

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



Centre for Academic and Personal Excellence

**CHARTER SCHOOL EDUCATION PLAN
2022/2023–2024/2025**

May 31, 2022

www.capeisgreat.org

Message from the Board

The CAPE Board of Directors is pleased to present the CAPE charter school 2022-2025 three-year education plan. Our charter board believes that the measures, outcomes, and strategies included in this plan provide students, parents, staff, and community partners with a clear, ongoing vision for teaching and learning in our school.

This document provides an overview of CAPE's purposeful strategies developed in response to data presented in the Annual Education Results Review (AERR) and feedback for stakeholders; parents, students, staff, community. These strategies build upon the work of past years and are intended to support continuous improvement in student engagement and achievement. Our charter goals articulated in our charter continue to guide the work of the CAPE Charter Board, the administration, and staff.

Our school is a student-centred inclusive 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 a powerful learning environment that inspires learners, motivates teachers, energizes parents, and motivates community.

The 2021-2022 school year was in many ways still unlike any other as the COVID-19 global pandemic has continued to affect all aspects of daily living for our school community. We have focused on a gradual return to effective programs that have suffered or been diluted or, in some cases, removed because of COVID-19. Our students have told us about missing those opportunities for learning and have asked if they will be available again. They will return. They must return. And so, CAPE continues to work to advance its priorities in support of high quality teaching and learning, global citizenry, life long learning, and social justice.


On behalf of CAPE's Board of Directors, thank you to all our stakeholders for your continued support, to our staff for their endless dedication to our students' academic and personal growth, and to our students for being such an inspiration.

Trampas Brown
Board Chair
CAPE Public Charter School

Accountability Statement

The Education Plan for CAPE-Centre for Academic and Personal Excellence (CAPE) commencing September 1, 2022 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 2022/2023–2024/2025 Education Plan on May 25, 2022.



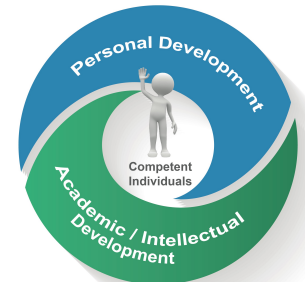
Trampas Brown
CAPE Board Chair



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.



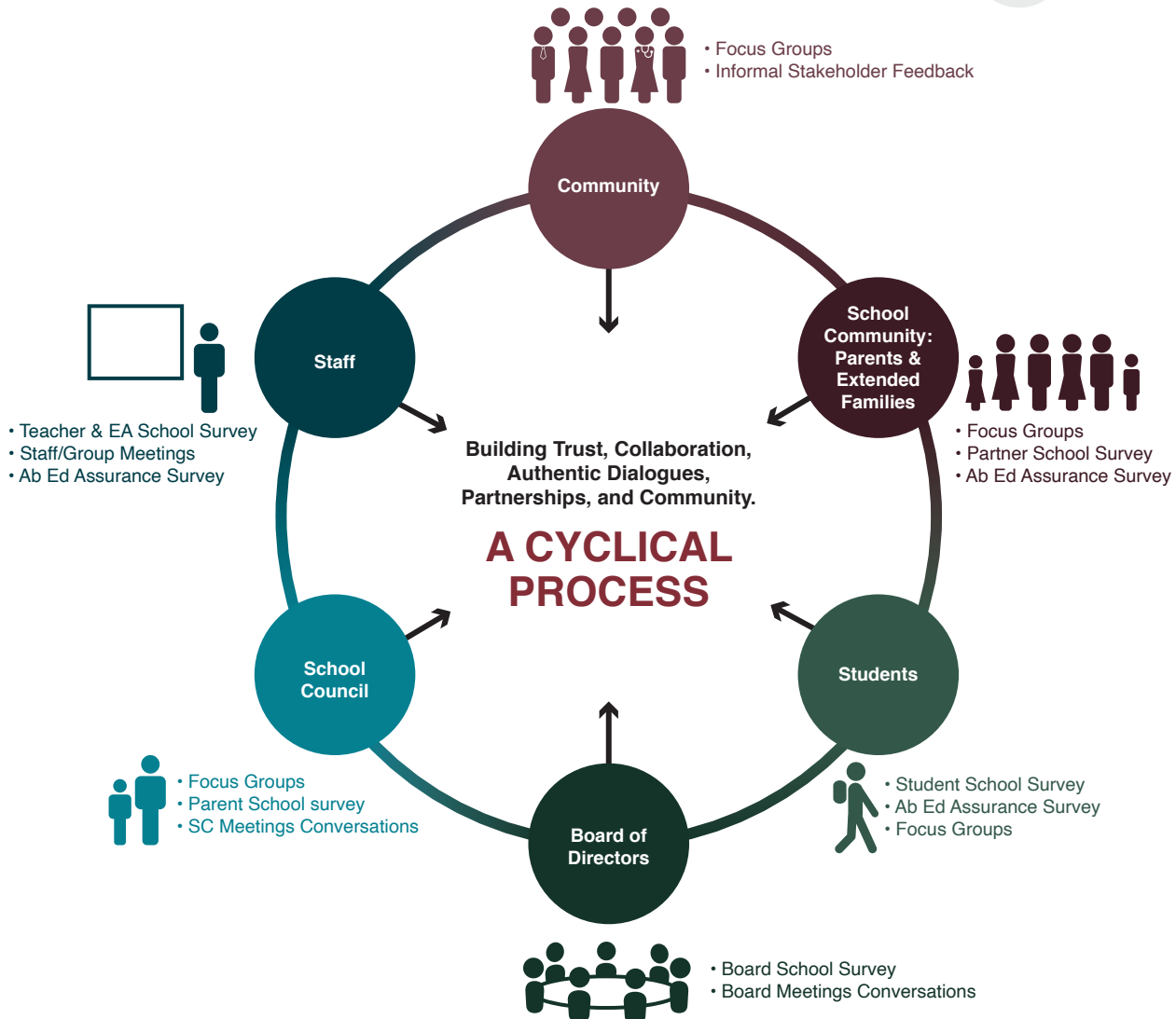
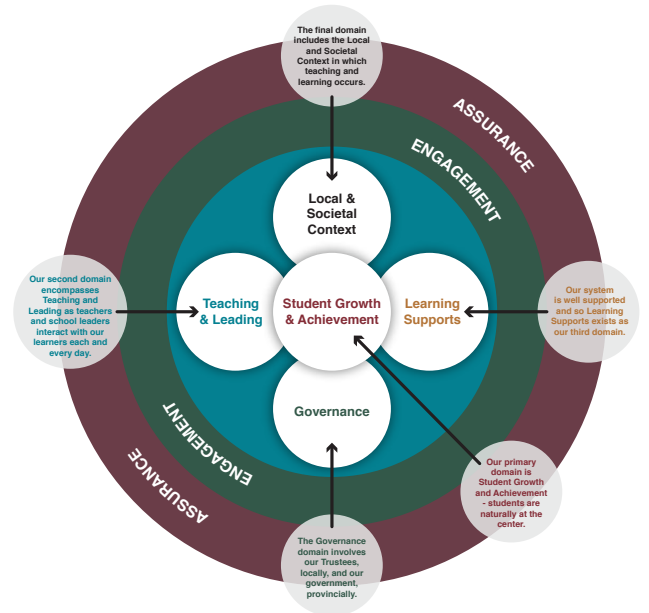
Parents, as partners in the learning community, provide valuable perspectives and support for their children and deserve to have a choice in an educational program which best supports individualized learning and a voice in decision-making. The community, as a partner in the learning, provides the domain 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

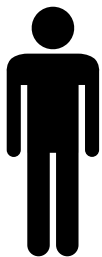
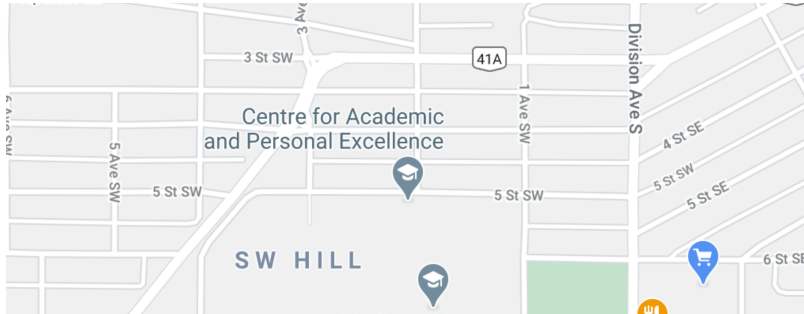
Meaningful engagement is foundational to providing Alberta Education, our stakeholders and the public assurance that CAPE is achieving its charter goal: Student Academic and Personal Excellence. Engagement is very closely linked to effective planning and results reporting which in turn occurs in a continuous 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 offer valuable opportunities for reflection, re-envisioning, and revising (AERR access: [here](#)). 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 can be found [here](#).



Local Context & Demographic Information



Staff: 18.8 full-time equivalent teaching staff
11.8 full-time equivalent educational assistants
0.6 full-time literacy support teacher
1.0 Full-time literacy support educational assistant
2.6 full-time equivalent administrators
1.0 full-time educational psychologist

Student: 291
Families: 208



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.

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 15.5:1 and student-adult ratio at 9.2:1;
- 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.

COVID-19 & its Continued Impact on Teaching & Learning

CAPE's diverse K to 9 population has been adversely impacted by the COVID-19 pandemic and the resulting restrictions which disrupted learning. Monumental learning gaps were the consequence of repeated learning disruptions, the lack of access to a stable, supportive school environment, stress, isolation, trauma, anxiety, fear, lack of routine, reduction of intensive one-on-one, face-to-face support and intervention, among other factors. These deficits were particularly noticeable in literacy and numeracy.

It was imperative that we return to a 'near normal' program. The tiered literacy program has resumed as in the past. However, the numeracy program has seen significant changes. We have adopted the JUMPMath program school-wide and have engaged in staff capacity-building professional development. Our numeracy team has expanded and has facilitated all aspects of the implementation of this program. In addition, the Learning Disruption funding allowed for additional supports for our grades 1-3 students in literacy and numeracy.

Projects are back! One of our offerings this year has been an outdoor ed project for grades 3 and 4 which aimed to engage students in the ecology of our local environment with fun, healthy ways to safely enjoy it. Some of our students chose to register for a forensics project in which they learned about a variety of investigation techniques used in the real world and apply these techniques to solve 'crime scene'. The very young have been particularly impacted by the imposed isolation. As a result, CAPE has implemented a physical education time dedicated to team intramural sports for our very young. To foster relationship building again CAPE has entered into a partnership with Mother Earth's Children's Charter School. Both of our grade 8/9 classes have been engaged in a cultural experience with the College Marcel Doret in Le Vernet, France. The staff has also investigated a similar program with a school in Japan involving several grades.

Our School Council has investigated safe activities such as weekend dance classes for cohorts of students, parent-student art classes, ice sculpture weekends, and family movie nights where families can safely socialize and establish supportive relationships.

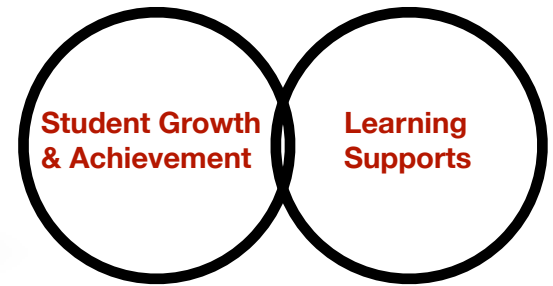
Charter Goals

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](#).

ASSURANCE

Goal: Student Growth & Achievement

Outcome: ALL Alberta students are successful.



Strategies:

We at CAPE support our students on their Kindergarten to Grade 9 journey through a sustained focus on the following:

- Our tiered Literacy Program.
- Our revised tiered Numeracy Program.
- Building teacher and support staff capacity in numeracy through two levels of professional development.
- Building staff capacity in the use of the available technology for teaching and learning.
- Building teacher and support staff capacity with Indigenous Peoples (First Nations, Métis and Inuit) culture and history and availability of resources.

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

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

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

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

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

Literacy Measures:

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

(CAPE) Percentage of grades 1-8 students showing higher than typical growth on the STAR READING.

(CAPE) Percentage of grades 1-8 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.

(CAPE) Percentage of students in grades 1-8 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 on the STAR READING.

Numeracy Measures:

(CAPE) Percentage of grades 1-8 students showing higher than typical growth on the STAR MATH.

(CAPE) Percentage of grades 1-8 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.

(CAPE) Percentage of students in grades 1-8 that began the year below grade level and demonstrated at least a 1.0 GE growth at the end of the year as determined on the STAR MATH.

Other Academic Measures:

(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).

(CAPE) 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.

(CAPE) 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.

(CAPE) Percentage of students actively engaged in opportunities to acquire and apply foundational knowledge of Indigenous Peoples (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.

(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.

Personal Development Measures:

(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.

(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 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) 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) 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.

(CAPE) 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) 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.



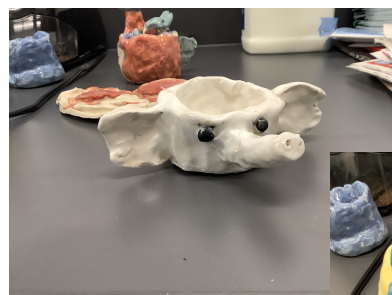
Kindergarten Numeracy
2021-2022



National Day for Truth and
Reconciliation
2021-2022



Visiting with the Medicine Hat
High School Band



Art



Fitness Project

Goal: Excellence in Teaching and Leading.

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

A circular logo with a thick black border. Inside the circle, the words "Teaching & Leading" are written in a red, sans-serif font, stacked vertically.

Strategies:

We at CAPE support our students on their Kindergarten to Grade 9 journey through a sustained focus on the following:

- Collaborative working relationships of the staff through administrative supports, social avenues, and access to external supports.
- Meaningful professional development initiatives.
- Collaborative decision-making to build engagement and increase ownership.

Access CAPE's Engagement Plan to support collaborative decision-making [here](#).

Access CAPE's Communication Plan [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) 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:

We at CAPE support our students on their Kindergarten to Grade 9 journey through a sustained focus on the following:

- Collaboration, cooperation, and engagement with all stakeholders.
- Stakeholder input through focus groups in addition to school surveys and the Alberta Education Assurance Surveys.

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

Access CAPE parent satisfaction surveys [here](#) and CAPE student satisfaction surveys [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:

Janice Ouellet, CAPE School Secretary-Treasurer.

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Phone: 403-528-2983.

Fax: 403-528-3048

e-mail: jouellet@capeisgreat.org

Budget 2022-23: [here](#)

IMR/CMR: [here](#)

Capital Plans: no Capital Plan submitted

AFS 2020-2021: [here](#)

IMPLEMENTATION PLAN

The implementation of the strategies in our 3-Year Education Plan (Education Plan 2022/2023-2024/2025 access: [here](#)) is guided by our senior and site administration through:

- long range and unit plans,
- the work of the literacy, numeracy, and Indigenous Peoples (First Nations, Métis and Inuit) teams,
- the School-Wide Events Committee (link to parents and community), and
- the integration, numeracy, literacy, and Indigenous Peoples (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 has and will continue to be invaluable in this implementation. In response to stakeholder feedback, the timetable is again being re-envisioned to increase the effectiveness of specific components of our program such as numeracy, physical activities, integration within core, projects, and to more effectively utilize of facility space. CAPE is struggling with lack of space within classrooms, break our space, art space and staff resource/collaborative space. The CAPE Board of Directors is seeking solutions via a Value Scoping process.

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 that is still affecting all of us.

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 via surveys and focus groups.

CAPE's Three Year Education Plan focuses on strategies identified as potentially addressing program areas that require attention as identified in our Education Report 2020-2021, our assessments, anecdotal records, and stakeholder feedback gathered through surveys and focus groups.

CAPE continues to use strategies that have proven effective and these are not include in this plan.