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Engagement Plan

"CAPE believes that:

5. 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.

6. The community is a partner in the learning as it provides the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, and resourcefulness.

CAPE charter 2020

5.4 Learning Environment:

CAPE's learning environment reaches into the community to create partnerships which are not only conducive to student engagement but also foster a sense of belonging and of community. These relationships foster and promote life-long learning, global ethical citizenry, and the entrepreneurial spirit. Collaboration within the community allows for learners-mentors and/or role model interactions and for opportunities to participate in experiences that support successful engagement
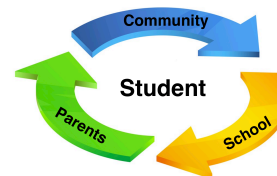
CAPE charter 2020

9.3 ROLE OF PARENTS

9.3.1 Parents are recognized as vital partners in the education of their children and as such are involved in the school through:
    a) partners in the learning;
    b) CAPE Board of Directors;
    c) CAPE School Council;
    d) input in the Education Plan;
    e) consultants;
    f) volunteers;
    g) guest speakers."

CAPE charter 2020

The Board of Directors consists of elected members of the CAPE Society (i.e.parents), at least one elected community member, and an appointed or elected School Council representative. Senior and site administrators as well as a teacher representative attend all board meetings. The varied Board membership results in open, clear communication among stakeholder groups. Varied view points, divergent areas of expertise and experiences, diverse areas of interest and 'passions' come together and enrich conversations. The common factors 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.

The CAPE School Council is also structured to facilitate communication and engagement. The principal and a teacher are members of the Council. The superintendent (whenever possible) attends, answers questions, and provides the provincial education perspective. Efforts to include students in the Board and School Council collaborative decision-making processes have not been successful but have not been completely abandoned.

Engagement of stakeholders is foundational to the development of the Education Plan and the Annual Education Results Report as well as the Budget.   Partnerships with community and parents is a key component of our program. Therefore, input from these two stakeholders is of great importance. For example, community representatives and parents were instrumental in the collaborative work that ultimately resulted in our revised charter 2016 and the amendments to our charter 2020.   Input from parents has traditionally been requested through our annual satisfaction surveys and parent focus groups and has been an integral part of the CAPE Board's decision-making.   Feedback from parents and all stakeholders informs the work the Board and the administration from year to year.

Student voice is an integral part of our assessment and planning processes. Student feedback is valuable and valued and sought through a variety of means and in several areas such as effectiveness of programs, projects, availability of supports, and more. Students from grade 4 through 9 complete our CAPE annual satisfaction survey. Their responses are analyzed and become part of the decision-making process. Conversations with grades 4 through 9 students in focus groups deepen our understanding of what is working and what needs to improve. Are supports effective and timely? Do students feel heard and seen? What projects speak to them and increase their academic engagement? Do students feel safe? Is bullying an issue? Do students feel empowered? What more can the school do to prepare them for future endeavours? These are all areas that we explore with the students. Suggestions and concerns are heard and considered as decisions are made.

March is dedicated to mid-year academic data collection and analysis. All staff participate in conversations about program effectiveness, what needs improving, what does not work and needs scrapping or at least re-envisioned and what that would look like.   We address physical, emotional and mental health, safety and respect.   Staff collaborates on data analysis, drill into the data to determine which students need urgent intervention, are on watch or at grade level in our literacy program. A literacy team leads this work while a numeracy team does the same in numeracy.

April sees us engage with our stakeholders; board, School Council, parents, students, staff, and community. School satisfaction surveys are done using Survey Monkey.   Provincial Assurance surveys also encourage parent, student and staff participation, Google Docs conversations, face-to-face focus group discussions, Zoom meetings and e-mails collect soft data, contextual data.

Identifying the program areas impacts the budget and the allocation of dollars.   One such example is the continued need for increased mental health supports. Our stakeholders said so unequivocally. CAPE therefore has increased contracted time to provide therapeutic, consultation and education to the children that attend CAPE school. Another such contract was with Alberta Mental Health.

The 3-Year Education Plan is developed in response to stakeholder engagement. Data is collected for inclusion in the Annual Education Results Report (AERR). This report is shared with all stakeholders via our website, hard copies and e-mails.

Engagement is one of the three components of Continuous Improvement.   This process also provides assurance to our stakeholders and community that CAPE is meeting the needs of its students and that students are successful.
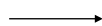

Continuous Improvement

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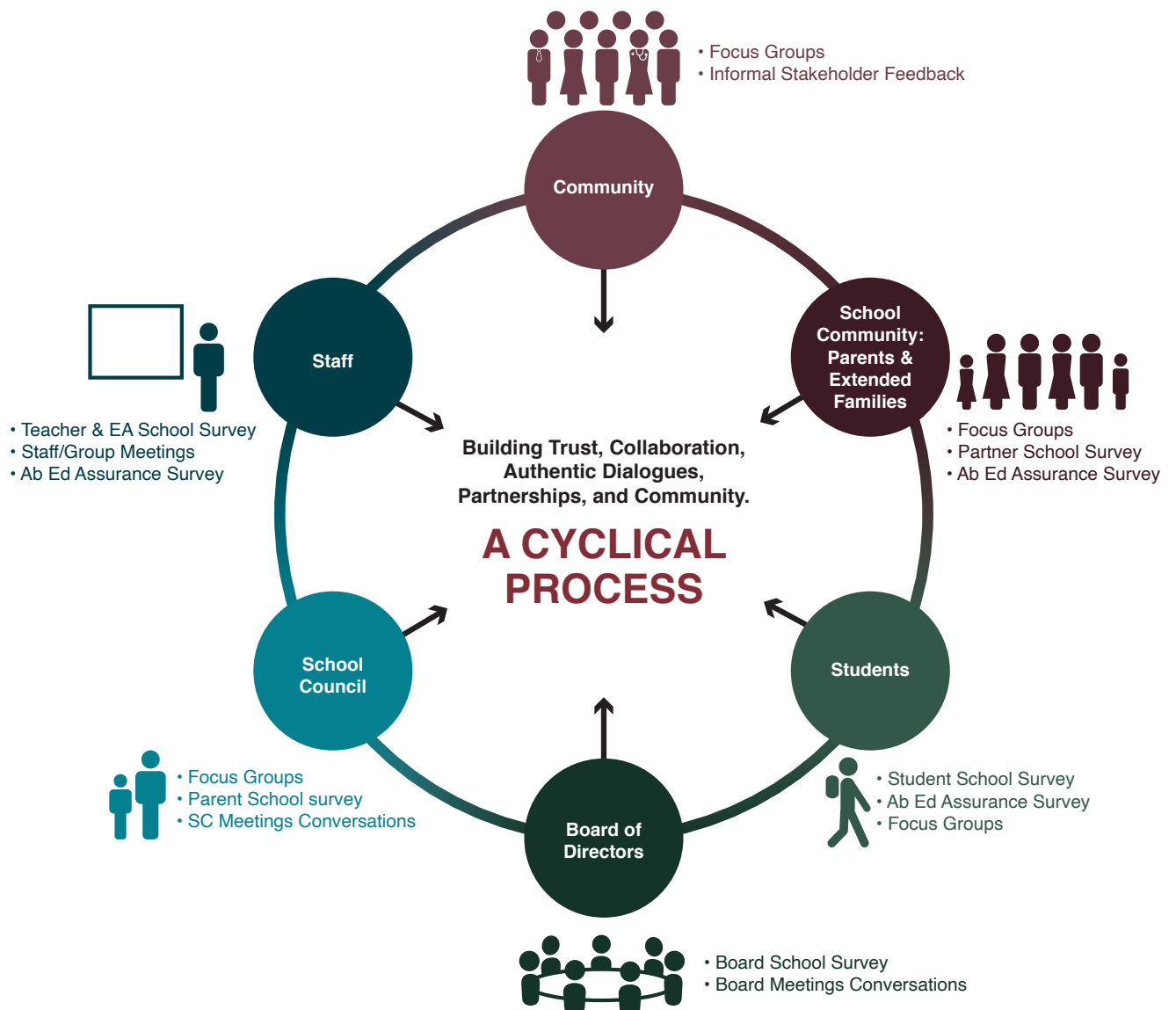|			
WHAT WE KNOW WE KNOW	**WHAT WE KNOW WE DO NOT KNOW**	**WHAT WE DO NOT KNOW BUT SOMEONE DOES**	**WHAT NONE OF US KNOW WE DO NOT KNOW**

about….

Stakeholder Engagement → **Continuous Improvement** → **Student Success & Achievement**

• Focus Groups
• Informal Stakeholder Feedback

Community

School Community: Parents & Extended Families

• Focus Groups
• Partner School Survey
• Ab Ed Assurance Survey

Staff

• Teacher & EA School Survey
• Staff/Group Meetings
• Ab Ed Assurance Survey

Building Trust, Collaboration, Authentic Dialogues, Partnerships, and Community.

A CYCLICAL PROCESS

Students

• Student School Survey
• Ab Ed Assurance Survey
• Focus Groups

School Council

• Focus Groups
• Parent School survey
• SC Meetings Conversations

Board of Directors

• Board School Survey
• Board Meetings Conversations

Facet of Continuous Improvement	Processes of Assurance
Engagement Engagement is one of the three components of Continuous Improvement. This process provides assurance to our stakeholders and community that CAPE is meeting the needs of its students and that students are successful.	**Collecting Data:** CAPE engages six main stakeholder groups in the continuous improvement process: students, parents, staff, board, immediate school neighbours, and the greater Medicine Hat community. The Board of Directors consists of elected members of the CAPE Society (i.e.parents), at least one elected community member, and an appointed or elected School Council representative. Senior administrators attend all board meetings. The varied board membership results in open, clear communication among stakeholder groups. Varied view points, divergent areas of expertise and experiences, diverse areas of interest and 'passions' come together and enrich conversations. Partnership with community and parents is a key component of our program. Therefore, input from these two stakeholders is of great importance. For example, community representatives and parents were instrumental in the collaborative work that ultimately resulted in our revised charter 2016, the amendments to our charter 2020, and the successful application for a 15-year charter. **Analyzing the Data:** Analysis of data collected through our engagement of stakeholders is foundational to the development of the Education Plan and the Annual Education Results Report as well as the Budget. **Planning:** 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. This model, a horizontal model of governance, relies on collaboration and is anchored in CAPE's bylaws, policies, and administrative procedures. Student surveys enrich our understanding of the many impactful student learning experiences through projects. One example is the grade 9 transition project. It had a great positive impact on students and parents comfort with transitioning from CAPE to High School. Parent, staff, student, and community input informs the development of our 3-Year Education Plan and our budget, our staffing, and calendar. One example of how engagement impacts our budget and our program was the identification of increased mental health supports needs. Our stakeholders said so unequivocally. CAPE therefore increased contracted time to provide therapeutic, consultation, and education to the children that attend CAPE School. Another such contract was with Alberta Mental Health. We also continue with our work with Occupational and Physical Therapy. **Implementing the Plan:** The Education Plan, the budget, and the identification of the specific program areas of concern guides the implementation **Evaluating:** April sees us engage with our stakeholders; Board, parents, students, staff, and community. School assurance surveys are done using Survey Monkey. Provincial Assurance surveys also encourage parent, student, and staff participation, Google Docs conversations, face-to-face focus group discussions, Zoom meetings, and e-mails collect soft data, contextual data. Our school data collection process gathers hard data, standardized tests, final year marks, and more.

Facet of Continuous Improvement	Processes of Assurance
Evidence-Informed Decision Making	**Collecting Data:** Input from parents has traditionally been requested through our annual satisfaction surveys, the Alberta Education Assurance Surveys, and focus group conversations have been an integral part of the CAPE Board's decision-making. Collected data is included in the Annual Education Results Report (AERR). **Analyzing the Data:** All staff participate in conversations about program effectiveness, what needs improving, what does not work and needs scrapping or at least re-envisioned, and what that would look like. We address physical, emotional and mental health, safety and respect. Staff collaborates on data analysis, drill into the data. One example is the cyclical work of the literacy team to determine which students need urgent intervention, which are on watch, and which are at grade level in literacy. The numeracy team does the same for numeracy. March is dedicated to mid-year academic data collection and analysis. **Planning:** The common factors to making decisions 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. Administration works collaboratively to develop goals and measures that address issues and areas of concern identified through data analysis. Strategies for how to achieve the desired goals are determined by administration and staff. Input from all other stakeholders enriches the decision-making, fosters ownership, and supports commitment. The 3-Year Education Plan is developed in response to stakeholder feedback. **Implementing the Plan:** Administration supports the timely implementation of strategies that address key areas. Within the implementation plan are evidence-based strategies, tracking strategies, key personnel, and timelines the reviewing of implementation. This allows for implementation to be well designed and responsive to changing conditions. **Evaluating:** Feedback from parents and all stakeholders informs the work the Board and the administration from year to year. Student voice is an integral part of our assessment and planning processes. Student feedback is valuable and valued and sought through a variety of means and in several areas such as effectiveness of programs, projects, availability of supports, and more. Students from grade 4 through 9 complete an annual survey. Their responses are analyzed and become part of the decision making process. Conversations with grades 4 through 9 students deepen our understanding of what is working and what needs to improve. Are supports effective and timely? Do students feel heard and seen? What projects speak to them and increase their academic engagement? Do students feel safe? Is bullying an issue? Do students feel empowered? What more can the school do to prepare them for future endeavours? These are some of the areas that we explore with the students. Suggestions and concerns are heard and considered as decisions are made. The Annual Education Results Report (AERR), shared via our website, hard copies, and e-mails, provides stakeholders with timely and relevant information about student success and achievement, effectiveness of the program, and stakeholder satisfaction through hard and soft data and its analysis.

Facet of Continuous Improvement	Processes of Assurance
Learning & Capacity Building	**Collecting Data:** Our charter goals and provincial goals are prefaced. In this way, stakeholders are aware of what the school goals are regarding student success, achievement, and growth, of key reporting aspects, and are also informed about changes in the education system. Students, parents, and staff are surveyed about specific programs. Questions target key aspects of each of our program components to assess their effectiveness. This increases awareness and understanding of what specific programs and strategies are being used. **Analyzing the Data:** As stakeholders engage in the process of continuous improvement, they become aware of the differences between various data collection tools such as standardized tests, locally developed tools, online versus in-person, observations, satisfaction surveys, and more. Stakeholders are invited to look at trends in data and ask questions. Guiding questions are provided. What areas of improvement are identified? What areas of decline are noted? What contextual information is required to frame these areas? What areas are priorities for development? What goals and measures should be kept? What new goals and measures are needed? Data gathered from all stakeholder meetings are then compiled and reviewed by a staff focus group to acquire a shared understanding of various perspectives and also increase staff capacity with leadership initiatives. **Planning:** Classroom staff, teachers and educational assistants, are encouraged to make suggestion and test evidence-based tools. When planning for improvement, these tools are evaluated based on their effectiveness, ease of implementation, cost, focal area(s), and measurability. The CAPE School Council is structured to facilitate communication and engagement. The principal and one or two teachers are members of the Council. The superintendent (whenever possible) attends and answers questions and provides the provincial education perspective. Information about the various programs and supports provided at CAPE are presented to parents and the parents are engaged in conversations. This process increases understanding of how selected programming elements support students. Program information is also emailed to parents for review. When developing plans, a clear list of success criteria are developed which includes capital, personnel, and time. As individuals from our various stakeholder groups are included, there is the increased awareness of how stakeholders can work together to create the best outcome. **Implementing the Plan:** Once tools and programs are selected, staff are trained in how to implement and use these programs. Support in ongoing through mentor teachers, literacy and numeracy teams, lead teachers, and administration. Staff continue to be supported in the use of collecting, analyzing, and acting upon data. This system includes conversation and working groups to identify what data tells us about various aspects of student learning and growth. In implementing programs, the Board is included in making decisions that affect the responsible allocation of funding and staff. This develops the board's awareness of and capacity in the area of student supports that are required at the school level and allows the Board to allocate resources accordingly to support administrative decisions. **Evaluating:** To build the capacity of the organization, administration works with other professionals in the education sector to gain a greater awareness of leadership, goal, and measure setting, tracking, evidence-based programs, and more. Evaluation partners include other superintendents, charter school professionals, administrators from other jurisdictions, education managers, university professors, and teachers form other jurisdictions.