



# CHARTER SCHOOL EDUCATION PLAN 2023/2024-2025/2026

May 31, 2023

(Reviewed/Revised August 2023)

[www.capeisgreat.org](http://www.capeisgreat.org)

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



## *Message from the Board*

It is with pleasure that the CAPE Board of Directors presents the CAPE charter school 2023-2026 three-year education plan. Our charter board strongly believes that the measures, outcomes, and strategies included in this plan guide the work of the CAPE Charter Board, the administration, and staff as we pursue the achievement of our charter goals. This plan also supports student learning and engagement, and demonstrates our commitment to continuous improvement. We also believe that this document provides an overview of CAPE's purposeful strategies developed in response to data presented in the Annual Education Results Report (AERR) and feedback from stakeholders; parents, students, staff, and community.

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. These partnerships create a powerful learning environment that inspires learners, motivates teachers, energizes parents, and engages community.

The 2022-2023 school year was challenging, yet rewarding, as we collaboratively worked to rebuild and recover from COVID-19's negative effects on our school community. We continue to work in support of high quality teaching and learning, local and global citizenry, life long learning, and social justice.

The CAPE Board of Directors is appreciative of the support of all our stakeholders and thanks everyone for their continued support and endless dedication to our students' academic and personal growth. In particular, the Board of Directors thanks our students for continuing to demonstrate resilience and for being such an inspiration.

Edlin Friesen  
Board Chair  
CAPE Public Charter School

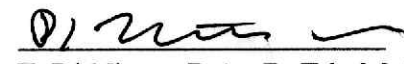
## *Accountability Statement*

The Education Plan for CAPE commencing September 1, 2023 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 2023/2026 Education Plan on May 31, 2023.

  
Edlin Friesen

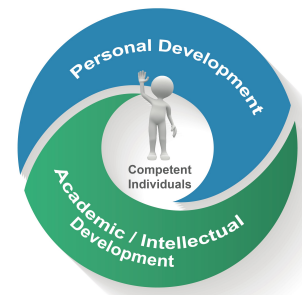
CAPE Board Chair

  
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 which 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 for meeting student needs. The common factors in 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 the 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.

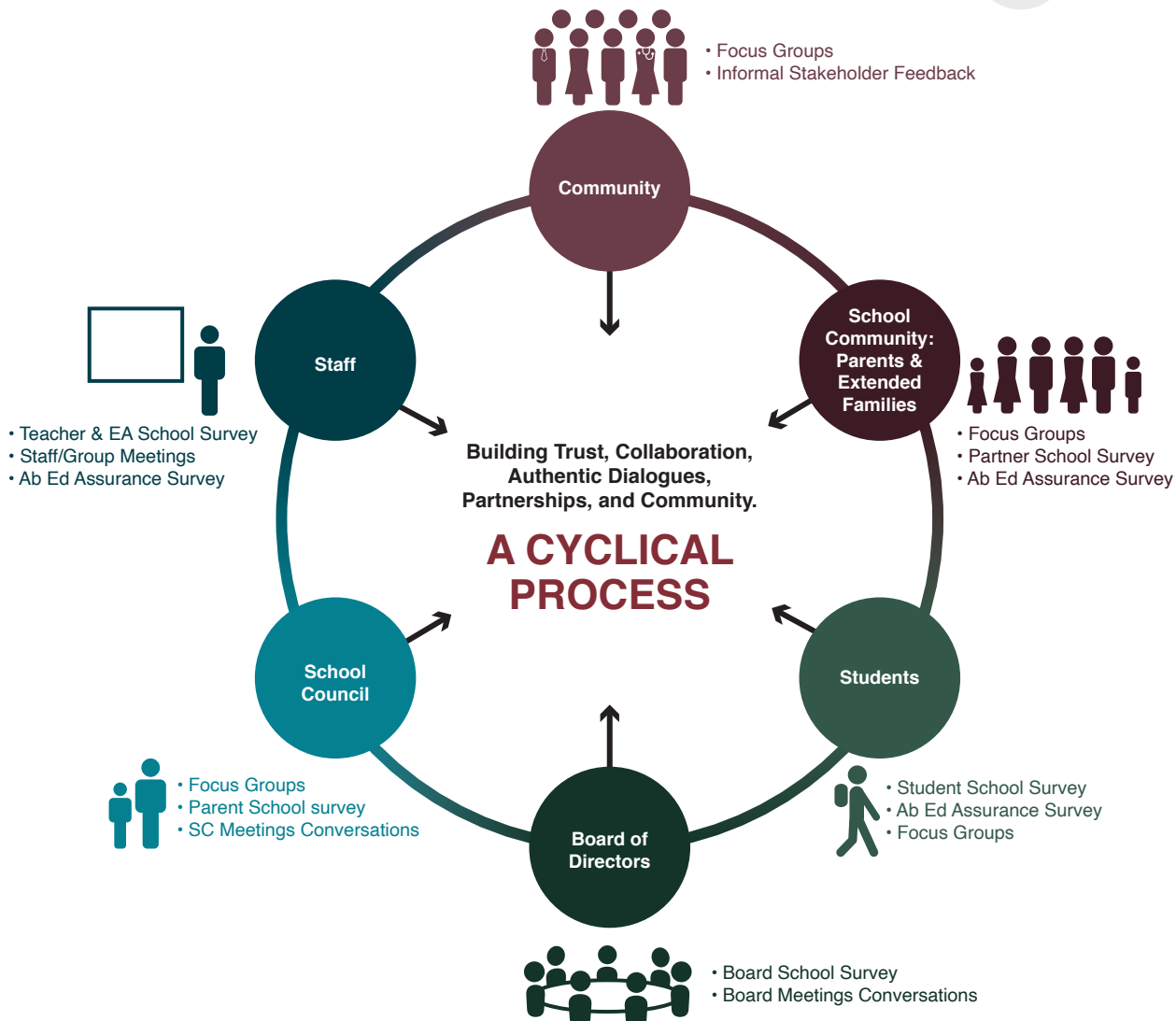
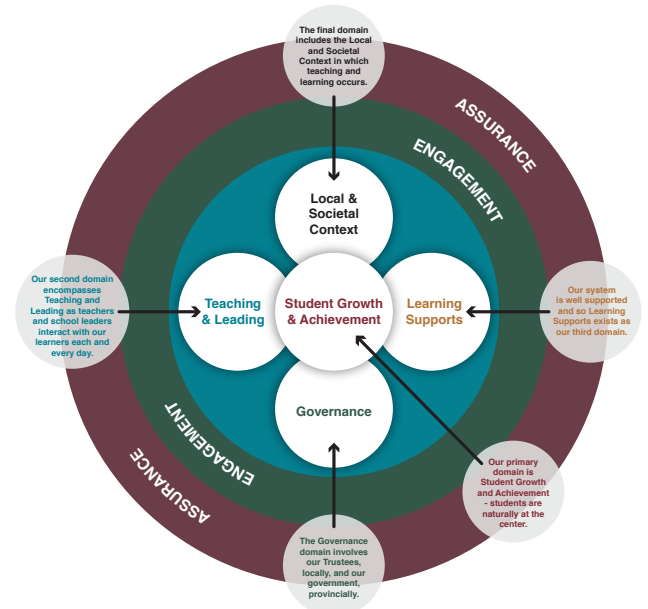
## *Engagement, Continuous Improvement & Timeline*

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.

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



### Local & Societal Context

as of May 2023

**Student-Teacher Ratio:** 15.1:1  
**Student-Adult Ratio:** 9.26:1

**Staff:** 18.5 full-time equivalent teaching staff  
11.0 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:** 287  
**Families:** 210



Student Demographics:

- K: 17% Mild/Moderate/ESL  
53% Additional Supports
- 1-9: 29% Mild/Moderate/Gifted/  
Twice Exceptional/ESL/Severe  
70% Additional Supports

### 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 THAT...**

- 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 includes stakeholder engagement and student voice;
- multidisciplinary teams provide a shared learning atmosphere for all;
- taking risks and facing challenging tasks create learning opportunities for academic, social and emotional growth for all.

**WE PROVIDE...**

- personalization and integration;
- student 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;
- student supports for students as required.

**WE HAVE...**

- capped classes;
- FTE educational assistant in K-3 and more as needed;
- a learning environment that is purposely designed to support student engagement, the pursuit of personal best, capacity, and citizenship.

**WE PARTNER WITH...**

- parents to best understand the needs of the child and the priorities of the parents for their child(ren);
- 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.



## ***Recovering and Rebuilding from COVID-19***

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. Our focus during the 2022-2023 year was to return to our 'normal.' The tiered literacy and numeracy programs have been strengthened through professional development. In particular, we have continued our efforts in building staff capacity in numeracy through the implementation of the JUMP Math program school-wide. We optimized the Learning Disruption dollars in support of our grades 1-3 students in literacy and numeracy.

Not only have mixed-grade projects returned in full force, under the capable direction of one of our vice-principals, but Science and Heritage Fairs, drama and the juried Art Show and Sale have also re-emerged. Students were offered projects such as STEM, sculpture, coding, myths and legends, cartooning, outdoor ed, alternative pursuits, cosmetology, and more. Projects offer opportunities for students to explore areas of interest to them in a cross-grade setting. Our grade 5, 7, 9, 4/5, and 8/9 classes developed commendable Science Fair projects while the grade 4, 6, 6/7, 8 classes presented memorable Heritage projects. We were once again present at both the Regional Science and Heritage Fairs. Of the 28 awards presented at the in-person Regional Science Fair, 50% were awarded to CAPE students. Our students were also awarded 60% of the Excellence Heritage Fair awards. The grades 4, 6, 8, 6/7 and 8/9 students presented skits at the Medicine Hat College theatre while the grades 5, 7, 9 and 4/5 class displayed their artistic skills at the College. The Medicine Hat Art Club members judged the pieces and awards were presented at the drama intermission. Our K-3 students showcased their talents at the Mother's Day Tea for Two, which was a wonderful, well-attended event. The gym was full to capacity and parents expressed their appreciation via standing ovation.

Student supports are in place through our education assistants, our counsellor, speech and language pathologist, literacy and numeracy support staff, and our Educational Psychologist. More supports are needed and we are planning on increasing these supports for the 2023-2024 year.

Leaders within our VP Student Advisory Council are actively engaged in support of school-wide events and in organizing student events. Parents are working on projects in support of the students and the school. One such endeavour is financial support for our year-end field trips that will see students travel near and far in June of 2023, including a stay at Mother Earth Children Charter Academy.

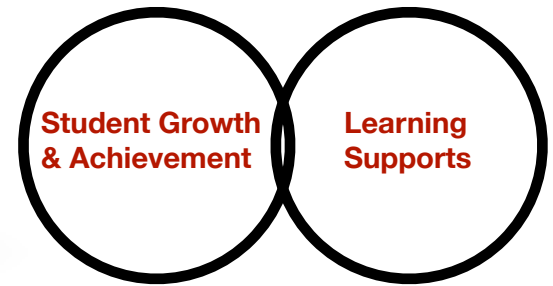
Students are engaged and actively learning. Staff is busy with new curricula and planning for 2023-2024. Administration is actively planning the next year. The CAPE Board is looking at big picture plans. What a pleasure to see the school once again buzzing with activities!

***Charter Goals:*** The CAPE charter clearly articulates our goals and outcomes. Our Education Plan lays out strategies for achieving those goals and the measures that we use to evaluate the degree to which the charter goals are achieved. These charter goals are linked to the provincial assurance model and together demonstrate accountability provide assurance to our stakeholders. Therefore, the CAPE charter goals are integrated with the provincial assurance goals. They are clearly identified as charter goals. Please, access our charter document [here](#).

# ASSURANCE

## Goal: Student Growth & Achievement

Outcome: **ALL Alberta students are successful**



Alberta Education Results Report 2021-2022, achievement data gathered during the current academic year, and feedback from teachers strongly suggest that literacy and numeracy, academic, and personal supports remain our main focal points even though feedback from parents and students seems to strongly indicate satisfaction with student learning, achievement, and development. Therefore, in addition to our integrated personalized program and our community-focused projects, we at CAPE support our students on their Kindergarten to Grade 9 journey through a sustained focus on literacy, numeracy, staff capacity, and student supports.

### *Strategies:*

- Our tiered Literacy and Numeracy Programs;
- Increase teacher and staff capacity through professional development especially in personal student supports and a return to a coaching model in academic areas;
- Building teacher and support staff capacity with Indigenous culture (First Nations, Métis and Inuit), history and availability of resources.
- Review and, if need be, revise our personalization program so that we are in alignment with the provision of a continuum of supports and services with the ultimate goal of success for every child.

### *Literacy Measures:*

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

(CAPE) Percentage of grades 1-9 students showing **Higher than Typical Growth** on the STAR READING.

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

### *Numeracy Measures:*

(CAPE) Percentage of grades 1-9 students showing **Higher than Typical Growth** on the STAR MATH.

(CAPE) Percentage of grades 1-9 students that are at benchmark (at grade level) at the end of the year 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 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 Indigenous knowledge through hands-on experiences as determined by the annual 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.

***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 engagement has increased 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 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 as determined by the school survey.

(CAPE) Percentage of parents, teachers, and students who are satisfied that student level of local, provincial and global community awareness, citizenry, social consciousness, social justice, and social responsibility has increased as demonstrated by their involvement with local and broader communities as determined by the school survey..

## Goal: Excellence in Teaching and Leading

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

**Teaching & Leading**

Alberta Education Results Report 2021-2022, achievement data, and feedback from administration, teachers, parents and students gathered during the current academic year suggest that excellence in teaching supports student growth and development very well. However, building teacher capacity through professional development and a return to a coaching model to close the student achievement gap and accelerate learning by helping teachers implement evidence-based instructional practices with fidelity is integral to continuous improvement in this area.

### ***Strategies:***

- Meaningful professional development initiatives particularly in numeracy, literacy, and integration;
- Coaching model;
- Collaborative decision-making to build engagement and increase ownership.
- More meaningful, timely, accurate, and complete communications.

### ***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, and board 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, and board 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.

## Goal: Well Governed & Managed Education System

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



**Governance**

### *Strategies:*

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

- Board focus on the charter and the vision it holds, support of administration and staff, and fiscal responsibility;
- Collaboration, cooperation, and engagement with all stakeholders;
- Strong relationships with School Council, VP Student Advisory Council, and community;
- Stakeholder input through focus groups, school surveys, and the Alberta Education Assurance Surveys.

### *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 programs at CAPE as determined by the school data collection.



## **CAPE Budget 2023-2024**

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

Janice Ouellet, CAPE School Secretary-Treasurer.

201 5 Street SW. Medicine Hat, AB. T1A 4G7

Phone: 403-528-2983.

Fax: 403-528-3048

e-mail: [jouellet@capeisgreat.org](mailto:jouellet@capeisgreat.org)

Budget 2023-24: [here](#)

IMR/CMR: [here](#)

Capital Plans: [here](#)

AFS 2021-2022: [here](#)

## **IMPLEMENTATION PLAN**

The implementation of the strategies in our 3-Year Education Plan (Education Plan 2023/2024-2025/2026 access: [here](#)) is guided by our senior and site administration through:

- long range and unit plans,
- the work of the literacy, numeracy, and CIET (CAPE Indigenous Education Team) 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 registered psychologist, increased staff student supports, the literacy specialist educational assistant, external support from 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 the facility space. CAPE is experiencing a lack of space within classrooms, break out space, art space, staff resource room and a 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 recovery from the unique circumstances of the global pandemic that affected 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.

Even though CAPE continues to use strategies that, historically, have proven effective, they are not included in this plan as only those strategies that are new or relatively new are included.

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

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

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

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

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

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

