

CHARTER SCHOOL EDUCATION PLAN

2025/2026–2027/2028

May 31, 2025

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 Public Charter School 2025-2028 three-year education plan as part of the continuous improvement cycle. The strategies, outcomes and measures contained in this plan have been carefully considered and the Board is confident they will provide strong guidance for the Board, the administration and staff as we work collaboratively to deepen the realization of our Charter goals. We are excited by all the possibilities of the upcoming year(s).

While the next year will be one of some transition, it will also be one in which we continue to strengthen our work with those proven strategies that have resulted in the success of CAPE – a student-centred and individualized learning approach, curriculum integration, a focus on literacy and numeracy skills, continued support of high-quality teaching, strong collaboration with ALL partners, and a focus on personal development.

As we look to the future, the next year will see the school deepen its commitment to staff and student wellness through research into well-being-centred schools. Additionally, as we begin to implement new curricula, we will explore new models of curriculum integration. We are also extremely excited by the ongoing Capital Planning work underway as part of an effort to provide CAPE with a facility that will more completely support efforts to meet the Charter goals in a deep and rich manner.

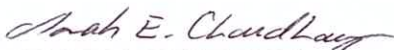
In closing, we would like to take this opportunity to express our deepest appreciation to our Superintendent, and founder of CAPE, Mrs. Teresa Di Ninno, who will be retiring at the end of the current school year. THANK YOU for your 31 years of leadership and devotion to the CAPE community, and especially to its students! Best wishes from all of us as you move on with the next phase of your life!

Sarah Chaudhary
Board Chair
CAPE Public Charter School

Accountability Statement

Under the direction of the Board of Directors, the Education Plan for CAPE Public Charter School commencing September 1, 2025 was prepared under the direction of the 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 CAPE 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 2025/2028 Education Plan on May 28, 2025.



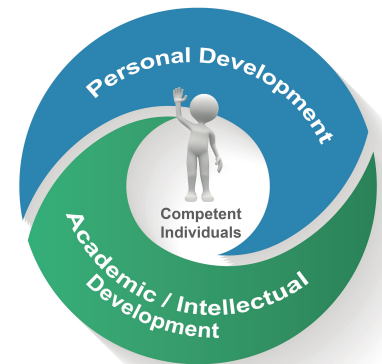
Sarah Chaudhary
CAPE Board Chair



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 the 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.

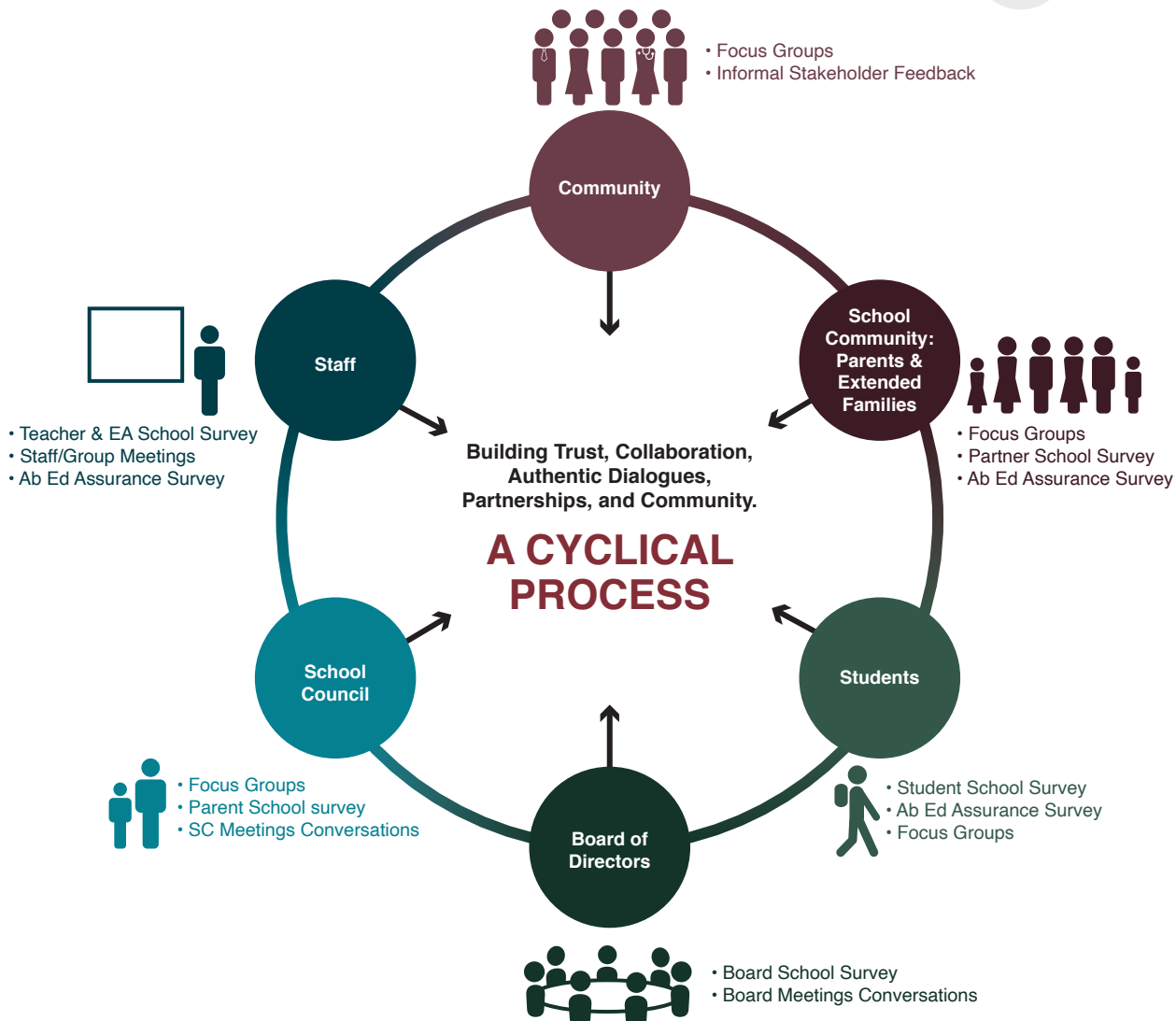
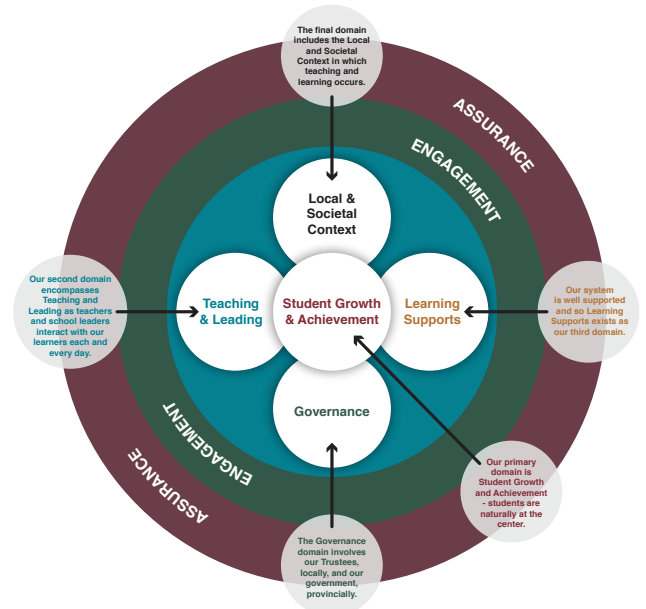
Engagement, Continuous Improvement & Timeline

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. 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.



2025-2028 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 2025

Student-Teacher Ratio: 18:1
Student-Adult Ratio: 11.5:1

Staff: 15.15 full-time equivalent teaching staff
9.0 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
1.0 full-time Student Wellness Mentor
2.8 full-time equivalent administrators
1.5 full-time educational psychologist

Students: 288
Families: 201

Student Demographics:

- K: 48% Mild/Moderate/EAL
39% Non-Coded Receiving Supports
- 1-9: 29.15% Mild/Moderate/Gifted/
Twice Exceptional/EAL/
Severe
48% Non-Coded Receiving 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;
- 27% of our students are coded while an additional 47%, while not coded, require and are receiving 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 needs;
- 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-8 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; 18 students in Kindergarten, 20 students in gr. 1-3, 22 students in gr. 4-5, and 24 students in gr. 6-9. Each grade configuration allows for +/-1 student;
- 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

Our focus for 2025-2026 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, drama and art opportunities bridge the academic and the personal development. 2025-2026 will see us continue to work on refining the successful academic strategies developed over the past two years while researching and deepening our work with students with complex needs and staff and student wellness.

Integration will continue to be a key component of the CAPE instructional approach. Students will engage in collaborative, cross-grade integrated learning. Through term projects, family and community involvement will be increased. Strong academic performance continues to demonstrate the validity of such an approach.

CAPE already has in place a number of measures to support the needs of students with complex needs. These include our educational assistants, student counsellor, speech and language pathologist, literacy and numeracy support staff, Student Wellness Mentor and our Educational Psychologist. Additional funding from the Government will allow us to enrich, and possibly add to these supports over the upcoming year.

Student leaders within our VP Student Advisory Council will continue to be actively engaged in the planning of school-wide events and in organizing student activities and community fundraisers. The Parent Council is working on projects to support the students and the school. Overall, student, parent and community engagement levels with CAPE continue to be strong, however, we will continue to work to encourage even greater involvement with the school.

Over the course of the 2025-2026 school year, staff will continue to familiarize themselves with and implement new curricula. In addition to new curricula, CAPE will have new teaching staff to mentor and, with funding already in place, we are looking forward to offering a full Nutrition Program from the start of the year. Finally, the CAPE Board of Directors is looking to work on revising long-term plans and supporting the work of obtaining a new facility that will allow the school to more fully meet its Charter goals.

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 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. Please, access our charter document [here](#).

Thirty years as a charter school...



Combo Latino and students enjoying latin music (winter 1995)

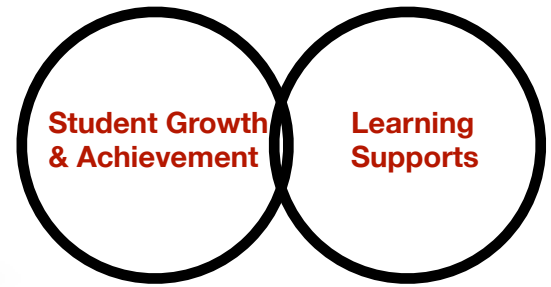
Grade 6/7 students at the annual Rise Up! Balloon Festival early morning launch. (May 2025)



ASSURANCE

Goal: Student Growth & Achievement

Outcome: ALL Alberta students are successful



Alberta Education Results Report 2023-2024, 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):

- Building student capacity and understanding of Indigenous culture (First Nations, Metis and Inuit) through connection with local Indigenous community;
- Increase student capacity and confidence using written communication in order to effectively share ideas and understanding;
- Supporting the implementation of new curricula;
- **(NEW)** Increased focus on addressing classroom complexity;
- **(NEW)** Research and develop programming to support a well-being-centred school.

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.

(CAPE) Writing measure to be determined

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).

(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.

(Province) Percentage of teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe as determined by the Alberta Education Assurance Survey.

(Province) Percentage of teacher, parent and student agreement that students have access to the appropriate supports and services at school as determined by the Alberta Education Assurance Survey.

(CAPE) Percentage of students actively engaged in opportunities to acquire and apply foundational Indigenous knowledge through experiential learning opportunities within components of the CAPE program as determined by the annual school data collection.

(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 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 in academic areas, demonstrated by increased attention in class, homework completion, and preparation for tests.

(CAPE) Percentage of parents and students that believe the level of student engagement has increased in personal development demonstrated by increased empathy, respect, integrity, fairness, courtesy, and reliability as determined by the school surveys.

(CAPE) Overall, percentage of teachers and parents in K-3 classes believe that during the year their students have demonstrated improvement their knowledge, skills, and attitude necessary for lifelong learning as determined by the school K-3 classroom survey.

(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 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 2023-2024, 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):

- Purposeful one-on-one mentorship in the areas of mathematics and science, particularly the scientific model.
- Collaborative decision-making to build a stronger community of learning, increase ownership, and foster professional development engagement;
- Increase teacher and staff capacity through professional development, especially in
 - personalized student supports;
 - **(NEW)** PBL/inquiry-based unit development;
 - Building teacher and support staff capacity in regard to Indigenous culture (First Nations, Métis and Inuit), history and knowledge;
 - Integration of Social-Emotional Learning;
- One-on-one mentorship to increase teacher capacity and confidence;
- Research and develop a comprehensive staff development plan.

Measures:

(Province) Percentage of teacher, parent and student satisfaction with the overall quality of basic education 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 (ex: labs, community outreach projects, special projects).

(CAPE) Total number of professional development opportunities offered by the jurisdiction to:

- each staff member;
- whole staff.

(CAPE) Percentage of teachers pursuing professional development initiatives in addition to or outside of those whole staff opportunities.

Goal: Well Governed & Managed Education System**Governance****Outcome: Alberta's K-12 education system is well governed and managed****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;
- Increase parent engagement;
- Continue work on the Capital Plan in order to acquire a new facility.

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 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) Percentage of Board, parents and students who are satisfied with the delivery of the CAPE education program, the quality of instruction, and the staff commitment to teaching and learning at CAPE 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 direct 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 2025-2026

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

Janice Ouellet, CAPE School Secretary-Treasurer.

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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 2025/2026-2027/2028 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 a consulting registered psychologist, increased staff /student supports, the literacy specialist educational assistant, and local community health professionals has and will continue to be invaluable in our work on facilitating well-being. Further, in response to an increasing community need, we are going to strengthen our supports for students with complex needs.

CAPE continues to experience a lack of space within classrooms, breakout spaces, art space, staff resource room and a collaborative space. The CAPE Board of Directors will continue to seek solutions to this issue via the Capital Planning process.

These plans are focused on supporting student success and are grounded in our charter 2020. 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](#).