the partnerships that we have established with parents and community, in the value they bring to our program and in the benefits they bring to the students. Therefore, we will continue to strengthen on existing partnerships to develop new.

2. The school operates in a manner consistent with all applicable provincial requirements.

CAPE strives towards a student-centred learning and teaching environment that is welcoming, caring, respectful and safe.

CAPE's calendar respects and surpasses provincial requirements for number of hours and minutes accorded to each curriculum area. It also integrates collaborative planning time, professional development and program review time.

We ensure that the Annual Educational Results Report, the Annual Education Plan, the Annual Education Plan summary and related documents are submitted on time and posted on the school website in accordance with provincial requirements.

CAPE operates annually with a budget that respects all provincial requirements. We strive for a balanced budget, and rarely have a deficit. Our personalized program is supported by our class caps, our educational assistants, and our full-time educational psychologist. Staffing represents 91% of our budget. These factors are crucial to our being able to support each member of a challenging population.

Moving forward...

- CAPE will continue to enhance the work with the Ministerial Order through its focus on literacy and numeracy, projects, integration, and more.
- CAPE is planning to continue its work in strengthening competencies within the new curriculum.
- CAPE will continue to work towards meeting the Teaching Quality Standard because CAPE believes that teaching quality is critical in preparing students for the 21st century, citizenship, and life-long learning.
- CAPE will continue to work towards meeting the Leadership Quality Standard because CAPE believes that principals and other school leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve personal and academic goals.
- CAPE will continue to work towards meeting the Superintendent Leadership Quality Standard because CAPE believes that quality leadership is crucial in establishing and maintaining a open and accepting, empowering and challenging, safe and caring environment that supports student success.

- CAPE will continue to promote and actively support stakeholder engagement because the partnership among staff, parents and community is fundamental to its beliefs and practices.

3. The students, parents, staff, school council and community members consider the school program to be successful.

Our CAPE Annual Satisfaction Surveys and Accountability Pillar Survey results are consistently similar, lending greater validity to the results. Our parents, students, staff, school council members, community and Board are very satisfied that the CAPE program is successfully preparing our students for future academic challenges, the world of work, life-long learning, world citizenry, social responsibility, and entrepreneurship. Parents indicate satisfaction and an overall good experience with teachers and with the school and program as a whole.

Moving forward...

- Our focus will continue to be on improving parental involvement with the school, the program and the students.
- We will continue to work towards ensuring that parents have a clear understanding of our philosophy, program and knowledge of what happens within the school on a daily basis.

4. The school is financially viable and responsible.

The CAPE budget is student-centred (as is our program) so that 91% of our dollars are directed towards the students. The annual CAPE audit is conducted according to regulations and confirms the accounting procedures of the school. With a budget that is extremely tight, we have mastered the art of creative problem-solving so that we can engage in initiatives that better support our students. We rely on our community partners, our School Council, and fundraising for this.

Moving forward...

- We are in the process of relocating to a bigger better facility. We are hoping that this move will bring about an increase in enrolment and thus an increase in revenue and a little bit of a less tight budget.

5. Student success is determined in accordance with Ministerial Order (#001/2013).

The Ministerial Order is wide-ranging in its details, but the primary descriptors are Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit.

“Mission

To foster the development of academic and personal skills through the provision of a personalized, integrated program so that each child or student may achieve success in the pursuit of personal and academic goals, strive for personal excellence, become engaged thinkers and ethical citizens with an entrepreneurial spirit, independent learners, and world citizens.

The purpose of CAPE’s personalized, integrated program is to support the learner’s acquisition of cross-curricular competencies, critical thinking and problem-solving skills, and other academic skills while also developing personal skills such as relationships-building, self-advocacy, creation of opportunities, risk-taking, and achieving goals.”

CAPE charter

A critical outcome of the ministerial order is to “employ literacy and numeracy to construct and communicate meaning.” CAPE’s literacy and numeracy programs effectively enable our students to make sense of the world and to communicate effectively. A strong foundation of essential skills and knowledge is essential to development and use of processing skills and competencies. CAPE’s focus on knowledge and skills facilitates the development of competencies, just as background knowledge is the first criteria in developing critical thinking. These programs have already shown their potential for success. We believe that with continued review and revisions, this program has the potential to be very effective and could serve as a model.

Integrated teaching and learning fosters the development of research skills, analysis of information, effective communication both verbal and in written form, and the development of creativity. The public speaking focus through Heritage Fairs, Science Fairs, and in class presentations develops in students the capacity to access, organize, and apply information effectively, increases student engagement, develops logic, and stimulates thinking and metacognition. The combination of integration and personalization has shown itself to be foundational for the development of engaged and critical thinkers who are innovative and effective.

Ethical Citizens with an Entrepreneurial Spirit

“CAPE’s learning environment reaches into the community to create partnerships which are not only conducive to student engagement but also foster a sense of belonging and of community. These relationships foster and promote life-long learning, global ethical citizenry, and the entrepreneurial spirit. Collaboration within the community allows for learners-mentors and/or role model interactions and for opportunities to participate in experiences that support successful engagement.”

CAPE charter

The projects also provide students with choice in education, combines skills from a number of areas, and allows students to work with others from different grades.

Research increasingly shows that the development of a sense of community is the essential element in schools. Community partnerships enrich learning and help material flourish to become more meaningful, more interactive, and more personal for the students. The emphasis on service to the community within the school, as well as without, develops strong attitudes of respect and responsibility as do opportunities to witness and to hear about the efforts of adults in the community to be involved and to contribute. These opportunities in turn help to understand that initiative and creative solutions to problems are critical to a healthy life and community. CAPE students are afforded opportunities to reach out into the community, to interact with adults, to learn from their experiences and knowledge, to become more and more aware of the needs within our community and to contribute to that society, to develop empathy and acceptance, to support others, to become global citizens with well-developed social conscience. Community partnerships also permit students to practice the competencies in “

Moving forward...

- We believe in the partnerships that we have established with parents and community, in the value they bring to our program and in the benefits they bring to the students. Therefore, we will continue to strengthen existing partnerships and to develop new ones.

6. Student achievement at the charter school is consistently strong or improving.

There is strong student achievement in areas such as the fine arts program, particularly dramatic arts and public speaking. Reading and math skills are improving. The anecdotal evidence and hard data for the level of improvement that we have seen in students who have come to us significantly below grade level is impressive. In the years, our PAT results have been inconsistent. The results of the cohorts and those of the students writing have been diametrically opposed. This is due to the diverse needs of our students (ranging from severe to moderate to complex) and the small size of our groups. The latest data seem to indicate a definite increase in achievement. The grade 6 PAT results were very good; 100% of the students writing achieved the acceptable standard in all four subjects while 31.8% of those writing language, 22.7% writing math, 87.5% writing science and 75% writing social achieved the standard of excellence. 100% of the grade 9 students writing achieved the acceptable standard in language, math and science while 87.5% did so in math. 60% of the students writing achieved the standard of excellence in science and social. However, consistently achieving good to great results within our students writing is something that has eluded us.

Moving forward...

- Continued emphasis on literacy and numeracy is a priority so as to build a solid foundation for all learning.
- CAPE is committed to adapting programs, tracking students, using research and measures that are responsive to students needs, to setting high goals for students, and to getting them ready for high school.
- Because of the type of programming and supports CAPE offers, we tend to attract a high percentage of students with identified issues: mild-moderate codes, gifted codes, twice exceptional codes, multiple codes, high-

functioning autism, and a conglomerate of challenges. By acknowledging the individual learner profile, CAPE strives to provide the program best suited to each student's gifts, abilities, and interests. We are able to respond efficiently and effectively to the challenges our students face. We expect that the bigger, better facility will cause an increase in enrolment which in turn will affect our response time. Plans are being tentatively discussed to establish a councillor position.

7. The charter school uses research-informed practices to create innovative learning environments and improve student learning.

“Personalized Program

A research-based, data-driven, purposeful, collaborative, and cyclical process through which each student's personalized program is developed, implemented, monitored, and re-evaluated to maximize the achievement of personal goals through the acquisition of knowledge, skills, and attitudes.”

CAPE charter

The CAPE staff has been heavily involved in Action Research, guided over the years by Dr. David Townsend, University of Lethbridge, Dr. Pamela Adams, University of Lethbridge, and Dr. Sharon Allan, Medicine Hat College (at the time) who conducted in-service sessions. It is this process that guides the efforts of the teaching staff in supporting student learning.

The I.S.E.E.(Integrated Setting for Enrichment Education) is based on the most recent reputable research. The criteria for participation and the screening process are also research-based. During the 2015-2016 year, we engaged in a review of our I.S.E.E. We then reached out to Dr. Janneke Frank, Westmount charter school, and tied into Westmount's professional development session. As a result of that work, we connected with Dr. Lannie Kanevsky, Simon Fraser University, who graciously agreed to work with us over several days and assisted us with teacher in-service, a parent, board and community evening session, and worked one-on-one with various teachers. We also engaged in a literature review of two of the most reputable and informative works on giftedness; Giftedness 101 (2014-2015) and Living with Intensity (2015-2016). Our southeast Alberta education colleagues were invited to join us in this work.

Our principal engaged in a three-year study on mentorship guided by Dr. Sharon Allan, Medicine Hat College (at the time) which yielded some very powerful and useful information. While a plethora of research speaks to a multitude of vehicles used for professional development, there is much less research that addresses the need for individualized teacher development and professional development programs as noted by Clarke & Hollingsworth, 2002; Zwart, Wobbles, Bergen & Bolhuis, 2007, as cited by Hilton et al., 2015. Clarke and Hollingsworth agreed that many models of professional development have failed to take into account individual learner variables and what is required for these individuals to change or improve practice. Her findings clearly indicate that, in our setting, mentorship is indeed a suitable vehicle for the identification, development, mentoring and support of skilled and confident school-based leaders as part of succession planning.

After a year of intense research and planning, CAPE implemented the school-wide daily literacy and numeracy blocks to teach focused skills to homogenous groups of learners. During the research phase, time was dedicated to selecting assessments to determine the current achievement of students, and to pinpoint tools that would identify areas of concern and track student progress. Standardized tests from different sources were used: some online, some paper tasks, some group administered, some individually administered.

These are but a few examples of research-informed practices at CAPE to create innovative learning environments and improve student learning.

Moving forward...

- CAPE is fully committed to continue to use research-informed practices to support the maintenance of innovative learning environments and improve student learning.

8. The charter school shares its innovative practices and learning outcomes with others in the educational community.

Partnerships with southeast Alberta education colleagues, the charter school community, and the Alberta Education community is foundational to remaining informed, but also in being able to share our innovative practices and learning outcomes. Our southeast Alberta education colleagues have been invited to join us in various professional development and parent development initiatives. Dr. Lannie Kanevsky, Simon Fraser University, assisted our teachers via in-service, informed parents, board members and community in an evening session, and worked one-on-one with various teachers. We engaged in a literature review of two of the most reputable and informative works on giftedness; *Giftedness 101* (2014-2015) and *Living with Intensity* (2015-2016). CAPE was heavily invested in the TAAPCS Leadership Study from 2012 to 2016. Representatives from other jurisdictions joined us when Aaron Rennert came to engage our teachers about numeracy and teaching mathematics. CAPE was heavily invested in the TAAPCS Leadership Study from 2012 to 2016.

CAPE annually makes presentations to education students from Medicine Hat College in the spring and welcomes the students into the school for a day or two of classroom visits.

We have published several articles during the last five years and presented at conferences.

1. "Effective Stakeholder Engagement within a Small Rural Charter School". The CASS Connection, Spring 2018.
2. "Inclusion through Personalized Programming". *The CASS Connection, Spring 2017.*
3. "Mentorship: An Effective Model in A Small School". The CASS Connection, Fall 2018.
4. "Community Connections". CASSA Leaders & Learners, Winter 2017.
5. "CAPE's Personalized Program: Every Student Matters". CASSA Conference, July 2018.
6. "Mentorship as a Vehicle for Staff and Student Development". CASS/Alberta Education Annual Learning Conference, 2016.
7. "Integrated Curriculum: Getting More out of Learning". Annual Alberta Rural Education Symposium, 2016.
8. "Parent Engagement". Annual Alberta Rural Education Symposium, 2016.
9. "Collaboration over Cooperation". South Eastern Alberta Teacher Convention, 2016.
10. "Mentorship and Collaboration". South Eastern Alberta Teacher Convention, 2015.
11. "Student Engagement within a Total Integration/Personalized Setting". TAAPCS Conference, October 2011.

Moving forward...

- CAPE plans to continue to share its innovative practices and learning outcomes with others in the educational community whenever the opportunity presents itself.

9. The charter school reaches out beyond its walls to demonstrate broad and sustained levels of community engagement.

Purpose

The purpose of CAPE's personalized, integrated program is to support the learner's acquisition of cross-curricular competencies, critical thinking and problem-solving skills, and other academic skills while also developing personal skills such as relationships-building, self-advocacy, creation of opportunities, risk-taking, and achieving goals.

Beliefs

4. The school, as a collaborative instructional team, creates a shared learning atmosphere for all members to develop and maintain a student-centred learning environment. Students are grouped and/or streamed to create highly effective learning environments.

5. Parents, as partners in the learning community, provide valuable perspectives and support for their children and deserve to have a choice in an educational program which best supports individualized learning.

6. *The community is a partner in the learning as it provides the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, and resourcefulness.*

Learning Environment

CAPE's learning environment reaches into the community to create partnerships which are not only conducive to student engagement but also foster a sense of belonging and of community. These relationships foster and promote life-long learning, global ethical citizenry, and the entrepreneurial spirit. Collaboration within the community allows for learners-mentors and/or role model interactions and for opportunities to participate in experiences that support successful engagement."

CAPE charter

CAPE has established strong relationships with community organizations (on average over 100 groups, individuals and organizations come into the school or welcome our students) each year. Partners also reach out to CAPE when in need of support. CAPE is an integral part of the community, and values and respects the various voices within our community and welcomes the diverse ideas and opinions within it. Every voice is heard. Every voice counts.

Over the years CAPE has welcomed student teachers from the Medicine Hat College as well as practicum students from the Child & Youth Care Counsellor and Office Administration programs at Medicine Hat College, Master of Counselling Psychology students, Youth Counselling student supervised by our educational psychologist, nursing students from the community nursing program, Social Work program at the MHC, and office assistant practicum student.

Moving forward...

- CAPE has invested energy and time to build community relationships because these are crucial to our program. We plan to strengthen the existing relationships and foster new ones as we move forward.

10. The charter school is governed effectively

From its very inception, CAPE has reached out to parents and community and established a collaborative process of decision-making:

- Community and parent Board of Directors,
- School Council representative on the Board of Directors,
- Staff representation at Board meetings and School Council meetings.

The CAPE Board of Directors is elected by members of the Society at the Annual General Meeting held in the spring each year. The Board of Directors consists of parents of enrolled students, at least one community member, and an elected/appointed School Council Representative. Reports from committees are presented at the AGM.

The CAPE Board meets on a monthly basis, on the fourth Wednesday of the month. Agendas are built by the Board Chair and the Superintendent, and are sent in advance to Board Members and to staff who attend the meetings. Minutes of the previous meeting are sent in advance as well, and adapted, approved, and posted on the website. The Board has a solid understanding of their governance role, and meetings operate under a format that respects Roberts Rules of Order. The Board has a clear set of policies and a schedule for regular review of each policy. The CAPE Board has two standing committees with clear membership rules and mandates, and these function effectively in having regular committee meetings, with recommendations submitted to the Board well in advance of Board consideration.

In their governance role, the Board has delegated operational control to the Superintendent, and seeks to clearly maintain an appropriate relationship with staff and parents in regard to communication with the Board. The Board has established a self-evaluation document and a Superintendent Evaluation Document and conducts yearly evaluations of the work of the Superintendent and of the Board. Sections within the CAPE Annual Satisfaction Survey address the work of the Superintendent and of the work of the Board so that the voice of as many stakeholders as possible can be clearly heard and acted upon. The Annual Education Report is distributed to all board members early in the new academic year and is thoroughly vetted at one board meeting minimum. Based

on a review of the report, the board then reviews and advises the three-year education plan. The CAPE board has developed an extensive policy manual and a procedures manual as well as Codes of Conduct for Board members, certificated staff and non-certificated staff, and students.

Moving forward...

- We are continuously working at succession planning as board members move on, to ensure smooth transitions and continuity on what is a strong board.
- The Administration Manual is scheduled for review in the near future.
- The development of a Directors Handbook is also planned.

11. The school is administered effectively.

CAPE school has a number of administrators. The full-time principal is responsible for the school program (regular & I.S.E.E.), FOIP, staffing & schedules, student assessment/reporting, office and teachers supervision/evaluation, Literacy/Numeracy Tiers 1&2, drills and safety, report cards, and more. The half-time vice principal is responsible for technology support, discipline, educational assistant supervision/evaluation, technology training of staff, and technology inventory/repairs. As the front office personnel, the full-time administrative assistant looks after parent/student concerns, mail, communications & phone, attendance & guest assistance, registration support, school supply, photocopier maintenance, School Council, and booking appointments. The full-time Building Manager/Administrative Assistant addresses PASI, student information systems, field trip & transportation bookings, facility & safety, First Aid Kits, documents (drills), student & family lists, technology, advertising & social media, school-based fundraising, and custodial contact. The full-time Executive Assistant works with the Superintendent and the Secretary-Treasurer and is responsible for finance & board, Alberta Education, staff files, data collection, orders, receivables, transportation, and contracts. CAPE also employs a full-time Director of Student Services, a chartered psychologist, with responsibilities such as referrals, assessments, standardized tests, & IPPs, Literacy/Numeracy Tiers 2&3, modified/amended programs, AR Math/Reading/Star Math/Reading, Capacity Builder Community of Practice Action on Inclusion IPPs, crisis counselling, and student files. The Superintendent is a half-time position while the Secretary-Treasurer is a full time position. Meetings within the administration team are scheduled monthly. The CAPE Annual Satisfaction Survey assesses the work of the administration by position so that the voice of as many stakeholders can be clearly heard and acted upon. There is consistently very high satisfaction among all stakeholders with the work of the CAPE administration team.

Moving forward...

- CAPE will continue to work towards meeting the Leadership Quality Standard because CAPE believes that principals and other school leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve personal and academic goals.
- CAPE will continue to work towards meeting the Superintendent Leadership Quality Standard because CAPE believes that quality leadership is crucial in establishing and maintaining an open and accepting, empowering and challenging, safe and caring environment that supports student success.
- CAPE, a founding member of TAAPCS, will continue to be a member of this organization because it believes in charter schools, choice within education, and qualities unique innovative programs.
- CAPE will continue to be involved with curriculum re-design because we believe that a well-developed curriculum empowers teachers to prepare students for an ever-changing future. A teacher is involved in the Arts curriculum development, the principal is involved in mathematics curriculum development and the Superintendent represented CASS as part of the Science curriculum review.
- CAPE was involved in SHIP and currently in RCSD. Our Director of Student Services is part of the Leadership Team while our Superintendent is part of the governance team. We will continue to be involved because we truly value the work of the RCSD and how that work benefits students and the community.
- Senior administration and site administration will continue to reporting to the Board so that the Board can have accurate timely information for decision-making as it guides the school towards achieving its vision.
- Professional development for administration remains a priority at CAPE.

12. The charter school is committed to engaging students, teachers, parents and community members in a model of continuous improvement.

Since its very inception CAPE has been engaged in a continuous series of decisions and strategies to ensure improvements to the long-term stability of the school community and building, to the school program, to teaching practice, to parental engagement, and to student success.

The calendar includes time for Parent Intake Meetings, Goal Setting Meetings, Professional Development workshops and presentations, time for the teaching staff to develop research-embedded Professional Learning Plans in collaboration and with support from administration, time to work on IPPs with support from peers and administration, Student-Parent-Teacher Conferences, and planning time as well as time to decompress. This structure is the direct result of the school's efforts to engage the staff in continuous learning and improvement.

The School Council has over the years taken the lead in providing parents and community with learning opportunities via seminars. The school has not only included parents and community in professional development initiatives but has engaged in collaborative planning for school-wide initiatives such as the Multiculture Day, Academic Fair and Talent Show, and the Spring Fling.

The Board has committed its very limited resources to the provision of much needed additional teaching space via the modulars and the rental of space at the River Park Church. The Board has worked tirelessly with Capital Planning to secure a facility that supports our program. Our needs have been heard, and in December 2018, we are finally going to transfer to a facility that has been modernized to suit our needs. The Board has not only also supported but mandated training for all staff in First Aid and WHIMS, it also supports the involvement of staff in VTRA (Violent Risk Threat Assessment), participation in information sessions on the Leadership Quality Standard, the multi-year TAAPCS Leadership Study, and much more.

CAPE endeavours to offer students opportunities to expand their knowledge and to build meaningful relationships through teamwork. We encourage and support our students so that they may develop as ethical citizen that value contribution, recognize their role as stewards of the earth, value diversity, display empathy and assume responsibility. Universal access to technology is integral to these efforts. We believe that technology should be harnessed to support innovation and discovery, not simply to aid teaching. We strive to engage learners to use technologies as designers and creators of knowledge. To this end CAPE has established one-on-one computing in 1994 expanding its scope as CAPE evolved.

CAPE students are involved in school-wide activities such as science fairs, heritage fairs, drama productions and School Art, national mathematics contests, poster contests, poetry and essay contests, and more. In addition, CAPE students are encouraged to participate in regional science fairs and heritage fairs, the provincial geography challenge, and any other endeavour as available. CAPE's students accept challenges and take risks, and are excellent ambassadors for the school and its program. Over the years CAPE students have been recognized at the provincial and national levels receiving medal and certificates of distinction in the Gauss and Pascal math contests, Ribbon of Excellence awards at Heritage Fairs and were invited to participate in the Young Citizen Competition. One student was one of the two Alberta representatives at the Young Canadians Youth Forum in Ottawa. The Medicine Hat community also recognizes student contributions through such awards as the YMCA Peace Medal and the Leaders of Tomorrow award. These are but some of the many efforts to engage students, teachers, parents and community members in a model of continuous improvement.

Moving forward...

- CAPE charter school strives to continue to be a student-centred community of learners committed to continuous improvement. Stakeholder, student and staff input into the decision-making will continue be an integral part of the collaborative decision-making model. Input, suggestions and recommendations are welcomed and considered for implementation if in alignment with Alberta Education's priorities for learners.
- CAPE will continue to present its students with opportunities for learning locally, provincially and nationally.