

CAPE PUBLIC CHARTER SCHOOL

**EDUCATION PLAN
2024/2025–2026/2027**

May 31, 2024

www.capeisgreat.org

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

Message from the Board

The CAPE Board of Directors is pleased to present the CAPE charter school 2024-2027 three-year education plan. Our charter board strongly supports student learning, engagement, and wellness using a continuous improvement model. The CAPE board 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 work collaboratively toward the achievement of our charter goals. This plan supports student learning and engagement, demonstrating our commitment to academic and personal growth. Most importantly, the purposeful strategies developed in response to data within the Annual Education Results Report (AERR) and feedback from stakeholders; parents, students, staff, and community are crucial to our students' pursuit of their personal goals.

Our school is a student-centred inclusive environment within which students are active participants in the personalized integrated learning and are supported by strong partnerships among parents, community, and staff. These partnerships enhance student learning and experiences, develop student motivation to extend knowledge and understanding, inspire educators to work toward exemplary teaching practices, and promote consistent parental and community engagement. We continue to work in support of high quality teaching and learning, local and global citizenry, life-long learning, and social consciousness.

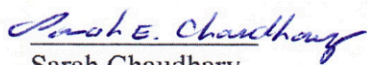
The CAPE Board of Directors is appreciative of the support of all our stakeholders and thanks everyone for their continued support and endless dedication to our students' academic and personal growth. In particular, the Board of Directors thanks our students for continuing to demonstrate resilience and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

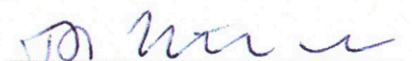
Sarah Chaudhary
Board Chair
CAPE Public Charter School

Accountability Statement

The Education Plan for CAPE Public Charter School commencing September 1, 2024 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting 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.

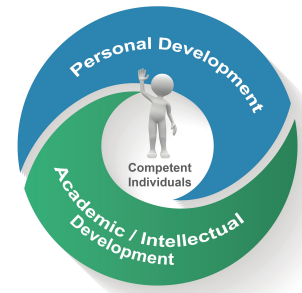
The Board approved the 2024/2027 Education Plan on May 29, 2024.


Sarah Chaudhary
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 includes the school, parents, and community supporting each student's efforts in a welcoming, caring, respectful, and safe learning environment. As a result, CAPE has created 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 student may be successful in the pursuit of personal and academic goals, strive for personal excellence, become an engaged thinker and ethical citizen with an entrepreneurial spirit, independent learners, and a world citizen.



Parents, as partners in learning, provide valuable perspectives and support for their children and deserve to have a choice in an educational program that best supports individualized learning and must have a voice in decision-making. The community, as a partner in learning, provides the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, volunteering 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.

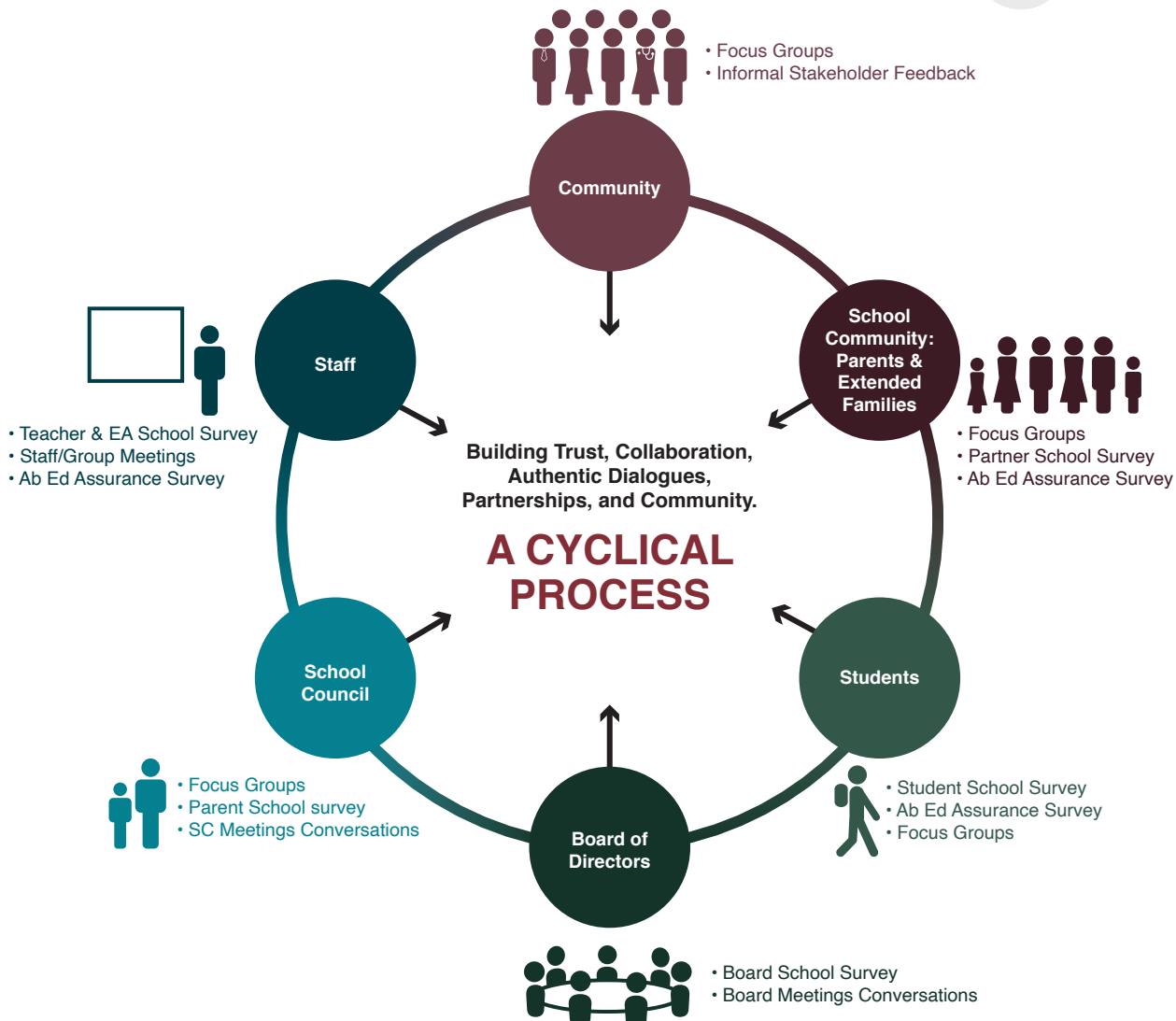
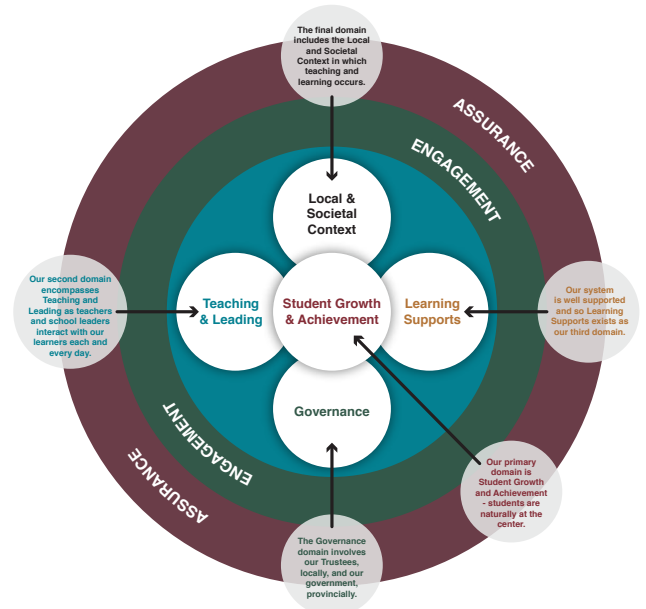
Engagement, Continuous Improvement & Timeline

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. The 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.

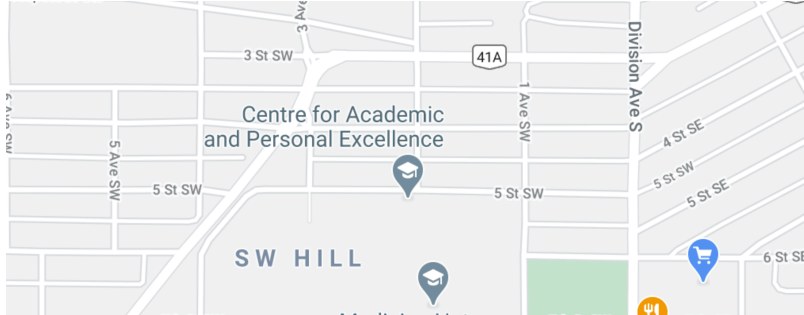


2024-2027 THREE YEAR PLAN

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 (AERR access: [here](#)). Communicating with 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 2024

Student-Teacher Ratio: 15.2:1
Student-Adult Ratio: 9.5:1

Staff: 17.7 full-time equivalent teaching staff
10.0 full-time equivalent educational assistants
0.3 full-time literacy support teacher
0.25 full-time numeracy support teacher
1.0 full-time literacy support educational assistant
0.5 Student Wellness Mentor
2.5 full-time equivalent administrators
1.0 full-time educational psychologist

Students: 278
Families: 192

Student Demographics:

- K: 17% Mild/Moderate/EAL
70% Additional Supports
- 1-9: 29% Mild/Moderate/Gifted/
Twice Exceptional/EAL/
Severe
97% 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....

- a diverse and multicultural community;
- programming for students with mild moderate and severe needs, gifted/talented and twice exceptional, English as an Additional Language students and English Language Learners, Program Unit Funding children, non-coded students requiring supports and all other students;
- 28% coded but approximately 90% require extra supports.

WE BELIEVE THAT...

- each student is an individual and presents with distinct academic and personal requirements;
- students, when placed in a student-centred environment, have the greatest potential of becoming successful life-long learners;
- students are best served through a personalized, integrated program which is flexible, innovative, and responsive to student need;
- collaborative decision-making includes stakeholder engagement and student voice;
- multidisciplinary teams provide a shared learning atmosphere for all;
- taking on challenging tasks creates learning opportunities for academic, social and emotional growth for all.

WE PROVIDE...

- a personalized integrated program;
- 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;
- supports for students as required, including wellness mentoring.

WE HAVE...

- capped classes; Kindergarten at 18, grades 1-3 at 20, grades 4-5 at 22, 6-9 at 24;
- an FTE educational assistant in K-2 and more as required;
- a learning environment that is purposely designed to support student engagement, the pursuit of one's personal best, increasing capacity, and citizenship.

WE PARTNER WITH...

- parents to best understand the needs of each child and the priorities of the parents for their child(ren);
- the community to foster and promote life-long learning, ethical citizenry, and the entrepreneurial spirit, allowing for learner-mentor interactions and for opportunities to participate in experiential learning opportunities.

Moving Forward

It is undeniable that the COVID-19 pandemic and resulting restrictions disrupted learning. Our focus during the 2022-2023 was a return to our 'normal.' Our focus for 2023-2024 includes both academic and personal development by way of literacy and numeracy strategies, sciences and humanities skill development, in addition to mental health, social skills, anxiety management and self-regulation coaching. Science and Heritage Fair participation, cross-grade community-based projects, and drama and art opportunities bridge the academic with the personal development. Our focus in 2024-2025 will be increased emphasis on the 2023-2024 priorities, with particular attention to student wellness.

Integration is again integral to our program and engages students in collaborative, cross-grade integrated learning while increasing family and community involvement. In addition to more traditional projects, students were offered options such as sculpture, myths and legends, cartooning, history of fashion, international cooking, flight, and more. Our grade 5, 6/7, 7, and 9 classes developed commendable Science Fair projects while the grade 4, 4/5, 6, 8 and 8/9 classes presented memorable Heritage Fair projects. We were once again present at both the Regional Science and Heritage Fairs. 43% of the regional science fair awards went to CAPE students. This year 22 projects went to the Galt Museum in Lethbridge for the regionals and our students were awarded 50% of the Excellence Heritage Fair awards presented. The grades 4, 6, 8, and 8/9 classes presented a play called, "Jukebox Time Machine" at a local high school theatre, while the remaining classes displayed artistic skills at a Juried Art Show and Sale. The Medicine Hat Art Club members judged the pieces and awards were presented at the evening reception. Our K-3 students showcased their talents at the Parents' Tea, which showcased their entertaining singing and dancing talents. The students put on two separate shows that were well-attended and parents and grandparents expressed their appreciation via standing ovations.

Student supports are in place and reinforced utilizing our educational assistants, counsellor, speech and language pathologist, literacy and numeracy support staff, and our Educational Psychologist. In the fall of 2023, a new position, Student Wellness Mentor, was created to work with students one-on-one and in small groups to provide targeted social skill development.

Student leaders within our VP Student Advisory Council are actively engaged in support of school-wide events and in organizing student activities and community fundraisers. Parent Council is working on projects in support of the students and the school.

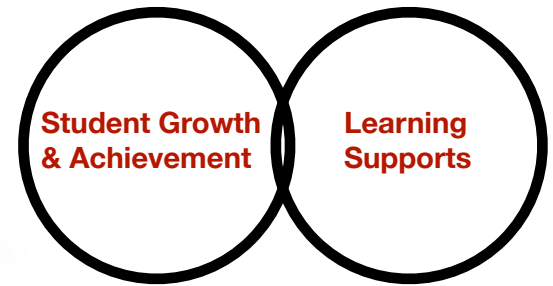
Staff is becoming familiar with new curricula and planning for the 2024-2025 school year. Administration is actively planning for the next year including the Nutrition Program, implementation of the new curricula, staffing and teaching assignments. The CAPE Board is looking at long-term plans such as our facility needs.

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 providing 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 2022-2023, 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 (in addition to existing successful strategies):

- Increase teacher and staff capacity through professional development especially in personalized student supports;
- One-on-one mentorship to increase teacher capacity and confidence;
- Building teacher and support staff capacity in regard to Indigenous culture (First Nations, Métis and Inuit), history and knowledge.

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 actively engaged in opportunities to acquire and apply foundational Indigenous knowledge through 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 referrals, assessments, modified/adapted programs, implemented supports, assessment of effectiveness of supports, as well as counselling and wellness coaching, 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 the level of student engagement has increased as demonstrated through empathy, respect, integrity, fairness, courtesy and reliability as determined by the school surveys.

(CAPE) Overall percentage of teachers and parents of grade 4-9 students satisfaction that their student has demonstrated the knowledge, skills, and attitude necessary for life-long learning as determined by the school surveys.

(CAPE) Percentage of teachers and parents of K-3 children/students that believe that their child(dren) / student(s) has / have actively engaged in learning, has / have developed social and emotional skills, and has / have enjoyed learning, and is/are ready for the next year as determined by the school K-3 survey.

(CAPE) Percentage of grade 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 the level of student community awareness, citizenry and social responsibility, social consciousness and justice has increased as demonstrated through involvement with the community 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 2022-2023, achievement data, and feedback from administration, teachers, parents and students gathered during the current academic year suggests that excellence in teaching supports student growth and development very well. Building teacher capacity utilizing a coaching/mentorship model in order to meet potential and increase confidence in teaching and as a result increases student learning and achievement.

Strategies (in addition to existing successful strategies):

- Mentorship in the areas of mathematics and science, particularly the scientific model.
- Increase student capacity and confidence using written communication in order to effectively share ideas and understanding.
- Collaborative decision-making to build engagement and increase ownership.

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.

(CAPE) Student satisfaction with diverse learning opportunities (labs, community outreach projects, special projects).

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:

In addition to Board focus on the charter and the vision it holds, support of administration and staff, and fiscal responsibility and collaboration, cooperation, and engagement with all stakeholders:

- Strong relationships with School Council, VP Student Advisory Council, and community;
- Decision making based on input from all stakeholders and school-generated data, provincial assessment data, and 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) Number of student-led initiatives focusing on school and the extended community.

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.

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Budget 24-25: [here](#)

IMR/CMR: [here](#)

Capital Plans: [here](#)

AFS 2022-2023: [here](#)

IMPLEMENTATION PLAN

The implementation of the strategies in our 3-Year Education Plan (Education Plan 2024/2025-2026/2027 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](#).