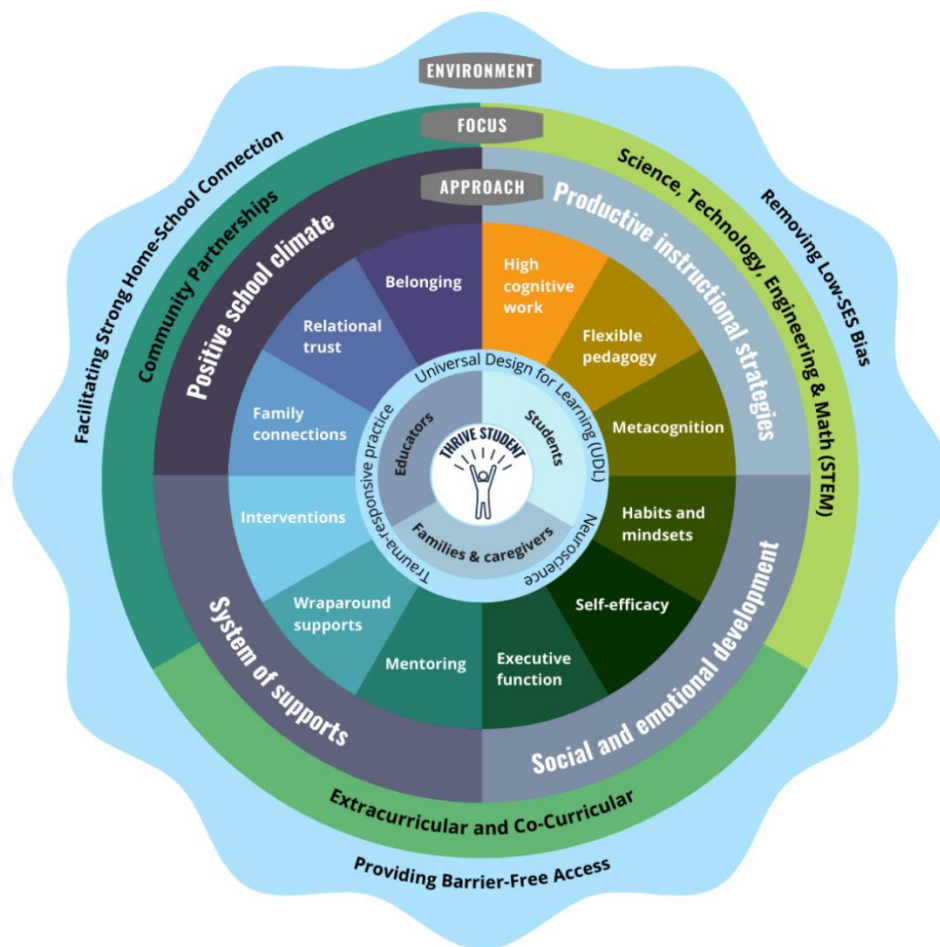


# Thrive Elementary Charter School

## Annual Education Results Report

### 2024/2025

Thrive Charter School Concept Model



## Executive Summary – Thrive Elementary AERR 2024–25

The 2024–25 school year marked Thrive Elementary Charter School’s second full year of operation and represented a period of significant growth, reflection, and achievement. As a charter school dedicated to eliminating opportunity gaps and supporting students from low-socioeconomic backgrounds, Thrive continues to demonstrate remarkable progress in advancing its mission to build curious minds, confident hearts, and big futures. This Annual Education Results Report provides compelling evidence that the school’s integrated academic, social, and wraparound approach is working—both to elevate student learning and to strengthen family and community well-being.

Student engagement and confidence remain defining features of the Thrive experience. Nearly every student—97.9 percent—reported that learning is enjoyable and relevant, while parent satisfaction with the quality and relevance of programming rose to over 93 percent. Academic achievement continues to trend upward, with mathematics results exceeding provincial averages at the acceptable standard and literacy performance showing steady improvement. Attendance improved from 85.3 percent to 87.5 percent, a notable accomplishment for a population that faces complex barriers to consistent school participation. These indicators affirm that Thrive’s holistic model—combining evidence-based teaching, culturally -informed practice, and individualized intervention—is effectively meeting the diverse needs of its students.

Under Charter Goal 1, which focuses on student growth and achievement, Thrive has built a strong culture of academic success anchored in the Collaborative Response Model and Universal Design for Learning. Teachers use these frameworks to identify students requiring targeted support and to adapt instruction for optimal access and engagement. The introduction of Personal Opportunity Plans (POPs), the continued use of Individual Program Plans (IPPs), and expanded professional learning for staff have further strengthened instructional coherence. Students’ confidence and positivity toward learning remain exceptionally high, reflecting a climate of belonging, encouragement, and self-efficacy that extends across the school community.

Equally important is Thrive’s work in cultivating the social and emotional foundations of lifelong learning under Charter Goal 2. The school’s wraparound model is comprehensive and multi-layered, integrating the efforts of the Emotional Behaviour Specialist, Intervention Teacher, and Speech-Language Pathologist, in coordination with classroom teachers and leadership staff. Together with the Jasper Place Family Resource Centre (JPFRC), these supports ensure that every student’s academic, emotional, and behavioural needs are addressed proactively. This coordinated system provides direct therapeutic intervention, targeted academic assistance, and responsive counselling for students facing complex learning or life challenges. Over the past year, family engagement through JPFRC alone grew by more than 250 percent, while school-based support staff recorded significant gains in student regulation, attendance, and classroom participation. Students report feeling safe, cared for, and valued—96.8 percent feel welcome at school—and nearly all parents agree that the environment is warm, inclusive, and respectful. Gains in citizenship education were also notable, with results increasing from 62.2 to 77.8 percent, reflecting the success of the Thrive Student Attributes Model and the integration of social-emotional learning

across all aspects of school life. Monthly Family Dinners, parent-student-teacher conferences, and open communication continue to strengthen these relationships and build a deep sense of belonging that extends beyond the classroom.

In alignment with Charter Goal 3, Thrive has continued to embed STEM learning across the K–6 curriculum, ensuring that every student experiences the joy and challenge of hands-on, inquiry-based learning. The full implementation of the K–6 STEM Curriculum, the STEM QICS (Question, Imagine, Create, Share) model, and the newly developed STEM Integration Assessment Tool have produced outstanding engagement results—96.8 percent of students and 94.7 percent of parents affirm that STEM learning is enjoyable and relevant. Supported by a dedicated STEM Coach, teachers have increased their confidence and skill in integrating design thinking and problem-solving across subject areas. Events such as Kite Day, Innovation Week, and collaborations with NorQuest College have further connected classroom learning to real-world applications and future career pathways.

Thrive’s commitment to inclusive education extends to its work with First Nations, Métis, and Inuit learners. Although provincial reporting is suppressed due to small cohort sizes, internal monitoring shows steady progress: attendance rates are comparable to the school average, literacy development is improving, and all FNMI students report a strong sense of belonging. These outcomes are supported through culturally responsive instruction, targeted literacy intervention, and community partnerships that affirm Indigenous identity and voice.

The governance of Thrive Elementary Charter School remains strong, transparent, and fully compliant with Alberta Education requirements. The Board of Directors and school leadership continue to meet regularly to ensure alignment between strategic priorities, financial stewardship, and charter outcomes. Foundation funding, which supports Thrive’s barrier-free model—supplying meals, transportation, school supplies, logo wear, and extracurricular programming—remains integral to sustaining equity of access. While participation in formal governance structures remains modest, parental involvement through alternative engagement channels, such as family events, surveys, and focus groups, remains a robust and meaningful process with stakeholder participation and input.

The 2024–25 results provide clear and compelling evidence that Thrive Elementary is realizing its vision of an accessible and equitable learning ecosystem that empowers students to achieve academic excellence, personal growth, and social connection. The school’s results demonstrate not only quantitative gains—higher test scores, improved attendance, and stronger assurance measures—but also qualitative transformation in student confidence, family engagement, and teacher efficacy. As Thrive enters its third year of operation, it does so with renewed purpose and optimism, guided by evidence, reflection, and a deep belief in the extraordinary potential of every child it serves. The data and stories contained in this report affirm that Thrive is not only meeting its charter commitments but also serving as a model of what is possible when a school community is united by a shared commitment to engagement, equity, and excellence.

## Conclusion and Forward Focus

Thrive Elementary Charter School enters its third year of operation with a clear trajectory of improvement and an unwavering commitment to equity, engagement, and excellence. The 2024–25 results affirm that Thrive’s integrated academic, social, and wraparound approach is producing measurable gains in literacy, numeracy, and student well-being, while fostering a vibrant school culture where children feel seen, supported, and inspired to excel.

Looking ahead, the focus will remain on strengthening literacy and numeracy instruction through targeted interventions, enhancing family engagement and communication, and deepening professional learning that supports inclusive, evidence-based teaching. The continued integration of STEM, the expansion of wellness and athletics programming, and the refinement of data-informed instructional practices will further advance Thrive’s Charter goals and sustain its positive trajectory.

As Thrive prepares for its upcoming Charter Review, the school community stands united in its purpose: to provide every child—regardless of circumstance—with the opportunity to thrive academically, socially, and personally. Guided by reflection, innovation, and care, Thrive Elementary continues to model what is possible when education is approached as both a pathway and a promise for multigenerational change.

**Note – The Thrive Charter School Concept Model, found on the cover page serves as the foundation for all embedded work in the Annual Education Plan**

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## Accountability Statement for Three-Year Education Plan 2024/25 – 2026/27

The Education Plan for Thrive Charter School Society 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 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.

This Annual Education Results Report (AERR) serves as the required mechanism for reporting to Minister of Education and Childcare and to our families attending Thrive Elementary Charter School. The AEP and AERR re posted to the school's web page in accordance with Alberta Education requirements. Results were shared (e.g., posted, emailed, in whole and in part, are shared with staff and families through mechanisms such as the Family Dinner and parent-teacher interviews including the Meet the Teacher Night. The AEP, AERR, Audited Financial Reports are available on the school's web page at: <https://thriveschool.ca/governance/documents>.

The Board approved the 2024/2025 Education Plan on (May 28, 2024).



November 28, 2025

Board Vice-Chair

Date

### Board Vice-Chair Statement

On behalf of the Thrive Charter School Society board, I would like to provide some insight to our reflection on the first two years of school operations. Firstly, I am pleased to report that our assessment of charter concept execution and resulting outcomes for Thrive Elementary has met all expectations for addressing the defined opportunity gaps for students and the successful integration of STEM enhancement to our program's curriculum.

In addition, we are seeing strong evidence that our pedagogical approach, provision of wraparound services and extra supports in place for our student/parent demographic is proving effective to make tangible progress on our stated charter goals outcomes.

Now in year three of operations, we are confident that our focus on continual improvements from what we have learned this year, and the discovery of new opportunities will result in an even greater positive impact on student and family outcomes in the 2025-2026 school year.

### Foundation Statements

#### Vision

An accessible and equitable education ecosystem that eliminates opportunity gaps, empowers students to realize their extraordinary potential and gives rise to positive multigenerational change.

## **Mission**

Our purpose guides our work. We are fiercely committed to creating a learning environment that is accessible and facilitates deep engagement. To this end, we will:

- Champion eager minds, unlocking each student's inherent potential for high achievement.
- Empower every student with the skills, knowledge, experiences and confidence they need to pursue relentlessly bold futures.
- Nurture belonging by building meaningful connections in the classroom, the school, at home and in the community.
- Overcome the barriers, labels and biases that undermine aspirations and well-being.
- Elevate each student through integrated academic, individual, and family-focused supports and services that are proactive and guided by a deep understanding of each unique individual.

Embrace a future-focused mindset, working intentionally to map out pathways that inspire and challenge us and building innovation, iteration and continuous improvement into all facets of our school community: our learning, teaching and leadership practices; our curricula; and our school structures and operations.

## **Thrive Philosophy**

The essence of the Thrive philosophy is captured in the phrase “Building curious minds, confident hearts, big futures.” Connecting to our mission of deep engagement, these three pillars address the domains of engagement: cognitive, affective and operative. Our core mission of engagement takes a multidimensional approach, demanding that we create conditions to promote high level engagement across all three domains.

## **Guiding Principles**

Rooted in research, our educational philosophy elucidates the guiding principles that serve as the foundation for our charter school. It encompasses the body of knowledge and understanding of education that we call upon to build and align our work, both in terms of our conceptualization and our practice. These principles direct and focus the vision and mission for the school and provide the touchstone for defining and refining our culture and practice. Reflecting our belief in the valuable role of each member of our learning community – including students, educators, leaders, families, partners and service providers -- our principles guide the work of each and every stakeholder in our sphere.

- We see the limitless human potential in every student and are unwavering in our belief that all students can reach great heights given the appropriate mix of challenges and supports that serve their individual learning profile.
- We are deliberate in our pedagogical choices and practice, drawing on the science of learning and development to inform our work.
- We embrace a research focus, promoting a culture of active research in our classrooms and pursuing innovative research projects with post-secondary institutions and community service partners.

- We place high value on exemplary teaching and are committed to sustained, meaningful and structured professional learning that furthers Thrive Student engagement and learning outcomes.
- We aim to be innovators and educational thought leaders and work proactively to engage with the wider educational community and share best practices for teaching and fostering student engagement.
- We foster well-being and belonging by facilitating strong and intentional school-home connections and offer holistic and synergistic support to students and their families.
- We value personal relationships, connection and understanding. We are attentive to each interaction and commit to identifying and disrupting inequitable practices and bias.
- We cultivate confidence, self-efficacy and a dedication to continuous improvement in all aspects of our work, especially in our students as learners, in our practice as educators, in our systems as school leaders and in our community.
- We acknowledge the many barriers to access and strive to eliminate them.
- We embrace the many opportunities for students to learn and grow outside our school walls and outside the core school day and appreciate this continuum of learning.
- We embrace our role as potential catalysts of positive multigenerational change and recognize the responsibilities that accompany this role.

## Profile of the School Authority

Statistics indicate that one in six children in Edmonton are experiencing poverty; for lone parent families, the number is nearly one in two (Edmonton Social Planning Council, 2020; Statistics Canada, 2019). The rate of poverty among Edmontonians identifying as Indigenous is two to three times the rate of the non-Indigenous population (Edmonton Social Planning Council, 2019). Along with lower-socioeconomic status (SES) come challenges related to food insecurity, affordable housing, employment, transportation and mental health. The impact of income on the well-being of a family is so profound that many sociologists consider a low-SES background to be an adverse childhood event.

The Thrive Elementary Charter School envisions a new approach and brighter future for these students and their families and caregivers: a charter school dedicated to serving K-6 students from low-SES backgrounds in central northwest Edmonton that supports holistic well-being and provides rich opportunities for engagement and academic challenge in a nurturing small school environment. At Thrive, a comprehensive system for screening and assessment over and above standard requirements is complemented by academic supports to ensure learning gaps, challenges and enrichment needs are addressed early using evidence-based strategies. Recognizing that student needs go beyond the academic and that close home-school bonds can be transformative, Thrive has partnered with Jasper Place Family Resource Centre to provide on-site wraparound services for students and their families. As the designated Family Resource Network (FRN) Hub for West Edmonton, Jasper Place Family Resource Centre's mandate is to deliver high quality prevention and early intervention services and supports for children, youth and families.

## Stakeholder Engagement

Stakeholder engagement is essential to fully understand the social, emotional, and cognitive needs of our students and how to best support students over the years that they attend Thrive Elementary



School. Furthermore, building strong, trusting relationships with the student's network outside the walls of the school is an important factor in student success.

Thrive Elementary Charter School continues to work to establish a strong and effective School Council. After numerous calls for parent representatives, we learned through our efforts to drive parent engagement, that most parents do not want to participate at this level. As a result, we have identified those few parents who are interested in serving, as advisory to the school principal and work hard at creating other channels to gain meaningful feedback from parents.

Monthly Family Dinners further connect our families to the school and to the variety of services available to support healthy students and families. School staff and staff from the Jasper Place Family Resource Centre are available at all dinners and the school, to support the connection of our families to needed resources throughout the community.

Home – school connection is essential. By this we refer to:

- Building strong home-school connections through provision of on-site family resources and programs.
- Cultivate authentic, trusting relationships so parents and caregivers feel a strong sense of trust, belonging and community.
- Support for transition to middle school; guidance on educational and career pathways.

Ways that this occurs in the school and supports engagement are:

- Student Personal Opportunity Plans (POPs)
- Student led conferences (Parent-Teacher Interviews in 2025/26)
- Parent Teacher Meetings (formal and informal as required)
- School Survey to Parents and Students
- Focus Groups for Parents and or Students
- Community Partner Surveys re: Services for Students and Families
- Collaboration with established post-secondary partner, NorQuest College on STEM programming, practicum placements, tax prep for parents and research

## Highlights for 2024/25

- 101 students (Kindergarten through Grade 6) registered in Thrive Elementary Charter School for its inaugural year, and 164 students registered for our second year of operation.
- Students received meals, transportation, all programming and services, in addition to running shoes, logo wear and school supplies at no cost. (funded by Thrive Charter Foundation ongoing donation commitment to the Thrive Charter School Society)
  - Established an inventory of personal hygiene items for students to take home (when identified by staff that this was a gap at home due to parents not being able to afford these items).

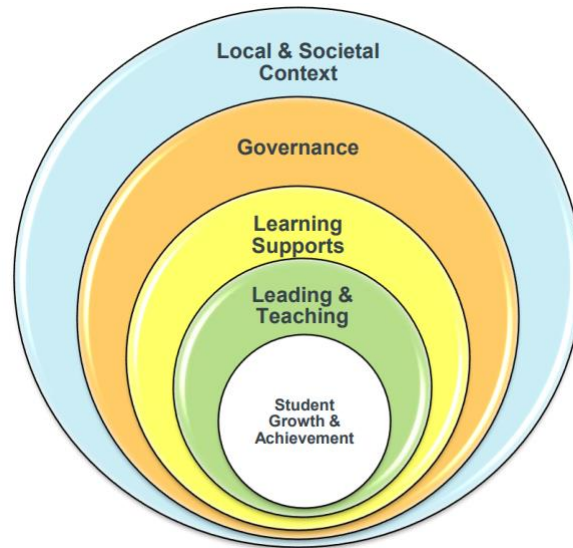
- The school has continued to develop and deploy an in-depth integration of STEM into all core course content through the development of a K-grade 6 STEM curriculum and STEM QICS Steps and STEM Integration Assessment Tool to support learning.
- Thrive Time (extra-curricular programming) provided an exceptional learning experience for students each day at the conclusion of Alberta curriculum studies. One Thrive Time Coordinator and four Thrive Time Instructors (supported by a STEM Coach provided extra-curricular school programming from 3:00 to 5:45 pm each school day and on an all-day basis on three professional development days.
- Thrive Time staff implemented high interest and high participation extra-curricular school activities for all students. Examples of this include wellness and athletics, performing arts, visual arts and STEM based activities.
- Family Dinners, held monthly throughout the school year, were very well attended with a range from 250 to 350 student and family members attending the dinners. Aside from the positive social integration aspect (with the school and staff), these events prove to be an effective platform for attracting parents and caregivers to learn about and instructions on utilizing the on-site family wraparound supports that the school offers (through our partnership with the Jasper Place Family Resource Center).
- Free yellow bus transportation provided to and from school for all students that reside in the Thrive transportation zone.
- Formal partnerships were maintained with Jasper Place Family Resource Center, Norquest College as well as other social support agencies and contractors in Edmonton.
- EA practicum students from Norquest College and MacEwan University provided 2526 hours of additional support to our students.
- Daily nutrition is provided (breakfast, lunch and late afternoon snacks) to all students.

## Priorities for 2024/25

- Expanding school enrollment to a minimum of 164 students in Kindergarten through Grade 6. (approximately 154 FTE students as Kindergarten is a half-day program).
- Recruitment of high-quality/high-fit teaching and support personnel required for the increased student enrolment.
- Deployment of all newly released Alberta Education curricula (including new subject curriculum piloting).
- Ongoing development and execution of STEM enhancement to all curriculums and programming offered. This includes the purchase of additional STEM related teaching supports (equipment, technology, and supplies).
- Accurate budgeting, timely funding application and accurate/optimized resource deployment for required special student supports (applied learning from first year operation).

- Furthering engagement and support program participation by students, parents and caregivers in wraparound supports and services provided through on-site Jasper Place Child and Family Resource Centre resources.
- Completed partnership program deliverables with NorQuest College (Student practicums, joint research, and tax prep).

## Assurance Model



Note: Thrive Elementary School Charter School goals are integrated into the Assurance Domains of this document. Outcomes are measured using local and provincial assessment measures.

Alberta Education states “successful work within and across the domains occurs within a continuous improvement cycle.” (p. 27) With this in mind, the Thrive Elementary Charter School’s Three-Year Education Plan adopts the continuous improvement model as identified in the Alberta Education Assurance Model.



## Evidence Informed Decision Making

Research and ongoing analysis of strategies and student data will be required to support the unique needs of students attending Thrive Elementary Charter School. The Board Annual Work Plan

identifies key reporting items that ensure the board is knowledgeable about the school's performance and effectiveness in addressing and supporting student learning.

### **Stakeholder Engagement**

Stakeholder engagement is a priority. Input from parents, students and staff is valued and guides the development of the Education Plan.

Engagement examples are listed below and are collected on an ongoing basis.

- Open Houses for existing and prospective new enrollments
- Alberta Education Assurance Survey
- Thrive Elementary Charter School Parent Survey
- Provincial Achievement Tests
- Parent and staff engagement in the Norquest College research study
- Alberta Mental Health Association Engagement
- Regular meetings with partners (e.g. Jasper Place Family Resource Center, Norquest College)
- Alberta Education Curriculum implementation expectations
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff
- Monthly Staff meetings
- Meetings with organizations that TECS has formal partnership agreements
- Board meetings
- Monthly Parent School Dinners with planned engagement activities
- Ongoing assessment and reporting through PowerTeacher Pro and a summary report (end of January) and a year end report card (end of June).
- Parent/Teacher/Student Conferences (twice a year)
- Open-door policy to address student, parent and staff concerns
- Attendance at TAAPCS, CASS, ASBOA and other educational organizations to engage and learn from other school boards, educators and administrators pertinent to the operations of the school

### **Learning and Capacity Building**

The Charter documents clearly articulate the school's vision, mission, values, and beliefs. The documents also clearly articulate the research for building the capacity of staff, as they develop and implement the required programming that will lead to supporting student learning.

## Required Alberta Education Assurance Measures

### Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 2473 Thrive Charter School Society

Assurance Domain	Measure	Thrive Charter School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	86.8	78.0	78.0	83.9	83.7	84.4	High	Improved	Good
	<a href="#">Citizenship</a>	77.8	62.2	62.2	79.8	79.4	80.4	High	Improved	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.0	90.2	90.2	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.1	73.9	73.9	84.4	84.0	84.9	Very Low	Maintained	Concern
	<a href="#">Access to Supports and Services</a>	85.3	79.7	79.7	80.1	79.9	80.7	High	Maintained	Good
Governance	<a href="#">Parental Involvement</a>	71.3	75.0	75.0	80.0	79.5	79.1	Low	Maintained	Issue

## Supplemental Alberta Education and Childcare Assurance Measures – Overall Summary

Fall 2025

Authority: 2473 Thrive Charter School Society

Measure	Thrive Charter School Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	54.5	52.7	52.7	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.4	2.5	2.4	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	100.0	76.5	76.5	81.7	81.1	82.3	Very High	Improved	Excellent
<a href="#">Lifelong Learning</a>	95.5	72.7	72.7	80.8	79.9	80.4	Very High	Improved	Excellent
<a href="#">Program of Studies</a>	88.1	95.0	95.0	83.0	82.8	82.9	Very High	Maintained	Excellent
<a href="#">Program of Studies - At Risk Students</a>	86.1	78.7	78.7	80.5	80.6	81.2	Intermediate	Maintained	Acceptable
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	69.4	70.7	70.9	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	83.4	80.3	80.3	87.3	87.1	87.8	Intermediate	Maintained	Acceptable
<a href="#">Satisfaction with Program Access</a>	81.1	55.1	55.1	72.1	71.9	72.5	High	Improved Significantly	Good
<a href="#">School Improvement</a>	84.8	76.9	76.9	76.6	75.8	75.1	Very High	Maintained	Excellent
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.9	60.1	60.0	n/a	n/a	n/a
<a href="#">Work Preparation</a>	91.7	100.0	100.0	83.7	82.8	83.6	Very High	Maintained	Excellent

## This is Thrive Elementary Charter School!



### *Construction and renovation of the new Thrive Elementary Charter School – Spring 2023*

Vision is everything! In 2022, planning for a school that removes financial barriers to STEM education and student well-being supports was initiated. Thrive Elementary School Charter is the driving force for moving the school forward in delivering a financially barrier free school. Contained within the Charter, the vision, mission, values and beliefs bring the concept to life as is illustrated over the next few pages. In 2024/25 we enrolled 63 more students than the year before.



### *First Day of School-September 5, 2023*

Thrive Elementary Charter School was established to remove financial barriers to STEM education and extra-curricular programming and supports for families. Students registering in the school include families within the bussing transportation zone, families with refugee status, families new to Canada with Temporary or Permanent Resident Status, FNMI identified families and others, all of whom meet the established required financial threshold.

From a Human Resources perspective, all staff working in the building are hired to support students and their learning. Personnel contracted to provide services to the school, do so with the intent of building student capacity, and the capacity of families. It remains the expectation that all adults in the school, work to support the unique needs of our students, and in many ways, families. If a gap is identified, staff work to address it until the gap can be remedied.

The Charter identifies three specific charter goals. For this AERR, these charter goals are aligned with provincial domains. Only the Governance and FNMI domains are reported on separately from the Charter Goals.

<b>Charter Goal</b>	<b>Provincial Domain</b>
Charter Goal 1: <i>Students from low-SES backgrounds thrive in a culture of academic success</i>	Student Growth and Achievement
Charter Goal 2: Students from low-SES backgrounds acquire and apply the knowledge, skills and attitudes that promote well-being and lifelong learning.	Local and Society Context
Charter Goal 3: Students from low-ses backgrounds develop core STEM skills and competencies that prepare them to excel in high school and beyond.	Teaching and Leading
	Governance
	First Nations, Métis and Inuit (FNMI)

Data and Analysis for Charter Goal 1: Students from low-SES backgrounds thrive in a culture of academic success. (See Appendix 1 for all data)

Charter Goal 1 is linked to Provincial Domain: Student Growth and Achievement

\*To review strategies and identified measures linked to this goal, please see Appendix 1 and 2

Overview

Thrive Elementary continues to strengthen its academic culture by embedding evidence-based teaching practice, early intervention, and wraparound support for students from low-SES backgrounds. Two-year data confirm significant growth in literacy and numeracy achievement, student confidence, and engagement. Instruction is anchored in the Collaborative Response Model (CRM), Universal Design for Learning (UDL)/pedagogy, POPs and Individual Program Plans (IPP) for students requiring targeted support. Professional learning for staff is fully aligned with these priorities, and student survey data show exceptionally high levels of enjoyment and confidence in learning.

There is only two years of reference data to draw from, to draw insights about our progress, and to tailor change across the school. As such, there is a need to exercise caution in making wide and sweeping changes based on only two years of operation. Rather, we continue to focus on continuous performance improvement and adjust to fully execute on our vision, mission and values in addition to what the two years of data is telling us.

Year 2 (2024/25) provincial achievement tests show a significant improvement over the year before. In the 2023/24 school year a low number of students (8) wrote the exams and students did not perform as well. However, we used the data as much as possible to inform our strategies to better support student learning.

2024/25 Provincial Achievement Test Data – Students Writing the Test

Subject Area	% Acceptable Standard		% Excellence Standard		Target for Acceptable and Excellence Standards	
Language Arts	School	Province	School	Province	Acceptable	Excellence
Total Test	57.1%	79.6%	0.0%	13.5%	80%	10%
Writing	92.9%	84.8%	0.0%	8.9%		
Reading	57.1%	75.1%	0.0%	29.4%		
Mathematics	School	Province	School	Province	Acceptable	Excellence
Total Test	71.4%	59.6%	0.0%	16.9%	75%	10%
Part A	71.4%	55.4%	14.3%	22.1%		
Part B	64.3%	64.1%	0.0%	18.3%		

The results are positive with acceptable standards mirroring provincial ranges. The school was below overall provincial benchmarks (Acceptable and Excellence Standards) in Language Arts and Math. Although being below the acceptable standard for Mathematics, we scored above provincial averages. Similarly, our results for the written part of the PAT were strong. Results below standards may be due to the students having two different teacher transitions during the school year. Due to a



medical emergency, the teacher left at the end of September and returned in early January and departed again in early March. To address the low score in reading, we have made significant changes to our literacy work for the 2025/26 school year, including re-focusing the work of our intervention teacher to address and support literacy across all grades. This focus will also work to build alignment and coherence of the teaching of literacy across all grades.

As a school we continue to focus on learning strategies that will ensure that over the next few school years, students develop the knowledge and skills required to successfully meet the acceptable and excellence standards. Two of the 12 students achieved the excellence standard for Part A of the mathematics provincial achievement test.

A key strategy is our Collaborative Response Model (CRM). Its purpose is to identify at-risk students and that they receive the supports required. Secondly, teacher use of appropriate pedagogy aligned to learning outcomes is in place. Pedagogical strategies include UDL and other teaching tools that are culturally responsive and address how students learn. Identifying students needing support and using IPPs and POPs, the school staff is able to determine and develop individual strategies and plans.

Student attendance improved 2.2% year over year during the first two years of operation. This increase is significant as there were 61 returning students with 103 new students for 2024/25.

Average Student Attendance by Year	
2023/24	2024/25
85.3%	87.5%

Staff professional learning experiences are ongoing to support the variety of needs exemplified by our students. Key is to understand that many of our students have missed significant amounts of school or attended school outside of Canada. Many others are learning English for the first time. Consideration of the different cultures within the school population is essential as this will inform our understanding of our students and the appropriate pedagogies required. Over the past year, staff researched supporting and embracing socio-economic and cultural diversity in the classroom to inform teaching and learning. This work continues as appropriate pedagogy is identified and is increasingly aligned with unique student cultures and educational needs.

Teacher growth is essential to supporting student learning needs. In addition to regular supervision and evaluation that occurs throughout the school year and in accordance with our Teacher Growth, Supervision and Evaluation Policy, professional development is also provided to teachers during the school year. Supervision and evaluation results also informs individual teacher professional development.

Interestingly, in our first year of operation, teachers reported low levels of satisfaction about the professional development plan and its implementation. Year two results were far more positive about the professional development offered at the school with all teachers indicating support for the plan.

*The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.*

	Thrive Charter School Society						
	2024		2025		Measure Evaluation		
	N	%	N	%	Achievement	Improvement	Overall
Overall	6	76.5	8	100.0	Very High	Improved	Excellent
Teacher	6	76.5	8	100.0	Very High	Improved	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 87

Professional development for the 2024/25 school year was focused on meeting the well-being of our students and on pedagogical practice for supporting students from low socio-economic backgrounds. Teachers and staff reviewed current research about best pedagogical practice to support our learners. Teachers and support staff have also participated in professional development to support pedagogical practices for using literacy and numeracy resources including Pearson Education Learning Resources that are currently used from kindergarten through grade 6.

Highlights of professional development activities that increased teacher efficacy in the classroom include:

- PD from our own staff.
- PD from the publishers to help teachers understand how to appropriately use the resource or differentiate when needed.
- Classroom shares.
- Charter alignment with practices.
- AEP overview, discussion and input.
- Dr. Shelley Moore presentation and support for inclusion.
- Weekly STEM meetings between the teacher and STEM Coach for integration and development of STEM concepts.

**Observations**

Student survey data has enough respondents to provide realistic data. In most cases, very few parents responded to the government survey. However, parents and students respond well to the school-initiated survey that is conducted each school year.

Overall, the parent and student survey data trends positively. There is a need to reconcile the 10+% differential between student and parent perspective on provincial and school surveys, however both are skewing very positively.

One matter that requires further investigation is how many students registering at the school, post-September 30, possess learning delays in literacy and or numeracy? Enrollment is not static at Thrive Elementary as there appears to be a very high student mobility rate and shows these students move outside of the Thrive bussing zone throughout the school year.

**Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences**

**Key Results (2024/25)**

- *Satisfied with overall quality of education (Provincial Measure): 91.0 %*
- *Student survey – learning is fun and engaging: 97.9 % (↑ from 90.2 %)*
- *Parent survey – child’s learning activities are engaging and relevant: 93.5 % (↑ from 87.3 %)*

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

**Narrative Analysis**

Student (97.9%) and parent (93.5%) survey responses note that students are engaged in their learning and that learning is fun. Furthermore, according to student, parent and teacher responses, 91.1% believe students receive a quality education. The percentage of parents and teachers satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning is 95.5% (see page 92 of the Alberta Education and Childcare Assurance Measure Results). These numbers have increased over the past two years and perhaps suggest that the school offers the required programming between school and Thrive Time programming that supports the cognitive, socio-emotional and physical needs of students.

The Alberta Education Assurance Measures Overall Summary indicates a modest increase year over year on education quality. The overall provincial measure for Education Quality is excellent. Furthermore, 84.8% of stakeholders indicate the school has improved or stayed the same over the last two years of operation (Alberta Education and Childcare Assurance Measure Results P. 139).

*Percentage of teachers, parents and students satisfied with the overall quality of basic education.*

	Thrive Charter School Society						
	2024		2025		Measure Evaluation		
	N	%	N	%	Achievement	Improvement	Overall
Overall	35	90.2	64	92.0	Very High	Maintained	Excellent
Parent	3	*	8	81.3	Intermediate	n/a	n/a
Student	27	86.8	47	94.6	Very High	Improved	Excellent
Teacher	8	93.6	9	100.0	Very High	Maintained	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 41

2023/24 Education Quality	2024/25 Education Quality	2025/26 Education Quality Target
90.2%	92.0%	94%

Data suggests that students consistently report that they are engaged and improving in literacy and numeracy. Student survey results are consistently in the 90 – 99% range. Most parent results are also strong but tend to be in the 80 – 89% range for these same questions. One interesting parent response result from two years ago was only 74.5% of parents believe their child has access to learning supports if needed. This response increased to 80.5% in 2024/25. This positive trend

suggests that perhaps parents are beginning to learn about the many learning supports available to their children. It is suspected that many parents perceive support as 1:1 so we will continue to educate parents about what support looks like to supports a student’s learning deficit at Thrive. For the student and parent surveys administered in February 2026, our goals will be to reduce this differential between student and parent affirming responses on all questions.

Provincial data on engagement indicates that our school results approximate provincial percentages. All school survey data strongly supports that students are highly engaged at school and in Thrive Time. The table below shows provincial measures on engagement and to clarify the information, school survey data is also included.

Additionally, 88.1% of students, parents and teachers indicate that a broad program of studies is offered. This is down from 95.0% in 2024. This is somewhat confusing as a broader program of studies was offered in STEM, and program offerings were also increased for Thrive Time in the 2024/25 school year.

*The percentage of teachers, parents and students who agree that students are engaged in their learning at school.*

	Thrive Charter School Society						
	2024		2025		Measure Evaluation		
	N	%	N	%	Achievement	Improvement	Overall
Overall	35	78.0	65	86.8	High	Improved	Good
Parent	3	*	8	91.7	Very High	n/a	n/a
Student	27	68.5	48	68.8	Intermediate	Maintained	Acceptable
Teacher	8	87.5	9	100.0	n/a	Improved	n/a

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 6

2023/24 Student Learning Engagement Measure	2024/25 Student Learning Engagement Measure	2025/26 Student Learning Engagement Measure
78.0%	86.8%	88.0%

Field trip and Thrive Time activities provide students with unique opportunities to link enjoyment of the activity with learning. Trips include Fort Edmonton Park, Ukrainian Cultural Heritage Village and many other high participation events like roller blading, skating and mini-Olympics.

**Next Steps 2025/26**

- *Embed Personal Opportunity Plans (POPs) school wide to track student goals and connections to real world learning.*
- *Align through increased parental understanding the overall differential on questions from the student and parent survey.*
- *Provide an enhanced athletics program for students that encompass school programming and Thrive Time.*

**Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth**

**Key Results (2024/25)**

- *Students receiving feedback about learning and next steps: 97.9 % (↑ from 94.1 %)*
- *Parent agreement – child receives feedback on learning: 84.4 % (↓ slightly from 85.5 %)*
- *Parent agreement – child has access to learning supports: 80.5 % (↑ from 74.5 %)*

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

**Narrative Analysis**

Personal Opportunity Plans are included in the strategies embedded in the school’s charter goals. POPs will begin in the next school year and all students will have one. The 2024/25 school year was used to develop the model and determine how this strategy can best support individual student learning.

The Collaborative Response Model (CRM) is an effective and results-based strategy to support teachers who have students who are not meeting learning standards. The CRM provides the learning team the tool to discuss specific students and to align learning needs with the appropriate supports which may include SLP, EA, to identify barriers that may impact a student’s learning (e.g. food insecurity, stress in the home) or a myriad of other learning interventions. Individual student results are reported back to the CRM and strategies are reviewed and modified as necessary until the student learning need is showing marked improvement.

A very effective student learning support includes weekly Speech Language Pathology support for identified students with communication delays. Others with learning difficulties (14 students) were provided with Individual Program Plans to provide for enhanced learning strategies to increase their learning successes. Additionally, classroom teachers also use varied pedagogy and planning to adapt literacy and numeracy programs to further support student learning. Provincial legislation, Bill 6, will also help by ensuring that parents will receive their child’s literacy and numeracy screening results. Currently, in addition to student goals, attendance and behaviour supports each student’s POP for provides for the following measures and are shared with parents:

Literacy	Reading Writing Listening Speaking
Numeracy	Numeracy

There is also a need to more effectively communicate with parents about how and when their child accesses additional learning supports, the purpose of an IPP, and the process for parents to use when they feel their child is struggling or falling behind in schools.

Thrive staff are also working diligently to help parents understand that support for their child may come in various forms and not just 1:1 Educational Assistant. At Thrive, we are fortunate to have some educational assistants, a full-time emotional behavioural specialist and a part-time intervention teacher. We also have several adult volunteers who come to the school consistently on

a weekly basis to support small groups of learners. To address issues in classroom complexity, a Therapeutic Assistant – Behavioural Therapy will be hired for the 2025/26 school

Students demonstrate continued growth in their learning through effective teacher feedback and goal-setting conversations. Educators use POP conferences and classroom reflection activities to help students understand their strengths and learning targets. Parents increasingly recognize the supports available to their children, indicating stronger communication around interventions and growth. IPPs provide documented information and support requirements for students with complex learning needs.

Continued identification of at-risk or complex learners is required to ensure students with learning deficits are adequately supported. Literacy and numeracy assessments are conducted by the intervention teacher and classroom teachers to identify students above, at or below grade level in literacy and or numeracy. A Speech Language Pathologist also works 1 day a week at the school to identify early learners with speech language issues and to provide intensive remediation. Teachers also work closely with the SLP to provide in-classroom support for these students. Parent surveys (80.5%) recognize their children have access to appropriate learning supports. The use of Educational Assistants, Emotional Behavioural Specialist, Intervention Teacher, IPPs and SLP support are some of the additional supports provided to students with complex needs.

### **Next Steps 2025/26**

- *Implement POPs for each student and establish identified review schedules with students and parents.*
- *Enhance parent communication on learning supports and IPP progress.*
- *Hire a full-time athletics position to enhance physical education and Thrive Time learning and activities including competitive and lifelong sports for student participation.*
- *Shift of focus from Demonstration of Learning to 1:1 Parent – Teacher Conferences with the child present.*
- *Ongoing reflection of complexity in the classrooms.*
- *Further work with Alberta Mental Health Foundation on research with conducted by the U of C Werklund School of Education.*

### **Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Program of Studies related to literacy and numeracy**

#### **Key Results (2024/25)**

- *Students report improvement in reading and writing: 98.9 % (steady)*
- *Students report improvement in mathematics: 97.9 % (steady)*
- *Parent agreement – child improving in literacy / math: 80.5 % / 76.6 % (↓ slightly)*

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

#### **Narrative Analysis**

Diagnostic screening and targeted intervention have produced steady gains in core academic skills. The CRM ensures timely identification of students needing support and deploys intervention

teachers and EAs accordingly. Speech-Language services and small-group instruction are now systematic. While parent perceptions of progress are slightly lower, classroom data and student feedback confirm consistent growth and closing learning gaps.

As identified in the Outcome 2, continued identification of at-risk or complex learners is required to ensure students with complex learning needs are adequately supported using appropriate strategies and programs.

We make very good progress in addressing literacy and numeracy issues over the course of the school year and significantly reduce the number of students with delays in September assessments as compared to June assessments. Through analysis of our literacy and numeracy assessments, as well as student classroom work, we work to further reduce the number of students with literacy and numeracy delays by the end of the school year. To accomplish this we will increase the focus on literacy at the school for the 2025/26 school year. As a school staff, we must further analyze what knowledge, skills and attitudes our students are lacking and pave a path forward to address these deficits.

To access more information about our students’ numeracy levels, a new numeracy assessment tool is being adopted for the 2025/26 school year. The goal with this tool is to gain greater insights into how students are progressing in numeracy and to provide teachers with detailed information where learning delays are occurring.

School population data illustrates that many of our students have some form of complex learning need, whether it is speech/language (6 students coded severe and 2 for moderate delay for expressive and receptive delays), English as an additional language (29), learning delays in literacy (53 students out of 164 students) and or numeracy (37 students out of 164 students). Kindergarten to grade 5 students were also assessed using the Government of Alberta literacy and numeracy screeners to help us identify some of the at-risk students.

<b>September Assessed Learning Delays - Literacy</b>	September - 53	June - 47
<b>September Assessed Learning Delays - Numeracy</b>	September - 38	June - 37

Also discussed in the previous outcome, the Collaborative Response Model (CRM) is an effective and results-based strategy to support teachers who have students who are not meeting learning standards. This strategy enables the teacher to align effective strategies and or programs to support the child and to effectively address the learning need.

**Next Steps 2025/26**

- *Use new numeracy diagnostic tool to monitor growth.*
- *Reduce the number of students identified with complex learning needs in literacy and numeracy from baseline measures (September assessment period) to year-end measures (June assessment period).*
- *Working as a staff to build student literacy skills (e.g. reading and writing).*

**Outcome 4: Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers**

**Key Results (2024/25)**

- *Student confidence in learning: 97.9 % (↑ from 94.1 %)*
- *Student positivity toward learning: 97.9 % (↑ from 94.1 %)*
- *Parent agreement – child is confident at school: 84.2 % (↑ modestly from 80.0%)*
- *Parent agreement – child is positive at school: 88.3 % (↑ modestly from 87.3%)*

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

**Narrative Analysis**

Students bring excitement and vitality to school. They are excited to be at school and actively participate in the variety of activities and learning experiences. This is supported by the surveys as students (97.9%) note that they are confident at school and are positive about their learning. Parent surveys are slightly lower at 84% when asked if their children are confident at school and positive with their learning at school.

Teachers employ learning supports and culturally responsive strategies that make learning accessible and authentic for diverse learners. Observation and survey data show that students are highly motivated and perceive clear connections between school learning and their personal goals. Parents affirm that teachers differentiate effectively and use multiple approaches to meet individual learning needs.

Students show a strong sense of belonging and self-efficacy. Positive relationships with staff and peers, high expectations and the fully implemented Thrive Student Attribute Model have helped students develop confidence and resilience. Students openly share that school is a place where they feel capable and valued. Parents note similar growth in their children’s attitude toward school and learning.

Measure	2023/24	2024/25
Student Engagement (School Student Survey)	90.2%	97.9%
Student Engagement (School Parent Survey)	87.3%	93.5%

Our continued focus will be to maintain high levels of student engagement at the school. This includes student engagement levels both in the classroom and in Thrive Time.

Although students identify they are successful and improving in reading, writing (98.9%) and mathematics (97.9%), parent responses (Reading and writing – 80.5%; Math – 76.6%) were less positive in 2024/25 as compared to the year prior. This data suggests that perhaps parents may not see the same progress that we are seeing in the classroom, or we need to be clearer in our narratives about interventions and growth. One strategy to be considered is communicating to parents how the school addresses reading, writing and mathematics is shifting from student led conferences to parent-teacher interviews 2 times per year with their child present.



### **Next Steps 2025/26**

- *Expand recognition assemblies celebrating academic and personal growth.*
- *Parent – Teacher Interviews held twice per year.*

## Overall Analysis for Goal 1

Charter Goal 1 – Evidence Summary Table - [Domain: Student Growth and Achievement](#)

Outcome	Measure	2023/24	2024/25	Target 2025/26
1 – Engagement in Learning and Relevance	Student learning engagement (Provincial Assurance Measure)	78.0%	86.8%	87%
	School survey – learning is fun and engaging	90.2%	97.9%	Maintain ≥97%
	Parent survey – activities are engaging and relevant	87.3%	93.5%	≥95%
2 – Goal-Setting and Personal Growth	Student feedback about learning progress	94.1%	97.9%	Maintain ≥97%
	Parent agreement – child receives feedback	85.5%	84.4%	≥86%
	Access to learning supports	74.5%	80.5%	≥82%
3 – Academic Achievement in Literacy and Numeracy	Students report improvement in reading/writing	98%	98.9%	Maintain ≥98%
	Students report improvement in mathematics	98%	97.9%	Maintain ≥97%
	Parent agreement – child improving in literacy/math	85.5 / 83.6%	80.5 / 76.6%	≥85%
4 – Confidence and Disposition for Learning	Student confidence in learning	94.1%	97.9%	Maintain ≥97%
	Parent agreement – child is confident and positive	80 / 87.3%	84.2 / 88.3%	≥90%

### **Goal 1 Summary:**

Thrive Elementary Charter School continues to demonstrate strong progress toward its first charter goal—ensuring students from low-socioeconomic backgrounds thrive academically. Two-year data indicate consistent growth in literacy and numeracy, high student engagement (97.9%), and increasing parental satisfaction (up to 93.5% for relevance of learning). Targeted early interventions, the Collaborative Response Model, and consistent use of Universal Design for Learning (UDL) have proven effective in identifying and addressing individual learning needs. Despite small cohort sizes on Grade 6 PATs, classroom and survey data confirm that students are steadily closing learning gaps and demonstrating year-over-year improvement.

Professional learning and supervision have strengthened teacher practice, with 100% of staff reporting satisfaction with professional development alignment. Students exhibit high confidence (97.9%) and enjoyment in learning, reflecting a positive school culture grounded in belonging, feedback, and growth. Parents increasingly recognize the breadth of supports available—from intervention teachers and EAs to speech-language and behavioural specialists—highlighting the effectiveness of Thrive’s wraparound supports model.

Overall, Goal 1 results affirm that Thrive’s integrated instructional framework is cultivating an academically rich, engaging, and supportive environment where students are growing in achievement, confidence, and self-efficacy. Next steps include enhancing communication with parents regarding learning supports, embedding Personal Opportunity Plans school-wide, and maintaining focus on literacy and numeracy proficiency.

**Data and Analysis for Charter Goal 2:** Students from low-SES backgrounds acquire and apply the knowledge, skills and attitudes that promote well-being and lifelong learning.

### **Charter Goal is linked to Provincial Domain: Local and Societal Context**

\*To review strategies and identified measures linked to this goal, please see Appendix 1 & 2

### **Overview**

Thrive Elementary Charter School’s Charter Goal 2 centers on developing the whole child—academically, socially, and emotionally—through intentional integration of wraparound supports, social-emotional learning (SEL), citizenship education, and family partnerships. Furthermore, it integrates systems of support, develops and forms strong peer and other school relationships, individual learning, empowerment, demonstration of social and emotional competencies and developing age-appropriate skills, habits and mindsets to support well-being and learning. In Year 2, data confirms meaningful progress in student well-being, belonging, and access to integrated systems of support. Growth trends are evident across nearly all Alberta Education Assurance Measures, local surveys, and wraparound utilization data.

Providing a safe, caring and welcoming school and learning environment is essential. Providing no cost transportation, meals, field trips, indoor shoes, logo wear, school supplies and extra-curricular programming ensures that no student misses out on developmental opportunities due to family

financial constraints. Ensuring families also feel a part of the school is critical. This is attained through monthly family dinners, parent volunteering, parent-teacher interviews, open houses and a myriad of other opportunities for parents to engage with the school and their children’s learning.

*The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.*

	Thrive Charter School Society						
	2024		2025		Measure Evaluation		
	N	%	N	%	Achievement	Improvement	Overall
Overall	35	73.9	65	79.1	Very Low	Maintained	Concern
Parent	3	*	8	76.6	Very Low	n/a	n/a
Student	27	55.0	48	62.3	Very Low	Maintained	Concern
Teacher	8	92.9	9	98.4	Very High	Maintained	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 55

2023/24 Welcoming, Caring Respectful and Safe Learning Environment Measure	2024/25 Welcoming, Caring Respectful and Safe Learning Environment Measure	2025/26 Welcoming, Caring Respectful and Safe Learning Environment Target
73.9%	79.1%	83.0%

Complementing the school program, Thrive Time is an extra-curricular program offered for all students from 3:00 pm until 5:45 pm. Thrive Time staff provide a broad range of programming for students including STEM, Fine Arts, Athletics and special events. In addition, students have a designated time for free play, snacks and literacy/numeracy time. Programming ensures support for students to develop knowledge, skills and attitudes outside of the traditional school day that will support their learning at school, personal well-being and lifelong learning.

The Thrive Time program is offered everyday and also includes three (3) full days of the approximately 10 non-instructional days. On these 3 days, special events are planned and occur off campus. During the 2024-25 school year events included:

- a field trip to Prairie Gardens (a day filled with outdoor activities)
- Stem related activities offered by NorQuest instructors, and
- a field trip to John Walter Museum.

To further support student programming needs and for students to participate in athletics and sports outside the school, the Board recruited a physical education and wellness teacher for the 2025/26 school year. This physical education and wellness teacher will teach physical education to classes and will lead programming for athletics and sports for students during Thrive Time.

Overall results, with few exceptions are strong. Students enjoy school and Thrive Time. Survey results indicate that 95.7% of students enjoy attending Thrive Elementary Charter School and 97.9% of students like Thrive Time.

## **Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being.**

### **Key Results (2024/25)**

- *Access to Supports and Services*: 85.3% (↑ from 79.7%)
- *Programs for Children at Risk – Accessible and Timely*: 86.1% (↑ from 78.7%)
- *Satisfaction with Community Programs and Services*: 81.1% (↑ from 55.1%)
- *Student Access to Mental Health Supports*: 94.6% (↑ from 84.3%)

Source: Appendix 1 - Thrive 2-Year Data Sets 2023-25

### **Narrative Analysis**

Analysis addresses integrated systems of support, developing and forming strong peer and other school relationships, individual learning, empowerment, demonstration of social and emotional competencies and developing age-appropriate skills, habits and mindsets to support well-being and learning.

School and Thrive Time are intentionally coordinated, and the linked programs are designed to provide an exceptional educational program and extra-curricular experience outside of school time for all students. As these programs are no-cost for students and families, all students are eligible to participate. These two programs integrate to ensure that students receive high quality support for cognitive, social and emotional learning and growth. As an example, full day curriculum-related field trips are often planned as Thrive Time field trips. This provides additional student days for students to engage in learning that is engaging and fun. It also aligns with promoting student cognitive and experiential learning that they may not have received otherwise (e.g. Telus World of Science school-wide field trip, Fort Edmonton Park funded by Friends of Fort Edmonton Park). While students attend and participate in fully supervised field trips, teachers actively engage in professional learning at the school.

Overall survey results and other data supports how successful this model is. Students enjoy school and Thrive Time. Survey results indicate that 95.7% of students enjoy attending Thrive Elementary Charter School and 97.9% of students like Thrive Time.

Identified on the 2023/24 Accountability Pillar, Citizenship was identified as very low. Over the course of the 2024/25 school year, we continued to research why the area of active citizenship is low and how we can address and build on citizenship through the programs and services for students offered in the school and in their community.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

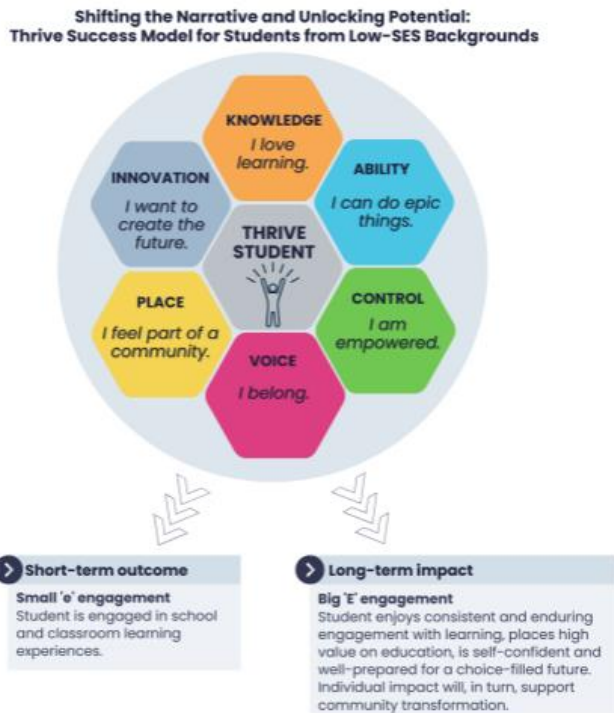
	Thrive Charter School Society						
	2024		2025		Measure Evaluation		
	N	%	N	%	Achievement	Improvement	Overall
Overall	35	62.2	65	77.8	High	Improved	Good
Parent	3	*	8	77.5	High	n/a	n/a
Student	27	39.8	48	60.4	Low	Improved	Acceptable
Teacher	8	84.6	9	95.6	Very High	Maintained	Excellent

Excerpt from Education and Childcare Assurance Measure Results P. 16

2023/24 Citizenship Measure	2024/25 Citizenship Measure	June 2027 Target Measure
62.2%	77.8%	80%

The low active citizenship results are somewhat confusing as other topics such as student engagement scored high on the provincial survey and on the Annual School Survey. As such, one strategy developed to support active citizenship during the 2024/25 school year was to increase parent engagement in the school by providing parents with a Thrive Partnership Agreement for the 2025/26 school year which illustrates how they can become more engaged in supporting their child at school. A further strategy implemented is the Meet the Staff evening which also included a formal presentation with examples of how parents can engage in their child’s learning.

Perhaps another reason for the low score on citizenship is that many of our students, newly arrived in Canada, bring a varied perspective and/or understanding of active citizenship, and how it plays out in the school and community. It is likely that this is a topic that will need to be directly addressed in classrooms and our Family Dinners to provide for increased understanding about what it is, and what attributes and behaviours exemplify what is a positive understanding of citizenship. One effective strategy used to improve citizenship is increasing student and parent understanding of the Thrive Student Attributes Model. The model is explicitly taught in classrooms to students, students are recognized for their use of the model, and beginning in the 2025/26 school year, student understanding and use of the model will be reported to parents at each reporting period. The Thrive Student Success Model pictured immediately below describes the 6 differing attributes that are focused on and measured for successful engagement by students.



The focus on this model through academic learning and socio-emotional development is an essential tool to ensure students exiting Thrive Elementary School at the end of grade 6, exit at an acceptable or higher standard. This standard includes academic success and successful demonstration of the indicators identified for each of the six attributes that make up the Thrive Student Success Model.

Student survey (Annual School Survey) data was high (94.6%) and parent survey (Annual School Survey) data was lower (80.3%) about access to supports for emotional and mental health needs. Access to learning supports were similar for parents at 80.3%. Student provincial measures for access to appropriate supports and services was 68.1% which was significantly lower than the results from the Annual School Survey. For this reason we will continue to monitor and survey parents and students during each upcoming school year.

*The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.*

	Thrive Charter School Society				Measure Evaluation		
	2024		2025				
	N	%	N	%	Achievement	Improvement	Overall
Overall	35	79.7	65	85.3	High	Maintained	Good
Parent	3	*	8	72.5	Intermediate	n/a	n/a
Student	27	62.0	48	83.3	High	Improved Significantly	Good
Teacher	8	97.4	9	100.0	n/a	Maintained	n/a

#### Excerpt from Education and Childcare Assurance Measure Results P. 65

Lower results for access to support students in the school and community is somewhat confusing. In the 2024/25 school year, 164 students were registered at the school. For the student population, the school provides a 1.0 FTE Emotional Behavioral Supports Specialist, 0.75 FTE (up from 0.5 FTE in 2023/24) Intervention Teacher, Jasper Place Family Resource Center Personnel, 0.2 FTE Speech Language Pathologist and psychological services as needed. In addition, grade 5 and 6 students and their parents were formally connected with Kickstand, a youth mental health and primary care program sponsored by Alberta Mental Health, that provides both mental health and primary health care access for youth. All grade 5 and 6 students, and their families were invited to visit the center and register for program services. Each of these supports connected students to in-school supports or connected them to existing supports in the community. These supports not only address learning, but connect students to out of school camps, special events, access to sports equipment and other supports. It is evident that more work is needed to develop a further understanding of what is required to further address student noted deficiencies. In addition, the CRM is available for all teachers who identify students requiring support.

Utilizing research to drive improvement is essential. Norquest College entered into a MOU with the Thrive Charter School Board to undertake extensive research for our charter school. The research considered the following topic: “Empowering Underserved Communities to Thrive: Understanding the Early Impacts of a Charter School Model and the Support Needs of Families.” This research provided invaluable data and recommendations to support students and their families. These findings suggest that Thrive’s programming could benefit from:

- expanding areas of support for families (e.g., in specific academic areas),
- creating opportunities for individualized support,
- further developing STEM resources and support,
- exploring opportunities for one-on-one parent-teacher meetings, and
- establishing clear communication channels with families. (p. 43)

NorQuest researchers along with our Board Vice-Chair presented the research at the Community Campus Exposition 2025 C2U Expo hosted by McKeown University. This showcased a community-campus collaboration between a post-secondary institution and Thrive Elementary Charter School. This research is published on the Thrive Elementary Charter School website



([https://dwnkgwyrwh36.cloudfront.net/Empowering-Underserved-Communities\\_Thrive-Research\\_Project-Report.pdf](https://dwnkgwyrwh36.cloudfront.net/Empowering-Underserved-Communities_Thrive-Research_Project-Report.pdf)) to support sharing of educational research across interested parties.

#### Goal Measure Improvement Targets

Measure	2023/24	2024/25	Target
Citizenship (Provincial Measure)	62.2 %	77.8 %	≥ 85 %
Access to Supports (Provincial Measure)	79.7 %	85.3 %	≥ 90 %
Parent belief “child enjoys school”	94.5 %	96.1 %	≥ 96 %

#### Next Steps 2025/26

- *Embed SEL instruction and monitoring using the Thrive Student Attributes Model.*
- *Integrate JPFRC and school data dashboards to monitor family engagement frequency and outcomes.*
- *Engage with the University of Calgary on their mental health/SEL research study.*
- *Establish a formal plan to have JPFRC contact every family to ensure awareness of available supports.*

#### Outcome 2: Students maintain strong relationships and a sense of belonging

##### Key Results (2024/25)

- *Students report feeling welcome at Thrive: 96.8% (↑ from 92.2%)*
- *Parents feel welcome at the school: 97.4% (↑ from 89.1%)*
- *Safe and Caring Environment: 83.4% (↑ from 80.3%)*

Source: Appendix 1 - Thrive 2 Year Data Sets 2023-25

#### Narrative Analysis

Thrive Elementary School’s monthly Family Dinners, students eating together at breakfast and lunch, student-led conferences, and other activities have cultivated a cohesive and caring culture. Nearly all students and parents agree the learning environment is respectful and inclusive of diverse cultures, languages, and backgrounds. Staff attribute improved results to intentional relationship-building practices and trauma-informed classroom management.

Building family capacity is an essential outcome for the school. The Thrive Charter School Society has engaged the Jasper Place Family Resource Center to assist in achieving increased familial capacity. Families can request from a broad spectrum of supports including parenting courses, support in acquiring community and government support (e.g. Alberta Emergency Benefit, Mental Health) and access to community sport programs and equipment. This past year Jasper Place Family Resource Centre provided Thrive Elementary families with the following:

<b>JPFRC Connections with Students and Families</b>	<b>2023/24</b>	<b>2024/25</b>
Number of connections made with families seeking support:		
In – Person	60	225
Virtual Connections	160	567
Off-Site	10	34
Requesting Community Support for Families:		
Information Referrals	168	286
Sport Central Bike Applications	33	34
One-on-One Parent Education	7	10
Supported Referrals	6	25
Intensive In-Home Supports	3	5

Source: JPFRC Annual Report 2025

These numbers illustrate significant year over year increases (see chart in Goal 1). Simply tracking the meeting data using in-person meetings and virtual connections, year-over-year data showed a 266% increase in in-person connections and a 294% increase in virtual connections between JPFRC staff and Thrive parents.

Some examples of comments parents have made about support from JPFRC include:

- “... has great resources to help us and has been such a fantastic support to us when my daughter is having difficulties with her anxiety ....”
- “... provides us a lot of good information such as summer camp, teeth help and so on ....”
- “... vast knowledge or resources that have helped my family find what we are needing case by case ....”

Partnerships with NorQuest College also provides Educational Assistant (EA) practicum student placements within our school. These practicum students provide valuable support for two days per week to our students. EA practicum students from MacEwan University also participated and provided important support for our students in Thrive Elementary.

Thrive’s wraparound framework continues to eliminate systemic barriers for low-SES families. Students and parents report strong satisfaction with the accessibility of supports including the Emotional Behavioural Specialist, Intervention Teacher, Speech-Language Pathologist, Jasper Place Family Resource Centre (JPFRC) services and Kickstand (Alberta Mental Health).

As illustrated in the chart on the previous page, over 800 family-to-JPFRC connections occurred in 2024/25 (up from 230 in 2023/24). Supports now include food security programming, housing referrals, parent coaching, and social-skills group facilitation. These increases demonstrate measurable success in building family capacity and sustaining child well-being.

During the 2024/25 school year grade 5 and 6 students and their families were introduced to Kickstand, a youth mental health and primary care program sponsored by Alberta Mental Health. Kickstand stayed open late and Thrive grade 5 and 6 families were invited to dinner to see the center, speak with employees of Kickstand and register their children.

The above example illustrates how we have evolved our processes from sending a link to parents about a resource, to taking them to it. Previously we would send written information and invite parent participation, however we found few parents responded to this process. Through inviting the parents and students to attend, resulted in higher engagement numbers.

#### **Next Steps 2025/26**

- *Increase opportunities to increase communication and feedback at Family Dinners.*
- *Implement a behaviour support plan when required.*
- *Staff serving food to families at the Family Dinner to have direct contact with all participants.*

### **Outcome 3: Students articulate positive self-concept and empowerment**

#### **Key Results (2024/25)**

- *Student voice in learning decisions: 96.8% (↑ from 96.1%)*
- *Parent perception of child empowerment: 86.8% (↑ from 74.5%)*

Source: Appendix 1 - Thrive 2 Year Data Sets 2023-25

#### **Narrative Analysis**

Students are demonstrating agency through their work on the Thrive Student Attributes model and personal goal setting and reflection aligned with their Personal Opportunity Plans (POPs) that will begin in 2025/26. Recognition assemblies and classroom discussions highlight the Thrive Student Attributes Model—Resilience, Curiosity, Empathy, Collaboration, and Initiative. Teachers report 100 % implementation of the model in daily instruction.

Programming and opportunities provided by JPFRC staff provide just-in-time supports for students and families. Having a JPFRC staff member on site at the school provides for the quick response to any emerging need. Similarly, our work with Alberta Mental Health’s Kickstand, provides students with an off-campus mental health and primary care support. These supports are inextricably linked with the support and work of the Emotional Behaviour Specialist who coordinates, recommends and or provides the supports required. With these family wrap-around supports combined with in-class supports for students provides for a wholistic approach to ensure supports provided are the most impactful plan of action.

As noted in a previous outcome, 800 JPFRC connections with Thrive families occurred in the 2024/25 school year. This represents a 230 additional JPFRC – Family connections made over the previous year.

The focus on this model through academic learning and socio-emotional development is an essential tool to ensure students exiting Thrive Elementary School at the end of grade 6, exit at an acceptable or higher standard. This standard includes academic success and successful demonstration of the indicators identified for each of the six attributes that make up the Thrive Student Success Model.

#### **Next Steps 2025/26**

- *Continue focus on Thrive Student Attributes Model.*
- *Embed POP reflections into report-card comments.*

## **Outcome 4: Students demonstrate social-emotional competencies and positive attitudes**

### **Key Results (2024/25)**

- *Student enjoyment of school: 98.9% (↑ from 96.1%)*
- *Student confidence in learning: 97.9% (steady)*
- *Respect for diversity taught in classrooms: 100% (sustained)*

Source: Appendix 1 - Thrive 2 Year Data Sets 2023-25

### **Narrative Analysis**

Daily SEL routines, Thrive Time enrichment, and explicit instruction in emotional regulation have resulted in exceptional student engagement and enjoyment. Students report that “school feels like a second home.” Parents affirm the continuity between home and school values, citing respectful interactions and inclusion as defining features of Thrive’s climate.

Student survey data was high (94.6%) and parent survey data was lower (80.3%) about access to supports for emotional and mental health needs. Access to learning supports were similar for parents at 80.3%. Lower results for access to support students in the school and community is somewhat confusing. One hypothesis could be the language barrier that our new to Canada families possess. This was identified by JPFRC who will begin utilizing available interpreter services to support engagement.

In the 2024/25 school year, 164 students were registered at the school. For the student population, the school offered a 1.0 FTE Emotional Behavioral Supports Specialist, 0.75 FTE (up from 0.5 FTE in 2023/24) Intervention Teacher, Jasper Place Family Resource Center Personnel, 0.2 FTE Speech Language Pathologist and psychological services as needed. Each of these supports connected students to in-school supports or connected them to existing supports in the community. These supports not only address learning, but connect students to out of school camps, special events, access to sports equipment and other supports. It is evident that more work is needed to develop a further understanding of what is needed to further address student noted deficiencies. In addition, the CRM is available when teachers identify students or parents contact the school requesting support. Two barriers that have been identified are parent proficiency in English and parent bias from their own school experience.

Building family capacity is an essential element in building students’ social-emotional competencies and positive attitudes at school. The formal partnership with JPFRC remains a significant support for both students and the school. Connections with community resources outside of the school are essential to providing students with the supports required for their positive social and emotional well-being development.

### **Next Steps 2025/26**

- *Continue implementation of Emotional Behaviour Support developed CALME to support students.*
- *Continue work with the University of Calgary project/research on SEL.*
- *Evolve effective strategies to address classroom complexity.*

## **Outcome 5: Students demonstrate lifelong learning habits and mindsets**

### **Key Results (2024/25)**

- *Students engaged in their learning: 86.8% (↑ from 78.0%)*
- *Parent agreement that learning activities are engaging: 93.5% (↑ from 87.3%)*
- *Student classroom enjoyment: 95.7% (↑ from 86.3%)*

Source: Appendix 1 - Thrive 2 Year Data Sets 2023-25

### **Narrative Analysis**

Students exhibit high motivation, persistence, and curiosity. Integrated Thrive Time programming and inquiry-based STEM activities contribute to sustained excitement about learning. Staff professional learning has emphasized growth mindset and student goal ownership.

Students will work to complete Personal Opportunity Plans in the first three months of the 2025/26 school year. For the past school year, staff worked to develop the conceptual and implementation model for the Personal Opportunity Plans. The intent is for the classroom teacher to use the POPs to better understand each child's goals and aspirations in support of encouraging and realizing individual student success.

To further develop high interest programming, beginning in the 2025/26 school year the board has implemented an enhanced athletics program. This will provide for a high skilled athletic program to be offered during the traditional school day and during Thrive Time that includes team and competitive sports. This initiative will address the financial barriers families face with access to organized sports programs in the community.

### **Next Steps 2025/26**

- *Focus on communication strategies with parents about their child's POP.*

Charter Goal 2 – Evidence Summary Table - [Domain: Local and Societal Context](#)

Outcome	Measure	2023/24	2024/25	Target 2025/26
1 – Integrated Systems of Support	Access to supports and services	79.7%	85.3%	≥87%
	Satisfaction with community programs and services	55.1%	81.1%	≥85%
2 – Relationships and Belonging	Students feel welcome at school	92.2%	96.8%	Maintain ≥96%
	Parents feel welcome at school	89.1%	97.4%	Maintain ≥96%
	Safe and caring schools	80.3%	83.4%	≥90%
3 – Positive Self-Concept and Empowerment	Student voice in learning decisions	96.1%	96.8%	Maintain ≥96%
	Parent agreement – child feels empowered	74.5%	86.8%	≥90%
4 – Social-Emotional Competencies	Student enjoyment of school	96.1%	98.9%	Maintain ≥97%
	Confidence in learning	94.1%	97.9%	Maintain ≥97%
	Respect for diversity taught	100%	100%	Maintain 100%
5 – Lifelong Learning Habits and Mindsets	Student engagement in learning	78%	86.8%	≥90%
	Parent agreement – learning activities engaging	87.3%	93.5%	Maintain ≥93%
	Student classroom enjoyment	86.3%	95.7%	Maintain ≥95%

## Goal Summary

Thrive Elementary has made substantial progress in establishing a sustainable model for integrated student and family support. Survey data show double-digit growth in community program satisfaction and significant increases in citizenship understanding. Wraparound partnership metrics confirm improved reach and responsiveness.

Remaining work centers on embedding explicit citizenship instruction, deepening SEL pedagogy, and documenting individual student growth through reflective artifacts. These next steps will further connect Thrive's Charter Goal 2 with Alberta's Assurance Domains of Local & Societal Context and Student Well-Being.

**Data and Analysis for Charter Goal 3:** Students from low-SES backgrounds develop core STEM skills and competencies that prepare them to excel in high school and beyond.

### **Charter Goal is linked to Provincial Domain: Teaching and Leading**

This goal is central to ensuring that Thrive Elementary is successful in providing quality STEM learning in the school.

Charter Goal 3 Data Analysis:

STEM programming is an essential element nested in the Thrive Charter that was approved by the Minister of Education in 2023. STEM is foundational and is integrated into the curriculum across all Kindergarten through grade 6 programs. Data collected and noted in the appendices indicates that 95% of students and their parents responding to surveys feel that students are developing STEM skills and competencies. This is particularly exciting when we consider that Thrive Elementary Charter School is just entering its third year of operation.

STEM learning is the foundation of Thrive's charter and a driver of student engagement and innovation. The 2024/25 year marked full implementation of the pairing of the K–6 STEM curriculum and the STEM QICS Steps (Question, Imagine, Create, Share) model. Our STEM Coach who possesses deep understanding and knowledge about application of STEM learning in schools supports staff integration of STEM into all aspects of student learning. Survey data indicate 95 % of students and parents believe STEM skills are developing strongly, demonstrating alignment between charter intent and practice.

The key to the success is providing all teachers with the support of a Lead STEM Coach who provides STEM learning support to teachers for integrating STEM Learning into the curriculum. The STEM Lead Teacher evolved into the STEM Coach to support increased teacher knowledge about STEM, thus resulting in more extensive integration of STEM into classroom curricula and programming. For the 2025/26 school year, the STEM Coach will have one class period per week to Coach teachers about STEM learning and how to effectively embed STEM into each classroom.



Kindergarten Experiencing  
STEM Learning

Grade 5 Buoyancy and Boat Building

A rigorous STEM Curriculum (See Appendix 3) was developed by the STEM Coach and implemented in the 2024/25 school year. Additional supports including the STEM QICS and STEM Assessment Tool ensure teachers have the tools to implement STEM learning.

### **Outcome 1: Students demonstrate superior STEM knowledge, skills and competencies.**

#### **Key Results (2024/25)**

- *Student enjoys participating in STEM learning: 96.8 % (↑ from 94.1 %)*
- *Parent agreement – child enjoys STEM learning 94.7% (↑ slightly 94.5%)*

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

#### **Narrative Analysis**

Inquiry-based projects through QICS have enhanced problem-solving and creativity. Teachers embed engineering design and scientific thinking within core subjects, making STEM accessible and fun. Students show improvement in collaboration and critical thinking as evidenced through STEM showcases and reflections.

The STEM QICS Steps (see Appendix 4) has significant impact on STEM Learning. The process of question, imagine, create and share works well in the classroom. This metacognitive process model is being applied across all student learning, as it provides students with an easy to apply learning framework to support and enhance learning and understanding.



Kindergarten Students Working  
Through QICS



## Next Steps 2025/26

- *Initiate STEM reflections for students to enable self-evaluation of STEM work.*

**Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.**

### Key Results (2024/25)

- *Student participation in special days integrating STEM: 100 %*
- *QICS application observed in classrooms: 100 %*

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

### Narrative Analysis

Teachers have embraced the QICS framework as a metacognitive tool for student learning. The STEM Coach supports weekly planning and modeling to ensure consistency and depth of instruction. Professional learning on STEM integration has raised teacher confidence and instructional coherence across grades.

The Thrive Elementary STEM Integration Assessment Tool (see Appendix 4) designed for implementation in the 2025/26 school year provides an aligned and coherent cross-grade assessment tool to provide teachers with a model for assessing STEM projects. The model addresses the following:

- Real World Problems
- Engineering Design
- Context Integration
- STEM Content Integration
- STEM design guide for planning
- Authentic STEM Practices
- Collaboration & Future-Ready Skills
- STEM Career Awareness.

This assessment tool will also provide all staff with a broader understanding of expectations for STEM learning. This tool also provides excellent support for teachers as they develop plans based on the school's curriculum, STEM QICS steps and the assessment tool.

Special STEM events have also proven to be very successful. Kite Day and Telus World of Science are two good examples of special events for students. In the case of the Kite Day, students use the QICS model as they applied their STEM learning to planning and building their kite. The day wraps up with all students flying their kites outside. In this instance, students are able to see how their planning, design and flying the kite are linked to its success. In addition to special events, there are STEM aligned visuals in each classroom that support student integration of STEM into their learning. These metacognitive aligned strategies are strategies that students can use regularly for all learning activities.

Parent results (94.7%) were very strong when regarding their children’s enjoyment in participating in STEM learning while 96.8% of students indicated that they enjoy STEM learning.

**Next Steps 2025/26**

- *Maintain weekly collaborative planning time for STEM lessons.*
- *Develop a peer-observation cycle for teachers focusing on QICS implementation.*
- *Implement STEM Coach title and align school organization to adopt the strategy shift that this title change implies.*
- *Host a STEM/Innovation event at Thrive School.*

**Outcome 3: Students connect STEM learning to curiosity, career pathways, and future studies**

**Key Results (2024/25)**

- *Student STEM project participation: 164 students (100 %) (maintained)*
- *Parent agreement – child enjoys participating in STEM learning: 94.7% (maintained)*
- *ABCs of STEM careers in the Learning Commons that was developed by students.*

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

**Narrative Analysis**

Students apply STEM skills to authentic contexts through school projects and problem-based learning. Partnerships with post-secondary institutions such as NorQuest College offer mentorship and exposure to future careers. Thrive Time activities further bridge STEM learning and personal interest, building confidence and future-focused mindsets.

Data indicates that students enjoy the opportunity to develop knowledge and skills in STEM learning. Parent data supports this finding. The STEM Coach is providing exceptional teacher knowledge and skills training for infusing STEM learning across the curriculum. The provincial measure for Work Preparation supports this finding with 91.7% of respondents agree that the attitudes and behaviours needed to be successful are taught to students.

*Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.*

	Thrive Charter School Society						
	2024		2025		Measure Evaluation		
	N	%	N	%	Achievement	Improvement	Overall
Overall	8	100.0	15	91.7	Very High	Maintained	Excellent
Parent	3	*	6	83.3	Very High	n/a	n/a
Teacher	8	100.0	9	100.0	Very High	Maintained	Excellent

Excerpt from Education and Childcare Assurance Measure Results P. 149

**Next Steps 2025/26**

- *Implement career exploration modules integrated into STEM units.*
- *Innovation month with Careers in STEM day.*

- Invite guest speakers who are experts from unique STEM fields and introduce future careers.
- Develop longitudinal STEM competency growth through portfolio artifacts.

### Overall Analysis for Goal 3

STEM implementation at Thrive is well-established and evidenced by high student engagement and teacher confidence. Inquiry and design projects build core competencies essential for secondary success and future careers. Next steps focus on formalizing longitudinal tracking, deepening teacher collaboration, and expanding community visibility through annual innovation exhibitions.

Charter Goal 3 – Evidence Summary Table - [Domain: Teaching and Leading](#)

Outcome	Measure	2023/24	2024/25	Target 2025/26
1 – Inquiry and Design-Based STEM Learning	Parent confidence that child enjoys STEM learning	94.5%	94.7%	≥96%
	Student participation in STEM projects	94.1%	96.8%	Maintain ≥96%
2 – Teacher Leadership in STEM Integration	QICS framework applied in classrooms	100%	100%	≥90%
3 – Connection to Future Pathways	Student STEM project participation	100%	100%	Maintain 100%
	Student curiosity and participation in STEM	94.5%	94.7%	≥95%

### Goal 3 Summary:

Thrive Elementary Charter School has achieved significant progress in embedding STEM learning as a core element of its instructional framework. In its second year of operation, the school fully implemented the K–6 STEM Curriculum, STEM Blueprint document and STEM QICS (Question, Imagine, Create, Share) Steps to STEM model, ensuring that inquiry, design, and problem-solving are central to all learning. Student and parent surveys affirm this success, with 96.8 % of students and 94.7 % of parents reporting strong enjoyment and confidence in STEM learning. The integration of real-world projects, structured teacher collaboration, and mentorship with NorQuest College has strengthened both instructional quality and student engagement.

STEM learning now serves as a catalyst for curiosity, creativity, and future-ready skills. Students participate in authentic, hands-on projects that connect academic learning to future education and career pathways, while teachers demonstrate growing confidence in integrating STEM across subjects (92 %, ↑ from 81 %). The establishment of a STEM Coach role and the creation of a cross-

grade STEM curriculum have ensured consistency, quality, and sustainability. Collectively, Thrive's STEM-driven culture is equipping students from low-SES backgrounds with the critical thinking and design skills to excel in high school and beyond.

## Data and Analysis of Governance

### Provincial Domain: Governance

As a charter school, the board in its fiduciary duties must ensure the school meets all provincial and charter requirements. Key to the success of the school is ensuring that the right supports are available for students. Second to this is providing for quality engagement opportunities for parents and students to provide feedback about the school's success in meeting the needs of all students.

Thrive Charter School Board is meeting all provincial requirements regarding the operation of Thrive Elementary Charter School. All revenue from provincial sources and expenditures are identified and reported in the annual budget. Financial audits support this finding.

Foundation funding is also reported to Alberta Education as required in legislation, regulation and policy. Foundation funding augments provincial funding and provides support in-whole or in-part for Thrive Time, specialized programs including athletics, student meals (breakfast, lunch, after school snack), student bussing, student gear including indoor running shoes and logo wear, as well as many other facets supporting student programming.

All policies and administrative procedures are up-to-date and meet the requirements established in the Education Act, regulations and/or government policy.

To ensure the school is focused and working toward the achievement of the goals and outcomes established by the Board, the Board Vice-Chair, Superintendent, Principal and Assistant Principal/STEM Coach meet weekly. These meetings review past decisions with a focus on what is planned and ensuring that the work aligns to the vision, mission and values established in the Charter. Holding semi-regular meetings with Alberta Education Field Services Manager is also extremely important to ensure that there is alignment between provincial legislation, regulations and policies and Thrive Charter School Society policies and direction. These meetings by phone or in-person at the school are invaluable to ensure this alignment is in place.

Parent and student engagement is essential to the success of Thrive Elementary Charter School. As noted on page 9, engagement with parents and families take many forms. As an example, the monthly family dinners provide families with the opportunity to enjoy an evening of good food and great conversation with other parents and with staff. These dinners also provide leadership at the school and system to engage with formal and informal engagement tools to gain important information from parents and students about the operation of the school, and what is working and not working for families. These dinners also enable program information to be shared with families. This includes school information and supports available through the Jasper Place Family Resource Centre and other agencies.

The Alberta Education Assurance Measure for Parental involvement is moderately low despite significant engagement opportunities for parents to become involved in the school.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Thrive Charter School Society						
	2024		2025		Measure Evaluation		
	N	%	N	%	Achievement	Improvement	Overall
Overall	8	75.0	17	71.3	Low	Maintained	Issue
Parent	3	*	8	77.5	Very High	n/a	n/a
Teacher	8	75.0	9	65.1	Very Low	Maintained	Concern

Excerpt from Education and Childcare Assurance Measure Results P. 75

2023/24 Parental Involvement Measure	2024/25 Parental Involvement Measure	2025/26 Parental Involvement Target
75.0 %	71.3%	75.0%

Thrive Elementary Charter School academics and Thrive Time programming are aligned and work in unison to fulfil the vision, mission and goals of the Thrive Charter School Board. Funding from provincial and foundation sources is used to ensure that the goals of the organization are achieved and that student needs are addressed to support student success. The Board has achieved its vision of *“an accessible and equitable education ecosystem that eliminates opportunity gaps, empowers students to realize their extraordinary potential and gives rise to positive multigenerational change.”*

## Data and Analysis of First Nations, Métis and Inuit Student Success

Provincial Domain: First Nations, Métis and Inuit Student Success

Approximately 20% of student Thrive Elementary Charter School have self-identified as First Nations, Métis and Inuit. Supporting our FNMI students and teaching all students about FNMI is an essential part of the Thrive Charter. As an example, we plan our school year so that students attend school on Truth and Reconciliation Day. In this way we can focus on the true meaning of this important day and ensure that we are able to reinforce the importance of Truth and Reconciliation within Alberta and Canada.

Our school participates in all Indigenous recognition days such as Orange Shirt Day. Students have been introduced to First Nation practices such as smudging to learn more about FNMI culture.

During the 2024/25 school year, instructors from Norquest College came to Thrive to participate in a daylong Indigenous STEM learning activity day. This was very successful event for students and staff. Other activities to support FNMI students and for all students to learn about FNMI include:

- land acknowledgement in the morning announcements,
- oral storytelling traditions are explored,
- activities such as beadwork when exploring patterns in math,
- incorporation and teaching of traditional FNMI games in PEW (2025/26),

- FNMI/traditional artwork,
- classroom furnishings allow for classroom meetings/teaching in the shape of a circle.



Every Child Matters – Grade 2      Orange Shirt Day – Grade 1

#### Monitoring of the AEP Implementation

Resources Needed	Professional Learning Required	Process for Monitoring	Achieved
Targeted funding for STEM pedagogy development.	Training for staff on FNMI teaching and learning.	Report to Board at regular intervals on progress.	Yes
Targeted funding for specialized learning supports such as SLP, OT, PT, Counsellor and other supports identified.	Training for staff on pedagogical practices for new curriculum implementation and current curriculum.	Monthly reports at Weekly Update Meetings to review progress, opportunities and challenges to meeting AEP goals and outcomes.	Yes
Targeted funding for literacy and numeracy and development of associated pedagogies.	Training for staff on pedagogical practices for STEM learning, supporting charter goals and new curriculum implementation.	Principal observations and reporting.	Yes
Funding for new curriculum implementation and curricular resources.	Review and implement current research for supporting low-socioeconomic students.	Review results from all provincial assurance measures.	Yes
Professional development funding	Training for staff on best practices with assessment.	Review results from school implemented assurance measures.	Yes

## Appendix 1 Data

### Goal 1 – Outcome 1

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences.			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
I am improving in my reading and writing.	50/51 = 98.0%	93/94= 98.9%	
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	
Learning is fun and engaging in my classroom.	46/51 = 90.2%	92/94= 97.9%	
My teacher uses many different approaches to meet my learning needs.	50/51 = 98.0%	94/94= 100%	

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child is growing and achieving in reading and writing.	47/55 = 85.5%	62/77 = 80.5%	
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	
My child's learning activities are engaging and relevant.	47/55 = 87.3%	72/77 = 93.5%	
My child's teacher uses many different approaches to meet my child's learning needs.	44/55= 80%	67/76 = 88.2%	

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences.			
Alberta Education Accountability Measures			
	2023/24	24/25	25/26
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.2%	91.1%	

\*2023/24 PAT Grade 6 Score – Suppressed as total fewer than 6.

## Goal 1 – Outcome 2

Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
My teacher talks to me about my learning (eg. report cards and verbal or written feedback) and what I am doing well and what I need to improve.	48/51 = 94.1%	92/94 = 97.9%	
I get help from my teacher and other adults in the school to assist my learning. (eg. EA assistance, Intervention Teacher, Speech Language, etc.)	50/51 = 98.0 %	91/94 = 96.8%	

Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child receives feedback (e.g. report cards and verbal or written feedback) about their learning.	47/55 = 85.5%	65/77 = 84.4%	
My child has access to learning supports if needed. (e.g. EA assistance, Intervention Teacher, Speech Language, etc.)	41/55 = 74.5%	62/77 = 80.5%	

## Goal 1 – Outcome 3

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.			
Measures			
School Survey – Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
I am improving in my reading and writing.	50/51 = 98.0%	93/94= 98.9%	
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child is growing and achieving in reading and writing.	47/55 = 85.5%	62/77 = 80.5%	
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	



Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.			
Other Data			
	2023/24	24/25	25/26
Number of students with individual program plans.		15	
Number of students with Personal Opportunity Plans.	*	*	

\* Implementation started.

#### Goal 1 – Outcome 4

Outcome 4: Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers.			
Measures			
School Survey – Student	Results		
	2023/24	24/25	25/26
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	
My learning at school is improving.	49/51 = 96.1%	93/94 = 98.9%	
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	

Outcome 4: Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child is confident at school.	44/55 = 80%	64/76 = 84.2%	
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	

Charter Goal 1: Students from low-SES backgrounds thrive in a culture of academic success.			
Alberta Education Accountability Measures			
	2023/24	24/25	25/26
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	76.5%	100%	
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	72.7% **	95.5%	
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	95.0% **	88.1%	

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.9% *	84.8%	
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0%	91.7%	

\* Thrive School's first year of operation was 2023/24.

\*\*2023/24 Parent survey data was suppressed as less than 6 parents responding.

## Goal 2 – Outcome 1

Charter Goal 2: Students from low-SES backgrounds acquire and apply the knowledge, skills and attitudes that promote well-being and lifelong learning.

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
Measures			
School Survey – Student	Results (😊 and 😊😊)		
	2023/24	24/25	25/26
I have access to supports to meet my social emotional and mental health needs. (eg. Jasper Place Family Resource Center, Intervention Teacher, Behavioral Specialist, etc.)	43/51 = 84.3%	88/93 = 94.6%	
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%	90/93 = 96.8%	
I enjoy attending and participating in Thrive Time (after school programming).	48/51 = 94.1%	92/94 = 97.9%	
My classroom is enjoyable for learning at Thrive Elementary.	44/51 = 86.3%	90/94 = 95.7%	

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child has access to learning supports if needed. (e.g. EA assistance, Intervention Teacher, Speech Language, etc.)	41/55 = 74.5%	62/77 = 80.5%	
My child has access to supports to meet their social emotional and mental health needs. (e.g. Jasper Place Family Resource Center, Intervention Teacher, etc.)	43/55 = 78.2%	61/76 = 80.3%	
My child enjoys Thrive Time (extra curricular programming).	51/55 = 92.7%	69/76 = 90.8%	
My child enjoys the learning environment at Thrive Elementary.	48/55 = 87.3%	73/76 = 96.1%	

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
Alberta Education Accountability Measures			
	2023/24	24/25	25/26
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	62.2%	77.8%	
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	79.7%	85.3%	
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	78.7%	86.1%	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	55.1%	81.1%	

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
Other Data			
	2023/24	24/25	25/26
JPFRC Number of connections made with families seeking support:			
In – Person	60	225	
Virtual Connections	160	567	
Off-Site	10	34	
JPFRC Requesting Community Support for Families:			
Information Referrals	168	286	
Sport Central Bike Applications	33	34	
One-on-One Parent Education	7	10	
Supported Referrals	6	25	
Intensive In-Home Supports	3	5	
JPFRC Developed Family Engagement Strategies for Summer including access to free/low cost children programs, distribution of family / student activity kits and mod-summer touch point for families with Jasper Place Family Resource Centre.	✓	✓	

#### Anecdotal JPFRC Data

“... has great resources to help us and has been such a fantastic support to us when my daughter is having difficulties with her anxiety....”

“...provides us a lot of good information such as summercamp, teeth help and so on...”

“...vast knowledge of resources that have helped my family find what we are needing case by case... “

## Goal 2 – Outcome 2

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
Students at my school are respectful of each other.	39/51 = 76.5%	75/94 = 79.8%	
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	
My opinion is respected and valued by school staff.	49/51 = 96.1%	89/94 = 94.7%	
As a student, I always feel welcome at Thrive Elementary.	47/51 = 92.2%	91/94 = 96.8%	
I feel that Thrive Elementary is a place that is safe and has a caring environment.	48/51 = 94.1%	88/94 = 93.6%	
I feel that I am equal to all other students at Thrive Elementary.	45/51 = 88.2%	83/94 = 88.3%	
I have friends at school and understand how to make new friends.	48/51 = 94.1%	90/94 = 95.7%	

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
Students at my child's school are respectful of each other.	33/55 = 60%	53/76 = 69.7%	
My child's opinions are respected and valued by school staff.	47/55 = 85.5%	70/76 = 92.1%	
As a parent, I always feel welcome at Thrive Elementary.	49/55 = 89.1%	74/76 = 97.4%	
My child feels that Thrive Elementary is a place that is safe and has a caring environment.	49/55 = 89.1%	72/77 = 93.5%	
My child feels that they are equal to all other students at Thrive Elementary.	45/55 = 81.8%	69/77 = 89.6%	
My child has friends at school and understands how to make new friends.	48/55 = 87.3%	67/77 = 87.0%	

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
Alberta Education Accountability Measures	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. *	73.9%	79.1%	
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. *	80.3%	83.4%	

\* 2023/24 Parent survey data was suppressed as less than 6 parents responding.

## Goal 2 – Outcome 3

Outcome 3: Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
I am able to express myself about my learning in the classroom.	49/51 = 96.1%	91/94 = 96.8%	

Outcome 3: Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child feels that they have a voice in decisions and learning that affects them.	41/55 = 74.5%	66/76 = 86.8%	
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	

Outcome 3: Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.			
Other Data	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
Teachers teach students how to achieve attributes in the Thrive Student Attributes Model	100%	100%	
Student recognition at assemblies for achieving the attributes of the Thrive Student Attributes Model.	100%	100%	

Celebration of Learning and Assemblies are used to recognize students for demonstrating attributes of the Thrive Student Success Model

## Goal 2 – Outcome 4

Outcome 4: Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
I enjoy attending Thrive Elementary.	49/51 = 96.1%	93/94 = 98.9%	
I enjoy attending and participating in Thrive Time (extra curricular programming).	48/55 = 94.1%	92/94 = 97.9%	
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	

Outcome 4: Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys attending Thrive Elementary.	52/55 = 94.5%	73/76 = 96.1%	
My child enjoys Thrive Time (after school activity programming).	52/55 = 94.5%	69/76 = 90.8%	
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	
My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	48/55 = 87.3%	73/76 = 96.1%	

## Goal 2 – Outcome 5

Outcome 5: Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
My classroom is enjoyable for learning at Thrive Elementary.	44/51 = 86.3%	90/94 = 95.7%	
Learning is fun and engaging in my classroom.	46/51 – 90.2%	92/94 = 97.9%	
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	

Outcome 5: Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys the learning environment at Thrive Elementary.	48/55 = 87.3%	73/76 = 96.1%	
My child's learning activities are engaging and relevant.	48/55 = 87.3%	72/77 = 93.5%	
My child is confident at school.	44/55 = 80.0%	64/76 = 84.2%	
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	

Outcome 5: Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.			
Alberta Education Accountability Measures	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
The percentage of teachers, parents and students who agree that students are engaged in their learning at school. *	78.0	86.8%	

\* 2023/24 Parent Data is suppressed as less than 6 respondents.

### Goal 3 – Outcome 1

Charter Goal 3: Students from low-ses backgrounds develop core stem skills and competencies that prepare them to excel in high school and beyond.

Outcome 1: Students demonstrate superior STEM knowledge, skills and competencies.			
Measures			
School Survey	Results (😊 and 🤔)		
	2023/24	24/25	25/26
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.	48/51 = 94.1%	91/94 = 96.8%	

Outcome 1: Students demonstrate superior STEM knowledge, skills and competencies.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.	52/55 = 94.5%	72/76 = 94.7%	

Outcome 1: Students demonstrate superior STEM knowledge, skills and competencies.			
Other Data			
	2023/24	24/25	25/26
Percentage of ECS to Grade 6 students receive instruction in STEM learning.	100%	100%	
Number of teachers receiving STEM Professional Learning from the STEM Lead Teacher.	100%	100%	
Created STEM Curriculum Guide by grade (QICS Step to STEM) – Teachers and students use the QICS Step in class		100%	

Creating the foundation for STEM success in Year 1. Implementing and continuing to improve learning models in year 2. The QICS Steps to Stem Model is used Kindergarten through grade 6 as the cognitive process for learning and implementing STEM work.

### Goal 3 – Outcome 2

Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.			
Measures			
School Survey - Student	Results (😊 and 🥳)		
	2023/24	24/25	25/26
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.	48/51 = 94.1%	91/94 = 96.8%	
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%	91/94 = 96.8%	

Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.	52/55 = 94.5%	72/76 = 94.7%	
My child is learning about life skills they need to develop their health and social well-being.	47/55 = 85.5%	68/76 = 89.5%	

Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.			
Other Data			
	2023/24	24/25	25/26
Implemented an aligned and coherent STEM process model across all grades (QICS Steps to STEM)	100%	100%	

STEM curriculum used in all classrooms for STEM Learning.



### Goal 3 – Outcome 3

Outcome 3: Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.	48/51 = 94.1%	91/94 = 96.8%	

Outcome 3: Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.	52/55 = 94.5%	72/76 = 94.7%	

Outcome 3: Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.			
Other Data			
	2023/24	24/25	25/26
School holds special STEM Learning Events such as Kite Day, Code Ninja to support STEM learning	100%	100%	

### List of STEM Related Special Activities

- Kite Day
- STEM Day
- Pi Day

### Governance

Provincial Domain: Governance			
Measures			
School Survey - Student	Results (😊 and 😊)		
	2023/24	24/25	25/26
I feel that I am equal to all other students at Thrive Elementary.	47/51 = 88.2%	83/94 = 88.3%	

Provincial Domain: Governance			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
As a parent, I always feel welcome at Thrive Elementary.	49/55 = 89.1%	74/76 = 97.4%	
I am active in supporting my child's learning and education. (e.g. Read at night together, help my child with after school work.)	53/55 = 96.4%	68/77 = 88.3%	
My attending the monthly family dinners helps me to learn more about the school and resources available for my child and our family.	50/55 = 90.1%	69/77 = 89.6%	

Provincial Domain: Governance			
Alberta Education Accountability Measures			
	2023/24	24/25	25/26
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.0%	73.2%	

Provincial Domain: Governance			
Other Data	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
100% of Provincial Based Funding addresses the Board's school charter and priorities	100%	100%	
100% of Foundation Funding addresses the school charter, school priorities (e.g. Thrive Time, Transportation, Meal Program, etc) and student needs.	100%	100%	
Charter documents, Annual Education Plan, School Budget and Board Meeting Minutes are all posted on the school's website.	100%	100%	
The Principal followed Alberta Education requirements for forming a School Council. (No expressed interest from parents so formed an advisory group)	Yes	Yes	
Standards – leadership, teaching, extra curricular programming are implemented and measured through weekly status updates and teacher supervision and evaluation.	Yes	Yes	
Family Dinners held monthly (10 family dinners)	100%	100%	

Family Dinner attendance increased monthly beginning at 175 attendees to 300+ attendees by year end in year 1. With increased school enrolment in year 2, we continue to see 90% of our families attending the dinner. A continued focus on building parent and family capacity at these dinners continues. Jasper Place Family Resource Center continues to maintain a presence at these dinners and meets with parents as needed at these evenings.

## First Nations, Métis and Inuit Student Success

First Nations, Métis and Inuit Student Success			
Other Data	Participation In		
	2023/24	24/25	25/26
Elder activities including historical discussions, smudging, etc	100%	100%	
Indigenous recognition: Orange Shirt Day, Field Trip to Mother Earth Charter School for FNMI activities	100%	100%	
Engaged with Norquest to begin work on leveraging their Indigenous STEM Learning Program	n/a	100%	

## Appendix 2 Literacy and Numeracy Data

Note:

- K-1 literacy data was taken from the screeners (LENS).
- 2-5 literacy data was taken from classroom teachers Fountas and Pinnell assessments classroom teachers did in September and will do again in June.
- K-3 numeracy data was taken from numeracy screeners.
- 4-5 numeracy data was taken from the classroom teachers.

### Literacy 2024/25 At-Risk Data

2024/25 Literacy	September	June	Avg Months Delay – September Assessment
Grade 2	20		19 students – 12 month or greater delay
Grade 3	9		8 students – 12 month or greater delay
Grade 4	8		8 students – 12 month or greater delay
Grade 5	10		10 students – 12 month or greater delay

### Numeracy 2024/25 At-Risk Data

No numeracy data is available for average months delay due to the tool used for assessment.

### Data Comparison Year Over Year

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.						
Student Screening Data (AB Education Screening Tool)	Results					
	2023/24*		2024/25		2025/26	
Literacy	Sept	June	Sept	June		
Number of Grade 1 students identified as at-risk.	9	7	8	12		
Number of Grade 2 students identified as at-risk.	8	2	20	16		
Number of Grade 3 students identified as at-risk.	4	4	9	6		
Number of Grade 4 students identified as at-risk.	9	9	8	4		
Number of Grade 5 students identified as at-risk.	4	4	10	9		

	2023/24*		2024/25		2025/26	
Numeracy	Sept	June	Sept	June		
Number of Grade 1 students identified as at-risk.	8	6	8	9		
Number of Grade 2 students identified as at-risk.	5	6	15	10		

Number of Grade 3 students identified as at-risk.	4	4	4	8		
Number of Grade 4 students identified as at-risk.	13	13	5	4		
Number of Grade 5 students identified as at-risk.	5	6	6	6		

\* No data on average months delay for Numeracy due to the assessment tool not providing this information.

#### Assessment Tools Used to Identify Population

K – grade 3 Literacy – Alberta Education Screeners

Grade 4 – 6 Literacy – Fountas & Pinnell

K – grade 3 Numeracy – Alberta Education Screeners

Grade 4 – 6 Numeracy – Elk Island Catholic Schools Numeracy Screeners



# THRIVE ELEMENTARY

## STEM Curriculum

2024-2025

### Scientific Inquiry

*In the realm of Scientific Inquiry, students find a secure environment to pose and explore the answers to questions about the What, Why, and How of various phenomena. This process encourages students to express their natural curiosities, promoting exploration and the potential for uncovering solutions. By applying systematic scientific approaches, students can reliably obtain meaningful results.*

## Technology

*Technology offers students innovative methods to tackle problems and achieve efficient solutions. Through technology, students develop computational thinking skills, understanding sequential processes with a defined objective. Further enhancement of these skills occurs through hands-on experiences in physical computing, facilitating seamless application in real-world contexts. Students will also explore digital media creation, mastering control over their creations at a level only accessible through technological processes.*

## Engineering

*Engineering revolves around three core concepts: Designing, Innovating, and Creating. Designing entails careful planning and mapping out solutions to intricate challenges. Innovating inspires students to push boundaries, continuously seeking fresh approaches and enhancements. Creating allows students to bring ideas into reality, transforming their concepts into tangible solutions. Through the study of engineering, students will understand that their dreams can become tangible realities.*

## Mathematics

*Our mathematics curriculum emphasizes three fundamental concepts critical to analytical thinking. Spatial Understanding involves visualizing and analyzing shapes and their relationship within a given space. Measurement teaches precision in quantifying attributes like length, area, and volume. Scale enables students to comprehend size relationships and apply them in various contexts. These concepts foster critical thinking and problem-solving skills essential for academic and real-world success.*

*The Thrive model seeks to eliminate the economic barriers to access by providing a comprehensive educational and wraparound support program at absolutely no cost to families, including: a full day (8:00AM-6:00PM) program; yellow bus transportation to and from school; a nutrition program; and high quality extra- and co-curricular after-school programming, including music, sports, arts, and STEM.*

## Scientific Inquiry

### Kindergarten

- Encourage curiosity and exploration by providing opportunities for students to observe and investigate the world around them using their senses.
- Introduce the concept of using experiences to make predictions by engaging students in activities that involve making educated guesses based on prior knowledge and observations.
- Promote hands-on exploration and inquiry-based learning through activities that encourage experimentation, observation, and discovery.

### Grade 1

- Deepen observational skills by engaging students in activities that involve exploring different environments and habitats to observe and identify patterns in nature.
- Develop prediction skills further by engaging students in activities that involve making hypotheses and testing them through simple experiments and investigations.
- Extend hands-on experimentation to include more structured investigations and scientific inquiry projects that allow students to explore cause-and-effect relationships.

### Grade 2

- Enhance scientific inquiry skills by engaging students in activities that involve asking questions, making observations, and collecting data to answer scientific questions.
- Refine prediction skills by engaging students in activities that involve making more complex hypotheses and using evidence to support their predictions.
- Deepen understanding of scientific inquiry by engaging students in activities that involve designing and conducting controlled experiments to test hypotheses and solve problems.

### Grade 3

- Foster a sense of wonder and curiosity by engaging students in activities that involve exploring different natural processes.
- Develop critical thinking skills by engaging students in activities that involve making and revising predictions based on evidence and data collected through experimentation.
- Encourage independent inquiry and investigation by engaging students in activities that involve designing and conducting their own experiments and investigations.



#### **Grade 4**

- Foster a sense of curiosity and wonder by engaging students in activities that involve exploring scientific concepts and phenomena in greater depth.
- Develop hypothesis testing skills by engaging students in activities that involve formulating testable hypotheses and designing experiments to test them.
- Foster a deeper understanding of the scientific method by engaging students in activities that involve designing and conducting controlled experiments, analyzing data, and drawing conclusions.

#### **Grade 5**

- Encourage scientific curiosity and inquiry by engaging students in activities that involve exploring scientific concepts and phenomena through observation, experimentation, and investigation.
- Refine hypothesis testing skills by engaging students in activities that involve designing and conducting more complex experiments and investigations.
- Encourage scientific inquiry and critical thinking by engaging students in activities that involve designing and conducting experiments, analyzing data, and communicating findings.

#### **Grade 6**

- Promote inquiry-based learning by engaging students in activities that involve asking questions, gathering information, and conducting investigations to answer scientific questions.
- Develop scientific reasoning skills by engaging students in activities that involve making evidence-based predictions and drawing conclusions from data collected through experimentation.
- Develop proficiency in scientific inquiry and experimentation by engaging students in activities that involve designing and conducting original research projects, analyzing data, and communicating findings.

### **Technology**

#### **Kindergarten**

- Introduce sequencing through simple activities, such as brushing teeth or making a sandwich.
- Familiarize students with basic robotics concepts by understanding directional commands (e.g., forward, backward) and guiding a robot through a simple maze.
- Introduce creative expression through multimedia tools, like using digital drawing apps to create simple pictures and stories.

### Grade 1

- Expand sequencing skills to include more complex tasks, such as completing a series of steps to solve a problem.
- Introduce simple programming concepts by understanding basic commands (e.g., loops, conditionals) and using them to control a robot's movements.
- Enhance creative expression through multimedia by creating presentations with images, text, and narration to tell a story.

### Grade 2

- Introduce pattern recognition by identifying and creating simple patterns using colors, shapes, and numbers.
- Develop problem-solving skills through robotics challenges, working collaboratively to program a robot for increasingly complex tasks.
- Expand storytelling skills through multimedia by creating digital stories with multiple scenes, characters, and plot elements.

### Grade 3

- Introduce algorithmic thinking by breaking down tasks into smaller steps and creating algorithms to solve problems.
- Introduce sensor-based programming by programming a robot to respond to environmental cues using sensors such as light, sound, or touch.
- Introduce basic 3D modeling skills by merging simple shapes into more complex shapes, ready to be 3D printed.

### Grade 4

- Expand algorithmic thinking to include conditional statements by creating algorithms with conditional statements (e.g., if-then) to solve problems.
- Introduce more advanced robot design and programming by designing and programming a robot to navigate obstacles and perform specific tasks autonomously.
- Introduce basic animation concepts by creating simple animations using digital tools to demonstrate motion and sequencing.

### Grade 5

- Introduce concepts of abstraction and decomposition by identifying patterns and generalizing solutions to solve similar problems.
- Introduce remote control and communication by using remote control devices and wireless communication to operate and control robots from a distance.
- Introduce basic editing skills by editing video clips, adding transitions, and incorporating audio to create short multimedia presentations.

## Grade 6

- Develop algorithmic problem-solving skills by analyzing complex problems, developing algorithms, and evaluating their effectiveness.
- Introduce collaborative robotics and automation by working in teams to design and program collaborative robots that can work together to solve a task or achieve a goal.
- Introduce multimedia production techniques by producing multimedia projects using advanced techniques such as green screen effects, animation, and sound editing.

## Engineering

### Kindergarten

- Introduce basic design concepts through hands-on activities like building with blocks or creating simple structures.
- Encourage curiosity and exploration by asking questions and trying out new ideas during play and activities.
- Foster creativity by allowing students to express themselves through art and construction projects using various materials.

### Grade 1

- Expand design skills to include more complex structures and problem-solving tasks, such as building bridges or designing simple machines.
- Promote creative thinking and innovation by challenging students to find new ways to solve familiar problems or improve existing designs.
- Encourage artistic expression and experimentation by providing opportunities for students to create original artwork and projects using different mediums.

### Grade 2

- Introduce principles of design thinking by encouraging students to brainstorm ideas, plan, and prototype solutions to real-world problems.
- Develop critical thinking and problem-solving skills by engaging students in hands-on challenges that require them to design and build solutions using available materials.
- Promote self-expression and creativity by encouraging students to explore different art forms and techniques, such as painting, drawing, sculpting, and collage.

### Grade 3

- Expand design thinking skills to include more complex challenges and interdisciplinary projects that require collaboration and communication.
- Foster a culture of innovation and experimentation by providing opportunities for students to develop and test their own ideas through projects and prototypes.
- Encourage students to explore different artistic styles and mediums, and to use their creativity to express ideas and emotions through their artwork.

#### **Grade 4**

- Deepen understanding of design principles and processes by engaging students in real-world design challenges and engineering projects.
- Encourage entrepreneurial thinking and problem-solving by challenging students to identify opportunities for innovation and create solutions that address real-world needs.
- Promote interdisciplinary learning and creativity by integrating art and design with other subject areas, such as science, technology, and social studies.

#### **Grade 5**

- Develop advanced design skills by exploring topics such as human-centered design, sustainable design, and systems thinking.
- Encourage students to think critically and creatively about complex problems, and to develop innovative solutions through research, experimentation, and collaboration.
- Provide opportunities for students to showcase their creativity and artistic talents through exhibitions, performances, and public presentations of their work.

#### **Grade 6**

- Deepen understanding of design processes and methodologies by engaging students in real-world design challenges and collaborative projects.
- Encourage students to become change-makers and innovators by empowering them to identify problems, develop solutions, and take action to create positive change in their communities.
- Promote lifelong learning and creative expression by fostering a culture of innovation, curiosity, and collaboration, and by providing opportunities for students to explore and pursue their passions and interests.

### **Mathematics**

#### **Kindergarten**

- Introduce basic spatial concepts through activities like sorting objects by size or shape and creating simple patterns.
- Begin to develop measurement skills by comparing and ordering objects based on length, height, or weight.
- Introduce the concept of scale by exploring relationships between objects of different sizes and proportions through hands-on activities and play.

#### **Grade 1**

- Expand spatial reasoning skills by engaging students in activities that involve shapes, patterns, and spatial relationships in two and three dimensions.
- Develop measurement skills further by introducing standard units of measurement (e.g., inches, centimeters) and measuring objects using non-standard units.
- Deepen understanding of scale by exploring the concept in different contexts, such as maps, models, and drawings.

## Grade 2

- Enhance spatial visualization skills by engaging students in activities that involve mental rotation, reflection, and symmetry.
- Extend measurement skills to include length, area, and volume, and introduce tools such as rulers, measuring tapes, and scales.
- Introduce proportional reasoning by exploring scale factors and applying them to solve problems involving enlargement and reduction.

## Grade 3

- Develop advanced spatial reasoning skills by engaging students in activities that involve spatial transformations, tessellations, and geometric constructions.
- Deepen understanding of measurement concepts by exploring the relationship between units of measurement and solving real-world problems involving measurement conversions.
- Extend understanding of scale to include ratios and proportions, and apply them to solve problems involving maps, blueprints, and models.

## Grade 4

- Foster geometric thinking by engaging students in activities that involve classifying shapes, identifying geometric properties, and solving problems using geometric reasoning.
- Expand measurement skills to include capacity, mass, and time, and explore the concept of precision and accuracy in measurement.
- Develop proficiency in using scale in various contexts, such as scale drawings, models, and diagrams, and apply scale factors to solve problems involving similar figures.

## Grade 5

- Deepen understanding of geometric concepts by exploring angles, transformations, and coordinate geometry.
- Extend measurement skills to include perimeter, circumference, and area, and explore the relationship between area and volume.
- Apply scale concepts to solve problems involving rates, ratios, and proportions, and explore the concept of scale in data visualization and representation.

## Grade 6

- Develop proficiency in applying geometric reasoning and spatial visualization skills to solve problems involving angles, symmetry, and transformations.
- Refine measurement skills by exploring precision, estimation, and the use of measurement tools and technology.
- Deepen understanding of scale by exploring scale models, scale drawings, and scale factors, and apply scale concepts to solve problems involving similarity and congruence.

# QICS Steps to STEM



## Question

- what you want answered
- what you have been asked
- the way of thinking
- how something works
- what is already out there



## Imagine

- new ideas
- new designs
- new ways to solve problems
- new plans to create something amazing



## Create

- by designing something new
- by building around an idea
- by improving something that exists



## Share

- to the best audience
- to show off your solution
- but be open to helpful feedback
- what worked and what to improve



**THRIVE** ELEMENTARY

## Appendix 5 STEM Integration Assessment Tool

1	Real-World Problems	<i>Ensure lessons reflect students' diverse backgrounds and real-life experiences, making STEM relevant and engaging.</i>			
		<b>Extends Beyond Standard</b>	<b>Meets Standard</b>	<b>Developing Standard</b>	<b>Getting Started</b>
		Deep, inclusive understanding of students' backgrounds, fostering strong STEM engagement.	Regular integration of students' backgrounds into lessons.	Inconsistent connections to students' experiences.	Little consideration of students' backgrounds, creating disconnected lessons.
2	Engineering Design	<i>Guide students to explore multiple solutions, engage in the QICS Steps to STEM, and improve using data.</i>			
		<b>Extends Beyond Standard</b>	<b>Meets Standard</b>	<b>Developing Standard</b>	<b>Getting Started</b>
		Comprehensive exploration, evaluation, and reflection with detailed documentation.	Multiple solutions evaluated with guidance; thorough documentation.	Some solutions developed, but documentation lacks detail.	Limited engagement in design evaluation; minimal documentation.
3	Context Integration	<i>Connect real-world problems to lesson content and students' lives, emphasizing meaningful learning over activity.</i>			
		<b>Extends Beyond Standard</b>	<b>Meets Standard</b>	<b>Developing Standard</b>	<b>Getting Started</b>
		Deep integration with reflective, evidence-based reasoning.	Clear, consistent connection between real-world problems and content.	Occasional, vague connections to content.	Minimal connection between real-world problems and content.
4	STEM Content Integration	<i>Link multiple STEM disciplines to show their interconnectivity and engage students at various cognitive levels.</i>			
		<b>Extends Beyond Standard</b>	<b>Meets Standard</b>	<b>Developing Standard</b>	<b>Getting Started</b>
		Deep, interdisciplinary integration with all cognitive levels engaged.	Clear connections with regular high-level thinking.	Some connections highlighted; inconsistent engagement.	STEM subjects included but loosely connected; limited critical thinking.

5	Authentic STEM Practices	<i>Encourage active participation in real-world STEM practices using technology and open-ended tasks.</i>			
		<b>Extends Beyond Standard</b>	<b>Meets Standard</b>	<b>Developing Standard</b>	<b>Getting Started</b>
		Independent, creative integration of technology with data-driven solutions.	Active, guided use of technology with self-driven solutions.	Basic exploration with some teacher support.	Minimal, structured use of technology.
6	Collaboration & Future-Ready Skills	<i>Foster critical thinking, collaboration, and creativity in group activities.</i>			
		<b>Extends Beyond Standard</b>	<b>Meets Standard</b>	<b>Developing Standard</b>	<b>Getting Started</b>
		High-level collaboration and creativity, with full engagement.	Strong collaboration, with effective participation and idea sharing.	Some collaboration, with most students participating.	Weak collaboration with uneven participation.
7	STEM Career Awareness	<i>Introduce students to STEM careers through role models and relevant activities.</i>			
		<b>Extends Beyond Standard</b>	<b>Meets Standard</b>	<b>Developing Standard</b>	<b>Getting Started</b>
		Thorough career exploration with deep engagement in real-world problems.	Clear career connections with active exploration.	Some career examples and role models introduced.	Rare mention of STEM careers.



## Appendix 6 Financial Information and Report of Disclosures

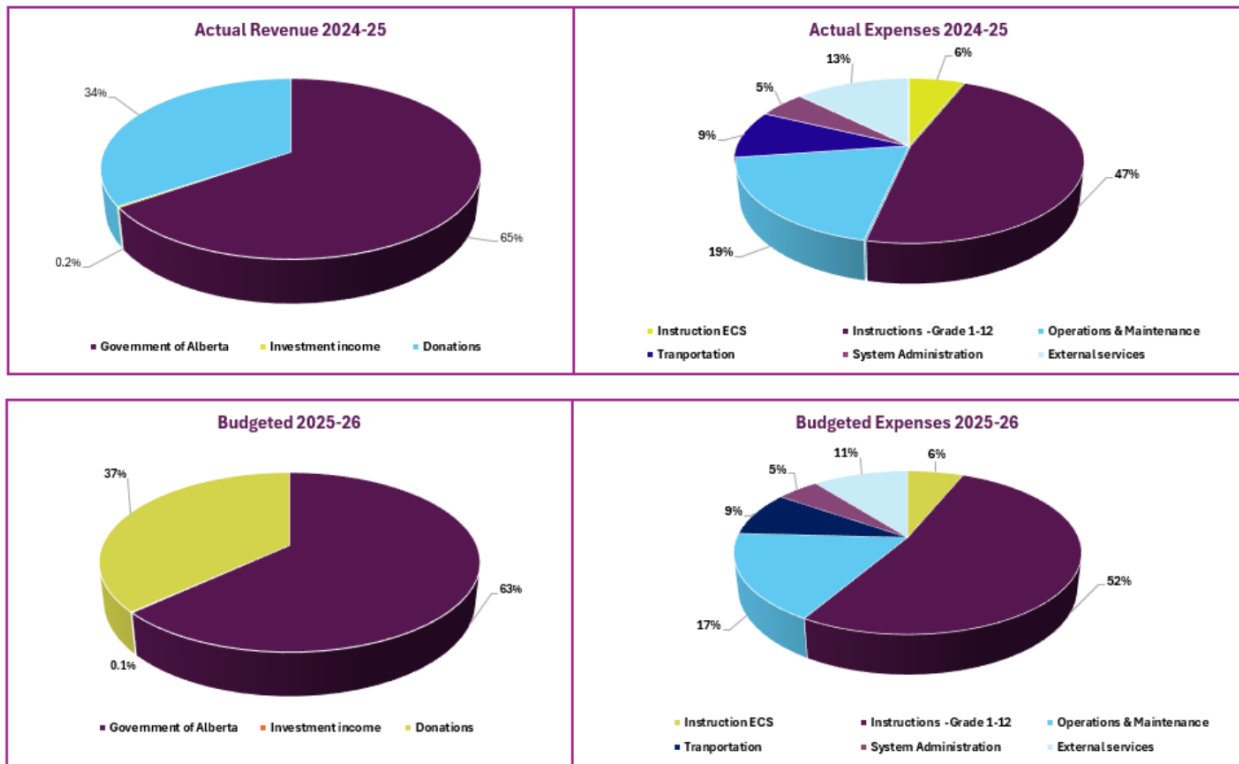
### Financial Information

Click [here](#) to review the 2024/25 Audited Financial Statements.

#### MULTI-YEAR FINANCIAL STATEMENTS

##### STATEMENT OF OPERATIONS

		Comaparable	
		2024-25	2025-26
		Actuals	Budget
<b>REVENUE</b>			
	Governemnt of Alberta	2,527,239	2,668,393
	Fees	-	-
	Investment Income	9,111	5,000
	Donations and Other Contributions	1,332,066	1,552,278
	Other Revenue	109	-
	<b>TOTAL REVENUE</b>	<b>3,868,526</b>	<b>4,225,671</b>
<b>EXPENSES</b>			
	Instruction - ECS	235,258	262,088
	Instruction - Grade 1-12	1,819,550	2,206,947
	Operations and Maitenance	739,435	733,535
	Transportation	361,590	371,975
	System Administration	199,892	200,000
	External Services	487,686	447,626
	<b>TOTAL EXPENSES</b>	<b>3,843,411</b>	<b>4,222,171</b>
<b>ANNUAL SURPLUS</b>		<b>25,115</b>	<b>3,500</b>



### Annual Report of Disclosures (Section 32 of the Public Interest Disclosure Act (Whistle Blower Legislation))

- There were no disclosures made in the 2024-25 school year.