

2020-2023 **THREE YEAR PLAN**

Student-Centred Personalized Integrated Learning Environment within a Community of Learners



Centre for Academic and Personal Excellence

**CHARTER SCHOOL EDUCATION PLAN
2020/2021–2022/2023**

NOVEMBER 24, 2020

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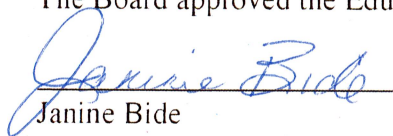
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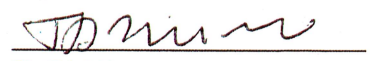


Accountability Statement

The Education Plan for CAPE-Centre for Academic and Personal Excellence (CAPE) commencing September 1, 2020 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency 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 Education Plan for 2020/21-2022/23 on November 24, 2020.


Janine Bide
CAPE Board Chair


T. Di Ninno, B.A., B. Ed., M.A.
Superintendent

CAPE Beliefs

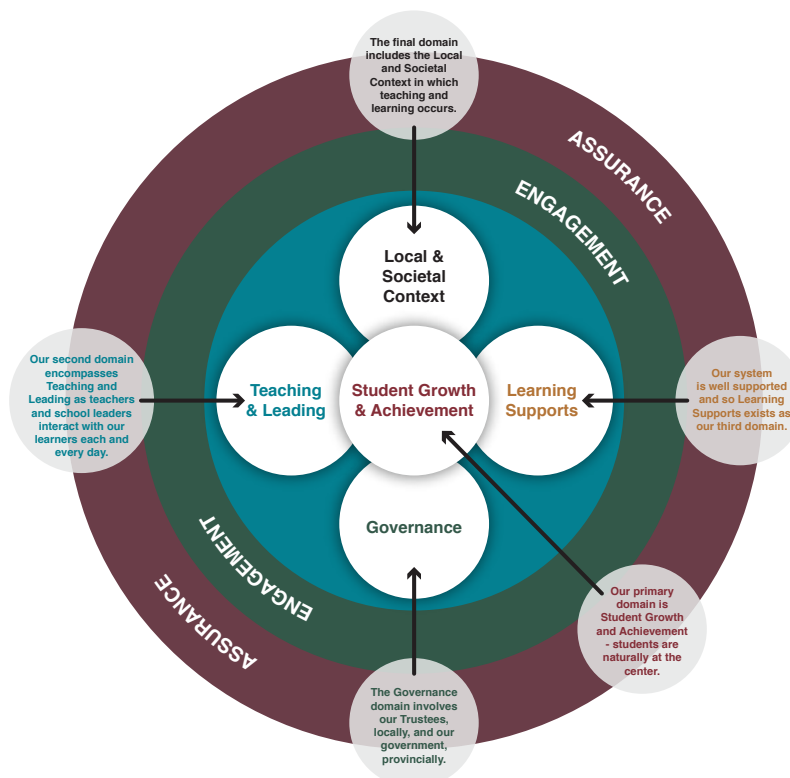
CAPE believes in a student-centred personalized, integrated program within a community of learners that encompasses the school, parents, and community and supports each student's efforts in a welcoming, caring, respectful, and safe learning environment. As a result, CAPE adopted a collaborative decision-making governance model since its inception in 1994 because of the belief that the school, parents, and community working together in support of student learning is the optimal structure to meeting student needs. The common factors to collaborative decision-making are the shared vision and mission; the unwavering focus on the student, on aligning decisions to student needs and interests, and on supporting administration and staff. Alberta's priority of success of every child is reflected in CAPE's 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.



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. The community, as a partner in the learning, provides the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, and resourcefulness. Because of these foundational beliefs CAPE engages all stakeholders in conversations; students, parents, staff, board, immediate school neighbours and the greater Medicine Hat community. Direct input and feedback are foundational to the development of our learning narrative and this plan's goals, outcomes, performance measures, design principles and strategies.

Engagement, Continuous Improvement & Timeline

Meaningful engagement is foundational to providing the Department, our stakeholders and the public assurance that CAPE is achieving its ultimate goal: Student Academic and Personal Excellence. Engagement is very closely linked to effective planning and results reporting which in turn occurs in a continuous improvement cycle. CAPE strongly believes in continuous improvement and the process of continuous improvement. A reasonable starting point in this cyclical process is the integration of stakeholder engagement and feedback in the education plan. Allocation of financial resources to support the plan and implementation of researched-based and practice-informed strategies follows. Monitoring and adjusting throughout the teaching and learning supports effective program delivery and student achievement. Measuring, analyzing and reporting results offers valuable opportunities for reflection, re-envisioning, and revising. Communicating and engaging stakeholders brings us back to planning for improvement. This Education Plan and our Annual Education Results Report are evidence of CAPE's commitment to continued improvement. Additional information about the CAPE Board's engagement plan please access [here](#).

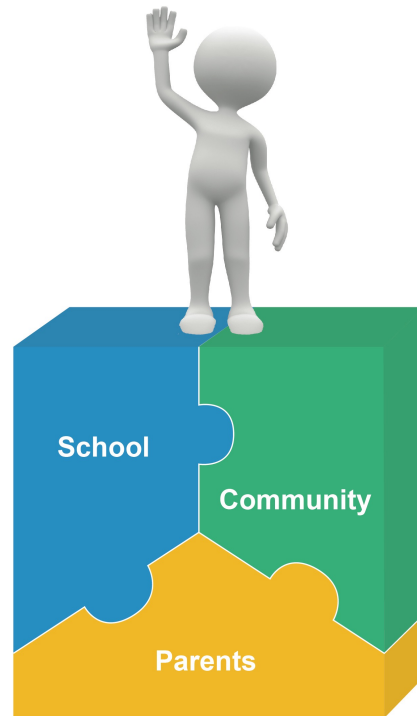


CAPE Foundational Elements

CAPE fosters 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.

Foundational to achieving these goals are:

- collaborative decision-making governance model grounded in the belief that the school, parents, and community working together in support of student learning is the optimal structure to meeting student needs;
- collaborative instructional team that creates a shared learning atmosphere for all members to develop and maintain a student-centred learning environment;
- parents as partners in the learning community that provide valuable perspectives and support for their children and deserve to have a choice in an educational program which best supports individualized learning;
- community partnerships that provide the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, and resourcefulness;
- a student-centred learning environment within which each learner is provided opportunities for investigations and explorations within an open-ended curriculum.



Charter Goals

The CAPE charter clearly articulates what we wish to achieve through our program; our charter goals and outcomes. These goals and outcomes are required to be incorporated into our CAPE Education Plan. In addition, the CAPE Education Plan lays out strategies for achieving those goals and measures that we use to evaluate the degree to which the charter goals are achieved. These charter goals do not exist in a silo. They are linked to the provincial assurance model and together demonstrate accountability and provide assurance to our stakeholders.

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.

Strategies:

CAPE supports our students on their Kindergarten to Grade 9 journey as they strive to achieve their goal of personal academic excellence through the following:

- Literacy program: tiered homogenous cross-grade literacy groupings (now class groupings because of COVID), our literacy team comprised of the principal, the Kindergarten language specialist, two language specialist teachers, the literacy support educational assistant, and one other educational assistant experience.
- Numeracy program: tiered homogenous cross-grade numeracy groupings (now class groupings because of COVID), our numeracy team comprised of the principal, a lower elementary and a junior high math specialist.

Measures:

Percentage of kindergarten children with typical growth (35+ standard growth percentile or SGP) on the STAR EARLY LITERACY.

Percentage of grades 1-9 students with typical growth (35+ standard growth percentile or SGP) on the STAR READING.

Percentage of grades 1-9 students with typical growth (35+ SGP) on the STAR MATH.

Percentage of grades 1-9 students that were below benchmark (below grade level) at the beginning of the year but moved closer to being at benchmark (at grade level) by the end of the year on the STAR READING.

Percentage of grades 1-9 students that were below benchmark (below grade level) at the beginning of the year but moved closer to being at benchmark (at grade level) by the end of the year on the STAR MATH.

Percentage of grades 1-9 students that are at benchmark (at grade level) at the end of the year on the STAR READING.

Percentage of grades 1-9 students that are at benchmark (at grade level) at the end of the year on the STAR MATH.

Outcome 2: Student progress shows above average growth.

Strategies: (cont'd)

- Build teacher and all other staff capacity in numeracy through a series of seminars & in-service (Jump Math).
- Sustain teacher and all other staff capacity in numeracy through professional development.
- Development of a numeracy assessment tool in collaboration with Florence Glanfield, from the University of Alberta, piloted in 2020-21.
- Continue to provide supports such as educational assistants, educational psychologist, counsellors, and many more health and education professionals.

Measures:

Percentage of kindergarten children with Higher than Typical Growth (66-99+ standard growth percentile or SGP) on the STAR EARLY LITERACY.

Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR READING.

Percentage of grades 1-9 students showing higher than typical growth (66-99 SGP) on the STAR MATH.

Percentage of students in grades 1-9 that began the year below grade level and demonstrated at least a 1.0 Grade Equivalent (GE) growth at the end of the year as determined via the STAR READING.

Percentage of students in grades 1-9 that began the year below grade level and demonstrated at least a 1.0 GE growth at the end of the year as determined via the STAR MATH.



Outcome 3: Students become well-rounded individuals with a broad knowledge base which they can apply in flexible contexts and have a greater awareness of the world around them through exposure to other cultures, ideas, and beliefs and integrate ideas from various disciplines.

Strategies:

CAPE supports our students on their Kindergarten to Grade 9 journey as they strive to achieve their goal of personal academic excellence through the following:

- One-to-one technology program (iPads for each 4-9 student 365 days a year, 24 hours a day)
- Continue to build capacity within the staff so that they may more effectively use the available technology for teaching and learning.
- Cross-grade (now class groupings because of COVID) integration projects (Friday schedule).
- Integration within core; content is made richer with meaningful experiences that include the arts, wellness, multiculturalism and global awareness, citizenry, community involvement, and skills development.
- Continue to provide supports such as educational assistants, educational psychologist, counsellors, and many more health and education professionals.

Measures:

Percentage of students in grades 4-9, and their parents and teachers satisfied that the students have the skills to use information technology to more effectively and efficiently engage in task completion, research, explore, create, and generate opportunities for learning.

(Modified) Percentage of students in grades 6-9 who demonstrate that they have acquired a broad knowledge base and apply this knowledge within the school, the local community and global contexts as determined by the teachers.

Making Butter Chicken



Learning a Jamaican Dance

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.

Strategies:

CAPE supports our students on their Kindergarten to Grade 9 journey as they strive to achieve their goal of personal excellence through the following:

- Continue the community outreach projects, community awareness, social consciousness, social justice, and social responsibility.
- Integration within core; content is made richer with meaningful experiences that include the arts, wellness, multiculturalism and global awareness, citizenry, community involvement, and skills development.
- Continue our emphasis on multiculturalism, diversity, comparative religions, political systems, environmental issues, and other global issues.

Measures:

Percentage of students in grades 4-9 and their parents who are satisfied that the students have demonstrated an increased level of global awareness, social conscience, and citizenry through support for world cultures, ideas, beliefs, and their involvement with the local and broader communities.

Percentage of grades 4-9 students and their parents that are satisfied that the students are acquiring and demonstrating stronger personal skills such as resourcefulness, independence, self-reliance, problem solving, and decision making, and that these skills will serve the students well in their post-CAPE years.

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

Strategies: (cont'd)

- Continue to provide supports such as educational psychologist, counsellors, and many more health and education professionals.
- Continue the counselling approach to discipline focused on the development of skills, attitudes, and behaviours that lead to academic and personal success.

Measures:

Percentage of parents, teachers, and students who are satisfied that students' social/emotional engagement and level of community awareness, social consciousness, social justice, and social responsibility has increased as demonstrated through such community involvement as volunteerism, acts of kindness, and respectful behaviour.

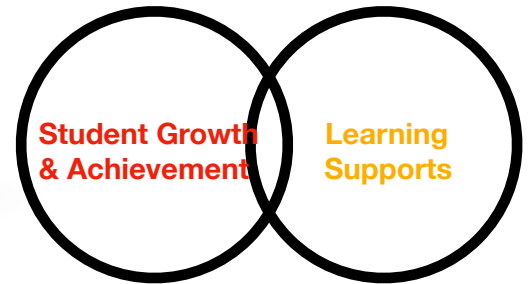


Helping out
at
the Food
Bank

ASSURANCE

Goal: Student growth & achievement

Outcome: ALL Alberta students are successful.



Strategies:

CAPE supports our students on their Kindergarten to Grade 9 journey through the following:

- CAPE's administration and Director of Student Services work with local and provincial partners to identify optimal assessment tools that have the potential of better serving our students.
- Continue with timely student assessment, Individual Program Plans development, and providing specialized supports.
- Strengthen staff capacity with First Nations, Métis and Inuit culture and history to ensure all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools through the work of the First Nations, Métis, and

Measures:

(Prov. Meas.) Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (based on cohort).

(Prov. Meas.) Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (based on cohort).

(Prov. Meas.) Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship as determined by the Alberta Education Assurance Survey.

(CAPE Meas.) Percentage of grades 4-9 students that are satisfied that their academic knowledge and performance has improved at CAPE as determined by the school surveys.

(CAPE Meas.) Overall percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitude necessary for lifelong learning as determined by the school surveys.

(CAPE Meas.) Percentage of parents and students that believe that the level of student academic engagement has increased and that this engagement has resulted in greater achievement as determined by the school surveys.

Strategies (cont'd):

- The First Nations, Métis, and Inuit: the team
 - (1) identifies curriculum areas that are ideally suited for integration of First Nation, Métis and Inuit cultures and pilot such integration this year, if possible, and provides guidance in the integration;
 - (2) acts as resource for colleagues;
 - (3) establishes and maintains a resource catalogue;
 - (4) establishes relationships with local and provincial First Nations, Métis, and Inuit individuals and groups (ex: Mother Earth Charter Academy);

Measures (cont'd):

(CAPE Meas.) (New) Percentage of students actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences as determined by specialized school course offerings as determined by the teachers as determined by the school data collection.



Strategies (cont'd):

- Community partnerships.
- Integration within core & in projects.
- Targeted and universal student supports.
- Access to community programs and services.



Hands-on Learning

Measures (cont'd):

- **(Prov. Meas.)** Overall teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school as determined by the Alberta Education Assurance survey.
- **(CAPE Meas.)** Percentage of Board, parents, students, and teachers satisfied that services and support for students such as academic support, counselling, and referrals are easy to access and timely at CAPE as determined by the school surveys.
- **(CAPE Meas.)** Percentage of parents that are satisfied that their student is receiving instruction targeted to their individual needs as determined by the school surveys.

Goal: Excellence in teaching and leading.

Outcome: Alberta has excellent teachers, school leaders, and school authority leaders.

**Teaching &
Leading**

Strategies:

CAPE supports our students on their Kindergarten to Grade 9 journey through the following:

- Professional development and collaborative activities to promote optimal learning.
- Staff supervision
- Strengthen the collaborative working relationships of the staff through administrative supports, social avenues, and access to external supports.
- Provide meaningful professional development initiatives in professional but also personal areas.
- Strengthen collaborative decision-making to build engagement and increase ownership.

Measures:

(Prov. Meas.) Percentage of students, parents, and teachers who agree that students feel like they belong and are supported to be successful in their learning as determined by the Alberta Education Assurance Survey.

(Prov. Meas.) Percentage of students and parents who agree that students are engaged in their learning at school as determined by the Alberta Education Assurance Survey.

(CAPE Meas.) Percentage of students, parents, teachers, board and the public who are satisfied with the opportunity of students to receive a solid grounding in core subjects as determined by the school surveys.

(CAPE Meas.) Percentage of students, parents, teachers, board and the public who are satisfied with the opportunity of students to receive a broad program of studies as determined by the school surveys.

(CAPE Meas.) Percentage of parents and students satisfied with the quality of instruction the students are receiving at CAPE as determined by the school surveys.

(CAPE Meas.) (New) Number of teachers, parents, and students collaborative activities to promote optimal learning as determined by the school data collection.

Goal: Well governed & managed education system

Governance

Outcome: Alberta's K-12 education system is well governed and managed.***Strategies:***

CAPE supports our students on their Kindergarten to Grade 9 journey through the following:

- Maintain governance and organizational structures that promote student well-being and success.
- Community involvement in the Finance/ Audit Committee of the Charter Board.
- Professional development & membership in professional organizations.
- Strengthen the collaborative relationships with parents and community.
- Strengthen collaborative decision-making to build engagement and increase ownership.

Measures:

(Prov. Meas.) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education as determined by the Alberta Education Assurance Survey.

(Prov. Meas.) Percentage of students, parents and teachers who are satisfied with the quality of education at CAPE as determined by the Alberta Education Assurance Survey.

(Prov. Meas.) Percentage of parents and teachers who are satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school as determined by the Alberta Education Assurance Survey.

(CAPE Meas.) The percentage of parents involved in initiatives in support of the school as determined by the school data collection.

(CAPE Meas.) Percentage of families participating in "face-to-face" communications as determined by the school data collection.

(CAPE Meas.) Number of community organizations and individuals actively involved in support of the academic program at CAPE as determined by the school data collection.

2020-2023 THREE YEAR PLAN

CAPE Budget 2020-2021

Budget 20-21

Revenues

Government of Alberta	\$2,595,596	87%
Fees	\$284,600	10%
Other Revenues	\$106,520	3%
	<hr/>	
	\$2,986,716	100%

Expenses

Instruction	\$1,914,379	64%
Student Supports	\$475,037	16%
Plant, Operations & Maintenance	\$270,508	9%
Board & System Admin	\$127,549	5%
Other	\$194,876	6%
	<hr/>	
	\$2,982,349	100%

For complete budget, expenditures, and school generated funds information, please contact:

Carmen Ressler, CAPE School
Secretary-Treasurer
201 5 Street SW. Medicine Hat, AB.
T1A 4G7

Phone: 403-528-2983.

Fax: 403-528-3048

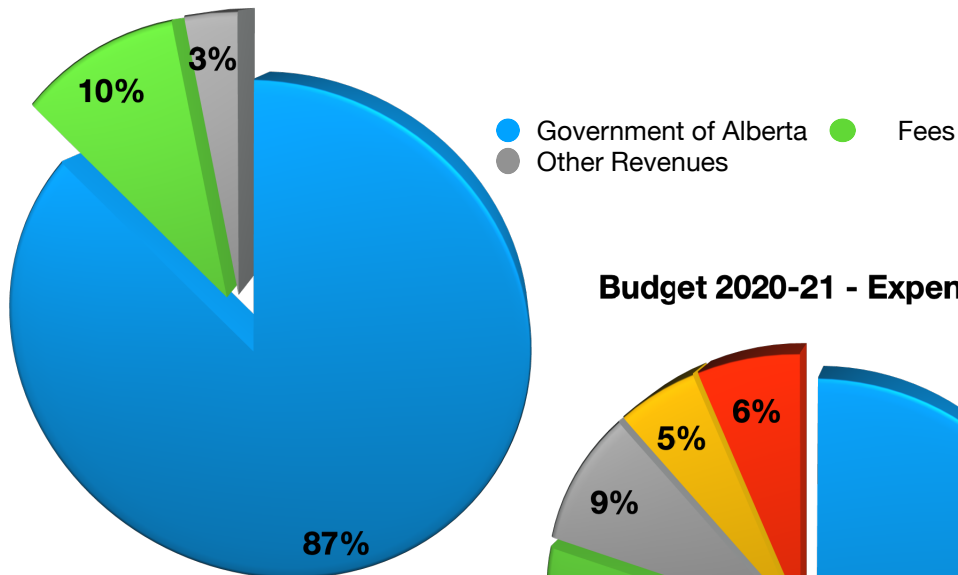
e-mail: cressler@capeisgreat.org

Budget 2020-21 weblink: <https://capeisgreat.org/storage/uploads/asset-manager/budget.pdf>

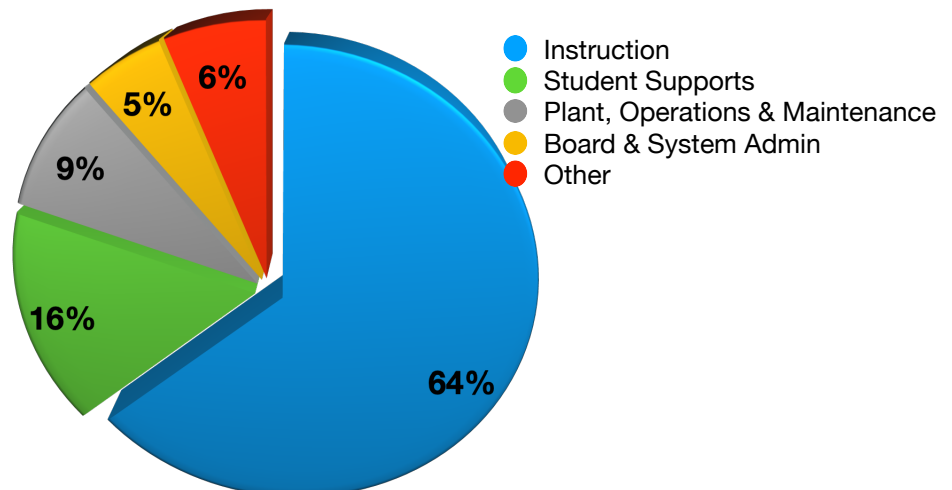
IMR: n/a

Capital Plans weblink: N/A

Budget 2020-21- Revenues



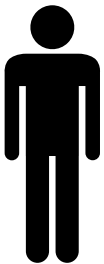
Budget 2020-21 - Expenses



Local context & demographic information



Local & Societal
Context



Staff: 16.0 full-time equivalent teaching staff
10.0 full-time equivalent educational assistants
0.5 full-time literacy support teacher
1.0 Full-time literacy support educational assistant
2.5 full-time equivalent administrators
1.0 full-time educational psychologist

Student: 268
Families: 187



Our Vision

To promote the development of knowledge, skills, attitudes, and values that support 21st century citizenry and life-long learning within a holistic, personalized, integrated, flexible learning environment.

Our 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.

WE ARE....

- diverse and multicultural,
- challenging, with students with mild moderate and severe needs, gifted/talented and gifted/disabled, English as a Second Language students and English Language Learners, Program Unit Funding children, and average students,
- 28% coded but about 90% require extra supports.

WE BELIEVE IN...

- each student is an individual and presents with particular academic and personal needs,
- students, when placed in a student-centred environment, have the greatest potential of becoming successful students and life-long learners,
- students are best served through a personalized, integrated program which is flexible, innovative, and responsive,
- collaborative decision-making, stakeholder engagement, student voice, collaborative, multidisciplinary teams, a shared learning atmosphere for all,
- creating of opportunities, taking risks.

WE PROVIDE...

- personalization & integration,
- students groupings that create highly effective learning environments,
- the learner's acquisition of cross-curricular competencies,
- data-driven Individualized Program Plans based on standardized assessments, teacher observations and data collection.

WE OFFER...

- full day every day kindergarten,
- numeracy and literacy K-9 programs,
- integrated learning environment through projects and within core,
- one-on-one technology, grades 4-9,
- Individualized Program Plans for every student,

WE HAVE...

- capped classes
- FTE educational assistant in K-3 and +
- student-teacher ratio at 16.75:1 and student-adult ratio at 9.9:1
- a learning environment that is purposely designed to support student engagement, the pursuit of personal best, capacity, and citizenship.

WE PARTNER WITH...

- community to foster and promote life-long learning, global ethical citizenry, and the entrepreneurial spirit, allow for learners-mentors and/or role model interactions and for opportunities to participate in experiences that support successful engagement, provides access to external services and environments that support both personalized learning and groups of learners.