

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

CAPE

Centre for Academic and Personal Excellence

CHARTER SCHOOL EDUCATION PLAN 2021/2022–2023/2024

May 31, 2021

Revised: November 2021

Message from the Board

The CAPE Board of Directors is pleased to present the CAPE charter school 2021-24 three-year education plan. We are confident that the measures, outcomes, and strategies included in this plan provide students, parents, staff, and community partners with a clear, ongoing vision for learning and wellness in our school.

This document provides an overview of CAPE's intentional strategies developed in response to the Annual Education Results Review (AERR) and stakeholder engagement. These strategies build upon the work of past years and are intended to support improvement in student achievement and progress towards the goals articulated in our charter.

Our school is a student-centred environment within which students are involved in personalized integrated learning supported by strong partnerships among parents, community, and staff. We believe that these partnerships create powerful learning environments that inspire learning and support wellness for all of our students and staff.

The 2020-2021 school year is unlike any other as the COVID-19 global pandemic continues to affect all aspects of daily living for our community. Within this context, CAPE continues to work to advance its priorities in support of high quality teaching and learning.

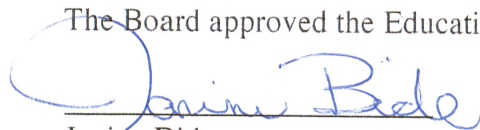
On behalf of CAPE's Board of Directors, thank you to all our stakeholders for your continued support.

Janine Bide
Board Chair
CAPE Charter School

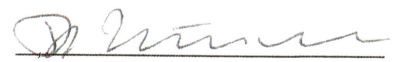
Accountability Statement

The Education Plan for CAPE-Centre for Academic and Personal Excellence (CAPE) commencing September 1, 2021 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 2021/22-2023/24 on May 26, 2021.



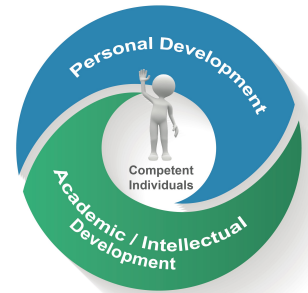
Janine Bide
CAPE Board Chair



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 and a voice in decision-making. 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.

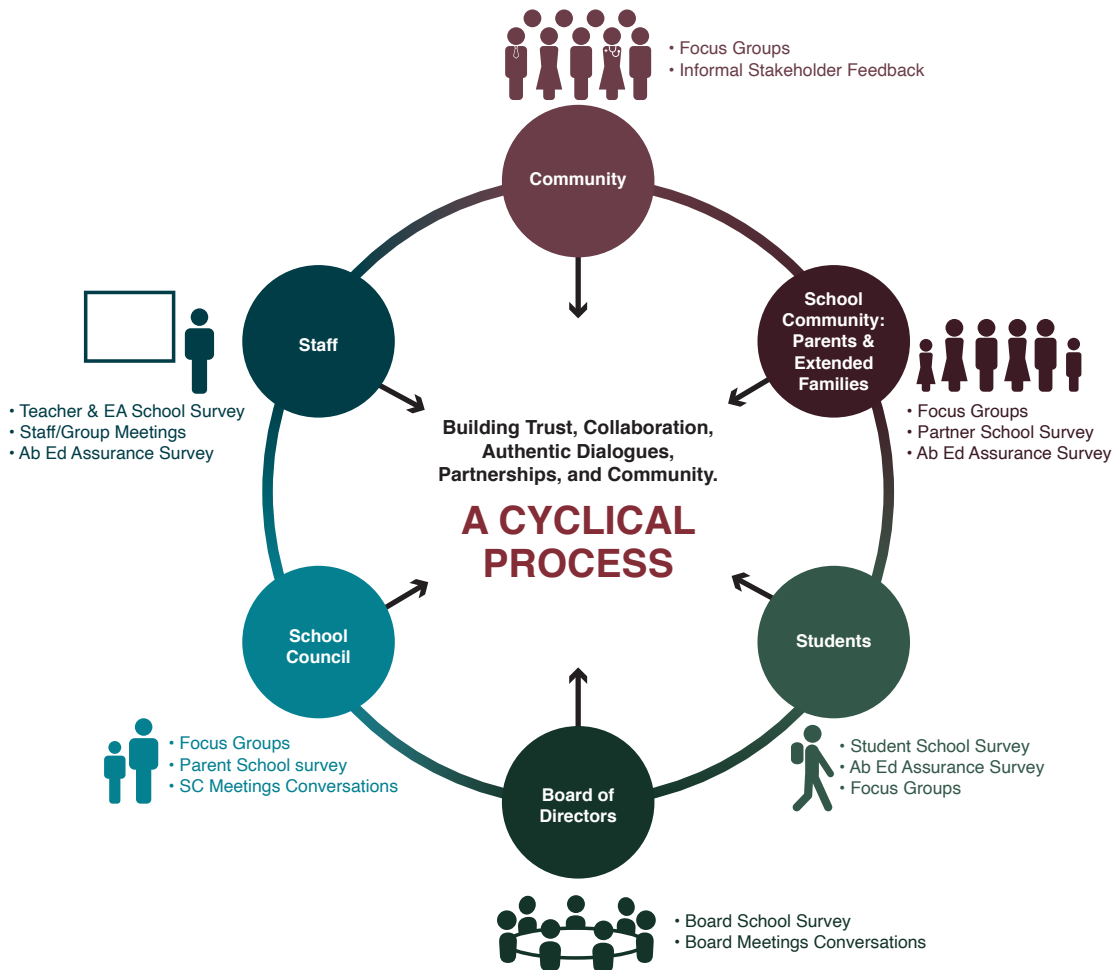
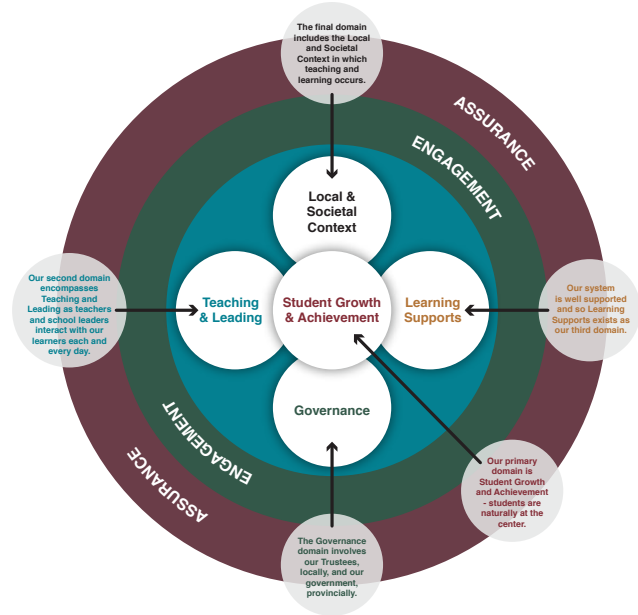
Engagement, Continuous Improvement & Timeline

Meaningful engagement is foundational to providing Alberta Education, our stakeholders and the public assurance that CAPE is achieving its charter 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. This cyclical process is grounded in stakeholder engagement and feedback and evidence-based decision-making where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. Allocation of financial resources to support the plan and implementation of researched-based and practice-informed strategies

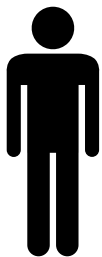
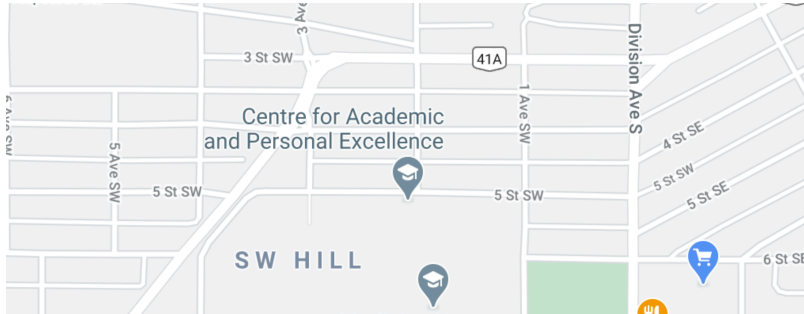
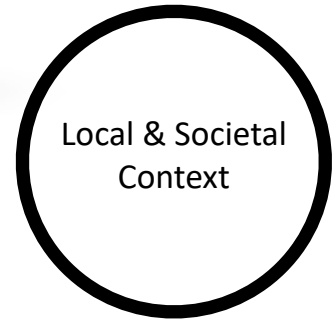


follows.

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 found at [here](#).



Local Context & Demographic Information



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.

To view our charter: [here](#)

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 more as needed,
- 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.

CAPE's current website does not allow postings. The new website is under construction & will be going live in early September 2021.

COVID-19 & its Impact on Teaching & Learning

The last year and a half have been memorable in ways we could never have imagined. Education partners at all levels have been challenged to respond to the many changes that have taken place within the K-12 education system in Alberta, all while dealing with the uncertainties of a pandemic. COVID-19 has pushed us towards in-school, at-home, and blended learning options as we support each of our students and their families. Cohorting in a face-to-face environment has forced serious alterations to modes of delivery in programs where previously student movement was key, literacy and numeracy in particular. Academically, learning gaps are evident in core areas. Gathering restrictions and the shift to on line learning have severed our social connections and challenged our resiliency. Mental health of staff, parents, students, and community has emerged as a priority.

Conversations with stakeholders have shed a light on the strain that COVID-19 has placed on families, students, staff, and administrators confirming what our staff and administration had observed. There seems to be much satisfaction with how CAPE has responded to the pandemic, the processes put in place to protect our students, parents, and staff, and particularly the speed of the responses and open, transparent, and timely communications. Our stakeholders continue to be very satisfied with our program, particularly our literacy and numeracy programs, our student supports and collaborative supportive environment. Our students repeatedly stated their appreciation of the teachers and support staff for the quality of their teaching, their responsiveness, flexibility, and understanding. The hope is that we will be able to return to a face-to-face learning environment in September. During the 2021-2022 academic year we will focus on re-establishing our social connections, addressing mental health issues, and bridging learning gaps that have resulted because of the disrupted learning that resulted from COVID-19 pandemic.

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. Therefore, the CAPE charter goals are integrated with the provincial assurance goals. They are clearly identified as charter goals. Access our charter document [here](#).

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.

Outcome 2: Student progress shows above average growth.

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.

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

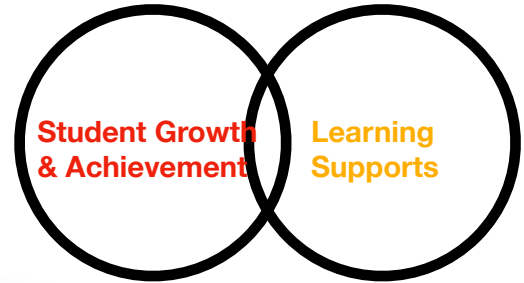
Outcome 1: Students acquire personal and interpersonal skills so that they may become productive citizens of the world and life-long learners.

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

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:

CSG 1 Outcome 1

- Our Literacy Program.
- Our revised Numeracy Program.

Access the Literacy and Numeracy Program document [here](#).

CSG 1 Outcome 2

- Teacher and support staff capacity in numeracy.
- Supports such as educational assistants, educational psychologist, counsellors, and many more health and education professionals.

CSG 1 Outcome 3

- Staff capacity in use of the available technology for teaching and learning.

CSG: charter school goal

Measures:

CAPE CSG 1 Outcome 1

Percentage of kindergarten children with typical growth on the STAR EARLY LITERACY.

Percentage of grades 1-9 students with typical growth on the STAR READING.

Percentage of grades 1-9 students with typical growth on a yet to be determined standardized assessment.

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 a yet to be determined standardized assessment.

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 a yet to be determined standardized assessment.

Strategies (cont'd):

- One-to-one technology program.

Access the One-on-One Computing Program document [here](#).

CSG 2 Outcome 1

- Community outreach & awareness opportunities via integration within core and projects in order to explore concepts of social justice and social responsibility, experience diversity and multiculturalism, discuss comparative religions, and political systems, and investigate environmental issues and other globally relevant issues.

Access the Total Integration Program document [here](#).

CSG 2 Outcome 2

- Counselling approach to discipline.
- Timely student assessment, Individual Program Plans development, and providing targeted universal and specialized supports (personalized program).

Access the Personalized Program document [here](#) and our charter document (pg.6) [here](#).

Measures (cont'd):

CAPE CSG 1 Outcome 2

Percentage of kindergarten children with Higher than Typical Growth on the STAR EARLY LITERACY.

Percentage of grades 1-9 students showing higher than typical growth on the STAR READING.

Percentage of grades 1-9 students showing higher than typical growth on a yet to be determined standardized assessment.

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 a yet to be determined standardized assessment.

Percentage of grades 4-9 students that achieve the CAPE standard of excellence of 80% on both Humanities and Sciences year-end marks.

CAPE CSG 1 Outcome 3

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.

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.

Percentage of students in grades 4-9 and their parents who are satisfied that the students have demonstrate 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.

Strategies (cont'd):

- Staff capacity with First Nations, Métis and Inuit culture and history and availability of resources.

- Community partnerships.

Access information about our community partnerships [here](#).

- Access to community programs and services.

Measures (cont'd):

CAPE CSG 2 Outcome 1

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.

CAPE CSG 2 Outcome 2

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.

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

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

(Province) 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) 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) 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.

Strategies (cont'd):

Measures (cont'd):

(CAPE) 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.

(CAPE) 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.

(Province) 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) 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) Percentage of parents that are satisfied that their student is receiving instruction targeted to their individual needs as determined by the school surveys.

(CAPE) Percentage of teacher, parent, and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community 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.
- Collaborative working relationships of the staff through administrative supports, social avenues, and access to external supports.
- Meaningful professional development initiatives in professional but also personal areas.
- Collaborative decision-making to build engagement and increase ownership.

Access CAPE’s engagement plan to support collaborative decision-making [here](#).

Measures:

(Province) 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.

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

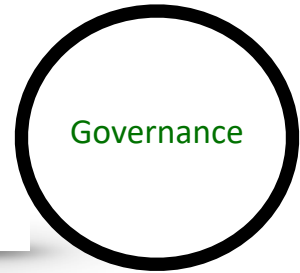
(CAPE) Number of teachers, parents, and students collaborative activities to promote optimal learning as determined by the school data collection.

(CAPE) The number of school-wide professional learning initiatives offered by the school in support of teaching and leadership as determined by the school data collection.

(CAPE) Percentage of teachers that participated in school-wide professional learning initiative offered by the school as determined by the school data collection.

(CAPE) Percentage of teachers that participated in individual professional learning initiative as determined by the school data collection.

Goal: Well Governed & Managed Education System



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:

- Governance and organizational structures that promote student well-being and success.
- Community involvement in the Finance/Audit Committee of the Charter Board.
- Collaboration with other jurisdiction and community organizations & membership in professional organizations.
- Communication & collaborative relationships with parents and community.

Access CAPE’s Communication Plan [here](#).

- Collaborative decision-making to build engagement and increase ownership.

Access CAPE’s engagement plan to support collaborative decision-making [here](#).

Measures:

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

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

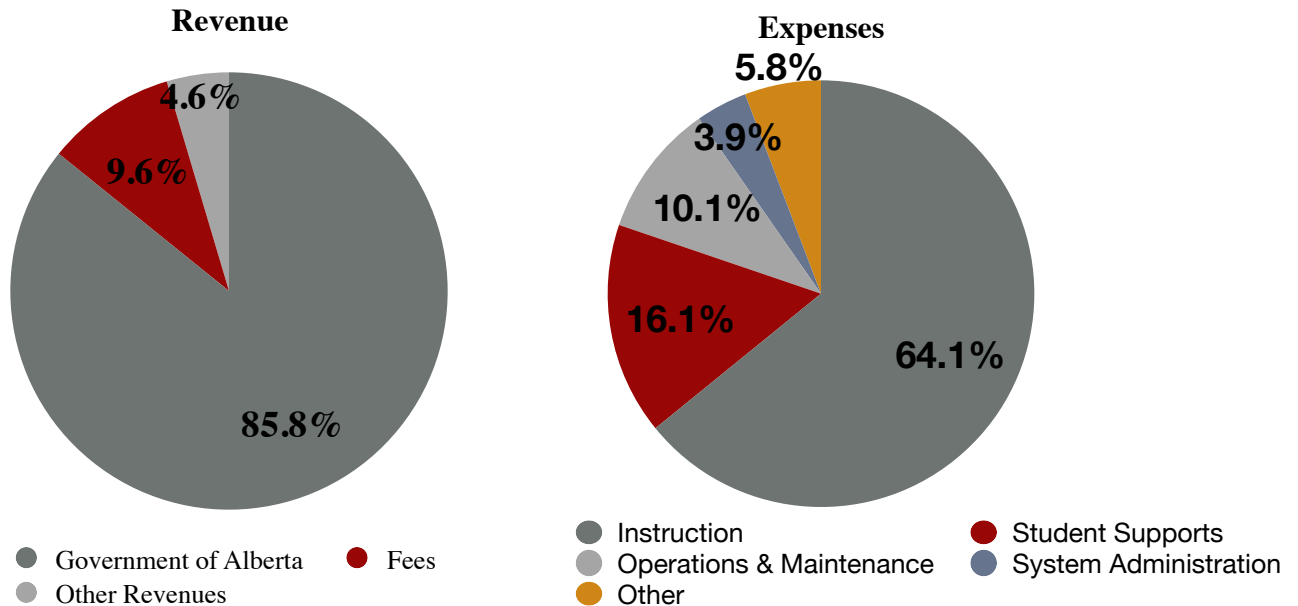
(Province) Percentage of parents and teachers who are satisfied that students demonstrate attitudes, skills, knowledge, and behaviours to be successful when they finish school as determined by the Alberta Education Assurance Survey.

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

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

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

CAPE Budget 2021-2022



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:

IMR/CMR:

Capital Plans 2022:2024-2024:2025:

CAPE's current website does not allow postings. The new website is under construction & will be going live in early September 2021.

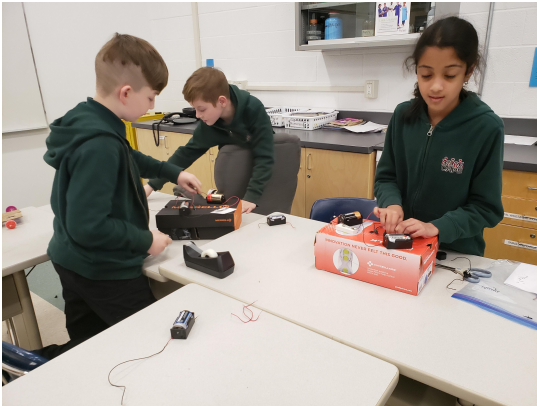
IMPLEMENTATION PLAN

The implementation of the strategies in our 3-Year Education Plan are guided by our senior and site administration through:

- long range and unit plans,
- the work of the literacy and numeracy teams, and
- the integration, numeracy, literacy, and First Nations, Métis and Inuit lead teachers.

Internal support from our educational psychologist, the literacy specialist educational assistant, external support from two post secondary mathematics professors, and local community health professionals will be invaluable in this implementation. In addition, we are investing in additional support staff to increase our capacity to respond to student needs. In response to stakeholder feedback, the timetable is being restructured to increase the effectiveness of specific components of our program such as numeracy, literacy, integration within core, and more effectively utilize of facility space. These plans are focused on supporting student success and are grounded in our charter 2020. For this year, plans also reflect the unique circumstances of the global pandemic. Engagement with stakeholders remains a key means of gathering feedback and CAPE is committed to continuing to seek the voice of parents, staff, students, and community despite the limitations that COVID-19 has imposed on all of us.

2021-2024 THREE YEAR PLAN



What a difference!

