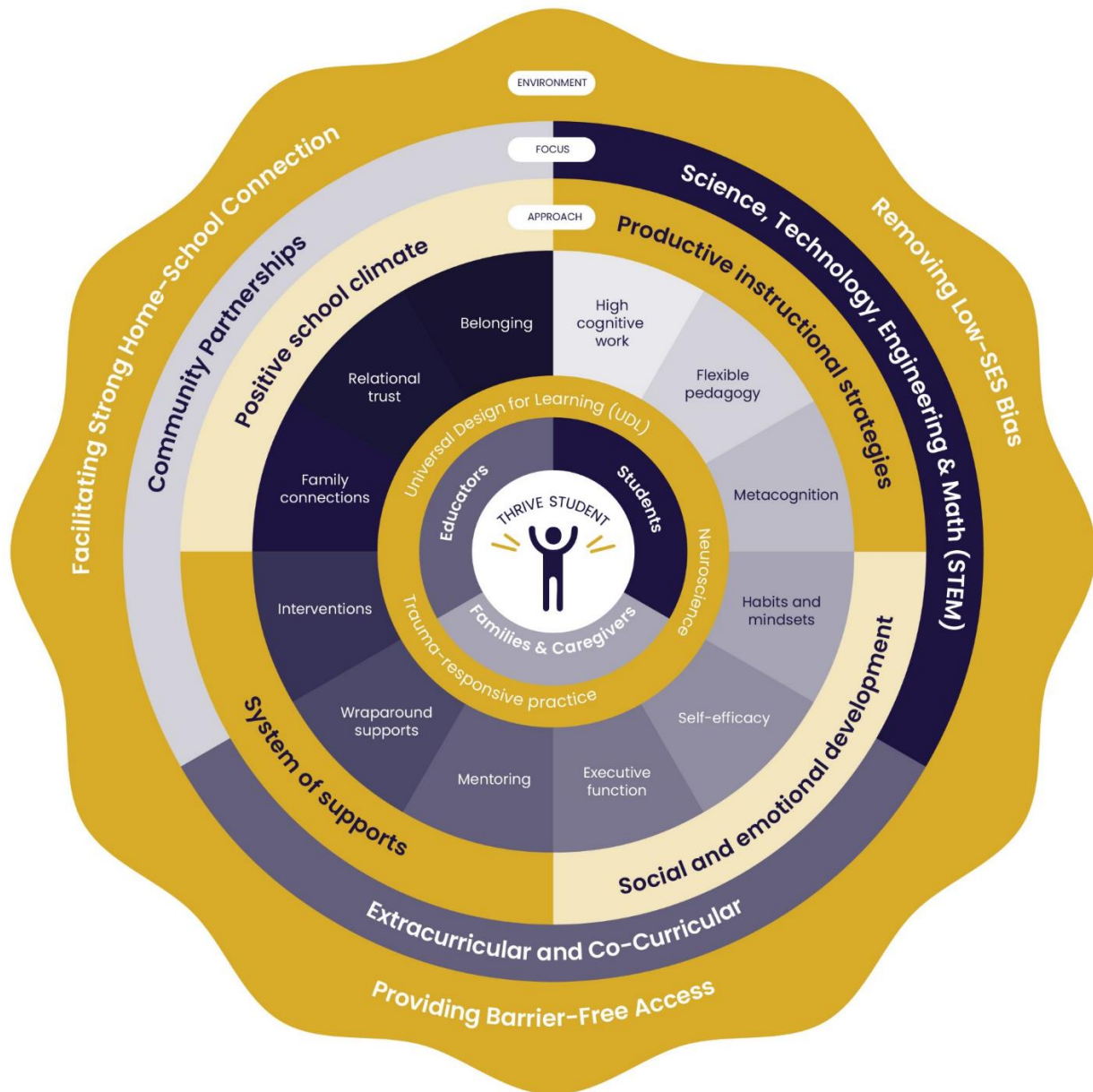


Thrive Elementary Charter School

Education Plan 2026/27 – 2028/2029

Thrive Charter School Concept Model



Executive Summary

Thrive Elementary Charter School's 2026/27 – 2028/29 Annual Education Plan outlines the school authority's continued commitment to eliminating opportunity gaps for students from low socioeconomic backgrounds through an integrated model of academic excellence, wraparound supports, STEM-focused learning, and student well-being. Developed in alignment with the Education Act, Alberta Education Assurance Framework, and provincial funding and reporting requirements, this plan reflects evidence-informed priorities grounded in student outcome data, stakeholder engagement, and continuous improvement practices.

Now completing its third year of operation, Thrive Elementary Charter School has demonstrated strong growth in enrolment, program development, and implementation of its charter vision. Student enrolment increased from 99 students in the school's first year to 171 students in 2025/26, with projections of approximately 180–190 students for the upcoming school year. Despite continued student mobility and the challenges often associated with low socioeconomic demographics, the school has maintained a strong focus on ensuring equitable access to learning opportunities, supports, and enrichment experiences for all students.

The Board and staff remain committed to Thrive's foundational philosophy of "Building curious minds, confident hearts, big futures," recognizing that meaningful student success requires intentional support across the cognitive, affective, and operative domains of development. This multidimensional approach continues to guide planning, instruction, intervention, and relationship-building throughout the school community.

Analysis of longitudinal school and Alberta Education data demonstrates consistently high levels of student, parent, and teacher satisfaction across multiple measures related to engagement, safety, belonging, learning supports, and STEM programming. Goal 1 and Goal 3 measures generally remain within very high performance ranges, often between 94% and 100%, indicating strong system stability and effective implementation of core strategies. While several measures did not demonstrate statistically significant growth due to ceiling effects, evidence suggests sustained high performance across instructional and engagement domains.

Most notably, Goal 2 data demonstrated statistically significant improvement across several indicators related to student well-being, access to supports, student voice, and learning environment quality. These gains reinforce the effectiveness of Thrive's integrated support model, including the work of Jasper Place Family Resource Centre, the Collaborative Response Model (CRM), Personal Opportunity Plans (POPs), social-emotional learning practices, and school-wide wraparound supports for students and families.

The school's literacy and numeracy improvement work remains a major priority. While student confidence in learning remains very high, provincial screening and intervention data continue to identify a significant number of students entering Thrive below grade level, particularly among students with interrupted schooling histories, English as an Additional Language needs, mobility challenges, or previous attendance concerns. In response, the school continues to strengthen aligned and coherent literacy practices across all grade levels, supported by intervention programming, differentiated instruction, Universal Design for Learning (UDL), and evidence-

informed pedagogical practices identified through research on effective instruction for students from low socioeconomic backgrounds.

Thrive's STEM-focused charter mandate also continues to evolve and strengthen. The school has implemented a fully developed STEM Education Model and expanded cross-curricular STEM learning opportunities supported by the STEM Coach model, QICS instructional processes, partnerships, competitions, and experiential learning opportunities. Students continue to demonstrate high engagement and positive attitudes toward STEM learning, while future work will focus on refining competency-based and longitudinal measures to better assess growth in STEM knowledge, application, and identity development.

Beyond academic programming, Thrive Elementary continues to prioritize holistic student and family well-being. Comprehensive supports including transportation, nutrition programs, school supplies, extracurricular participation, after-school programming, hygiene supports, family engagement initiatives, and access to community-based services help reduce barriers to access, participation and learning. Monthly Family Dinners, community partnerships, and integrated family support services continue to strengthen school-community relationships and increase family engagement in student success.

The 2026/27 – 2028/29 Education Plan reflects Thrive Elementary Charter School's commitment to continuous improvement, responsive planning, and evidence-informed decision-making. Priorities for the next three years include strengthening literacy and numeracy outcomes, sustaining gains in student well-being and engagement, deepening implementation consistency across instructional and intervention frameworks, enhancing STEM learning opportunities, expanding athletics and wellness programming, and continuing to build strong partnerships that support students and families.

Overall, this Education Plan demonstrates Thrive Elementary Charter School's ongoing commitment to creating an accessible, equitable, and high-engagement learning environment where all students are empowered to achieve academic success, develop confidence and resilience, and pursue meaningful futures.

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Accountability Statement for Three-Year Education Plan 2026/27 – 2028/29

Under the direction of the School Board / Board of Directors, the Education Plan for (Thrive Charter School Society) commencing September 1, 2026, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Charter Board approved the 2026/2028 Education Plan on (May 20, 2026).



Date: May 20, 2026

Micheal Hladun
Board Vice Chair
(Original Signed)

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 third year 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 year-three 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 and outcomes. These assumptions have been re-affirmed in feedback from the Charter Evaluation Team in their post-evaluation feedback session in March of this year.

Heading into year four 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 2026/27 school year.

Compliance with Government of Alberta Education Plan Requirements

This Education Plan has been developed in consideration of the Alberta Education and Childcare Business Plan, the Assurance Framework, and the 2026/27 Funding Manual requirements. It is informed by prior AERR results analysis, stakeholder engagement, provincial and local measures, and Thrive’s charter goals.

Thrive’s charter goals are the authority’s local priorities and are aligned with provincial priorities through the Assurance Framework domains of student growth and achievement, learning supports, governance, teaching and leading, and local and societal context.

Thrive Elementary Charter School Foundational Statements

Thrive Elementary School Society serves as the Founder and accountable board for the success of the school. Through the implementation of the Thrive School’s Charter, policies and organizational documents, the Board expects that children entering school in Kindergarten and leaving after grade 6 will be successful learners as defined by the Charter Foundational Statements. These are:

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 implicit bias that undermine aspirations and well-being.
- Embrace a future-focused mindset that places a high priority on enriched STEM learning for all students, preparing them for STEM pathways in high school and enabling students to see themselves as the innovators, scientists, inventors, engineers and technology experts of tomorrow.

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.

It is our over-arching goal that students exiting grade 6, will possess competence in each area identified in the Thrive Success Model for Students.

**Shifting the Narrative and Unlocking Potential:
Thrive Success Model for Students**



Short-term outcome

Small 'e' engagement

Student is engaged in school and classroom learning experiences.

Long-term impact

Big 'E' engagement

Student enjoys consistent and enduring engagement with learning, places high value on education, is self-confident and well-prepared for a choice-filled future. Individual impact will, in turn, support community transformation.

We believe that students achieving at an acceptable level in each of the above domains, has a greater chance of successfully completing high school and moving on to a post-secondary program at a university or trade school. As such the school is committing to using the tools available to monitor student progress in each of the six areas to ensure necessary learning and learning supports are available to support student acquisition of each of these domains.

Highlights for 2025/26

- The board and staff of Thrive Elementary Charter School successfully engaged with Alberta Education for the Thrive Elementary Charter School charter evaluation.
- The Collaborative Response Model (CRM) is highly successful in developing success strategies for students who are identified as at-risk or are below grade level.
- 171 students (Kindergarten through Grade 6) are registered in Thrive Elementary Charter School for its third year of operation.
 - Although attrition remains a challenge due to family mobility, enrolment stayed relatively even over the course of the school year with new families registering.
 - We are projecting for 180 students for the 2026/27 school year (full capacity).
- Expanded offering of physical education, sport, wellness and health to school and Thrive Time programming with our first year of students competing in city-wide athletic events.
- Students received transportation, daily breakfast, lunch, snacks, all programming and services, in addition to running shoes, logo wear and school supplies at no cost. This is funded by Thrive Charter Foundation's ongoing donation commitment to the Thrive Charter School Society.
- Continued an inventory of personal hygiene items for students to take home when students are identified by staff that this was a gap at home and the issue is driven by parent ability to afford.
- Thrive School continues to contract a 0.2 FTE Speech-Language Pathologist to support students' receptive and expressive language, social communication as well as to support English as an Additional Language learners. Significant improvement is noted for students qualifying for this support.
- Focused in-depth integration of STEM into all core course content is very successful.
- Implemented a fully developed STEM Education Model to all grades in 2025/26.
- Thrive students participated in the APEGA STEM Olympics at the Butterdome. Students won Silver for the Division 2 competition.
- Thrive Time (extended school program) provided an exceptional learning experience for students each day at the conclusion of regular school day programming. One Thrive Coordinator, Early Learning Educator and six Thrive Time Instructors (supported by a STEM Coach provided after school programming from 3:30 to 5:45 pm each school day and all day on three professional development days. This included a very successful introduction of advanced athletics to the Thrive programming.
- Thrive Time staff offers high interest and high participation after school activities for all students. Examples of this include wellness and athletics, performing arts, visual arts and STEM based activities.
- Very well attended Family Dinners were held monthly throughout the 2025/26 school year. Attendance ranged from 250 to 300 student and family members attending the dinners. Aside from the positive social integration aspect students, parents and school staff; the event is proving to be an effective platform for attracting parents and caregivers to learn about and utilize the on-site

family wraparound supports that the school offers through our partnership with the Jasper Place Family Resource Center.

- Formal partnerships remain a priority for the Thrive Board. NorQuest College and MacEwan University partnered with Thrive to place child youth care practicum students at the school that we supported and mentored as education assistants. This resulted in over 500 hours of additional education support provided to our students. In addition, NorQuest College provided a Tax Clinic for Thrive parents. A partnership with Fort Edmonton Park also provided our students with opportunities to attend and learn at the Park.
- University of Alberta Health Sciences students provided language screening for our students.
- We have been able to access food for school families in need from L'Oca Quality Market (also owned by GoAuto), which speaks to our ability to be responsive to families' wholistic needs.
- The Family Support Worker (JPFRC) connected with all families during the first three months of the school year sharing supports available and discussing any family needs. This resulted in significant increases to support awareness and service engagement provided to families.

Priorities for 2026/27

- Anticipating school enrolment to be 180 students in Kindergarten through Grade 6.
- Escalation of high-quality/high-fit teaching and support resources for increased student participation and achievement in sports and athletics.
- 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) and professional development for teachers to enhance their STEM knowledge and practices.
- Accurate budgeting, timely funding application and accurate/optimized resource deployment for required specialized student supports.
- Furthering engagement and support program participation by student, parents and caregivers in wraparound supports and services provided through on-site Jasper Place Child and Family Resource Centre resources. Continuing with ongoing family connections to ensure all families are aware of partake in specialized services as needed.
- Continue with the access and registration of grades 5 and 6 students to the Mental Health Foundation's Kickstand operations where they will receive mental, physical and social well-being services and supports until the age of 24 in Edmonton.
- Increase opportunities of partnerships with NorQuest College, Jasper Place Family Resource Center, Werklund Institute and Palix Foundation.
- Work with post-secondary universities for student practicum teachers to fulfil practicum requirements at Thrive Elementary School.
- Continue the focus on providing Speech-Language Pathologist support to early learners.
- Continue work on analysing and implementing recommendations from the NorQuest Research study and actively participate in the U of C/Werklund Institute study on student mental health.

- Continue to work with Alberta Education (Capital Planning) and Infrastructure on planning for our second school This also includes our Thrive Together Initiative that will bring on new corporate and community foundation funding partners to expand support programs.

Required Alberta Education Assurance Measures – Overall Summary



Required Alberta Education and Childcare Assurance Measures - Overall Summary Spring 2026

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	Student Learning Engagement	84.6	86.8	82.4	84.2	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	89.9	77.8	70.0	81.2	79.8	79.8	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a
	Education Quality	92.5	92.0	91.1	87.8	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	94.0	79.1	76.5	85.8	84.4	84.4	Very High	Improved Significantly	Excellent
	Access to Supports and Services	93.0	85.3	82.5	79.5	80.1	80.2	Very High	Improved	Excellent
Governance	Parental Involvement	75.4	71.3	73.2	79.9	80.0	79.5	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2020/21 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Reference: P. 2 Alberta Education Assurance Measure Results Fall 2025 for Thrive Charter School Society

Analysis

Thrive Elementary Charter School completed its first year in June 2024. In the first year we had just over 100 students to begin the year. Combined classes were used to enable effective implementation within the available budget for staffing. Year 2 of our operations increased to 168 students. With this enrolment number, we were able to staff one teacher for each grade level and no longer needed to have combined-grade classrooms. This increase in enrolment numbers also enabled us to increase the intervention teacher’s FTE and to hire an additional educational assistant. Year 3, 171 students enrolled and for next year we project enrolment to be 180 students.

Provincial Achievement Test data is limited due to the low student population in grade 6 (enrolment density is highest from K-grade 4). The increased focus, teaching and reporting on the Thrive Student Model is having the desired effect on student engagement in the school with Alberta Education survey results increasing 15.6%. Student survey data on Welcoming, Caring, Respectful and Safe Learning Environments is also increasing. It is important to note that school initiated survey data (parent and student), parent

engagement sessions and other engagement opportunities illustrate a higher degree of agreement that students feel safe, cared for and welcome at Thrive Elementary School.

Parent engagement is positive at all school initiated parent engagement activities. We have not successfully formed a School Council but provide for input from parents through many different engagement activities including our well attended family dinners (250-300 attendees at each monthly dinner) and consulting with parents directly when at the school for assemblies, parent-teacher interviews and other school events.

Only 3 parents responded to the provincial parent survey in 2024, while 8 parents responded to the same survey in 2025. We continue to work with our parents to encourage their participation. For Spring 2026, Alberta Education provided our school with the surveys in different languages to support parent preference and or limited understanding of English. Note that current parent – survey response data is not available at this time but we are anticipating further improvement in responses.

Next Steps:

For the next school year, we will increase communications with parents on the importance of their participation in the provincial surveys and encourage parents to make use of the offer to provide surveys in the parents' first language. In addition, we will incorporate opportunities for parents to complete the school level survey at a Family Dinner as this worked well this school year.

Teachers continue to focus on using effective pedagogy in the classrooms. Original charter research identified UDL as an important pedagogy to use in all classrooms. Thrive teachers have effectively implemented UDL in their planning and instruction. In addition to UDL, our research suggests that certain forms of pedagogy and practice are more effective for students of low socio-economic backgrounds. These include:

1. Culturally responsive teaching;
2. High expectations with support;
3. Social-emotional learning;
4. Engaging families and communities;
5. Differentiated instruction, and
6. Increased focus on literacy.

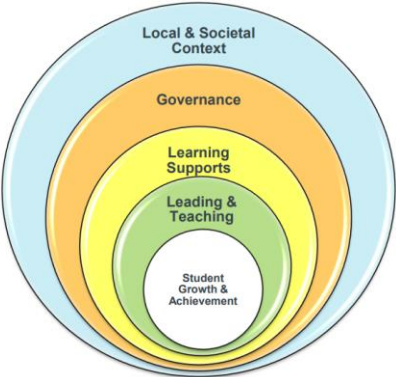
Teachers place a strong focus on each of these pedagogical forms. Social-emotional learning is clearly a focus with the school's implementation of the Thrive Student Model. The attributes of this model are expressly taught, monitored for student use and reported to parents. These attributes align with practices that support student understanding and learning.

TTFM (Tell Them From Me) research reinforces that schools can boost low-SES students' academic agency and achievement through 5 what works best practices: classroom management, advocacy at school (as part of student wellbeing), relevance and explicit teaching, effective feedback and high expectations. This research supports current school planning.

Many students attending Thrive Elementary School present as at-risk in the areas of literacy and numeracy. The school is seeing moderate success on grade 6 provincial achievement tests at the acceptable standard. Students attaining excellence standards on this provincial assessment remain low.

Contributing factors to low literacy, numeracy and provincial assessments includes poor or moderate attendance at school, EAL, or new to Canada. Many students, new to the school, who are not achieving at grade level have a history of poor attendance throughout their school history. As such we provide greater focus on literacy and have provided significant resources to support literacy across all grade levels. This focus from the 2025/26 school year will continue to provide for increased alignment and coherence of classroom supports, resources and pedagogy across all grade levels. As stated in the Thrive Charter, we are focused on and confident in achieving the stated goal for continual year-over-year improvement in student achievement.

Provincial Level Assurance Domains



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 are used 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 effectiveness in addressing and supporting student learning.

For school performance improvement to happen, it is necessary that all teachers inform their practice with both research and evidence demonstrating student growth. During the 2025/26 school year, a number of presentations were made to staff focusing on the school charter and foundational statements and specific charter goals relating to our differentiated programming. These documents focus on the development of the student, and teachers were presented the evidence informed decision-making model that is expected to be used to ensure learning.

In addition, the school has adopted a plan to ensure students who enter Thrive Elementary School in Kindergarten, exit grade 6 at an acceptable level inclusive of all aspects of the Thrive Student Model.

Key Insights from the 2024/25 AERR

- Strengths: Goals 1 and 3 remain consistently high, generally in the 94%–100% range for many student perception measures, indicating stable high performance.
- Verified growth: Goal 2 shows statistically significant gains in access to supports, learning environment, and student voice/well-being measures.
- Areas for improvement: literacy/numeracy growth should continue to be triangulated with screening and intervention data because survey confidence is high while at-risk screening data still shows ongoing need.
- Developing needs: mobility, parent provincial survey participation, and sharper outcome measures for STEM competency and FNMI impact remain areas requiring stronger evidence.

Stakeholder Engagement

Stakeholder Group	Engagement Method	Key Themes	How input changed the plan
Parents	family dinners, school survey, interviews, provincial survey	wraparound supports, literacy, communication, Thrive Time, wellness	continued JPFRC partnership, literacy focus, parent communication and survey participation strategies
Students	school survey, classroom voice, POP conversations	belonging, supports, enjoyment, STEM	maintain Goal 2 supports; continued refinement of STEM measures
Staff	teacher survey, weekly updates, professional dialogue	UDL, literacy coherence, POP/CRM consistency	implementation priorities, professional learning plan
Community Partners	JPFRC, NorQuest, MacEwan, U of A, Alberta Mental Health, others	support access, practicum capacity, FNMI/STEM programming	continued partnerships and local strategies

*See Appendix 2 for a complete list of Stakeholder Engagement Activities

Thrive Charter School Annual Education Plan Summary

The 2026-27 Annual Education Plan for Thrive Elementary Charter School outlines a comprehensive strategy to enhance student learning and well-being. The plan, developed under the direction of the Board of Directors, aligns with Alberta Education's funding requirements. Thrive Elementary aims to continue to address opportunity gaps and support diverse learners with initiatives including expanded physical

education, wellness programs, and the integration of STEM into the curriculum using the new STEM Education Model (QICS).

The school provides transportation, programming, services, and supplies at no cost, funded by the Thrive Charter Foundation. Additionally, the plan highlights the importance of wraparound services, including personal hygiene items and food security initiatives, to support students and their families.

The plan includes a detailed analysis of school performance, student mobility, and effective pedagogical practices for students from low socio-economic backgrounds. It emphasizes the need for accurate budgeting, timely funding applications, and optimized resource deployment for specialized student supports. The school is committed to continual improvements based on insights from previous assessments and stakeholder engagement. The implementation plan outlines the resources needed, professional learning required, and processes for monitoring progress. Targeted funding will support STEM pedagogy development, specialized learning supports, literacy and numeracy initiatives, and new curriculum implementation.

Thrive Elementary's vision is to create an accessible and equitable education ecosystem that empowers students to realize their extraordinary potential and fosters positive multigenerational change. The mission focuses on deep engagement, overcoming barriers, and nurturing a sense of belonging. The school aims to elevate each student through integrated academic, individual, and family-focused supports and services. The plan also includes priorities for the upcoming school year, such as recruiting high-quality teaching and support resources, enhancing athletics and physical literacy programs, and furthering engagement with wraparound supports and services.

Overall, the 2026-27 Annual Education Plan for Thrive Elementary Charter School is a robust framework designed to improve student learning outcomes, address opportunity gaps, and support the holistic well-being of students and their families. It aligns with Alberta Education's funding requirements and demonstrates a commitment to continuous improvement and innovation in education.

Education Plan

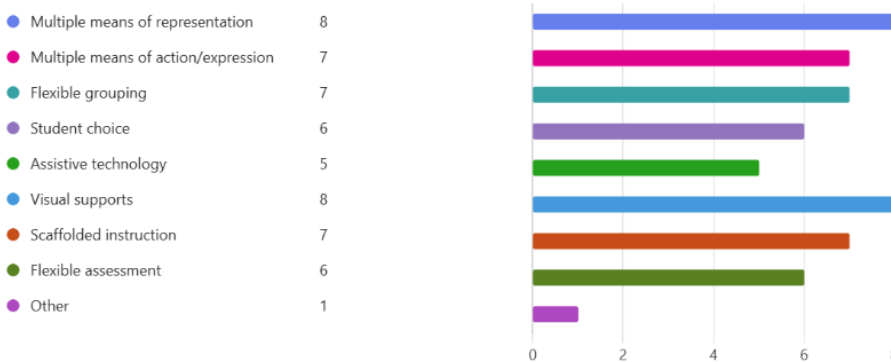
Charter Goal is linked to Provincial Domain: Student Growth and Achievement

Monitoring the Annual Education Plan throughout the course of its implementation is an essential element for ensuring that our school demonstrates year-over-year continuous improvement. This requires that there is solid evidence of aligned and coherent strategy implementation, and the strategies are understood by the teachers and monitored and evaluated throughout the process to demonstrate effective implementation.

This year, we conducted a thorough review and survey of teachers regarding effectiveness of strategies and their alignment to the AEP goals. An extensive survey was conducted with teachers to develop a solid understanding of the following:

- effectiveness of strategies and their alignment to the goals'
- determining variability in system practices with regard to strengths and needs, and
- impact of teacher work on achieving goals within the Annual Education Plan.

As an example, the survey illustrates strong and effective teacher use of Thrive Concept Model's UDL strategies in the classrooms. The chart immediately below identifies the number of staff implementing various strategies associated with UDL.



Further questions within assessment of strategic efficacy addressed effectiveness of strategy implementation and assessed strengths and needs associated with each of the strategies to provide clear planning direction. In addition, the survey considered our work and strategies associated with each of the goals within the AEP.

A three-year longitudinal analysis of survey and accountability data indicates that the school has achieved consistently high levels of performance across Goals 1 and 3, with most measures demonstrating stable results within a narrow variance band ($\pm 1-3\%$). While these results did not yield statistically significant improvement at the 95% confidence level ($p < .05$), this is attributable to ceiling effects rather than lack of progress.

Concurrently, Goal 2 demonstrates statistically significant improvement across multiple measures, confirming that targeted strategies in student well-being and support systems are producing measurable system-level gains. This will be further discussed in the Goal 2 section.

Overall, the analysis confirms that Thrive is well-positioned to achieve its AEP goals, with strong alignment in core instructional practices and student support systems. To further advance outcomes, the next phase of work will focus on:

1. Instructional Excellence (Goal 1)

- Maintain and deepen literacy and differentiation practices

2. Inclusive Learning Environments (Goal 2)

- Sustain and scale effective well-being supports

3. System Coherence and Capacity (Goal 3)

- Strengthen implementation consistency (Personal Opportunity Plans [POP], Collaborative Response Model [CRM])
- Invest in or work to maximize staffing and targeted supports
- Enhance enrichment opportunities, particularly in STEM

*** Note: Learning Supports is also included in Charter Goal 1 & 2**

Charter Goal 1	Students from low-SES backgrounds thrive in a culture of academic success.
Outcome1	Students are engaged in learning and recognize connections to their own lives and experiences.
Strategies	<p>Support diverse learners through Universal Design for Learning (UDL), minimizing barriers and maximizing access to participation in meaningful learning opportunities.</p> <p>Use of Collaborative Response Model (CRM) to address student learning needs.</p> <p>Maintain rigor and high standards for all students, whilst allowing flexibility for how and when these standards are met.</p> <p>Emphasize the importance of understanding each student’s unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.</p> <p>Embed assessment into personalized learning cycles and clarify students’ next steps for individual learning pathways to support differentiation of learning needs.</p> <p>The school will continue offering a high performing athletics program with qualified staff for the 2026/27 school year to support student physical literacy development.</p> <p>Continue the focus of the Intervention Teacher to Literacy. Focus on alignment and coherence of literacy strategies across all grade levels.</p>

Local Measures and Evidence	<p>School administered assessments</p> <p>January Summary Report Cards</p> <p>F&P Reading Protocol (literacy) for two years</p> <p>Thrive Diversity Profile</p> <p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals</p> <p>Student portfolios demonstrating academic growth over time</p> <p>Provincial measures for literacy and numeracy identifying at-risk students</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Provincial Literacy and Numeracy screener</p> <p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

Thrive Elementary Charter School is completing its third year of operation. Enrolments in each of the year of operations illustrated significant mobility in which many students moved. However, despite student mobility challenges, enrolment increases occurred year over year. Our year finished with the following enrolment:

2023/24 Enrolment		2024/25 Enrolment		2025/26 Enrolment	
Grade	# of Students	Grade	# of Students	Grade	# of Students
ECS	19	ECS	25	ECS	23
1	18	1	29	1	28
2	14	2	28	2	30
3	13	3	26	3	31
4	16	4	24	4	23
5	10	5	19	5	23
6	9	6	17	6	13
Total	99		168		171

Even with significant year-over-year school population growth, student mobility rate is approximately 15%. Tracking student mobility is important to identify “why” we see significant mobility. Tracking students

through our SIS (Student Information System) identifies that almost all students exiting the school before completing grade 6 is families moving outside of the school's transportation zone.

Three-year enrolment increased year-over-year. Year 4 enrolment is projected to be 180+ students. The board and staff have successfully managed the growth in terms of student numbers, while ensure student core needs are met. The school continues to ensure students receive all school supports and programs, without parents facing any financial barriers. Over the past three years, Thrive program offerings have increased offerings in intramurals, sports, athletics and additional enhancements to STEM offerings and student clubs.

With the larger number of students, almost double from year 1, we saw an intake of many students being assessed as at-risk based on Alberta Education literacy and numeracy screening tests. Good literacy and numeracy progress is being made for students who have been in Thrive School for 2 or more years, but many of the students, new to Thrive Elementary School, tested on Alberta Education screeners as at-risk.

Adjustments have been made to our educational practices and learning strategies. Over the summer of 2024, we reviewed research about effective pedagogy for learners from low socio-economic backgrounds, refugee students and students new to the country. The Learning Bar's Tell Them From Me (TTFM) survey data (world-wide) also supports findings from our work to research effective pedagogy. Teachers have made good progress on their implementation of pedagogy, but increased focus on this important tool will continue. The principal and assistant principal, through their ongoing supervision and evaluation cycles monitor and provide further support to enhance teacher practices to ensure these new approaches are being implemented effectively.

Teachers identified several key pedagogies used in their classroom. These include small group support, targeted literacy or numeracy interventions, individualized supports aligned to student needs, cross-curricular integration and collaboration with specialists in addition to those identified in the charter goals.

Utilizing effective pedagogical practices is essential. The Intervention Teacher will also continue her increased focus on Literacy to support student learning. This past year was very successful in supporting aligned and coherent literacy practices across all grade levels. Our belief is that this priority focus will continue to have a positive impact on numeracy results as well, given the importance of reading comprehension for numeracy learning.

Based on available 2024/25, 2025/26 Alberta Education Assurance Measures and school surveys of teachers, parents and students, it is apparent that current strategies are effective and our focus on these will be maintained. The teacher survey used to measure efficacy of classroom pedagogy illustrated the strength of using UDL as a pedagogical tool to support student learning. Pedagogy and practices including differentiated instruction, embedded formative assessment, culturally relevant pedagogies, high expectations proved to be successful and relevant to student learning needs.

Extensive research was completed prior to school opening in 2023 that suggested that the collaborative response model (CRM) and student opportunity plans (POP) provide for two additional successful models for supporting student learning. Both of these were implemented at the school. Based on our 2026 teacher survey, increased teacher understanding of the CRM is required. The student personal opportunity plan, although effective requires examination to consider ways to make it more efficient for teachers to complete

the document as teachers note it is time intensive. Over the course of the 2026/27 school year, we will continue work to improve the POP.

Parent surveys also illustrate that teachers use a variety of different approaches to meet their child’s learning needs. The chart immediately below illustrates how the approaches to learning also influence student engagement.

	2023/24	2024/25	2025/26
My child’s learning activities are engaging and relevant.	47/55 = 87.3%	72/77 = 93.5%	71/79 = 89.9%
My child’s teacher uses many different approaches to meet my child’s learning needs.	44/55 = 80%	67/76 = 88.2%	67/77 = 87.0%

*Data from School Surveys - Parent

Over the past three years, over 80% of parents responded that their children are growing and achieving in reading, writing and mathematics. These gains are further substantiated by student improvements using Alberta Education and Childcare literacy and numeracy screeners.

	2023/24	2024/25	2025/26
My child is growing and achieving in reading and writing.	47/55 = 85.5%	62/77 = 80.5%	70/79 = 88.6%
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	69/79 = 87.3%

*Data from School Surveys - Parents

Outcome 2	Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.
Strategies	<p>Build culturally responsive practices, drawing on the cultural and linguistic experiences and strengths of our students, their families and communities, to fuel student success.</p> <p>Emphasize the unique strengths of students, families and communities and demonstrate how social and emotional skills provide a framework for navigating challenges and breaking down barriers and identifying areas where families need support.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student’s learning.</p> <p>Universal supports beyond academics.</p>
Local Measures and Evidence	<p>School-administered assessments</p> <p>School Surveys</p> <p>Implementation of school-wide zones of regulation</p>

	Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals and academic growth over time
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance Survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

Continued work on student self assessment on their learning of the core areas (e.g. ability, voice, etc) of the Thrive Student Attribute Model is necessary. The model addresses the multi-dimensional characteristics of each student including academic achievement. Each month a focus is placed on one of the domains and students are taught in classrooms about the domain and how to successfully exhibit each of these characteristics on a regular basis. As the Personal Opportunity Plans (POPs) evolve, students will self-evaluate their progress on POP goals. Self-assessment or self-evaluation is a learned process and with practice students should intentionally assess their progress regularly.

Student surveys (2025/26) indicate a high confidence level in their learning of reading, writing and arithmetic (see Goal 1 – Outcome 3 Data). Parent survey data is somewhat lower but still supports this finding. Continued work in literacy will be a significant focus for the next school year. Student understanding about their reading, writing and math knowledge and skills is essential for their continued successful academic progression.

Outcome 3	Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.
Strategies	<p>Support diverse learners through Universal Design for Learning (UDL), minimizing barriers and maximizing access to participation in meaningful learning opportunities.</p> <p>Emphasize the importance of understanding each student’s unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.</p> <p>Diversity profile for new students</p> <p>Align extracurricular and cross-curricular programming with student learning outcomes.</p> <p>Assigning the Intervention Teacher to increase an aligned and coherent school-wide focus on literacy.</p>
Local Measures and Evidence	<p>Provincial Literacy and Numeracy Screener</p> <p>Fountas & Pinnell (F&P) Reading Protocol (literacy) for two years</p>

	<p>School survey</p> <p>Student attendance</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals</p> <p>Student portfolios demonstrating personal goals and academic growth over time</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

Since the school’s inception, a significant number of students scored at-risk on the provincial literacy and numeracy screener. Based on this data, in year 3, we increased a focus on literacy. For the next school year, the Intervention Teacher will continue to work with teachers across all grade levels to incorporate aligned and coherent literacy strategies. Classroom teachers will need to also focus on effective numeracy strategies to increase student numeracy skills.

The principal also initiated a Collaborative Response Model (CRM) during year one of our school’s operation. The CRM continues this year and focuses on our at-risk student population. Attending these meetings are the school principal, the Intervention Teacher, Emotional Behavioural Specialist, Thrive Society Board Member and a representative from Jasper Place Family Resource Center. For the next school year, all teachers will receive in-service on the role and operational components of the CRM.

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.
Strategies	<p>Emphasize the importance of understanding each student’s unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.</p> <p>Support students in developing a positive academic identity and strong sense of self-efficacy. Reinforce these ideas through home-school connections.</p> <p>Establish school structures that provide opportunities for contextually meaningful deeper learning, whereby students apply skills and knowledge to build competencies and strengthen higher-order thinking skills. Relevant approaches include: project-based and problem-based learning through the use of QICS steps; program residencies; field trips; extra- and cross-curricular activities; outdoor education and place-based learning; and extended learning in the community.</p>
Local Measures and Evidence	School survey

	<p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals and student understanding of STEM</p> <p>Student portfolios demonstrating academic growth over time including knowledge and ability to apply QICS steps</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

Most students identified on school surveys that they feel successful in their learning. Focusing on student self-assessment and teacher observation, this work around building confident learners will continue.

Through detailed assessment of student literacy rates, it was determined that literacy may likely be the key to driving improvement in student achievement at Thrive Elementary. In the last school year, many students in grade six were reading well below grade level. Beyond poor attendance in these students’ prior schools, low literacy levels likely influenced lower PAT results. As such, the Intervention teacher will focus on school-wide literacy including alignment and coherence of teacher-initiated literacy strategies across all grade levels to support improved student literacy rate.

Continued focus on strategies in Goal 1 is warranted to maintain high levels of academic achievement and instructional quality, as current data reflects system stability at a high-performance threshold. Ongoing work will prioritize precision improvement strategies and enhanced measurement approaches to detect incremental gains beyond current ceiling levels.

Given sustained high perception results and ceiling effects in several student measures, the 2026/27 focus under Goal 1 will shift from broad expansion to precision improvement: stronger literacy coherence, closer use of screener and intervention data, and tighter POP/CRM alignment for students below grade level.

Goal 1 Targets for 2026/27

- Increase the percentage of students reading at or above grade level to ~ 67% by June 2027, as measured by Provincial Literacy Screeners (K – grade 5).
- Increase F&P Reading Assessment scores for all students by 2 reading levels.
- Increase reading proficiency among at-risk students (identified through September assessments) by 25%.
- Increase the percentage of students achieving at grade level in numeracy to ~ **70%** as measured by school-based assessments and provincial screening tools.
- Increase the percentage of students achieving acceptable standard on PATs from current baseline to +3 percentage points, and excellence from baseline to +3 percentage points.

Charter Goal is linked to Provincial Domain: Local and Society Context

Charter Goal 2	Students from low-SES backgrounds acquire and apply the knowledge, skills and attitudes that promote well-being and lifelong learning.
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Outcome 1	Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).
Strategies	<p>Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections. One part of the strategy is the implementation of school-wide zones of regulation.</p> <p>Continued work on the Resiliency Scale and the Brain Story (Palix Foundation).</p> <p>Hired in 2025/26 a Behaviourist to teach and support students in regulating their behaviour. This strategy will continue into 2026/27.</p> <p>Attend to the holistic needs of the student, recognizing the many ways the student connects with – and arise from – their unique self and experiences.</p> <p>Establish on-site wraparound services that are responsive to student and family needs. (e.g. CRM)</p> <p>Support comprehensive school health through curricular, extracurricular, and cross-curricular programming and supports that encompass the continuum of well-being.</p> <p>Facilitate sustained and structured professional learning to equip staff with the knowledge and skills necessary to build positive and sustained connections with students and support student learning.</p> <p>Continue a strong focus on the implementation of the Thrive Student Model to support confident and high achieving students.</p>
Local Measures and Evidence	<p>School surveys</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of affective goals</p> <p>Students developing knowledge and skills application of the Thrive Student Model</p> <p>Student and family participation in STEM Family Night</p> <p>Data on utilization of student and family support services through Jasper Place Family Resource Center</p> <p>Data on extracurricular and cross-curricular participation and accomplishments</p> <p>Data on professional learning and specialized training for educators and school/district leaders</p> <p>Feedback from partners and community members</p>
Provincial Measures	Alberta Education Assurance survey

The Thrive Student Attributes Model is central to our school mission and its culture. Teachers are well versed in each attribute of the model. Teachers will continue to focus on the model’s attributes and supporting students in developing the knowledge and skills needed to successfully practice the attributes throughout the school day.

Building family capacity through our Family Dinners also complements this outcome. JPFRC attends all Family Dinners and meets with parents during the event with a concentrated effort to connect with those who have not engaged in support services. Our partner, NorQuest College, also offered a tax clinic for all interested families to increase parent knowledge of taxation, and to have their tax returns completed at no cost. This free tax clinic helps to further remove financial barriers for parents.

Students indicate that learning is enjoyable at Thrive Elementary. Access to social and emotional supports are available for students (see Goal 2, Outcome 1 data). In addition, as the school continues to expand their curricular and cross-curricular program offerings, we hope to increase student and parent engagement.

Outcome 2	Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging
Strategies	<p>Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections.</p> <p>Continue work on trauma-informed practices including professional development.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student’s learning.</p> <p>Work with Werklund Institute to Pilot the MARCo Robot for supporting mental health.</p>
Local Measures and Evidence	<p>School surveys</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

Almost all the students respond that they have friends in school. To support the development of appropriate behaviours and relationships with both students and staff, the school utilizes our Emotional Behavioural Specialist and Behaviourist to work with individual and groups of students to support development of the affective knowledge and skills necessary to develop meaningful friendships. Thrive is also piloting the MARCo Robot to support mental health and providing increased opportunities for students to interact with and discuss their issues and concerns. The piloting of MARCo is supported by Werklund Institute.

The school is a safe, caring and welcoming place for all students. Students and parents indicate this on surveys (see Goal 2 – Outcome 2). Their confident interactions throughout the school also demonstrates their comfort and sense of belonging at the school. The safe, caring and welcoming policy and the student code of conduct are reviewed annually to ensure that they both address student learning needs.

Staff also plan theme days for students to develop connection with the school culture. These activities may be simple activities such as pyjama day, crazy hair day, hats on for mental health, art club, calm colouring club, lego club and a skipping club. There have also been staff vs student sports games such as basketball and soccer. Others are more functional and provide students with the opportunity to learn to tie their shoelaces and other activities to support the growth and development of students. School staff also plan special days for the purpose of cultural recognition. Examples of this include special cultural events for Truth and Reconciliation Day and Orange Shirt Day.

Outcome 3	Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.
Strategies	<p>Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections.</p> <p>Build culturally responsive practices.</p> <p>Attend to the holistic needs of the student, recognizing the many ways the student connects with – and arise from – their unique self and experiences.</p> <p>Establish on-site wraparound services that are responsive to student and family needs.</p> <p>Support comprehensive school health through curricular, extracurricular, and cross-curricular programming and supports that encompass the continuum of well-being.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student’s learning.</p>
Local Measures and Evidence	<p>School surveys</p> <p>Increased student attendance</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of</p>

	<p>STEM-related learning goals</p> <p>Data on extracurricular and cross-curricular participation and accomplishments</p> <p>Increased attendance at Family Dinners</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

The school ensures that each child’s basic needs are met at school. Through a balanced diet (meal program) and providing students with a safe, caring and welcoming environment, students are encouraged and taught to take ownership of their own success.

Students also note in the school survey that they have friends at school. They also identify a sense of belonging at the school supporting the success of this important attribute of the Thrive Student Attributes Model.

Students indicate in the school survey that they are improving in reading, writing and numeracy and that they are confident learners. School staff will continue to ensure student basic needs and learning needs are addressed in the classroom and the school. This includes aligning teaching and learning practices with student need.

Of note is that data scores continue to increase on students’ sense of voice, belonging and other attributes measured in the Thrive Student Attribute Model. Through intentional teaching of the attributes, the focus is to see other significant gains.

Outcome 4	Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.
Strategies	<p>Attend to the holistic needs of the student, recognizing the many ways the student connects with – and arise from – their unique self and experiences.</p> <p>Establish on-site wraparound services that are responsive to student and family’s needs.</p> <p>School-wide implantation of zones of regulation.</p> <p>Support comprehensive school health through curricular, extracurricular, and cross-curricular programming and supports that encompass the continuum of well-being.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student’s learning.</p>

	<p>Work to remove barriers, labels and biases that limit access and undermine student success.</p> <p>Facilitate sustained and structured professional learning to equip staff with the knowledge and skills necessary to build positive and sustained connections with students and support student learning.</p> <p>Continue implementation and practices centered on the Thrive Student Model.</p>
Local Measures and Evidence	<p>School surveys</p> <p>Increases in student attendance</p> <p>Increase of student self-regulation</p> <p>Data on extracurricular and cross-curricular participation and accomplishments</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of affective goals</p> <p>Data on utilization of student and family support services</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

The Thrive Student Attribute Model is central to the work done to support the social, emotional and academic development of all students. Teachers support the social, emotional and academic development through actively teaching students how to be successful. Recognition ceremonies are held monthly celebrating student achievements in the various attributes of the model.

Students indicate in the school student survey that they find their classroom learning fun and engaging and that they are confident learners. Almost all students agreed to strongly agreed that they were confident learners.

100% of all students indicate that they are taught to be respectful of others, and their faith, culture and background. This essential expectation will continue to be intentionally taught and reinforced at the school.

Outcome 5	Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.
Strategies	Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections.

	<p>Attend to the holistic needs of the student, recognizing the many ways the student connects with – and arise from – their unique self and experiences.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student’s learning.</p> <p>Work to remove barriers, labels and biases that limit access and undermine student success.</p>
Local Measures and Evidence	<p>School surveys</p> <p>Increased student attendance</p> <p>Thrive Student Personal Opportunity Plans (POPs)</p> <p>Data on extracurricular and cross-curricular participation and accomplishments</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

Ensuring alignment between school level activities and Thrive Time ensures students understand expectations within each program area. Consistent application of the expectations along with making shifts in programming as necessary, supports students in developing the requisites needed to achieve success and to apply new learning into other program areas.

With the assistance of our Emotional Behavioural Specialist, Behaviourist and Intervention Teacher, students receive one-on-one and or small group support in developing developmentally appropriate skills, habits and mindsets that support their ongoing growth and development.

We will be moving into our second year of enhanced athletics program to address identified needs in social development, skills in teamwork, accountability and positive attitudes relating to participation in competitive sports. This enhanced focus will further address the opportunity gap that our low-socioeconomic students experience with parent capacity and affordability to engage their children in competitive level training and sports team participation.

Goal 2 results illustrated improvements in both parent and student data. These changes were in:

- Student access to social-emotional and mental health supports
- Student perception of classroom learning environment
- Parent perception of access to learning supports
- Parent perception of access to mental health supports
- Parent perception of student voice and agency
- Parent perception of learning environment quality

- Student perception of peer respect

A key to the successes achieved in Goal 2 measures includes the work of the JPFRC, their engagement with families and supports provided. All families were contacted early in the year to identify how JPFRC could support families. This was a very successful lead-in to the school year for families.

The above measures demonstrate statistically significant improvement ($p < .05$), with increases ranging from +7% to +14% over the three-year period. Continued focus on Goal 2 is strongly supported by statistically significant gains across multiple indicators, confirming that current strategies are producing measurable and meaningful improvements in student well-being, access to supports, and learning environment quality. Sustained effort is required to consolidate gains, ensure consistency across cohorts, and extend impact to remaining areas of variability.

Goal 2 Targets for 2026/27

- Maintain student and increase parent agreement rates that the school is a safe and caring environment at $\geq 91\%$, while reducing unfavorable responses to $\leq 5\%$.
- Increase student engagement to 90% (parent perception).
- Increase congruence between parent perception of student confidence in learning and student perception regarding their confidence in learning.
- Maintain $\geq 95\%$ of all parents connected with JPFRC.

Charter Goal is linked to Provincial Domain: Teaching and Leading

Charter Goal 3	Students from low-SES backgrounds develop core stem skills and competencies that prepare them to excel in high school and beyond.
Outcome1	Students demonstrate superior STEM knowledge, skills and competencies.
Strategies	<p>Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.</p> <p>Implementation of the locally developed STEM curriculum by grade.</p> <p>Teachers will apply the QICS Steps as a tool to support STEM learning.</p> <p>STEM coaching of all educators and Thrive Time staff.</p> <p>Provide access to real-world tools, technologies, materials and resources used by STEM professionals.</p> <p>Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.</p> <p>All staff including STEM Coach, classroom teachers and Thrive Time Instructors reinforce STEM knowledge and skills through aligned cross-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>

Local Measures and Evidence	<p>School-administered STEM attitude surveys and assessments</p> <p>STEM Family Night</p> <p>School surveys</p> <p>Thrive Student Personal Opportunity Plans (POPs) (1 goal is STEM related), measuring attainment of STEM-related learning goals</p> <p>Data on student engagement in STEM learning opportunities</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p>

In the 2025/26 Teacher AEP Survey, teachers identified the top three STEM learning strategies as hands-on / experiential learning, inquiry-based learning and problem-solving tasks. Good progress is being made in STEM learning with the work of teachers and the STEM Learning Coach. Challenges to student growth in STEM learning include time limitations, student readiness and in some cases, resource availability.

Students relate well to the STEM program offered at Thrive Elementary School. Most students indicate their enjoyment participating in STEM learning. Students continue developing STEM using the QICS Steps (STEM approach model) and grade specific curricular enhancements. Our continued focus on teaching students to apply the steps will help to build success in STEM, as well as in cross-curricular areas in all grades.

A high percentage of students indicated in the school survey that they enjoy participating in the STEM program. Previously, STEM was primarily offered by the STEM Coach. Classroom teachers now integrate STEM learning into their classroom. The STEM Coach, whose role is now renamed to STEM Coach, provided direct one-on-one coaching and support for the teachers to formally deepen their integration of STEM learning in each classroom and across all subject areas.

Outcome2	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.
Strategies	<p>Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.</p> <p>Provide access to real-world tools, technologies, materials and resources used by STEM professionals.</p> <p>Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.</p>

	<p>Foster and reinforce creativity -- an essential component of innovation -- across the curriculum and through extra- and cross-curricular activities.</p> <p>Reinforce STEM knowledge and soft skills through aligned cross-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>
Local Measures and Evidence	<p>School-administered STEM teacher and student administered competency assessments</p> <p>School-administered STEM attitude surveys</p> <p>School surveys</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on student engagement in STEM learning opportunities</p> <p>Data on extracurricular and cross-curricular participation and accomplishments</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p>

Students are engaged in a wide variety of STEM learning. This diverse practice will continue with in-classroom learning along with school-wide theme days. With STEM learning as the key focus of the school, students are learning how to apply QICS Steps in all aspects of their subject learning. They are also improving in their STEM knowledge and skills.

Students, through the implementation of STEM have increased their understanding of STEM. They are beginning to understand how the processes used in STEM Learning are also transferrable to other curricular areas. The QICS Steps and other metacognitive models are applicable across many or all curricular areas. We continue to enrich STEM Learning with the addition of robotics.

Outcome 3	Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.
Strategies	<p>Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.</p> <p>Application of creativity and soft STEM skills</p> <p>Students apply the QICS steps during STEM and other learning activities.</p> <p>Provide access to real-world tools, technologies, materials and resources used by STEM professionals.</p>

	<p>Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.</p> <p>Foster and reinforce creativity -- an essential component of innovation -- across the curriculum and through extra- and cross-curricular activities.</p> <p>Reinforce STEM knowledge and skills through aligned cross-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>
Local Measures and Evidence	<p>School-administered STEM attitude surveys</p> <p>School surveys</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on student engagement in STEM learning opportunities</p> <p>Data on extracurricular and cross-curricular participation and accomplishments</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p>

The role of the STEM Coach was created at the inception of the school to support teachers as they learned to develop and implement STEM learning opportunities for students. This model has evolved over the past three years and will continue to support teachers’ integration of STEM learning across the curriculum and their focus on developing skills in the STEM teaching domain. This approach has increased the amount of STEM learning in the classroom and will continue into the next school year.

Students are becoming increasingly knowledgeable about STEM Learning. This goal and outcome continue its focus on increasing student knowledge and process skills in enhancing STEM and cross-curricular learning opportunities.

Measures related to STEM engagement and programming remain consistently high (typically 94–100% agreement). Continued emphasis on Goal 3 is warranted to sustain high levels of student engagement and deepen STEM competencies, as current data reflects stable high performance rather than diminishing impact. Future work will focus on enhancing measurement precision, including competency-based and longitudinal indicators, to capture growth beyond perception data. This will include:

- participation in STEM events,
- teacher implementation evidence,
- cross-curricular STEM tasks.

Goal 3 Targets for 2026/27

- Measure student participation in STEM activities and events to establish baseline participation measures.
- Build an inventory of teacher cross-curricular STEM activities across all grade levels.

Provincial Domain: Governance

Strategies	<p>Engage community members, parents, students and staff in building student and school success.</p> <p>Build parent and community understanding about the Thrive School and the role of the Thrive Board.</p> <p>Thrive Elementary Charter School budget aligns to charter goals and identified priorities as outlined in the AEP.</p> <p>Continued development of Board Policies and School Administrative Procedures.</p> <p>Work closely with the Foundation to support alignment between the work of the school and Thrive Time programming.</p>
Local Measures and Evidence	<p>Data collected from engagement sessions</p> <p>Data collected from community group meetings</p> <p>Data collected from school surveys</p>

The Family Dinners have proven highly effective in engaging with parents. With the purpose of building parent capacity, we also offered programs such as a Tax Clinic to further support parents. The Tax Clinic conducted by our partner NorQuest College provided opportunities for parents to learn about various aspects of the tax system in Canada, receive free tax return preparation and support their connections with school and the broader society. Parents are also informed about school programs at the dinners and provide feedback to our school about school improvement ideas.

There is also increased parent engagement for supports offered by the onsite Jasper Place Family Resource Center resource worker. These supports provide parenting support through JPFRC and building stronger understanding of supports and resources available from the school and from the broader community.

Parents also provide feedback through the school and the provincial assurance survey supporting AEP and AERR development, in addition to improving school quality for students.

First Nations, Métis and Inuit Student Success

Strategies	<p>Include an “Indigenous Perspectives” portion of staff meetings to explore indigenous culture and issues.</p> <p>Teachers integrate FNMI “ways of knowing” and their FNMI activities where appropriate into their instruction.</p> <p>Teachers continue to collaborate, plan and provide resources for teachers and students to increase FNMI Success.</p>
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	<p>Expand FNMI learning and library resources.</p> <p>Connect with local Indigenous groups to increase Indigenous understanding.</p> <p>Participation in Orange Shirt Day and other opportunities to assist student understanding of truth and reconciliation</p> <p>Integrate FNMI STEM learning activities into the classroom</p>
Local Measures and Evidence	<p>School Surveys (Parents and Students).</p> <p>Community organization feedback.</p> <p>Implementation of applicable Truth and Reconciliation Recommendations.</p>

Note: Approximately 20% of students attending Thrive Elementary Charter School have self-identified as First Nations, Métis, or Inuit.

Staff demonstrate an understanding of the historical, social, economic, and political contexts that shape First Nations, Métis, and Inuit experiences. Their teaching reflects a strong commitment to truth and reconciliation, which is evident in the inclusive and respectful learning environment they foster. Staff actively engages in collaborative, school-wide initiatives that support student achievement and build collective capacity in FNMI education.

Through intentional planning and thoughtful use of their curriculums, staff create opportunities for all students to explore and appreciate the rich histories, languages, cultures, and contemporary perspectives of Indigenous peoples. Staff carefully select and incorporate resources that accurately reflect the strength and diversity of FNMI communities, ensuring that every student benefits from learning experiences grounded in respect, accuracy, and relevance. Staff’s dedication significantly contributes to a more informed, empathetic, and inclusive school culture.

Some examples of activities that we have had at Thrive are:

- inviting a parent to read in Cree for Read-In Week
- the school choosing to be open on September 30 to be able to celebrate and honour Orange Shirt Day
- land acknowledgement on the morning announcements
- art activities have demonstrated particular FNMI traditional techniques

These activities provide our students with access to FNMI programs and through our teaching and partnerships with organizations such as Norquest College, student learning is extended to include FNMI STEM programming to extend their learning opportunities.

Implementation Plan

Priority / Strategy	Lead	Actions	Evidence	Reporting
Literacy coherence and intervention	Intervention Teacher	screening cycle, teacher collaboration	screeener trend data, classroom evidence	October / February
Goal 2 supports and well-being	Principal / EBS / JPFRC	family connection plan, support referrals, SEL implementation	support access data, survey data, JPFRC activity counts	January / July
STEM enhancement	STEM Coach	STEM Model implementation, STEM events, teacher support	student participation, portfolios, survey data	Twice yearly
Engagement	Board / Principal	budget alignment, communication, dinners, survey participation	attendance, engagement summaries, website posting	Twice yearly
Effective teaching	Principal / teachers	Focused use of UDL and other identified pedagogies identified in the Charter	Student/teacher surveys, student performance	Twice yearly
Athletics Program	Athletics Program Manager	Programs offered	Student participation in programs.	Twice yearly
FNMI	Principal / teachers	Implement strategies from P. 31 FNMI STEM learning activities	FNMI student success	Twice yearly

Budget Summary Link

School Jurisdiction Code: 2473

BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31

		Approved Budget 2026/2027	Approved Budget 2025/2026	Actual Audited 2024/2025
REVENUES				
Government of Alberta	\$	3,010,160	2,668,393	2,527,240
Federal Government and First Nations	\$	-	-	-
Property taxes	\$	-	-	-
Fees	\$	-	-	-
Sales of services and products	\$	-	-	-
Investment income	\$	5,000	5,000	9,111
Donations and other contributions	\$	1,565,450	1,552,278	1,332,066
Other revenue	\$	-	-	109
TOTAL REVENUES		4,580,610	4,225,671	3,868,526
EXPENSES				
Instruction - ECS	\$	305,444	262,087	281,545
Instruction - Grade 1 to 12	\$	2,474,048	2,206,948	1,901,327
Operations & maintenance	\$	738,687	733,534	730,414
Transportation	\$	380,410	371,975	361,590
System Administration	\$	200,000	200,000	199,597
External Services	\$	482,021	447,627	368,937
TOTAL EXPENSES		4,580,610	4,222,171	3,843,410
ANNUAL SURPLUS (DEFICIT)		-	3,500	25,116

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT) for the Year Ending August 31

		Approved Budget 2026/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES				
Certified salaries	\$	1,341,776	1,181,057	1,030,015
Certified benefits	\$	244,871	231,566	194,189
Non-certified salaries and wages	\$	586,600	546,995	477,532
Non-certified benefits	\$	128,925	104,607	89,189
Services, contracts, and supplies	\$	1,994,760	1,869,618	1,793,203
Capital and debt services				
Amortization of capital assets				
Supported	\$	211,679	205,328	202,136
Unsupported	\$	-	-	-
Interest on capital debt				
Supported	\$	-	-	-
Unsupported	\$	-	-	-
Other interest and finance charges	\$	-	-	-
Losses on disposal of capital assets	\$	-	-	-
Other expenses	\$	72,000	83,000	57,146
TOTAL EXPENSES		4,580,611	4,222,171	3,843,410

Link to School Website: [Thrive Elementary Approved Budget 2026-27- Approved May 20-2026](#)

Capital Plan

The school is privately owned by the Thrive Charter School Foundation's Chairman. Any PO&M funding received is used to ensure the school is well maintained and meets all Alberta Education Standards. All remaining costs for maintaining the school, outside of government funded PO&M, is addressed by the Society's Foundation and Founder.

The Board has submitted the Capital Project Plan Submission (Charter School Accelerator Program) for a second school that will also include junior high. The 3 Year Capital Plan was also submitted to BLIMS. Immediately below is an excerpt from the Capital Plan identifying the key priority.

Thrive Charter School Society's approved charter covers the educational continuum from kindergarten through grade nine. In September 2023, Thrive Elementary School opened to 101 K-6 students. Now in its completing its third year of operation, Thrive enrolment has grown to 171 K-6 students, effectively reaching capacity of the school building, with a utilization rate of 93%. For the next school year, Thrive is projecting a 8-10% increase in enrolment and will maintain a wait list.

In addition to addressing immediate enrolment pressures, the society is focusing efforts on fulfilling the school's charter mandate to serve K-9 students. The proposed expansion to include a second school facility addresses both issues: it will extend the school's enrolment to serve junior high students in grades 7-9 and will also expand its reach to include students from low-SES backgrounds who live in the area adjacent to the current Thrive Elementary demographic target area. This geographic expansion and grade configuration change will require an additional school facility appropriate for K-9 learning to support the 225% increase in total school enrolment.

Capital expansion will help meet key objectives of Thrive Charter School and Alberta Education by relieving enrolment pressures, increasing program access, expanding key programming priorities, building operational efficiencies and supporting continued innovation.

The proposed Thrive expansion could be realized through:

- the building of a new K-9 school facility; or
- modernization of a surplus school; or
- conversion of an appropriate third-party space (e.g., commercial, surplus government buildings etc.).

Ministry approval (Education and Childcare; Alberta Infrastructure) for planning funding was granted in January 2026. The Thrive Charter School Society board is now working through next steps in site selection with Capital Planning and Infrastructure departments.

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 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.

Appendix 2

Stakeholder Engagement

Stakeholder engagement is essential to fully understand the social, emotional, and cognitive needs of our students and how to best support them while at Thrive Elementary School. Furthermore, building strong, trusting relationships with the student's network outside the walls of the school is an important factor in sustaining student success.

Thrive Elementary Charter School continues to work on establishing a strong and effective School Council. After numerous calls for parents, we have learned through our efforts to drive parent engagement, parents resist participating at this level. As a result, we have a small group of parents to serve as an advisory council to the school principal.

Stakeholder engagement is a priority. Input from parents, students and staff is valued and guides the development of the Education Plan. Examples of how Thrive Elementary Charter School engages with parents and community to support our students and to collect data to inform planning includes:

Home – school connection:

- Building strong home-school connections through provision of on-site family resources and support 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.
- In-school and access to community supports to address issues such as food and housing insecurity and mental health needs.

Ongoing practices that support engagement:

- Student Personal Opportunity Plans,
- Student led Conferences,
- Parent Teacher Meetings (formal and informal as required),
- School Survey to Parents and Students,
- Community Partner Surveys re: Services for Students and Families,
- Collaboration with established post-secondary partner, NorQuest College on STEM programming, practicum placements, and research,
- Monthly Family Dinners bringing students and their families together monthly to support building the school community and a culture of inclusion,
- Building connections for families to community resources,
- Open Houses for existing and prospective new enrolments,
- Alberta Education Assurance Survey,
- Thrive Elementary Charter School Parent Survey,
- Demonstration of Learning Days,
- Individual Program Plan (IPP) parent and student input (September and Ongoing),

- Additional post-secondary practicum engagements with the University of Alberta and MacEwan University
- Professional growth meetings with staff,
- Monthly Staff meetings,
- Meetings with organizations that TECS has formal partnership agreements,
- Board meetings,
- Report Card comments and indicators,
- Open-door policy to address student, parent and staff concerns,
- Attendance and active participation 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,
- Recruiting and touring potential community supports and funders to increase their understanding of the uniqueness of Thrive Elementary Charter School and how it is addressing student needs,
- One staff member is fluent in Ukrainian and one is fluent in Spanish to support parents who have limited English,
- Active participation in TAAPCS to sustain cross-collaboration with other charter schools to learn and take action on operational and other best practices (This also includes participation in charter school teacher PD days),
- Week at a glance emails sent to parents to let them know of important dates, reminders, etc,
- Newsletter,
- Many teachers have Class Dojo app to be able to highlight to the parents of the students all the activities that are happening in class, and
- Bi-weekly updates sent home to parents from the classroom teacher to share what has been taking place in the classroom and how they can support their child's learning at home

Appendix 3 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%	99/101 = 98.0%
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	97/101 = 96.0%
Learning is fun and engaging in my classroom.	46/51 = 90.2%	92/94= 97.9%	96/101 = 95.0%
My teacher uses many different approaches to meet my learning needs.	50/51 = 98.0%	94/94= 100%	101/101= 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%	70/79 = 88.6%
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	69/79 = 87.3%
My child’s learning activities are engaging and relevant.	47/55 = 87.3%	72/77 = 93.5%	71/79 = 89.9%
My child’s teacher uses many different approaches to meet my child’s learning needs.	44/55= 80%	67/76 = 88.2%	67/77 = 87.0%

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	

Note:2025/26 AEAM data is not currently available.

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%	100/101= 99.0%
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%	100/101= 99.0%

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%	73/79 = 92.4%
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%	67/79 = 84.8%

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%	99/101 = 98.0%
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	97/101 = 96.0%

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%	70/79 = 88.6%
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	69/79 = 87.3%

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	17
Number of students with Personal Opportunity Plans.		*	*	100%

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%	98/101 = 97.0%
My learning at school is improving.		49/51 = 96.1%	93/94 = 98.9%	99/101 = 98.0%
I feel positive about my learning at school.		48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%

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%	62/77 = 80.5%
My child feels positive about their learning at school.		48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%

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.

Note: 2025/26 AEAM data is not currently available.

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	99/101 = 98.0%
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%	90/93 = 96.8%	99/101 = 98.0%
I enjoy attending and participating in Thrive Time (after school programming).	48/51 = 94.1%	92/94 = 97.9%	101/101= 100%
My classroom is enjoyable for learning at Thrive Elementary.	44/51 = 86.3%	90/94 = 95.7%	100/101= 99.0%

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%	67/79 = 84.8%
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%	67/78 = 85.9%
My child enjoys Thrive Time (extra curricular programming).	51/55 = 92.7%	69/76 = 90.8%	70/78 = 89.7%
My child enjoys the learning environment at Thrive Elementary.	48/55 = 87.3%	73/76 = 96.1%	77/79 = 97.5%

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%	

Note: 2025/26 AEAM data is not currently available.

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.	✓	✓	

Note: 2025/26 JPFRC Data will be available in August 2026

Anecdotal JPFRC Data from Parent Comments

“... 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%	84/101 = 83.2%
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	100/101= 99.0%
My opinion is respected and valued by school staff.	49/51 = 96.1%	89/94 = 94.7%	99/101 = 98.0%
As a student, I always feel welcome at Thrive Elementary.	47/51 = 92.2%	91/94 = 96.8%	97/101 = 96.0%
I feel that Thrive Elementary is a place that is safe and has a caring environment.	48/51 = 94.1%	88/94 = 93.6%	100/101= 99.0%
I feel that I am equal to all other students at Thrive Elementary.	45/51 = 88.2%	83/94 = 88.3%	89/101 = 88.1%
I have friends at school and understand how to make new friends.	48/51 = 94.1%	90/94 = 95.7%	99/101 = 99.0%

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
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%	52/78 = 66.7%
My child's opinions are respected and valued by school staff.	47/55 = 85.5%	70/76 = 92.1%	70/79 = 88.6%
As a parent, I always feel welcome at Thrive Elementary.	49/55 = 89.1%	74/76 = 97.4%	74/79 = 93.7%
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%	73/79 = 92.4%
My child feels that they are equal to all other students at Thrive Elementary.	45/55 = 81.8%	69/77 = 89.6%	72/79 = 91.1%
My child has friends at school and understands how to make new friends.	48/55 = 87.3%	67/77 = 87.0%	70/79 = 88.6%

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

Note: 2025/26 AEAM data is not currently available.

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%	97/101 = 96.0%

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%	68/77 = 88.3%
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%

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%	100%
Student recognition at assemblies for achieving the attributes of the Thrive Student Attributes Model.	100%	100%	100%

Celebration of Learning and Assemblies – take numbers of students recognized for the Thrive Student Attributes 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%	99/101 = 99.0%

I enjoy attending and participating in Thrive Time (extra curricular programming).	48/55 = 94.1%	92/94 = 97.9%	101/101= 100%
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	100/101= 99.0%

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%	75/78 = 96.2%
My child enjoys Thrive Time (after school activity programming).	52/55 = 94.5%	69/76 = 90.8%	70/78 = 89.7%
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%
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%	72/78 = 92.3%

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%	100/101= 99.0%
Learning is fun and engaging in my classroom.	46/51 – 90.2%	92/94 = 97.9%	96/101 = 95.0%
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%

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%	77/79 = 97.5%
My child's learning activities are engaging and relevant.	48/55 = 87.3%	72/77 = 93.5%	71/79 = 89.9%

My child is confident at school.	44/55 = 80.0%	64/76 = 84.2%	62/77 = 80.5%
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%

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.

Note: 2025/26 AEAM data is not currently available.

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%	98/101 = 97.0%

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%	71/79 = 89.9%

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%	100%
Number of teachers receiving STEM Professional Learning from the STEM Coach.	100%	100%	100%
Created STEM Curriculum Guide by grade (QICS Step to STEM) – Teachers and students use the QICS Step in class	NA	100%	100%

Creating the foundation for STEM success in Year 1. Implementing and continuing to improve learning models in year 2. Year 3 continued the STEM work to refine the process for learning and implementing of STEM work in the classroom.

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%	98/101 = 97.0%
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%	91/94 = 96.8%	99/101 = 98.0%

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%	71/79 = 89.9%
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%	71/79 = 89.9%

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%	100%

STEM curriculum used in all classrooms for STEM Learning: Appendix

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%	98/101 = 97.0%

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%	71/79 = 89.9%

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%	100%

List of STEM Related Special Activities

- Kite Day
- STEM Day
- Pi Day
- 2nd Place Finish at the STEM Competition at the Butterdome

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%	89/101 = 88.1%

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%	74/79 = 93.7%
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%	73/79 = 92.4%
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%	72/79 = 91.1%

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%	
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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%
100% of Foundation Funding addresses the school charter, school priorities (e.g. Thrive Time, Transportation, Meal Program, etc) and student needs.	100%	100%	100%
Charter documents, Annual Education Plan, School Budget and Board Meeting Minutes are all posted on the school's website.	100%	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	Yes
Standards – leadership, teaching, extra curricular programming are implemented and measured through weekly status updates and teacher supervision and evaluation.	Yes	Yes	Yes
Family Dinners held monthly (10 family dinners)	100%	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 continued to see 90% of our families attending the dinner, and year 3 was equally successful. 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%	100%
Engaged with Norquest to begin work on leveraging their Indigenous STEM Learning Program	n/a	100%	n/a

Appendix 4 At-Risk Data – Literacy and Numeracy

Data Comparison Year Over Year

LITERACY						
Grade	Fall 2024 Students AT RISK	Winter 2025 Students AT RISK	Spring 2025 AT RISK	Fall 2025 Students AT RISK	Winter 2026 Students AT RISK	Spring 2026 AT RISK
Kindergarten		7/21			6/22	
Grade 1	8/26	17/26	12	7/31	12/32	
Grade 2	14/21	16/24	11	11/30	10/30	
Grade 3	7/26	10/26	6	11/31	12/31	

NUMERACY						
Grade	Fall 2024 Students AT RISK	Winter 2025 Students AT RISK	Spring 2025 AT RISK	Fall 2025 Students AT RISK	Winter 2026 Students AT RISK	Spring 2026 AT RISK
Kindergarten		4/21			3/22	
Grade 1	8/25	14/26	9	3/31	7/32	
Grade 2	15/24	13/24	10	9/30	6/30	
Grade 3	12/26	12/26	8	9/31	9/31	

*Please note that the number of students assessed may vary due to enrollment changes or extended absences.

Assessment Tools Used For Administrations of Tests

	Literacy Assessment Tool	Numeracy Assessment Tool
Kindergarten	PAST RAN LeNS, cards 1-2	Provincial Numeracy Screening Tool
Grade 1	PAST RAN LeNS, cards 1-2 LeNS, cards 1-5 CC3	Provincial Numeracy Screening Tool
Grade 2	LeNS, cards 3-5 CC3	Provincial Numeracy Screening Tool
Grade 3	CC3	Provincial Numeracy Screening Tool