



# THREE-YEAR ROLLING EDUCATION PLAN 2026-27 TO 2029-30

## Accountability Statement

Under the direction of the Board of Directors, the Education Plan for **the WISE Charter Society** commencing September 1, 2026, 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 Charter 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 Charter Board reviewed and approved the 2026/2027 Education Plan on May 21, 2026.

Steven Barnett  
WISE Charter Society Board President

Apryl Sponholz  
WISE Superintendent

## Charter Goals

Ensuring the balanced development of the physical, social-emotional, intellectual and spiritual aspects of each student is integral to Waldorf education. The WISE Charter School monitors student progress through the incorporation of meaningful measures that assess threefold development at an age-appropriate level.

STUDENTS DEMONSTRATE  
THEIR HIGHEST POTENTIAL IN  
PHYSICAL DEVELOPMENT.

STUDENTS DEMONSTRATE  
THEIR HIGHEST POTENTIAL  
IN SOCIAL-EMOTIONAL  
DEVELOPMENT.



STUDENTS DEMONSTRATE  
THEIR HIGHEST POTENTIAL IN  
INTELLECTUAL DEVELOPMENT.

STUDENTS THRIVE IN A COMMUNITY  
BUILT ON MUTUAL RESPECT,  
COLLABORATION, AND CARING  
RELATIONSHIPS WITH STUDENTS,  
STAFF MEMBERS AND PARENTS.

## Strategic Priorities

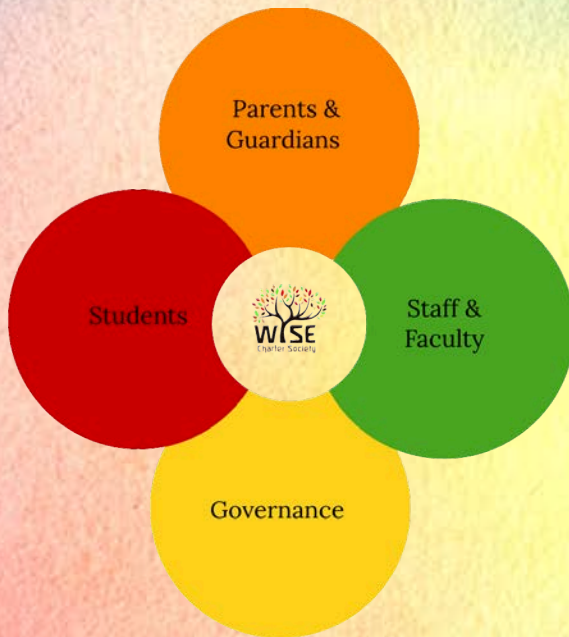
Based upon the feedback gathered from key stakeholders, strategic priorities for the 2026/27 school year include:

- Culture
- Engagement
- Development

## Core Components

Culture	Engagement	Development
<p><b>Outcome:</b> Maintain a school culture that fosters the physical, emotional, intellectual, and spiritual potential of each child.</p>	<p><b>Outcome:</b> Deliver programming that aligns Waldorf pedagogy to the Program of Studies at each grade level.</p>	<p><b>Outcome:</b> Grow the WISE Charter School.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● <b>Community Events</b> <ul style="list-style-type: none"> <li>○ host, promote and track attendance</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ onboard Class Representatives</li> <li>○ maintain regular communication channels</li> </ul> </li> <li>● <b>Collaborative Leadership</b> <ul style="list-style-type: none"> <li>○ uphold established meeting structures</li> </ul> </li> <li>● <b>Volunteerism</b> <ul style="list-style-type: none"> <li>○ promote volunteer opportunities</li> </ul> </li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● <b>Professional Development</b> <ul style="list-style-type: none"> <li>○ schedule, plan and deliver professional development sessions</li> </ul> </li> <li>● <b>Scope and Sequence</b> <ul style="list-style-type: none"> <li>○ draft, review and refine Scope and Sequence document</li> </ul> </li> <li>● <b>Learning Support</b> <ul style="list-style-type: none"> <li>○ collaborate with service providers</li> </ul> </li> <li>● <b>Assessment Practices</b> <ul style="list-style-type: none"> <li>○ refine, improve and develop meaningful assessment practices</li> </ul> </li> </ul>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● <b>Professional Development</b> <ul style="list-style-type: none"> <li>○ schedule, plan and deliver professional development sessions</li> </ul> </li> <li>● <b>Student Retention</b> <ul style="list-style-type: none"> <li>○ invest in leadership development to support school growth</li> </ul> </li> <li>● <b>Programming</b> <ul style="list-style-type: none"> <li>○ increase programming to accommodate double streamed class</li> </ul> </li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>● <b>Community Attendance</b> <ul style="list-style-type: none"> <li>○ ≥80% Parent Night Attendance</li> <li>○ ≥80% Class Rep Attendance at School Council meetings</li> </ul> </li> <li>● <b>Community Participation</b> <ul style="list-style-type: none"> <li>○ ≥80% Volunteer Slots filled</li> </ul> </li> <li>● <b>Collaborative Leadership</b> <ul style="list-style-type: none"> <li>○ track established meeting structure hours</li> </ul> </li> <li>● <b>Alberta Education Childcare Assurance (AECA) Measures Survey Results</b> <ul style="list-style-type: none"> <li>○ ≥80% favourable results</li> </ul> </li> </ul>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>● <b>PD Attendance</b> <ul style="list-style-type: none"> <li>○ ≥80% PD Attendance</li> </ul> </li> <li>● <b>Curriculum Resources</b> <ul style="list-style-type: none"> <li>○ ≥40% Scope and Sequence completion</li> </ul> </li> <li>● <b>Learning Support</b> <ul style="list-style-type: none"> <li>○ Grade 3 Screening Assessments                             <ul style="list-style-type: none"> <li>■ ≤30% require additional support (RAS)</li> </ul> </li> </ul> </li> <li>● <b>Assessment Results</b> <ul style="list-style-type: none"> <li>○ Grade 9 Provincial Achievement Tests (PATs)                             <ul style="list-style-type: none"> <li>■ ≥70% Acceptable</li> <li>■ ≥50% Excellence</li> </ul> </li> </ul> </li> </ul>	<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>● <b>Student Attendance</b> <ul style="list-style-type: none"> <li>○ ≥85% Student Attendance Rate</li> </ul> </li> <li>● <b>Leadership Development</b> <ul style="list-style-type: none"> <li>○ ongoing professional development</li> </ul> </li> <li>● <b>Enrollment Data</b> <ul style="list-style-type: none"> <li>○ continued increase in enrolment</li> </ul> </li> </ul>
<p><b>Alberta Education Business Plan Outcomes across the three Education Plan domains of CE and Development</b></p> <p>Outcome 1: Alberta Students are successful</p> <p>Outcome 2: First Nations, Métis and Inuit students in Alberta are successful</p> <p>Outcome 3: Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy</p> <p>Outcome 4: Alberta’s K-12 education system and workforce are well-managed</p>		

## Stakeholder Engagement



There are ample opportunities for our stakeholders to provide feedback regarding the WISE Charter School's progress. These formal and informal pathways are used to guide the financial priorities and school-wide strategies in our collective effort to meet the needs of the students and broader community. Stakeholder feedback prioritized the core components of *Culture, Engagement, and Development* for this plan. Alignment with Waldorf pedagogy, informed by stakeholder engagement, reinforces a strong school culture through clear media expectations, a commitment to high academic achievement, and increased enrollment supported by modernizing the school facility and expanding learning spaces. The WISE prioritizes the Alberta Education Business Plan outcomes across all three core components in the Education Plan, which the School Council advised the development of, as per Section 12 of the *School Councils Regulation*.

## Key Insights

As noted in the 2024-25 Alberta Education Results Report (AERR), a strength is our performance in the Provincial Achievement Tests (PATs), which measure above the provincial average in both acceptable standard and standard of achievement. Based upon a thorough review of the Alberta Education Assurance Measures, one area for improvement is clarifying access to support services for teachers. Emerging growth trends include increased student enrolment and program expansion, beginning in the 2026/27 school year, which will include double streaming of Grade 1. A developing need within the school is finalizing the Scope and Sequencing document and generating complementary curriculum resources to support academic programming. Increased access to student support services continues to be an identified priority.

## **Implementation Plan**

The following plan of implementation will be used to support student success in all five assurance domains, including:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Governance
- Local and Societal Context

### **Waldorf Teaching Qualifications**

Educators will receive training opportunities led by certified professionals within the Waldorf community, including week long intensives that are offered for each grade level. We also offer quarterly professional development led by certified Waldorf teachers/mentors.

### **Professional Development**

Educators will receive dedicated time within the school year for professional development based on the pursuit of educational excellence.

### **Leadership Development**

The Leadership Team is supported by regular meeting structures. Leadership skills will be further developed, expanded and deepened through practice and participation in leadership professional development.

### **Curriculum Resource Expansion**

Curriculum resources will be further developed and acquired for each grade level as the Scope and Sequence document is completed.

### **Student Enrolment**

Annual Enrolment process reviews will include analysis of re-registration, application and waitlist data.

### **Communication Pathways**

Information regarding the WISE Charter School will be distributed through effective communication channels to support and encourage engagement within the school community and beyond.

### **Learning Supports**

Local established partnerships will continue to be nurtured and prioritized to support student learning and provide additional mental health and learning support resources for families at the WISE.

## First Nations, Métis and Inuit (FNMI)

**Outcome:** Uphold the holistic framework of First Nations, Métis, and Inuit (FNMI) worldviews to improve achievement outcomes for self-identified FNMI students and reduce identified achievement gaps.

### Strategies:

- Connect FNMI worldviews and Waldorf education
- Advance Truth and Reconciliation (TRC) Calls to Action by:
  - improving education attainment levels and success rates
  - developing culturally appropriate curricula.
- Build relationships with FNMI Elders and knowledge keepers
- Implement targeted academic supports for self-identified FNMI students
- Use culturally responsive interventions
- Monitor self-identified FNMI student progress

### Measures:

- Achievement Data
  - Attendance
  - Assessment Results
    - PATs
    - Screening Assessments
  - Survey Satisfaction
    - Alberta Education and Childcare Assurance Measures (AECAM)

## Capital Plans

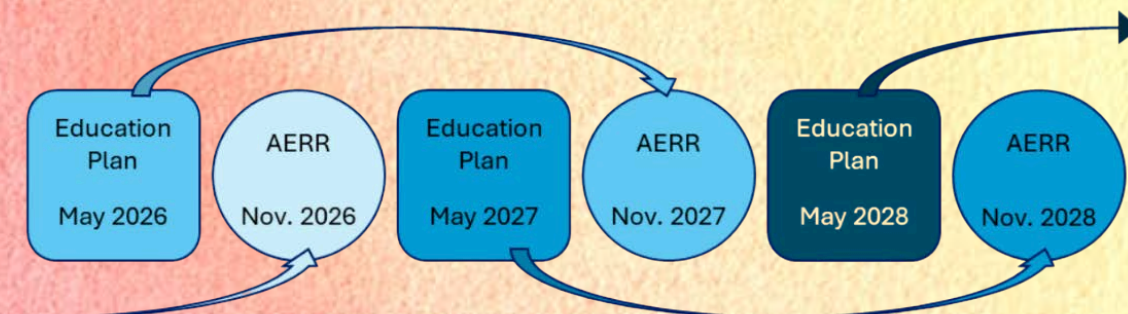
The Capital Plan for the WISE Charter School can be found on the following [web link](#)

## Budget

The WISE Budget for the WISE Charter School can be found on the following [web link](#)

## Planning and Reporting Cycle

The Education Plan for the 2025/26 School Year is based on regular reviews that are made each year, including the consideration of gathered advice by the School Council, as well as formative and summative assessments delivered throughout the year. The WISE engages in an effective and continuous cycle that includes future planning for the incoming school year and past reporting for the outgoing school year, as seen below:



## **Waldorf Instructional Approach**

Specific educational themes are brought to each grade as defined by our pedagogical approach, teaching philosophy and unique program, all of which are student-centred.

### **Pedagogy**

Waldorf is an inclusive educational model that is non-sectarian, based on the insights of anthroposophy (human wisdom) and founded by Rudolf Steiner. The WISE Charter School tailors education to the seven-year developmental stages of children in order to foster their physical, social-emotional, intellectual, and spiritual growth.

### **Philosophy**

The Waldorf teaching philosophy provides an educational approach rooted in seven key principles, which include holding a multidimensional image of the human being, rooting human development in seven-year phases, teaching faculties of willing, feeling and thinking, maintaining classroom relationships over multiple years, honouring diverse learner needs, sharing responsibility for collaborative structures, and modeling the pursuit of lifelong learning.

### **Programming**

Programming includes a daily Main Lesson period, whereby students receive intensive instruction in a particular subject for 3-6 week periods, in addition to tracking classes, specialty subject lessons, and Junior High electives.

WISE programming includes the following core components:

#### Academic Rigour

- cross-curricular connections that develop physical, social-emotional and intellectual capacities to support the forces of willing, feeling and thinking

#### Pedagogical Storytelling

- oral stories that progress from fairy tales, fables, mythologies, sagas, legends, biographies and novel studies to support visualization

#### Inquiry-Based Learning

- practical information that features teacher-led experiential learning to stimulate curiosity and wonder

#### Arts-Integration

- enrichment activities that feature speech, music, drama, movement and visual arts to enhance soul realm

#### Literacy Development

- sequential progression from listening, speaking, writing and reading to honour natural acquisition process

#### Relationship-Based Learning

- classroom communities that endure across grades to deepen teacher, student and parent/guardian relationships

#### Digital Minimalism

- non-digital forms of technology that include chalkboards and delay of digital media to encourage direct engagement with the physical world

#### Land-Based Learning

- outdoor opportunities that include weekly excursions, annual field trips and seasonal events to develop connection with the natural world

#### Aesthetic Environment

- natural materials that help regulate central nervous system, support emotional regulation and reduce overstimulation to promote well-being

## HEAD HEART HANDS

