THREE YEAR EDUCATION PLAN
Commencing September 2026
For 2025 - 2028 School Years
Year 2 of the 3 Year Plan

INTELLIGENT LEARNING
RENERT

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Authority: 0278 - Renert School Foundation

ACCOUNTABILITY STATEMENT FOR THE EDUCATION PLAN

The Three-Year Education Plan for The Renert School Foundation, commencing September 2026, was prepared under the direction of the Board of Directors in accordance with the *Independent Schools Regulation* and the *Ministerial Grants Regulation*. This plan aligns with the provincial government's business and fiscal plans. The Board developed the plan in consultation with Renert School's administration and is committed to leveraging its performance results to inform strategies that enhance student learning and outcomes.

The Board approved the 2025/2028 (Year 2) Education Plan on May 26, 2026.

Dr. Moshe Renert - Board Chair

Date: May 26, 2026

Message from the Board Chair

The Renert School community is founded on educational innovation, love of children, community, kindness, and appreciation. As a team of creative educators developing a new model of education suited to our changing times, we strive to provide an academically challenging and transformative learning environment, one that raises the bar and encourages students and staff to stretch themselves, grow continuously, and achieve their best.

Our focus is to cultivate a deep love of learning in children, nurture students in their areas of interest and passion, and promote balanced living through holistic education. We are dedicated to the teaching and learning of children, and our decisions are always guided by their best interests.

Renert School is currently in its 13th year of operation. The outcomes, strategies, and measures included in this Education Plan were determined through collaboration and careful review of past Alberta Education Results Reports (AERR) and aligned with Renert School's Five Pillars. We will continue to work collaboratively with our stakeholders and engage our entire school community regularly as we implement this Education Plan and begin the next chapter of Renert School's story.

Dr. Moshe Renert
Board Chair

Local Context and Demographics

Our Roots in Education

The Renert School is built on over 22 years of hands-on experience across a wide range of educational programs: preparation for university admission tests such as the Law School Admission Test and Medical College Admission Test, high school diploma and school-based final exam readiness, university and high school-level math and science tutoring, and the Bright Minds mathematics and literacy enrichment programs for Grades 1–6.

A Community Built on Passion and Purpose

Our deep passion for education and our proven track record with learners of all ages inspired the founding of Renert School. Within just three years, Renert School earned recognition as one of Alberta's top academic institutions, and we continue to push the boundaries of what transformative education can look like for every member of our community. Student agency is at the heart of everything we do — empowering students to explore and pursue their passions with purpose. By meaningfully engaging students, staff, and parents in our holistic educational model, we recognize that every member of the Renert School Community plays a vital role in the growth, success, and well-being of our students.

Renert School: Growth and Impact

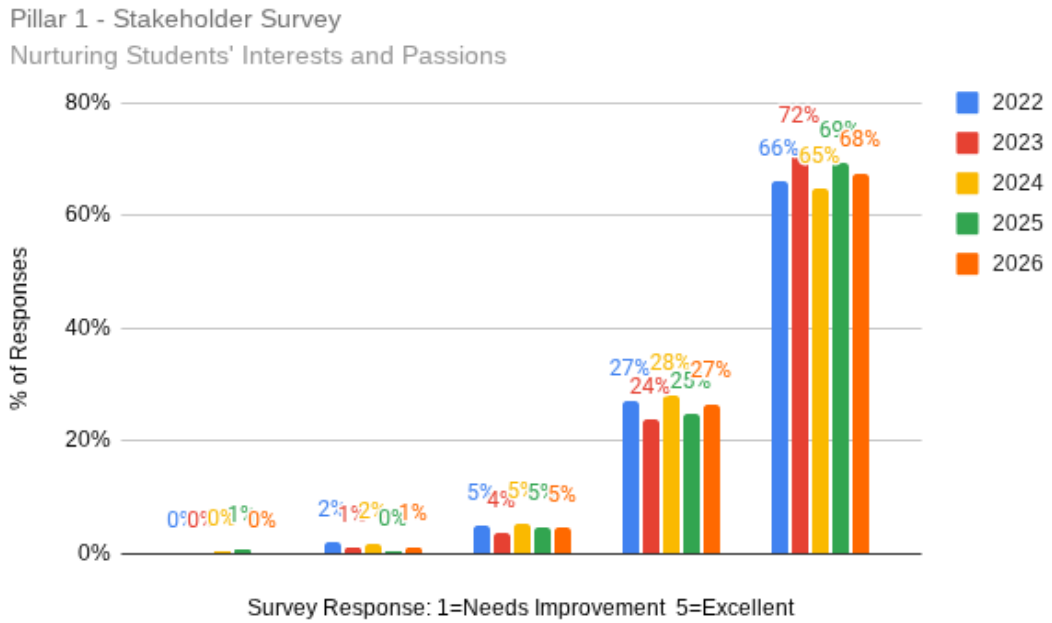
- Renert School opened in 2013 with 103 students in Kindergarten to Grade 12.
- In September 2025, 622 students were enrolled from Kindergarten to Grade 12.
- For September 2026, the enrollment projection is 635 students.
- Due to rapid growth, a 5-story building was built adjacent to the school and opened in 2018.
- Currently there are 141 full time and part time employees including teachers and support staff.
- 691 unique choices have been offered as part of Renert School's Choice Friday program over the past three years.

Mission and Vision: Unlimiting Education and “Serious Fun”

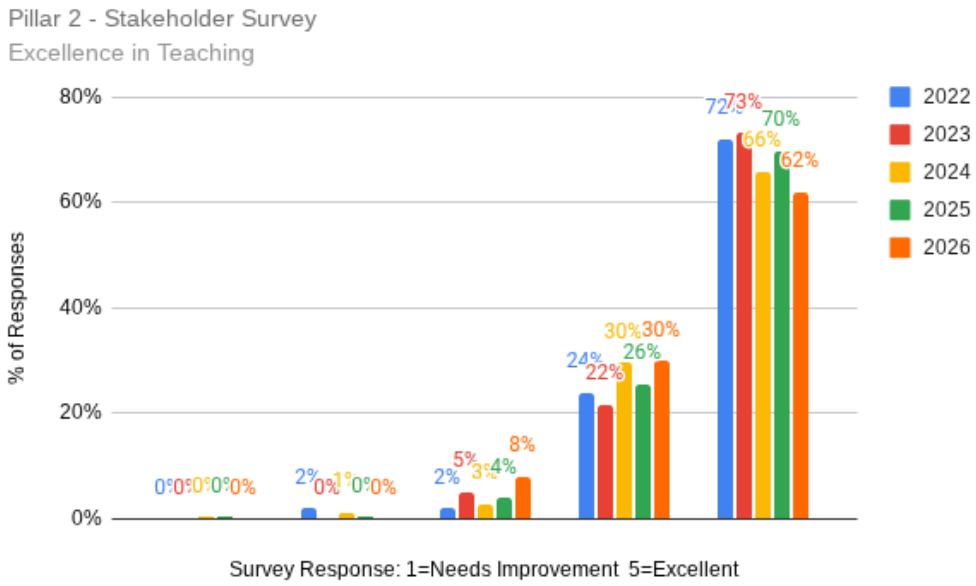
We practice an integral philosophy of education. Our practices challenge traditional orthodoxies in education. Our motto of “Serious Fun” refers to our strong conviction that the most fun to be had in life is found when people identify areas of deep meaning for themselves and then pursue them without bounds. We strive to provide an academically rigorous, challenging, and transformative learning environment that raises the bar and encourages students and staff to stretch themselves, grow constantly, and achieve their best.

VISION: RENERT SCHOOL’S 5 PILLARS

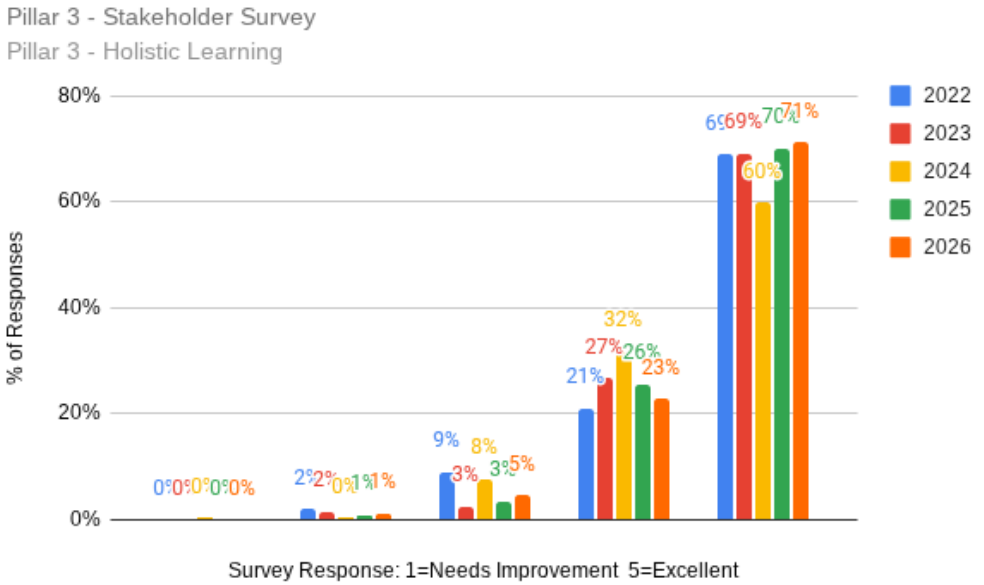
Pillar 1. Nurturing students’ interests and passions – We consider children’s interests and passions to be the most powerful motivators for learning. In the Internet age, when children have ready access to information about virtually every area of human study, their own choices and interests must guide the learning. Renert School is dedicated to helping students identify areas of deep interest and then supporting them in these areas.



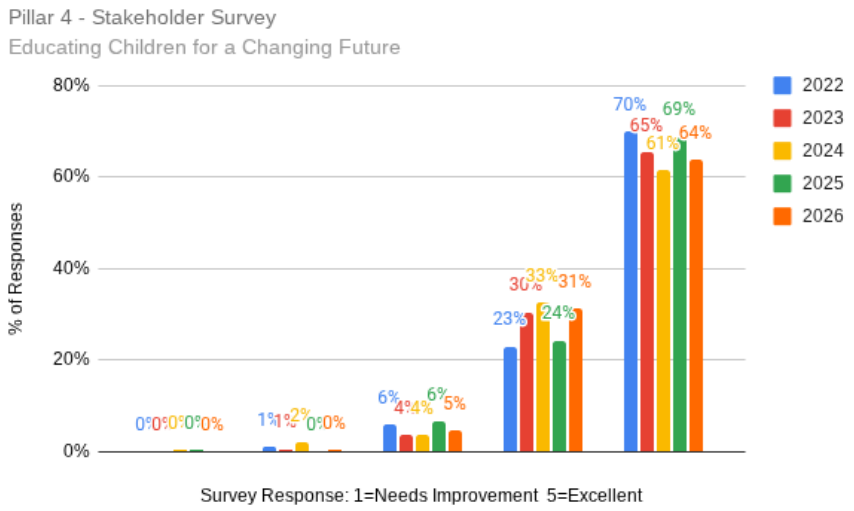
Pillar 2. Excellence in teaching – We believe in the power that excellent teachers have to affect meaningful transformative changes in the lives of their students. To this end, Renert School employs passionate, subject-matter specialists and practitioners who inspire love of learning through their enthusiasm for their chosen fields. These adults, in their dedication to knowledge and children, act as role models for lifelong learning.



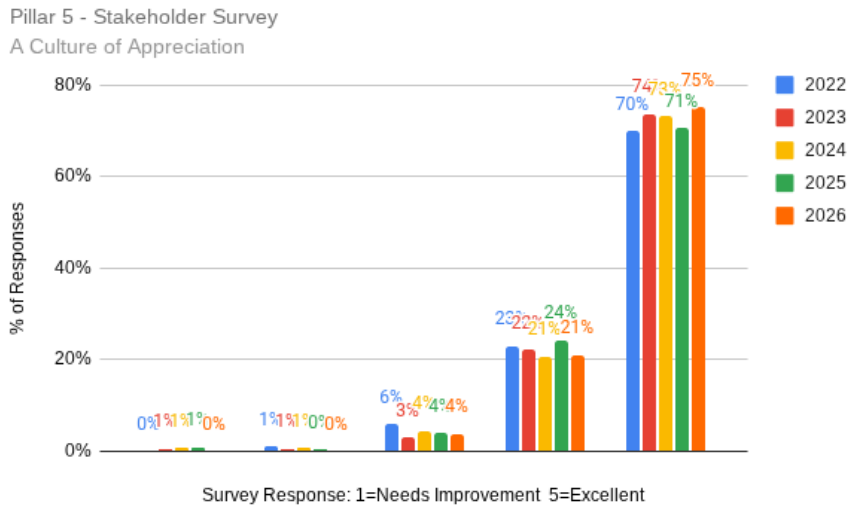
Pillar 3. Holistic learning – Education extends far beyond the academic. Renert School seeks to instill a productive balance in students' lives between academic, physical, and artistic pursuits. Our programs blur the distinction between the curricular and extra-curricular, and include martial arts, yoga, dance, art, and music.



Pillar 4. Educating children for a changing future – With the proliferation of artificial intelligence (AI), now more than ever, we live in a world of ever-accelerating change, and there is no telling what careers will be open to our children 20 years from now. What we know for sure is that, as young adults, they will need to keep adapting to constantly changing conditions. Renert School seeks to prepare students with the skills needed for an environment of constant change: confidence and ability to self-learn, excellent facility in problem solving, good communication, creativity, and leadership.



Pillar 5. A culture of appreciation – Our school community is founded on appreciation, and we consider it to be a core value and activity of the school. Our culture of appreciation is an educative response to a prevailing culture of teenage cynicism and dysfunctional relationships, propagated in no small measure by popular media. Renert School promotes activities in which students explicitly appreciate their peers, their mentors, their families, knowledge, the opportunities they are given, and the environment.



Engaging Our Stakeholders

Listening to Our Community

Stakeholder engagement remains a cornerstone of how Renert School develops and refines its Three Year Education Plan. This year, we continued using online information sessions and data gathered regularly from students and staff. Renert School also distributed a survey to our staff, parent community, and Grade 12 students, specifically designed to address our Three Year Plan and inform decisions as we consider revisions to the current cycle.

Turning Feedback into Action

Leadership meetings and full-staff meetings are used to synthesize the quantitative and qualitative results of the Three Year Plan Surveys, highlighting key strengths and areas of interest for evaluation and continuous improvement. The ratings provided valuable benchmarks, and the comments offered detailed, actionable feedback — informing not only the new cycle of Three Year Plan reporting and identifying areas for growth, but also shaping the direction of professional development and sessions at staff organizational days.

Confident in Our Direction

Based on the feedback gathered, we are confident that the outcomes, measures, and strategies outlined below represent essential objectives for the coming school years, and clearly articulate the priorities we will continue to evaluate and strengthen.

Implementation

A Collaborative Approach

The key strategies in the Renert School Education Plan are implemented through a collaborative approach involving Administration, Division and Department Leads, as well as Team Leads, who in turn facilitate collaboration with their colleagues. Program adjustments are monitored throughout the academic year. Meetings are organized as follows to support focused discussion around each outcome:

- Outcome 1 (Success) will be discussed in curricular groups regularly
- Outcome 2 (First Nations, Metis, and Inuit initiatives) will be discussed in division groups and with the action team on an ongoing basis
- Outcome 3 (Teaching and Leading) will be discussed in professional development working groups and during PD Days, Teacher Professional Growth Plan working groups, Leadership Circle, and/or graduate studies groups
- Outcome 4 (Governance) will be discussed in whole team breakout sessions and during PD Days
- Outcome 5 (Student and Staff Wellness) will be discussed in division and independent working groups

The Renert School 5 Pillars, collected data, and the students' best interests will also inform all decisions.

Building Community and Connection

Sustained attention will continue to be given to fostering a strong sense of community and belonging throughout the school. Ongoing engagement with students, staff, and parents through surveys, meetings, information sessions, and Schoology communications will be provided throughout the year and remain essential components of the Three Year Plan.

RENERT SCHOOL AUTHORITY: KEY OUTCOMES, MEASURES AND STRATEGIES

RENERT SCHOOL SUPPORTS STUDENT SUCCESS

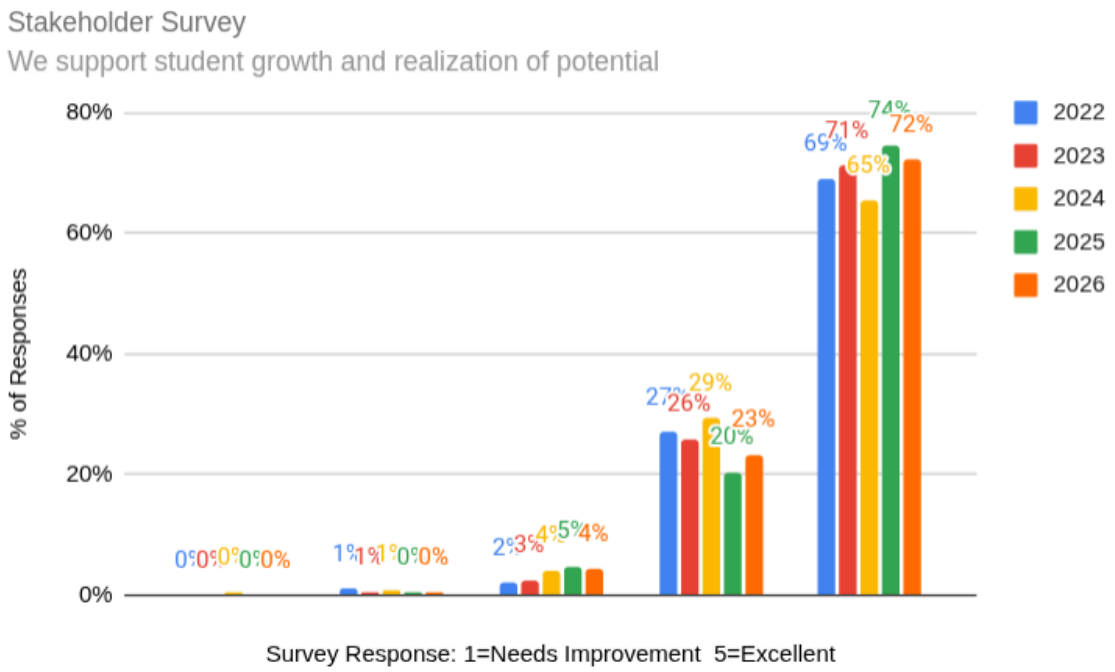
1. **Outcomes:**
    - Sustain focus on implementation of our existing academic frameworks (eg. literacy and numeracy) (RP2)
    - Support student growth and realization of potential (including early years EAL as needed) (RP1, RP2, RP4)
    - Foster a holistic education (eg. choices, electives, and growth in extracurriculars during after-school hours) (RP1, RP2, RP3, RP4)
    - Advance student capacity to develop aptitudes and skills which enhance the school and greater community (eg. school community and outreach) (RP2, RP4, RP5)
    - Prepare students for post-secondary studies (eg. admissions and scholarships) (RP1, RP2, RP3, RP4)

2. **Performance Measures:**
    - Calibration with provincial standards (ECS Literacy and Numeracy Screening Assessments, PATs, Diplomas) and school-measured excellence through assessments, benchmarking, and academic competitions. (RP1, RP2, RP4)
        - Departmental review of trends and projections to support adjustments to program delivery (RP2, RP4)
    - Implementation of programming (locally developed and adopted) and extracurricular activities which offer student choice, personalization, flexibility, and enrichment. (RP1, RP2, RP3)
    - Conduct data collection from students through surveys, as well as collect anecdotal feedback from Homeroom discussion groups. Use the data to inform future programming, outreach opportunities, focus, and to mark progress and development in the area of appreciation and community engagement. (RP1, RP2, RP3, RP4, RP5)
    - Personalization of course programming and career planning through assessments (CVS, Strong), interviews, and one-to-one meetings to empower student decision-making. (RP1, RP4)
    - Examine trends in post-secondary studies through alumni surveys, alumni visits, and community partners engagement to gain a stronger understanding of changing needs. Use the data to determine possible areas for school growth. (RP1, RP2, RP4)
    - Alberta Education Assurance Measures (AEAMs) Survey: Education Quality, Student Learning Engagement (RP2, RP4)
    - Alberta English as a Second Language Proficiency Benchmarks (K-1)

3. Strategies:

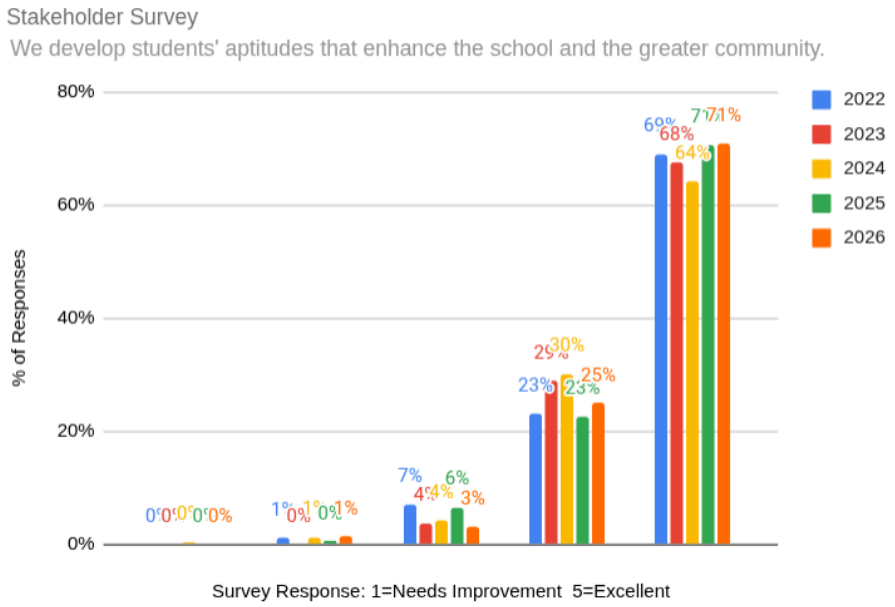
Academics

- Cross-divisional ability groupings and the use of content strands to meet the specific needs of each learner.
- Students (K-12) will continue to participate in local/provincial/national/international math competitions such as the Renert Rabbit, COMC, AHSMC, CJHMC, CMSMC, Pascal, etc. and receive individual scores in order to mark progress.
- Benchmarks are completed using the following:
    - Division 1: CESMC Level 1 (grades 4-5), CESMC Level 2 (grade 6)
    - Division 2-3: Gauss 7 (grade 7-8), Pascal 9 (grade 9)
    - Beaver Computing Challenge for grades 4-6 is also a benchmark contest
- Writing programs and templates (locally developed and adopted) will continue to be utilized and refined to support academic excellence in writing and literacy.
    - Blended Structure and Style, Renert Writing Models (English grades 6-12, Social Studies grade 7-12)
- Standard benchmark assessments (grades 7-12) in reading comprehension and writing three times a year (PAT prep. Standards, Diploma prep standards, etc.)
- Teachers will collaboratively assess benchmarks to align with provincial and school-measured excellence guidelines.
- Increase communication with stakeholders by requesting feedback, synthesizing recommendations, and disseminating progress and developments (surveys, staff collaboration, school-wide posts and updates, etc.)
- Testing and Examination readiness will be provided through frequent opportunities for testing inside and outside of class, and receiving support on test-taking skills and strategies.
- Continue to tailor supports and accommodations to individual learning needs, whether for additional assistance or advanced enrichment (i.e., extra-time accommodations, access to one-on-one support, 1:1 ratio for grade 7-12 students with laptops, etc.)
- Use assessments for Early Literacy and Numeracy to gauge potential students at risk
- Participate in AISCA Career Pathways to further support students as they prepare for career choices.
- Further develop knowledge in the use of AI, including meaningful integration across divisions and grade levels.
- Refine AI policies for staff and students based on staff feedback on existing formats.



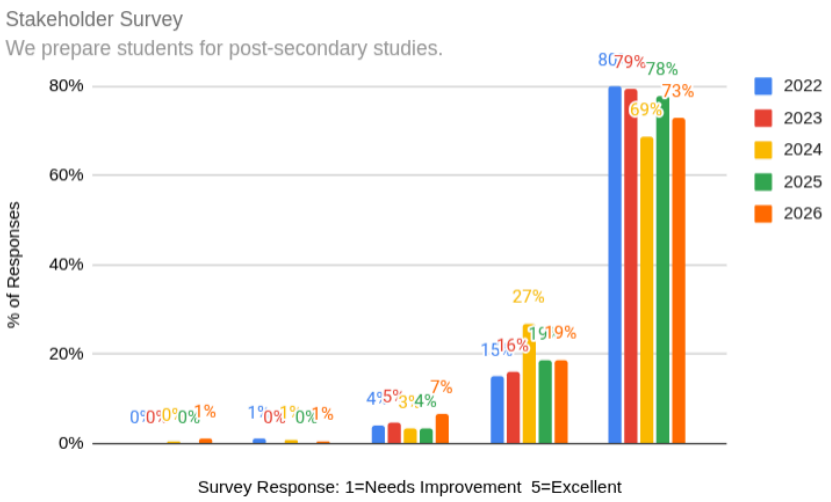
Skills and Community

- Continue to provide student-led homework clubs in mathematics and humanities in order to build mentorship and leadership opportunities and community engagement.
- Continue to lead Appreciation Circles/Homeroom activities daily in K-12 in order to support a culture of appreciation.
- Encourage cross-divisional events, programming, and activities in order to maintain a collaborative environment and a sense of community.
- Encourage student-led Choice Friday options for younger grades in order to develop leadership and a sense of community.
- Continue to provide transition to new division days where students in grades 3, 6, and 9 have an opportunity to visit and experience a typical day in the division they will be joining in the next academic year in order to build community, confidence, and collaboration.
- Informal meetings with parents including Coffee and Chat nights, Meet the Teacher, Mother's Day craft night, Parent Choice Night, Volleyball nights, etc.
- Bring Your Parent to School Night for K-6 to support communication and improve understanding of student progress.
- Opportunities to celebrate small-, medium-, and large-scale accomplishments including recognition for academics, extracurriculars, athletics and fine arts (i.e., electives, showcases, math and chess awards night, martial arts belt tests, poetry night, etc.)
- Refine internally developed programming to support mentorship and leadership skill development (i.e., social studies project management, cross-divisional community activities, volunteer opportunities at athletic events, buddy programs, spirit club).



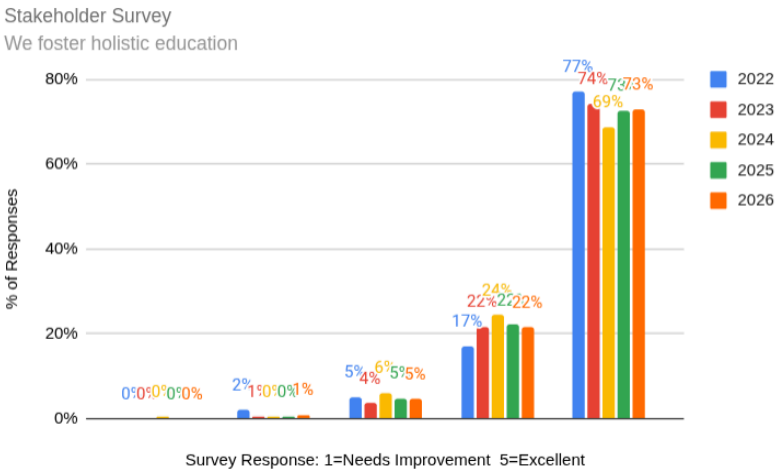
Post-secondary

- Provide one-to-one student support through appointments and pull-out programs.
- Maintain low student to teacher ratios (Div 1/2) and intentional student ratios (Div 3/4).
- Ensure that the Alberta Program of Study is taught in all subjects and grades through scope and sequencing.
- After consultation with our students, ensure the high school timetable reflects the students' university and career aspirations.
- Continue to provide AP Programming to offer acceleration and enrichment in preparation for post-secondary.
- Continue to provide academic and program counseling support with applications and scholarships for University admissions.
- Continue to provide career counseling information sessions for parents and students.
- Expand practical preparation for post-secondary life to include social readiness, independent living skills (e.g., financial literacy, “adulting”), and exposure to larger classroom environments, in response to student feedback.
- Expand post-secondary preparation by providing university-level opportunities such as Bamfield Marine Sciences Centre collaborations which provide university-level lab research protocols, in addition to opportunities to present research at conferences and science-based competitions (Synthetic Biology).



Holistic Learning

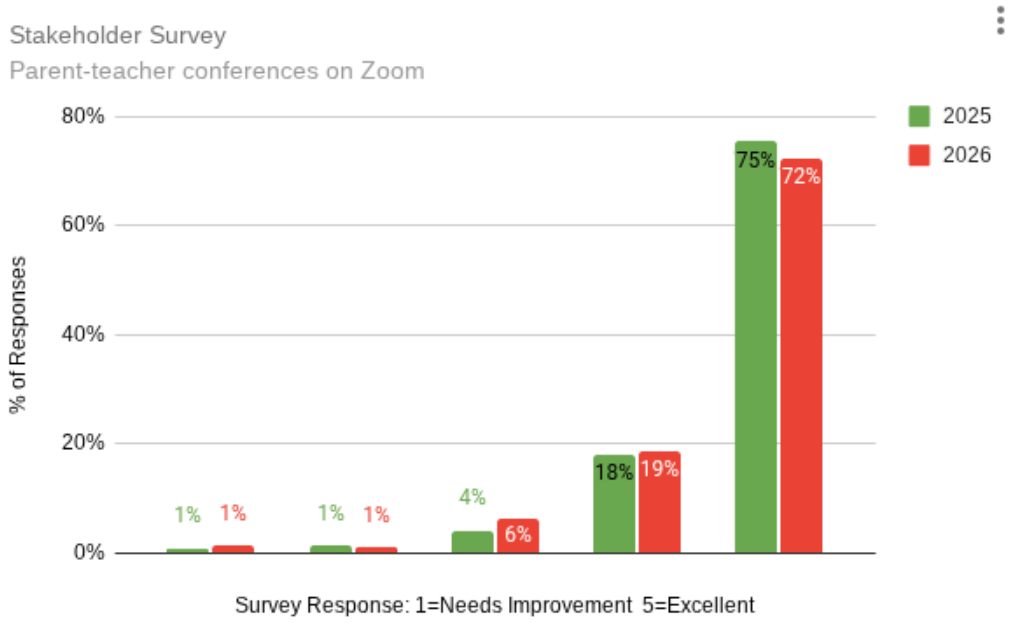
- Host annual Celebration of Learning on a three-year cycle rotating department leads (Humanities, Fine Arts, Science and Mathematics) in order to provide students with the opportunity to develop a greater appreciation for discrete areas of academic focus.
- Offer student choice through electives, Choice Friday, and Humanities programming in order to build student autonomy.
- Review Choice Friday scheduling in Division 4 to ensure senior high school students retain genuine access to holistic and choice-based programming alongside their academic requirements.
- Exposure to a variety of extracurricular activities through before and after school programming in addition to Choice Friday and electives (Mathematics, Speech/Debate, Reach for the Top, Sports, Chess, Drama/Performance, Robotics, Model UN, Syn Bio, etc.).
- Sharing student progress and success with the entire school community through the display of portfolios, exhibits, showcases, etc.

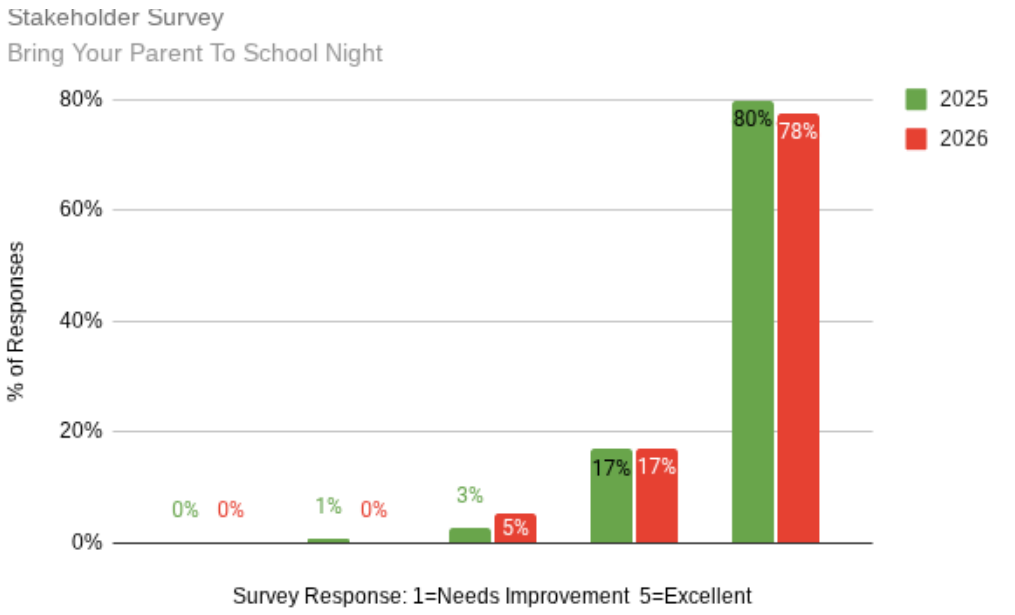


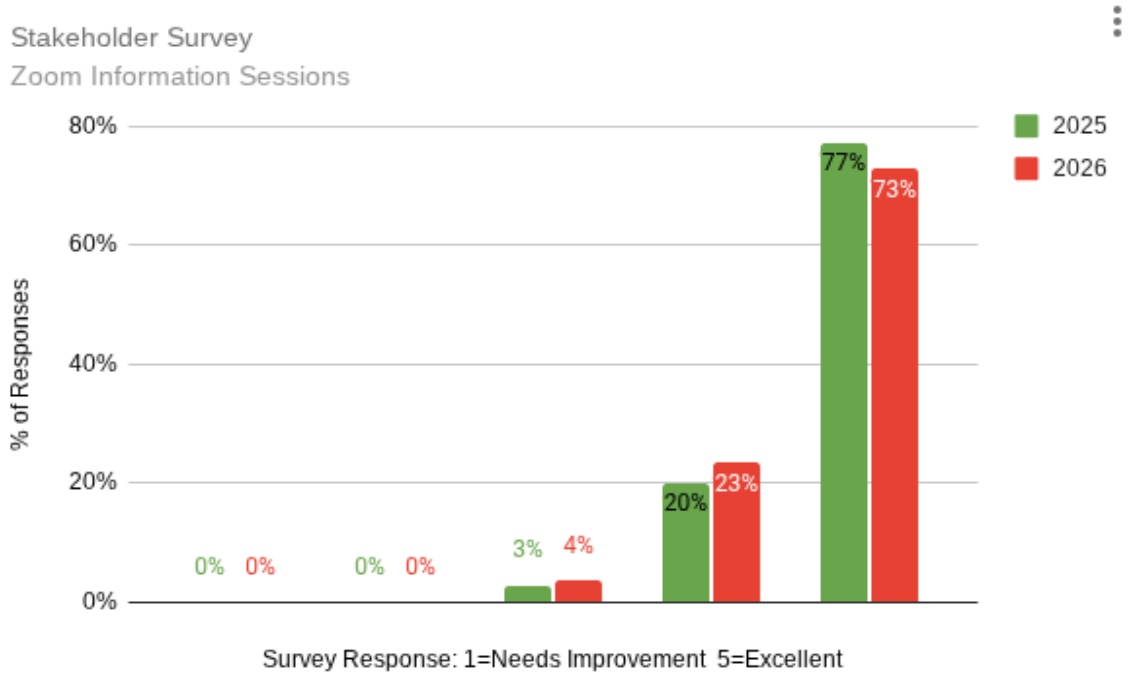
SUPPLEMENTARY 2025-2028 STAKEHOLDER SURVEY QUESTIONS RELATING TO:

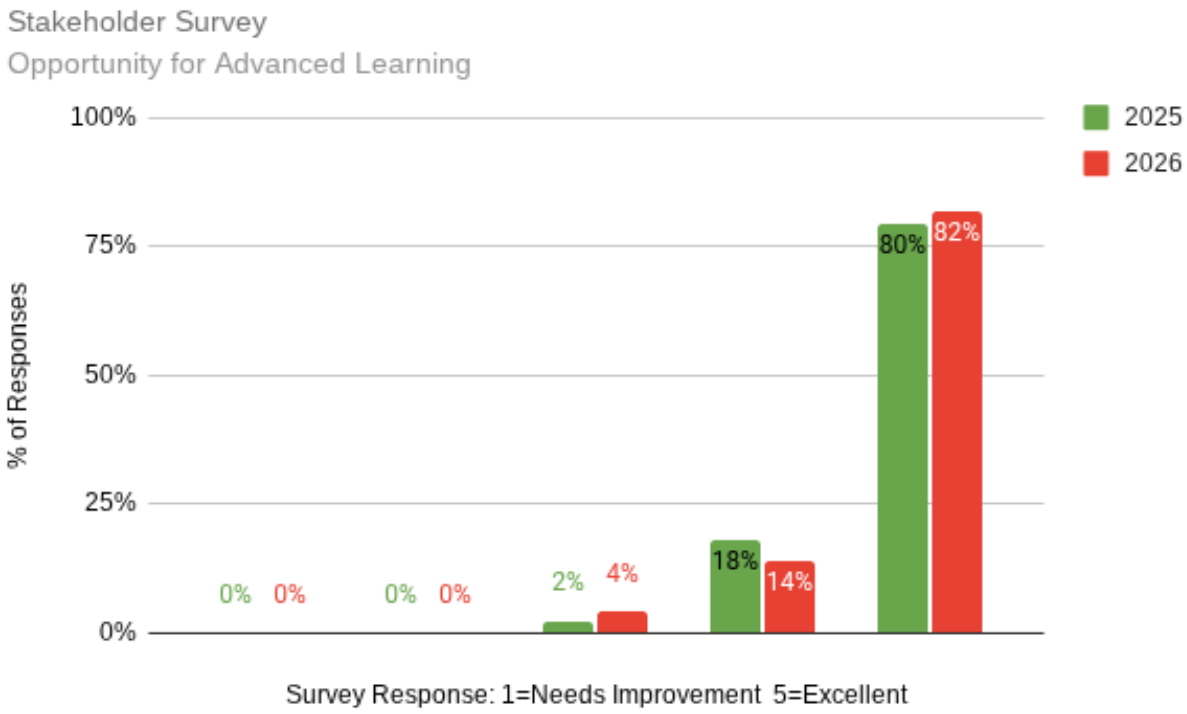
RENERT SCHOOL SUPPORTS STUDENT SUCCESS

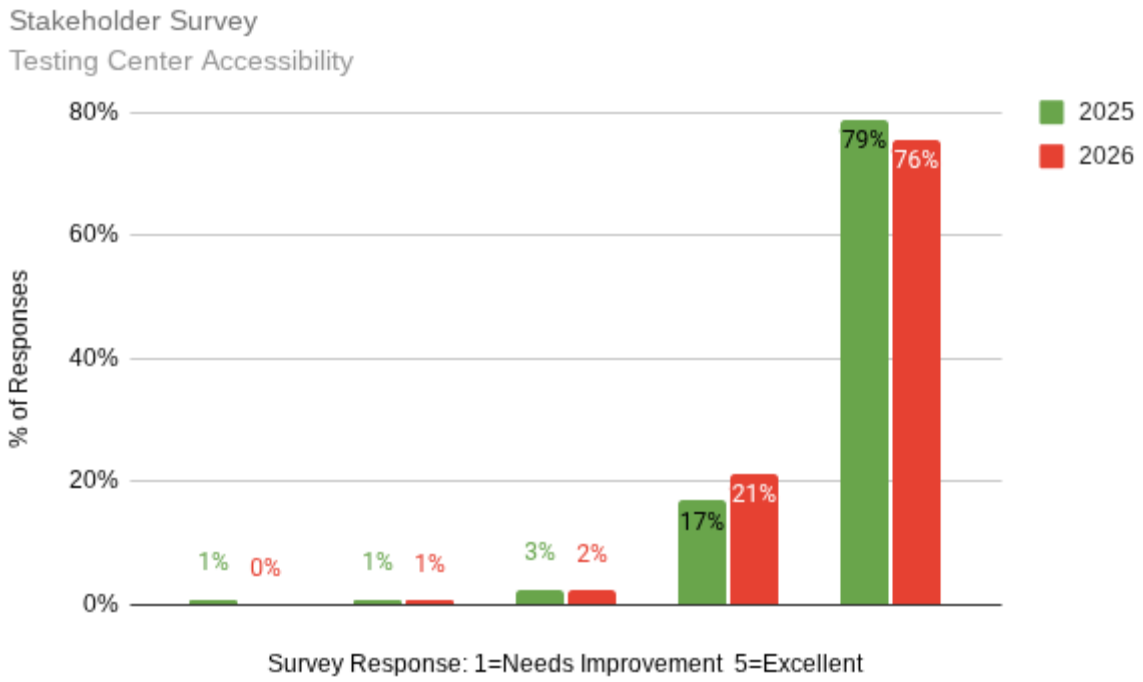
In order to inform the refinement of the current outcomes, measures, and strategies, Renert School tracks stakeholder feedback on specific areas of interest relating to each of the overarching goals. The graphs below compare results from the Spring 2025 (Year 1 baseline) and Spring 2026 (Year 2) stakeholder surveys, with all respondent groups (staff, parents, and Grade 12 students) merged into a single combined count (2025: n=231; 2026: n=243; *post-secondary excludes parents. Ratings are on a 1-to-5 scale where 1 = Poor and 5 = Excellent. Survey results and plans are reviewed annually with the Board.






Stakeholder Survey
Zoom Information Sessions
80%
60%
40%
20%
0%
% of Responses
2025
2026
0%
0%
0%
0%
3%
4%
20%
23%
77%
73%
Survey Response: 1=Needs Improvement 5=Excellent


Stakeholder Survey
Opportunity for Advanced Learning
100%
75%
50%
25%
0%
% of Responses
2025
2026
0%
0%
0%
0%
2%
4%
18%
14%
80%
82%
Survey Response: 1=Needs Improvement 5=Excellent



Essential Insights: Supporting Student Success

Sustained Strength Across All Pillars

Renert School's current outcomes and strategies in the area of Supporting Student Success continue to reflect strong community confidence across all stakeholder groups, with overall satisfaction above 90% in the good-to-excellent range. Overall, 94–99% of combined respondents rated the school's work across the Five Pillars and core student success outcomes in the good-to-excellent range in 2026, consistent with the high baseline established in 2025. Pillar 5 (A Culture of Appreciation) recorded the strongest scores in either survey year, with 182 of 243 respondents giving a rating of 5/5 in 2026 and zero ratings below 3, reflecting an increase in the 4+5% rate from 95.7% to 96.3%.

Community Connection and Engagement

Stakeholder feedback highlights daily appreciation circles as a genuine anchor of school culture, valued across all respondent groups. Efforts to inform and engage stakeholders around overall student success have shown meaningful progress, with the measure on stakeholder engagement recording the largest aggregate gain, rising from 89.2% to 92.6% good-to-excellent — driven in particular by a marked improvement among Grade 12 students, from 56% to 82%. Parent feedback affirmed improved transparency and connection, while identifying continued interest in expanded volunteer opportunities and in-person engagement.

Areas for Continued Growth

Renert School will continue to refine areas identified through stakeholder feedback. While overall satisfaction in Pillar 2 (Excellence in Teaching) remains high at 91.4% good-to-excellent, the number of satisfactory (3/5) ratings across all groups increased from 9 to 19 between 2025 and 2026, and Grade 12 student satisfaction in this area declined from 93.8% to 85.3%. With departmental growth in Senior High — particularly in the Sciences, where sections now include multiple teachers — there is a need to strengthen consistent grading standards across these courses. Feedback also underscores the value our community places on retaining excellent educators, and the school will continue to prioritize staff retention, collaborative assessment practices, and consistency in multi-teacher courses.

Feedback from Grade 12 students regarding Holistic Learning identified a narrowing of access to Choice Friday and holistic programming in Division 4, often attributed to the demands of Diploma programming and Advanced Placement (AP) courses. It is important to note that while Diploma requirements are fixed, AP courses remain an optional choice within a student's schedule rather than a mandatory school requirement. To better align with the Renert model of student agency, the school will review Choice Friday scheduling structures for Divisions 3 and 4, with the aim of ensuring that meaningful, accessible, and student-directed learning time is protected for all grade levels.

Looking Ahead

Two themes emerged consistently across staff, parent, and student feedback and will shape planning in the years ahead: first, a call for deeper and more practical integration of AI literacy across divisions; and second, growing interest in practical life-skills education, including financial literacy, and social readiness for post-secondary life. These priorities will inform professional development planning, curriculum review, and strategy refinements in Years 2 and 3.

Post-secondary preparation remains one of Renert School's most consistently recognized strengths, affirmed by 94–99% good-to-excellent ratings across staff and students. The school will continue to build on this foundation while broadening its scope to encompass the social, practical, and independent-living dimensions of university life — areas increasingly identified by students as important to their readiness and confidence beyond graduation.

RENERT SCHOOL SUPPORTS THE INFUSION OF FIRST NATIONS, METIS AND INUIT FOUNDATIONAL KNOWLEDGE INTO CLASSROOM INSTRUCTION AND SCHOOL CULTURE

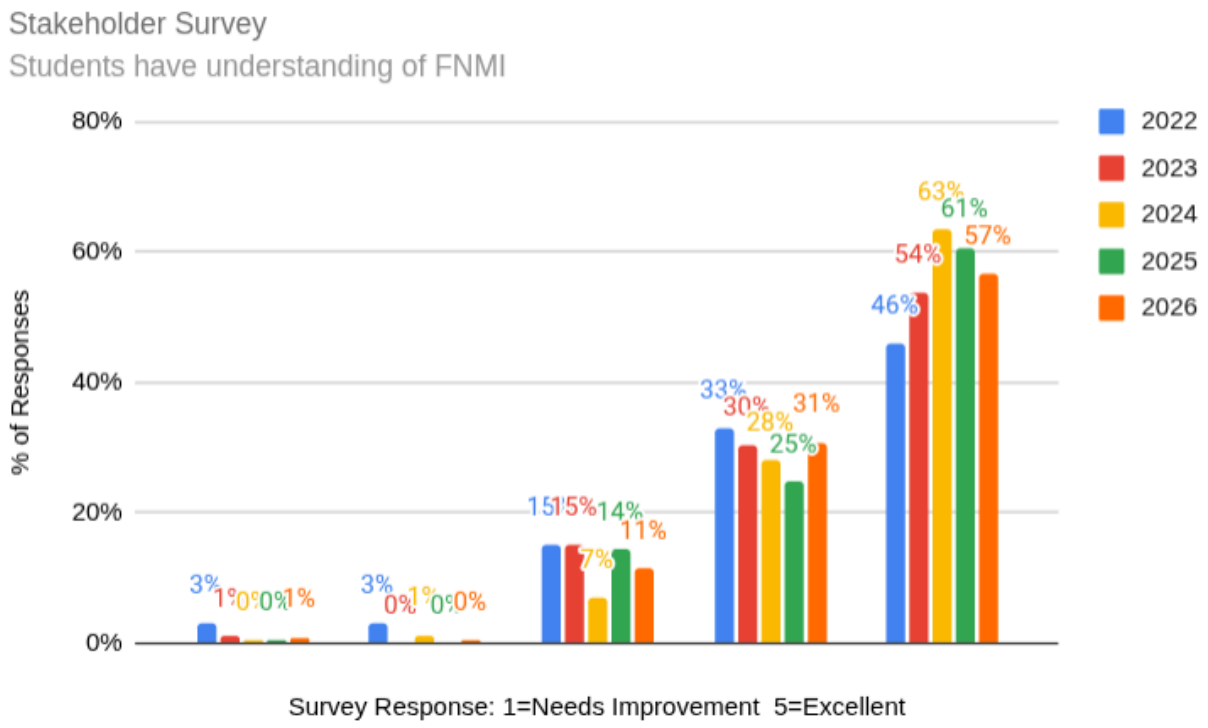
1. **Outcomes:**
    - Students and staff have a deep understanding and appreciation of First Nations, Metis and Inuit cultures and the ability to share Indigenous culture in meaningful and appropriate ways. (RP2, RP4, RP5)

2. **Performance Measures:**
    - Increased implementation of programming (locally developed and adopted) and activities which offer student choice, personalization, flexibility, and enrichment in the area of Indigenous Studies. (RP1, RP2, RP3, RP4, RP5)
    - Conduct data collection from students and staff through surveys, as well as collect anecdotal feedback regarding programming. Use the data to inform future programming, outreach opportunities, focus, and to mark progress and development in the area of appreciation and acknowledgement of Indigenous culture. (RP1, RP2, RP3, RP4, RP5)
    - AEAMs Survey: Citizenship, Welcome, Caring, Respectful, and Safe Learning Environment (RP2, RP4)

3. **Strategies:**
    - Support Teacher and Leader development as outlined in the Alberta Teacher Quality Standard and Leadership Quality Standard by implementing the Truth and Reconciliation Commission recommendations through professional development, field trips, education and integration of knowledge throughout curricula and programming.
    - Develop and apply foundational knowledge about First Nations, Métis, and Inuit people in all grades and across the curriculum (ie., literature text study in the Humanities, indigenous drumming, indigenous activities and games, and presentations by elders and guest speakers).
    - Continue to build the digital and tangible resources available in the school/school library for both students and staff.
    - Continue to provide professional development opportunities for Staff Leads to increase awareness in this area for the entire staff.
    - On-staff First Nations, Metis and Inuit liaison who supports students and staff.
    - Our First Nations, Metis and Inuit Action Team continues to support the overall community engagement and understanding around points of related interest.
    - Continue to facilitate field trips such as Blackfoot Crossing and Head-Smashed-In Buffalo Jump.

- Continue to facilitate art and culture presentations by staff members, students, and parents who identify as First Nations and Metis (eg. beadwork, hoop dance, culture, language).
- Continue to expose students to the multiple perspectives that exist within First Nations, Metis, and Inuit groups.
- Continue to offer numerous nonfiction and fiction selections in both English and Social Studies classes which highlight indigenous perspectives.
- Continue to offer intentional programming on days such as Orange Shirt Day, National Indigenous Peoples Day, and Truth and Reconciliation Day.

* Renert School has fewer than 6 students who identify as First Nations, Metis and Inuit. Therefore, our focus is on developing a deep understanding and appreciation of the cultures.



Essential Insights: First Nations, Métis and Inuit Foundational Knowledge

Sustained Strength and Growing Understanding

Renert School's outcomes and strategies in the area of infusing First Nations, Métis and Inuit foundational knowledge into classroom instruction and school culture continue to reflect strong and growing confidence across all stakeholder groups. Overall satisfaction remains consistently high, affirming that the school's current direction and programming in this area is meaningful and well-integrated into the broader school experience. Feedback from the 2025 and 2026 Grade 12 cohorts highlights a desire to move beyond Social Studies as the primary vehicle for this learning, and Year 2 efforts have responded by shifting toward a more holistic, school-wide approach that balances academic depth with authentic cultural engagement.

Community Connection and Engagement

Stakeholder feedback reflects a deep appreciation for the school's ongoing commitment to Indigenous education, culture, and reconciliation. Programming across divisions, including literature studies, Indigenous drumming, activities and games, and presentations by Elders, Knowledge Keepers, and guest speakers, continues to resonate with students, staff, and families. The school's designation as a Gord Downie & Chanie Wenjack Fund Legacy School, along with initiatives such as a dedicated Quiet Reflection Room featuring Indigenous art and literature, ensures that Indigenous voices remain central to school culture. Community-minded projects such as the Project Forest Read-a-thon to plant trees on Siksika Nation land further demonstrate that these experiences are not perceived as isolated events, but as meaningful contributions to a broader culture of respect and understanding.

Areas for Continued Growth

While satisfaction in this area remains high, stakeholder feedback continues to encourage deeper and more consistent integration of First Nations, Métis and Inuit perspectives across all subject areas and grade levels. Academically, the school continues to enrich its curriculum through the in-depth study of primary and secondary sources in Social Studies 10 and 20, including but not limited to texts such as *Seven Fallen Feathers* and the *94 Calls to Action*, as well as the integration of Indigenous perspectives into Science through the study of environmental impacts and water resources on reserves. The school is also exploring the addition of in-house Aboriginal Studies courses to meet growing student interest, and continues to expand its library collection with both required and optional social justice and literature units. Renert School will continue to build staff awareness and capacity through targeted professional development, including start-of-year whole and small group PD sessions led by staff, and will strengthen partnerships with community members, Elders, and knowledge keepers who share their expertise and lived experience.

Looking Ahead

Renert School remains committed to ensuring that all students graduate with a deep and genuine understanding of First Nations, Métis and Inuit histories, cultures, and perspectives. Supported by our on-staff Tlingit and Métis staff members, FNMI liaison, and dedicated Action Team, this commitment will continue to inform curriculum planning, professional development, and community engagement in Years 2 and 3, as the school deepens and diversifies its programming in this important area.

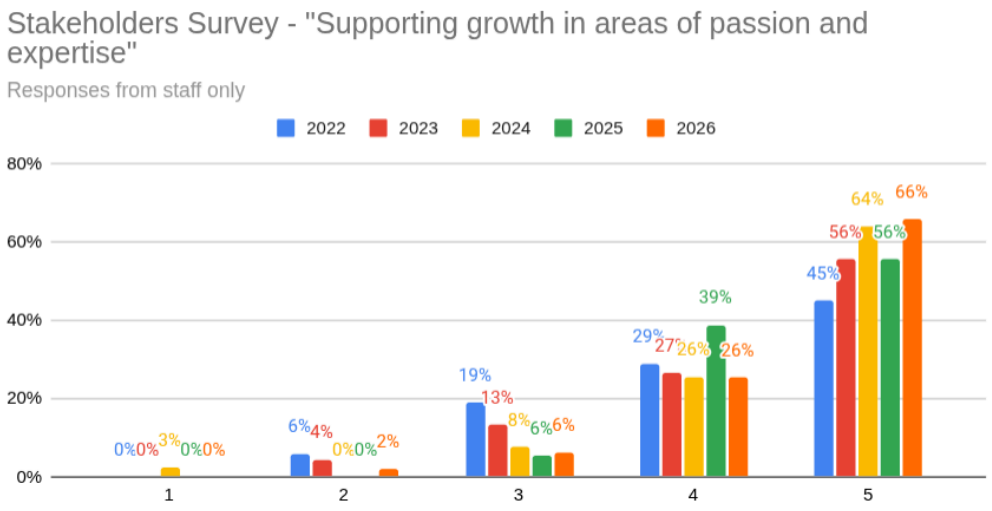
RENERT SCHOOL SUPPORTS EXCELLENCE IN TEACHING AND LEADING

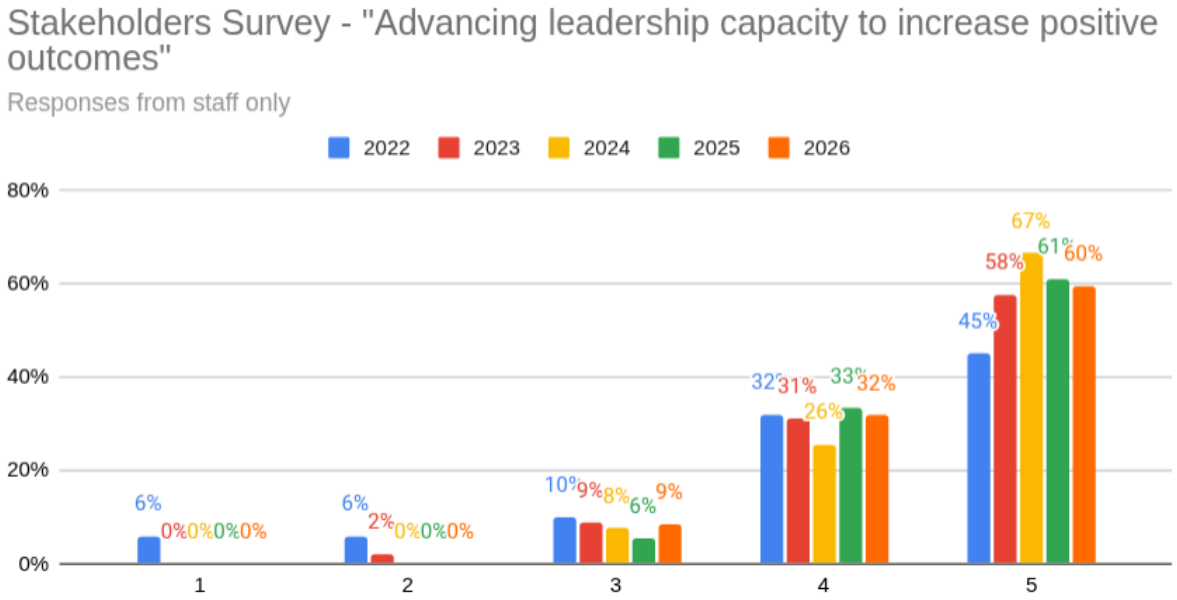
1. **Outcomes:**
    - Continue to provide professional learning and growth opportunities to staff to foster growth in areas of passion and expertise (RP2)
    - Advance leadership capacity to increase positive outcomes for students and staff (RP2)
    - Continue to provide opportunities for cross-curricular and cross-divisional collaboration to increase professional capacity (RP2)

2. **Performance Measures:**
    - Continue to document use of professional development (PD) funds per-staff and impact on overall development of student and staff learning (RP2)
    - Review of the Alberta Education Accountability Pillars Survey (RP2)
    - Conduct data collection from teachers through surveys, as well as collect anecdotal feedback from discussion groups. Use the data to inform future decision making and to mark progress and development. (RP2)
    - Continued completion of Renert-sponsored graduate, advanced learning programs, and professional development opportunities by staff (RP1, RP2)
    - Participation in the reading groups (e.g., AI) initiated by School Authority (RP1, RP2)

3. **Strategies:**
    - Continue to provide opportunities to develop each staff member's professional interests and ability to fulfill Teacher Professional Growth Plan (TPGP) goals.
    - Provide financial support through Professional Development funding.
    - Provide a minimum of 10 staff organization/professional development days per academic year in order to discuss and enhance school development.
    - Teacher-led PD during Organizational Days in their areas of research and passion
    - Academic reading and research groups for students and staff with potential for alumnus participation as well
    - Provide scheduled collaboration time for various disciplines to meet and plan teaching and learning experiences for students.

- Ensure that all teachers being evaluated for Permanent Teaching Certification meet or exceed expectations specified in Alberta Education Teaching Quality Standard.
- Support school leaders by providing weekly collaboration and professional development opportunities.
- Provide ongoing formative evaluation and assistance to teachers through a comprehensive and regular Teacher Growth and Supervision program.
- Commit to building leadership capacity through various staff led initiatives and teams.
- Professional Development and use of In-house Expertise: Entire departments provided professional development time for collaboration, sharing of knowledge and expertise in areas such as benchmarking, standard setting and scope development (ie., Indigenous workshop, Executive Functioning workshop, Tech Tips workshop, etc.).
- Subject specific PD on programs used in-house (ie., Blended Structure and Style, departmental marking, Empowering Writers, Renert Writing Models, Bright Minds program, etc.)
- Continue to provide Leadership Circle for staff development facilitated by Christopher Lawley.
- Co-operative teaching of whole grade programming (i.e., Friendology, APA formatting and technology use standards, Open Parachute, departmental templates and standards)
- Continue to further develop mentorship for Renert year 1 teachers
- Continue to encourage teachers to propose PD that is meaningful
- Continue to develop leaders within our staff (i.e., milestone trip coordinator, further refined departmental leadership, extra-curricular coaching, event planning)
- Continue to develop and expand community and special events, extra-curricular coordination, after-school programming
- Targeted approach for disseminating PD information for specific teaching divisions/ departments through physical as well as digital information boards




Stakeholders Survey - "Advancing leadership capacity to increase positive outcomes"
Responses from staff only
2022
2023
2024
2025
2026
80%
60%
40%
20%
0%
1
2
3
4
5
6%
0%
0%
0%
0%
6%
2%
0%
0%
0%
10%
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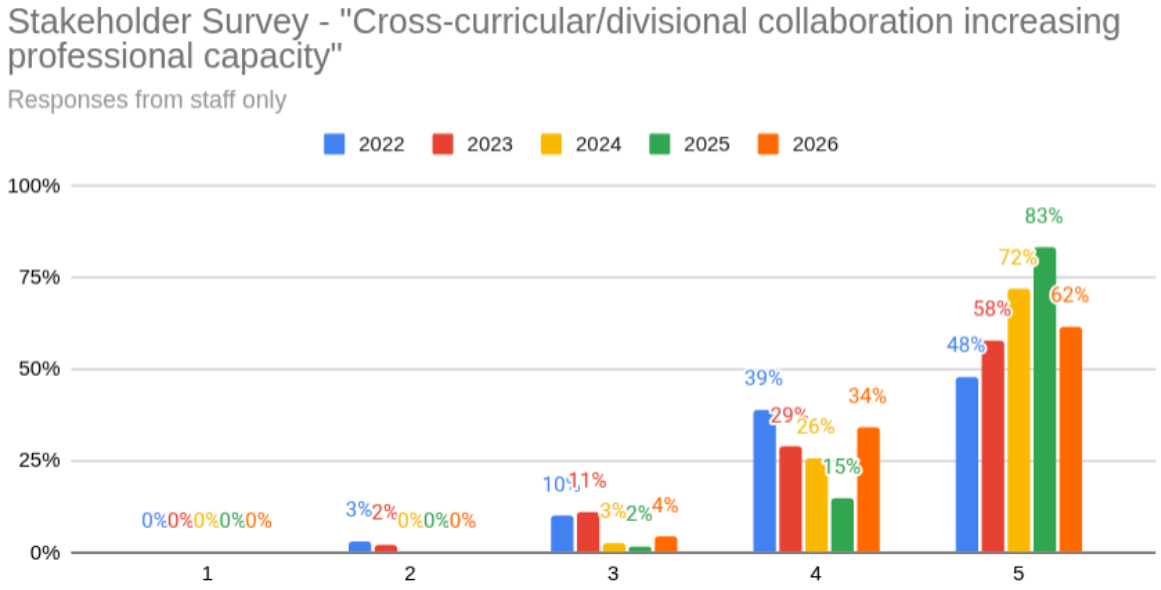
32%
45%
58%
67%
61%
60%


Stakeholder Survey - "Cross-curricular/divisional collaboration increasing professional capacity"
Responses from staff only
2022
2023
2024
2025
2026
100%
75%
50%
25%
0%
1
2
3
4
5
0%
0%
0%
0%
0%
3%
2%
0%
0%
0%
10%
11%
3%
2%
4%
39%
29%
26%
15%
34%
48%
58%
72%
83%
62%

Essential Insights: Excellence in Teaching and Leading

Sustained Strength Across All Measures

Renert School's outcomes and strategies in the area of Excellence in Teaching and Leading continue to reflect strong confidence among staff across all three measures. Overall satisfaction remains consistently high, affirming that the school's investment in professional learning, leadership development, and collaborative practice is recognized and valued.

Community Connection and Engagement

Staff feedback reflects a genuine sense of being supported in their professional growth, and the school's commitment to meaningful, teacher-led professional development continues to be recognized as a defining strength of the Renert experience. Satisfaction with professional learning opportunities and leadership development remains high, with staff responses reflecting continued confidence in the school's direction and its commitment to investing in its people.

Areas for Continued Growth

While overall satisfaction remains strong, feedback points to a few areas for greater attention. A modest increase in satisfactory ratings, particularly in the areas of leadership capacity and cross-curricular collaboration, suggests that as the school grows, sustaining the depth and quality of these experiences requires ongoing intention. Notably, in the area of cross-divisional collaboration, while still high, showed a shift, reflecting the increased complexity that comes with a larger and more departmentally diverse staff. Renert School remains committed to prioritizing the structures, time, and support needed to keep collaborative practice meaningful and accessible at all levels.

Looking Ahead

Renert School remains committed to fostering a professional culture where every staff member feels empowered to grow, lead, and contribute to the school's evolving vision. In Years 2 and 3, the school will further enhance its approach to teacher mentorship, collaborative planning, and leadership development in the areas of passion projects, with particular attention to supporting staff in navigating the growing integration of AI tools in teaching practice, and ensuring that professional development remains responsive to the emerging needs of both staff and students.

RENERT SCHOOL IS WELL GOVERNED AND MANAGED

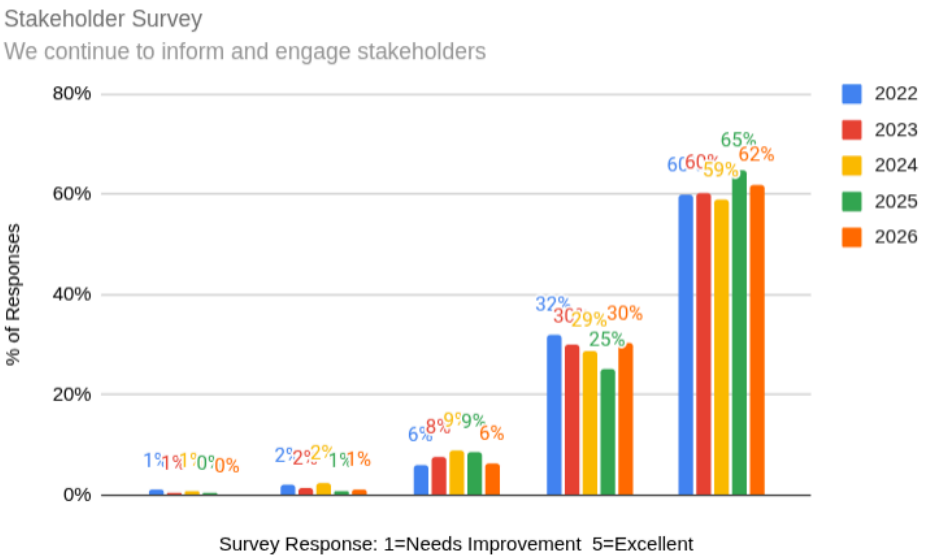
1. **Outcomes:**
    - Continue to inform and engage stakeholders (students, staff, parents, board, alumni) with respect to progress and development in the area of overall student success. (RP1, RP2, RP3)
    - Increase the methods and frequency of communication to stakeholders. (RP1, RP2, RP3)
    - Policy review and renewal through external monitoring as requested. (RP2)

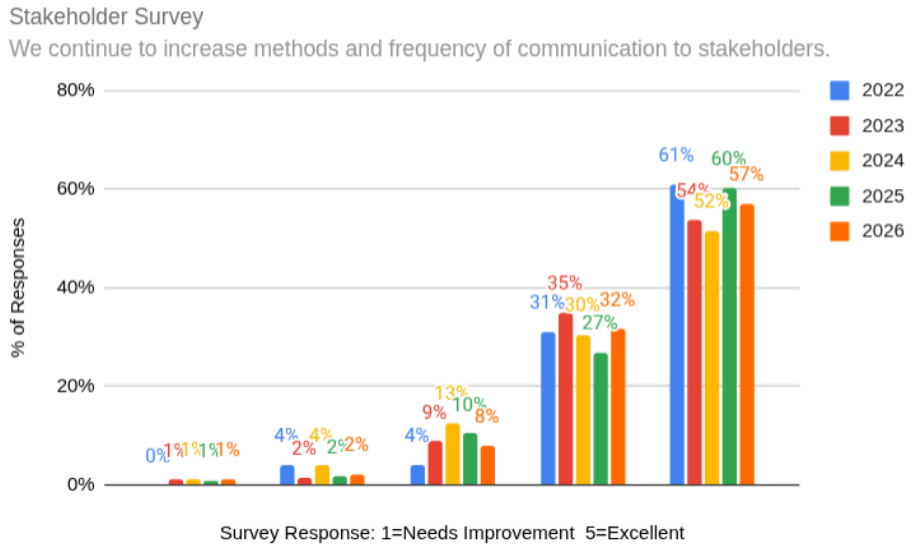
2. **Performance Measures:**
    - Collect data regarding stakeholder feedback through surveys, Ask the Founders, Schoology posts, and meetings (both in person and online). (RP1, RP2, RP3, RP4)
    - Review of the Alberta Education Accountability Pillars Survey (RP2)
    - Review, discuss and seek board approval of the Education Plan prior to submission to Alberta Education (RP2)
    - Information collected after internal parent, student, and teacher focus groups (RP1, RP2, RP3, RP4)

3. **Strategies:**

    - Use various methods of communication including Renert School Communications (Schoology), Zoom meetings and information sessions, weekly office hours.
    - Develop more opportunities for parents to participate in school programs such as: Field Trips, Parent Choice Night, Celebration of Learning, Science Fair, Martial Arts Belt Awards, Arts Showcases and Concerts, Athletic Events.
    - Continue to provide parents the opportunity to book Parent Teacher Conferences via Zoom to increase convenience and confidentiality.
    - Provide regular updates to parents and students through Curriculum Nights and Information Sessions.
    - Continue to refine leadership roles to centralize student academic progress communication as needed, creating more efficient student updates for parents.
    - Ensure staff are updated regularly with regards to staff handbooks and policies.
    - Refine Teacher Support and Evaluations through classroom observations, one-on-one meetings, and formal documentation.
    - Offer internal parent, student, and teacher focus groups
    - Increase in-person opportunities for communication with parents (eg. division updates, coffee and chats)
    - Streamline format for teacher collaboration and staff organizational and Professional Development days.
    - Continued development of in-house database and LINKS page to increase staff accessibility to student profiles, and information.

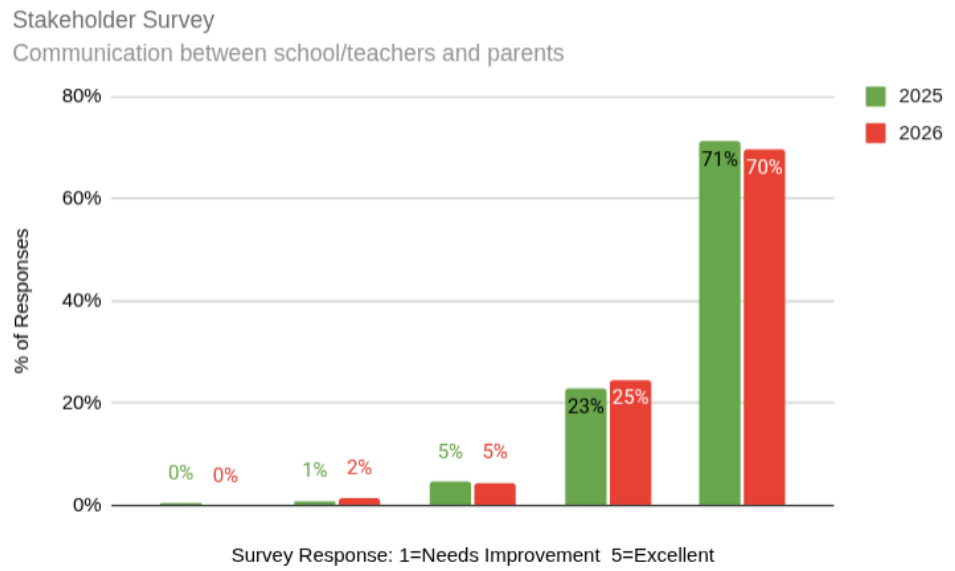
- Continued development of policies/procedures to support staff/students/parents (i.e., standards in technology use/uniforms/late assignments).
- Continued development of software programs to support efficiencies and communication portals (eg. attendance system, timetable and credit tracking, library, cafe).
- Continued use and refinement of the school's website and Schoology communications (eg. achievements, special events, community activities, extra-curricular).
- Develop a consolidated communication format (e.g., a regular divisional newsletter or digest) in response to stakeholder feedback requesting reduced communication volume and improved prioritization of key messages.

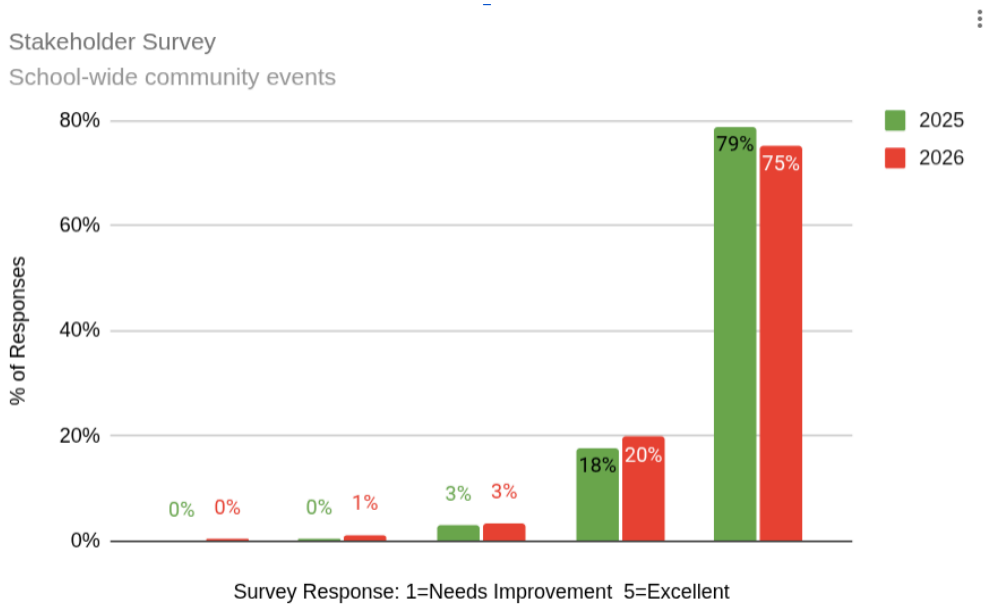




SUPPLEMENTARY 2025-2028 STAKEHOLDER SURVEY QUESTIONS RELATING TO:
RENERT SCHOOL IS WELL GOVERNED AND MANAGED

In order to inform refinement of the current outcomes, measures, and strategies which highlight provincial and local interests, Renert School will track stakeholder feedback on specific areas of interest relating to each of the overarching goals. Below are the questions relating to whether Renert School is Well Governed and Managed for the current three year cycle. This year is the second year of tracking for these questions.





Essential Insights: Renert School Is Well Governed and Managed

Sustained Confidence in School Governance

Renert School's outcomes and strategies in the area of governance and management continue to reflect strong and consistent confidence across all stakeholder groups. Satisfaction in the very good to excellent range now exceeds 90% among staff and parents for both governance measures, affirming that the school's approach to stakeholder engagement, transparency, and community-building is well-regarded across the entire school community.

Community Connection and Engagement

Community events and school-wide connection activities continue to be among the highest-rated aspects of the school experience, highlighting the value placed on in-person opportunities to gather, celebrate, and connect. Satisfaction with communication channels, including Schoology updates, information sessions, and parent-teacher conferences, also remains strong. Staff expressed particularly high confidence in the school's ability to keep stakeholders informed and engaged, with perfect good-to-excellent ratings in 2026. The largest year-over-year growth was among Grade 12 students on communication frequency, increasing from 57.7% to 76.5%, reflecting meaningful progress in engaging senior students.

Areas for Continued Growth

While results remain strong overall, a consistent theme across stakeholder feedback is the desire for more streamlined and consolidated communication. Parents and staff noted that the volume of messaging across Schoology and email can make priorities difficult to identify, with several respondents recommending a divisional digest or newsletter format. Communication satisfaction among Grade 12 students also remains lower than among staff and parents, highlighting an opportunity to ensure senior students feel equally informed and engaged in school life. In response, Renert School is exploring more consolidated communication formats, including website updates, divisional Schoology subsections (K–6 and 7–12), expanded in-person engagement opportunities, and stronger mechanisms for student voice across all divisions.

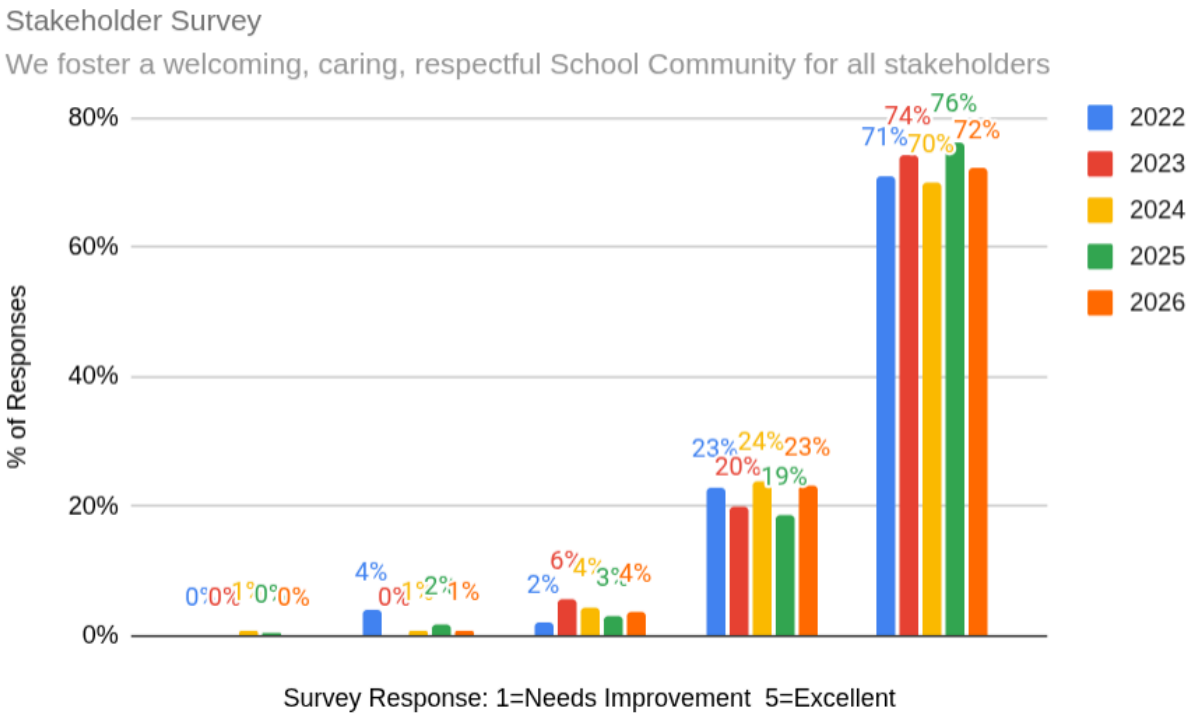
Looking Ahead

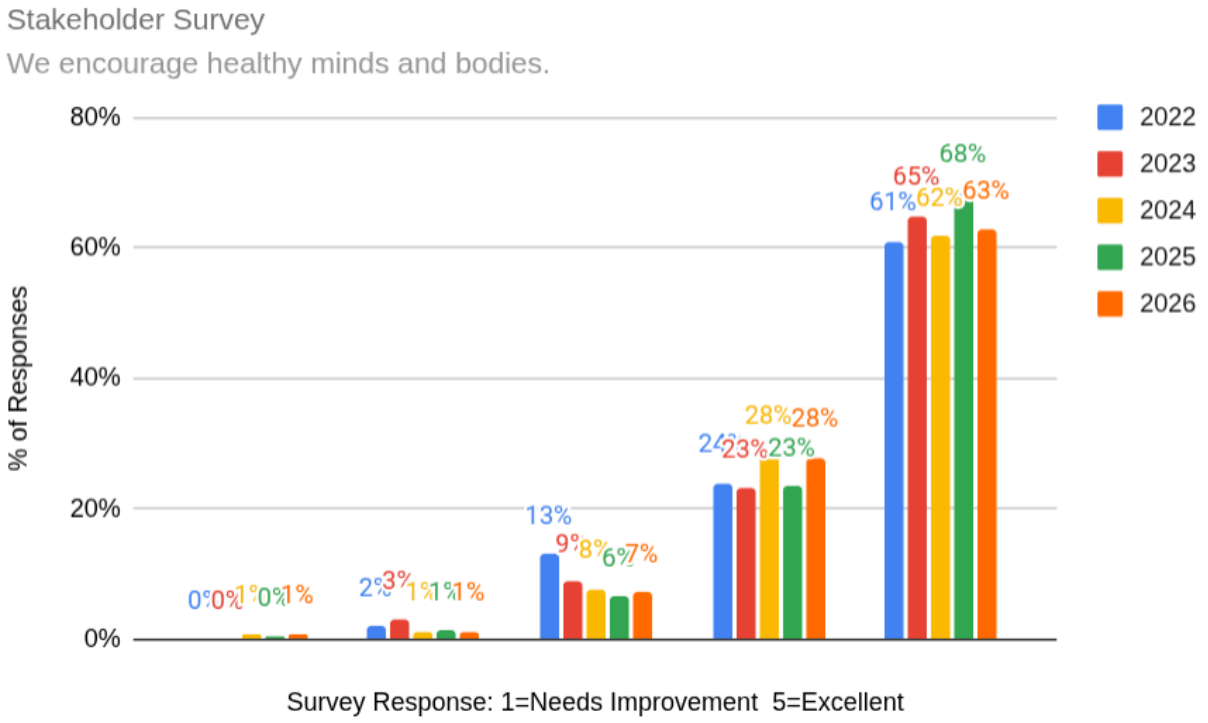
Renert School remains committed to deepening the quality and accessibility of its communication practices rather than simply increasing their volume. In Years 2 and 3, the school will continue to develop more varied and responsive communication channels, with particular attention to ensuring that senior students feel meaningfully connected to school-wide governance and community life. By continuing to leverage existing strengths, such as Schoology, Parent-Teacher Conferences, and community events, as well as refining how information is organized and delivered, Renert School is working toward a more refined communication model that keeps all stakeholders meaningfully connected.

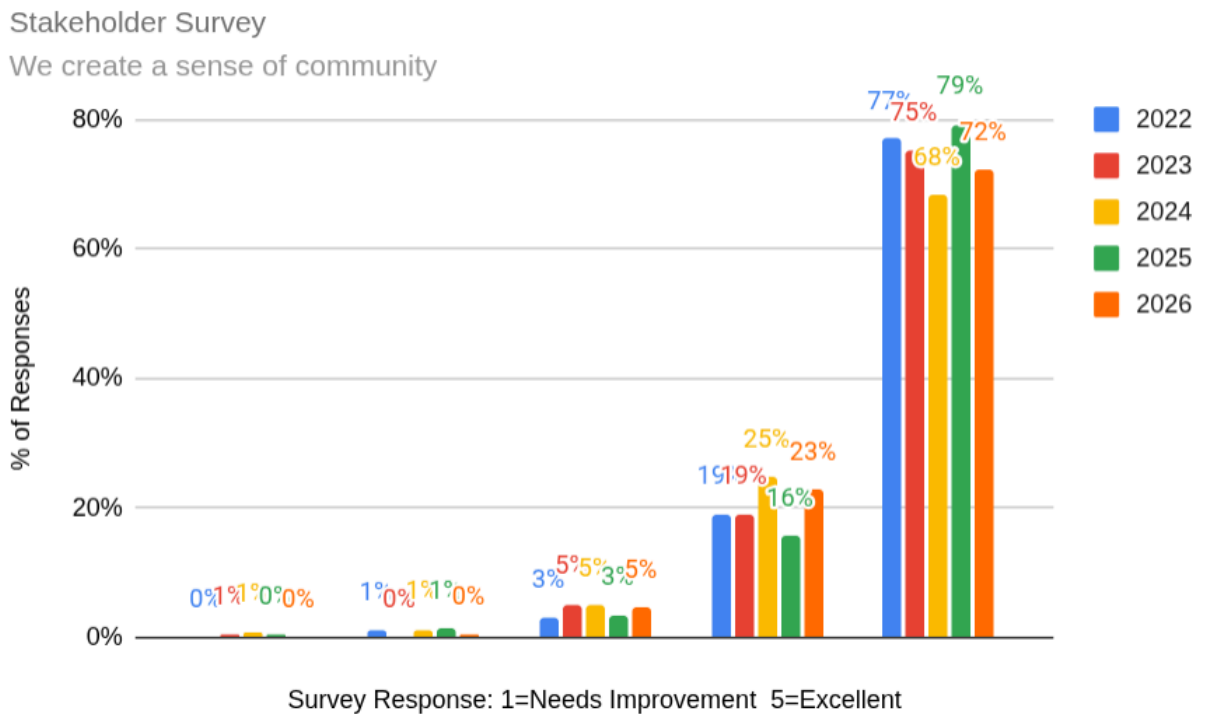
RENERT SCHOOL SUPPORTS STUDENT AND STAFF WELLNESS

1. **Outcomes:**
    - Foster a welcoming, caring, respectful School Community for all stakeholders. (RP3, RP5)
    - Advance the ability of stakeholders to access community partners and resources which cater to health and well-being. (RP3, RP5)
    - Encourage healthy minds and bodies. (RP3, RP5)
    - Create a sense of community. (RP3, RP5)
2. **Performance Measures:**
    - Collect data through surveys for students and staff. (RP1, RP2, RP3, RP4, RP5)
    - Review of the Alberta Education Accountability Pillars Survey. (RP2)
    - Review enrollment and interest for various wellness sessions and programs. (RP1, RP3)
    - Conduct data collection from students and staff through surveys, as well as collect anecdotal feedback from Homeroom discussion groups. Use the data to inform future programming, community events, and extracurricular opportunities, and to mark progress in the areas of appreciation and community engagement. (RP1, RP2, RP3, RP4, RP5)
    - Conduct Alberta Education Assurance Measures (AEAMs) Survey: Citizenship, Welcome, Caring, Respectful, and Safe Learning Environment. (RP2, RP4)
3. **Strategies:**
    - Continue to offer programs addressing social-emotional well-being through Homeroom activities and scheduled courses (eg. Friendology, Open Parachute, Health, CALM).
    - Continue to build staff awareness of mental health and well-being supports.
    - Continue to intentionally foster a culture of appreciation every day (ie. Homeroom appreciation circles at the end of each day).
    - Increase the visibility of Renert School's 5 Pillars throughout the school environment to reinforce the culture of appreciation and shared values for all community members.
    - Provide opportunities for cross-divisional activities.
    - Continue to offer a staff Zen Den in order to offer a quiet space for reflection.
    - Commitment to provide outdoor physical activity through SPARK programming, Division 1-3 Ski Day, Swimming Program, and Pond Walks.
    - Wellness Wednesdays for staff (a space for meditation, yoga, Leadership Circle, etc.).
    - Continue to develop and refine community block and buddies programming to build community and collaboration cross-divisionally, with consideration for more sustained and relationship-based buddy structures in upper divisions.
    - Provide a variety of opportunities for staff social activities (i.e. crafts, sports, hiking, social events, etc.).
    - Continue to offer the ability for staff and students to use physical activity spaces (ie. weight room, gym, dojo).
    - Offer staff and parent activities (yoga, martial arts, volleyball, book club).
    - Departmental "soup socials" to debrief and enjoy home-cooked soup together.

- Lunch and Learns for students during AP and Diploma season (Div 3/4), for Organizational and Social Skills (Grade 7), student-run sharing of experiences (eg. HYRS, UofC internships, STEM Fellowships, Costa Rica Exchange Program).
- Monthly lunch time concerts for staff and students to share their talents (e.g., poetry recitation, piano, violin, drumming, etc.).
- Alumnus-run university experience sessions over Zoom.
- Increase opportunities and resources to be used in outdoor spaces in order to enhance and increase outdoor activity (e.g. , basketball hoops, pond/park activities, 4 square, etc.).
- Survey students at each division to determine areas of extracurricular interest beyond our current offering, with a particular focus on Division 4 programming that supports healthy minds and bodies.
- Develop additional in-person opportunities to engage parents in the school community (e.g., division events, parent volunteer opportunities at school activities and athletics).

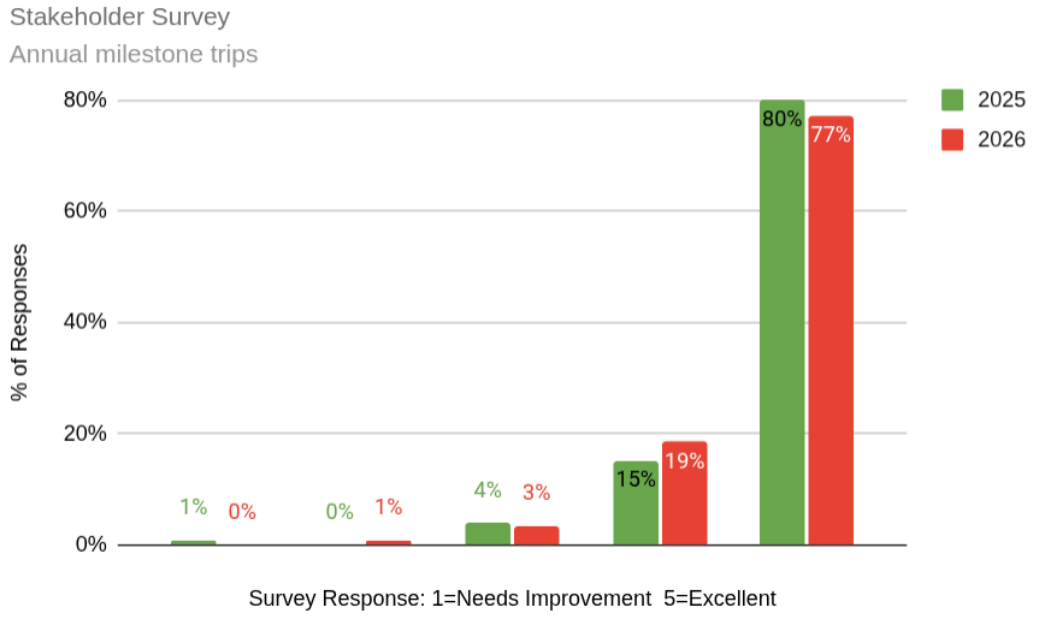


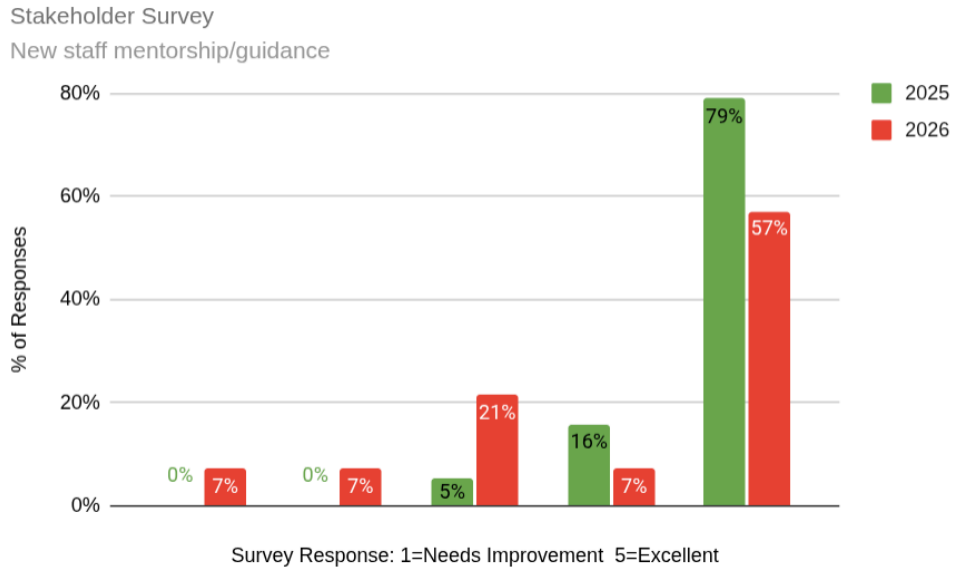

Stakeholder Survey
We encourage healthy minds and bodies.
80%
60%
40%
20%
0%
% of Responses
2022
2023
2024
2025
2026
0%
0%
1%
0%
1%
2%
3%
1%
1%
1%
13%
9%
8%
6%
7%
24%
23%
28%
23%
28%
61%
65%
62%
68%
63%
Survey Response: 1=Needs Improvement 5=Excellent


Stakeholder Survey
We create a sense of community
80%
60%
40%
20%
0%
% of Responses
2022
2023
2024
2025
2026
0%
1%
1%
0%
0%
1%
0%
1%
1%
0%
3%
5%
5%
3%
5%
19%
19%
25%
16%
23%
77%
75%
68%
79%
72%
Survey Response: 1=Needs Improvement 5=Excellent

SUPPLEMENTARY 2025-2028 STAKEHOLDER SURVEY QUESTIONS RELATING TO:
RENERT SCHOOL SUPPORTS STUDENT AND STAFF WELLNESS

In order to inform refinement of the current outcomes, measures, and strategies which highlight provincial and local interests, Renert School will track stakeholder feedback on specific areas of interest relating to each of the overarching goals. Below are the questions relating to how Renert School supports student and staff wellness for the current three year cycle. This is the second year of tracking these questions.





Essential Insights: Student and Staff Wellness

Sustained Strength in Wellness and Community

Renert School's outcomes and strategies in the area of Student and Staff Wellness continue to reflect strong and consistent confidence across all stakeholder groups. Overall satisfaction remains high across all wellness measures, affirming that the school's commitment to fostering a welcoming, caring, and holistically supportive environment is widely valued by staff, parents, and students alike.

Community Connection and Engagement

The school's welcoming and respectful community culture, its sense of belonging, and its milestone trip programming are among the most consistently and enthusiastically rated aspects of the Renert experience. Each of these experiences maintains excellent satisfaction levels across both survey years. Staff in particular expressed exceptional confidence in the school's community culture, with perfect good-to-excellent ratings on the welcoming and respectful community measure in 2026. Annual milestone trips also continue to stand out as a highlight for students, parents, and staff, underscoring their importance as meaningful community-building experiences across all divisions.

Areas for Continued Growth

While satisfaction across wellness measures is strong, two areas warrant continued attention. Grade 12 students reported notably lower satisfaction with the healthy minds and bodies measure compared to staff and parents, which may reflect the cumulative pressures of Diploma and Advanced Placement programming in senior years. This aligns with broader feedback about workload and balance in Division 4 and will continue to inform how the school supports senior student wellness. Additionally, satisfaction among new staff regarding the support they receive showed a decline in 2026 compared to 2025, in particular for part-time staff members. With an increase in additional staff due to growth, Renert School aims to refine the communication and support for part-time staff members. This refinement will ensure that those who are not as immersed in the everyday goings-on still have touchpoints and a clear and streamlined understanding of events, programming, and community initiatives.

Looking Ahead

Renert School remains committed to the ongoing development of its wellness programming for both students and staff. In Years 2 and 3, the school will focus on strengthening onboarding and mentorship support for new staff, including part-time members, exploring expanded wellness opportunities for senior students navigating a demanding academic schedule, and continuing to survey each division to identify emerging interests in extracurricular and wellness programming. The school will also continue to invest in community-building activities that foster connection, and balance across the entire school community.

Budget 2026/27 (Based on May 26, 2026 Budget Report)

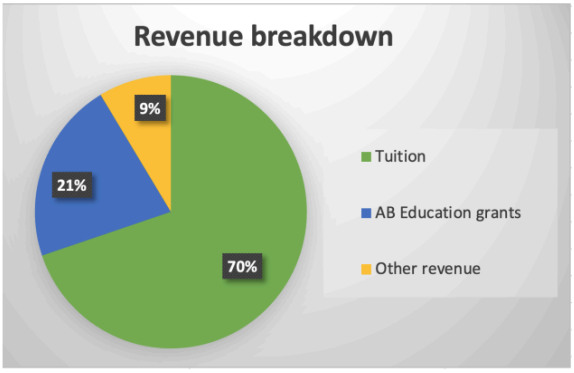
Revenue Summary		
Tuition	$ 13,195,400	70.6%
Alberta Education Grants	3,985,000	21.2%
Other revenue[1]	1,535,370	8.2%
Total Revenue	**$18,715,770**	

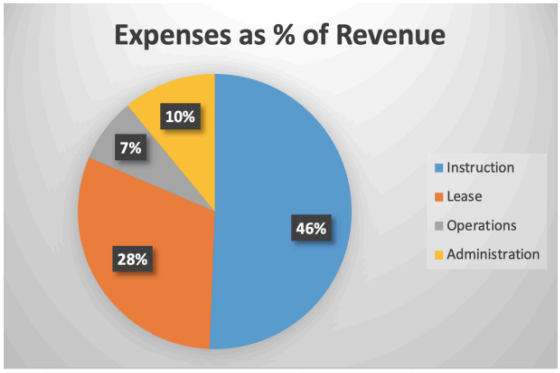
Expense Summary		As % of total revenue
Instruction	$ 8,665,400	46.3%
Lease[2]	5,383,600	28.8%
Operations[3]	1,347,500	7.2%
Administration	1,927,600	10.3%
Total Expense	**$17,324,100**	

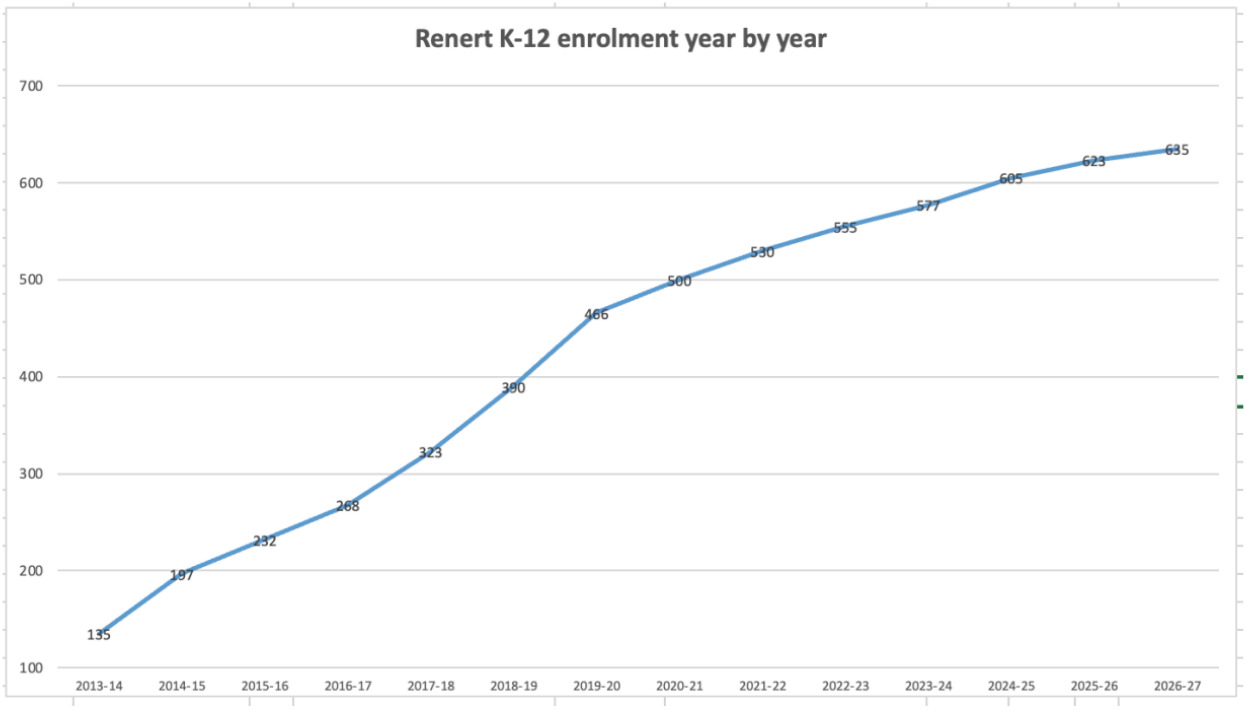
Retained earnings	**$ 1,391,670**	7.4%

[1]Mostly kitchen ($685K), interest ($260K), and After-Care ($215K).
[2]Includes $1.2M in operating costs, $257K of RDI repayment from past years (to be phased out in August 2027), $350K for leasing #32 Royal Vista Dr., as well as $175K of refundable GST.
[3]Mainly supplies ($850K), transportation grant ($335K), and amortization ($125K).

The Renert School Foundation Board approved Budget 2026/7 in a meeting held on May 26, 2026. The Board is satisfied with the healthy financial projections. We look forward to continued responsible organic growth, as well as continued fiscal strength and accountability.







In 2026/27 we project enrolment to be 635 students (conservatively), representing an organic growth with 48 kindergarten students joining, and 34 students graduating in 2026. This takes us a step closer to reaching our final goal of 650-675 students in K-12.

Building and Refining the Three Year Education Plan

A Plan Built on Many Voices

The Renert School Three Year Education Plan is shaped by the perspectives of students, parents, teachers, and administration. Input is gathered through a range of channels. Surveys, small and large group meetings, Homeroom discussions, and one-on-one communications ensure that a broad and representative range of voices informs the school's direction.

A Living, Iterative Process

The plan follows a deliberate annual cycle. It is reviewed with the Board each spring, shared with staff, and then revisited in the fall alongside the Annual Education Results Report (AERR). Beginning in January of each year, brainstorming, feedback, and recommendations from across the community are gathered and incorporated into revisions. Ongoing review is supported through the AERR survey as well as internal surveys and feedback loops that run throughout the year ensuring the plan remains responsive, relevant, and grounded in current school experience.

Community Input That Makes a Difference

We are grateful to the many community members who took the time to share their perspectives and experiences through our engagement process. Their contributions meaningfully shaped Year Two of the 2025–2028 Three Year Plan. In reviewing what was shared, there is a strong alignment between community input and the goals, outcomes, measures, and strategies outlined in this plan which is a reflection of the partnership that defines the Renert School community.