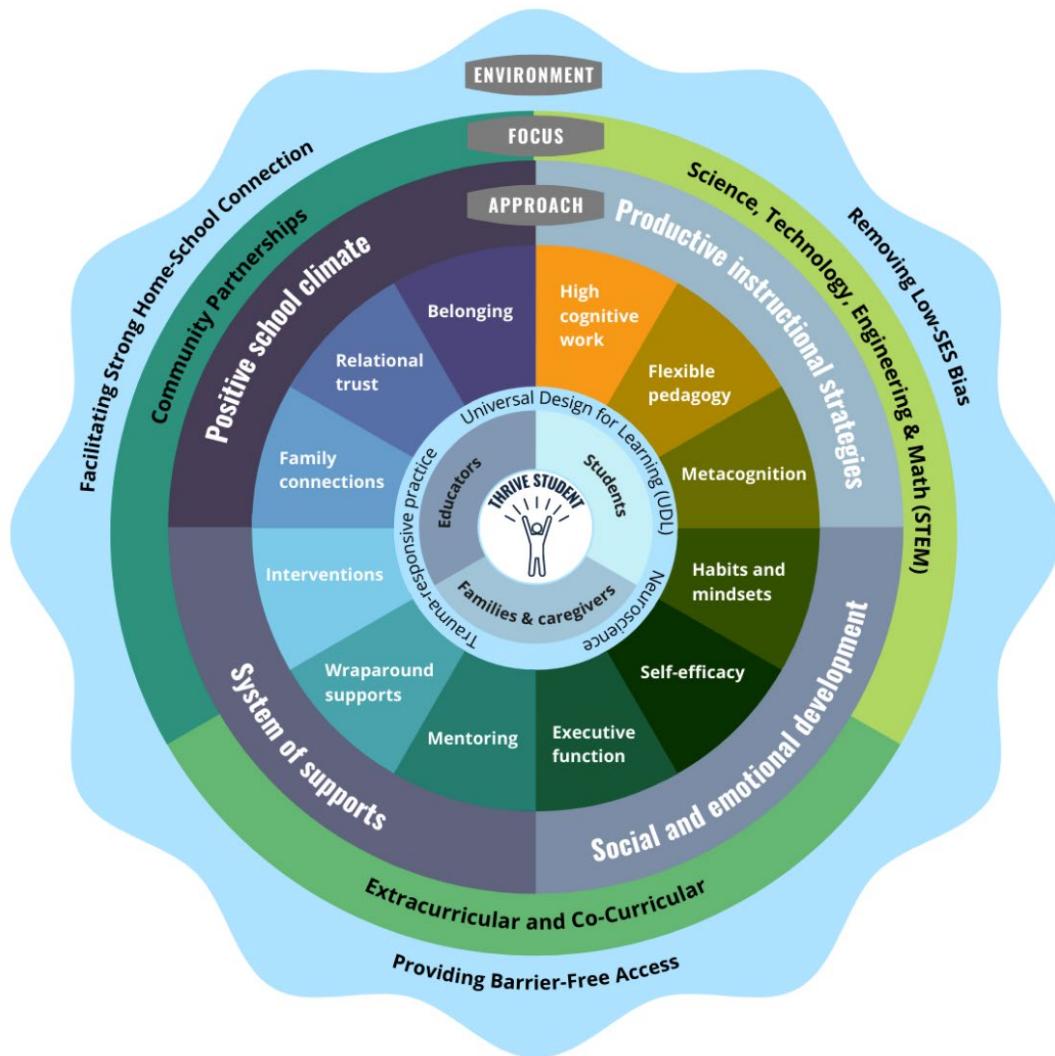


Thrive Elementary Charter School

Education Plan 2024-2027

Thrive Charter School Concept Model



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

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Accountability Statement for Three-Year Education Plan 2024/2027

The Education Plan for Thrive Charter School Society (commencing September 1, 2023) was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

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



Date: May 28, 2024

Board Vice-Chair

Board Vice-Chair Statement

On behalf of the Thrive Charter School Society board, I would like to provide some insight to our reflection on the first 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-one expectations for addressing the defined opportunity gaps for students and the successful integration of STEM enhancement to our program's curriculum.

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

Heading into year two 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 2024-2025 school year.

Foundation Statements

Vision

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

Mission

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

- Champion eager minds, unlocking each student's inherent potential for high achievement.
- Empower every student with the skills, knowledge, experiences and confidence they need to pursue relentlessly bold futures.

- Nurture belonging by building meaningful connections in the classroom, the school, at home and in the community.
- Overcome the barriers, labels and biases that undermine aspirations and well-being.
- Elevate each student through integrated academic, individual, and family-focused supports and services that are proactive and guided by a deep understanding of each unique individual.
- Embrace a future-focused mindset, working intentionally to map out pathways that inspire and challenge us and building innovation, iteration and continuous improvement into all facets of our school community: our learning, teaching and leadership practices; our curricula; and our school structures and operations.

Thrive Philosophy

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

Guiding Principles

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

- We see the limitless human potential in every student and are unwavering in our belief that all students can reach great heights given the appropriate mix of challenges and supports that serve their individual learning profile.
- We are deliberate in our pedagogical choices and practice, drawing on the science of learning and development to inform our work.
- We embrace a research focus, promoting a culture of active research in our classrooms and pursuing innovative research projects with post-secondary institutions.
- We place high value on exemplary teaching and are committed to sustained, meaningful and structured professional learning that furthers Thrive Student engagement and outcomes.
- We aim to be innovators and educational thought leaders and work proactively to engage with the wider educational community and share best practices for teaching and fostering student engagement.
- We foster well-being and belonging by facilitating strong and intentional school-home connections and offer holistic and synergistic support to students and their families.
- We value personal relationships, connection and understanding. We are attentive to each interaction and commit to identifying and disrupting inequitable practices and bias.

- We cultivate confidence, self-efficacy and a dedication to continuous improvement in all aspects of our work, especially in our students as learners, in our practice as educators, in our systems as school leaders and in our community.
- We acknowledge the many barriers to access and strive to eliminate them.
- We embrace the many opportunities for students to learn and grow outside our school walls and outside the core school day and appreciate this continuum of learning.
- We embrace our role as potential catalysts of positive multigenerational change and recognize the responsibilities that accompany this role.

Profile of the School Authority

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

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

Stakeholder Engagement

Stakeholder engagement is essential to fully understand the social, emotional, and cognitive needs of our students and how to best support students over the years that they are in attendance 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 student success.

Thrive Elementary Charter School continues to work to build a strong and effective School Council. After numerous calls for parents, we have learned through our efforts to drive parent engagement, parents do not want to participate at this level. As a result, we have identified those few parents to serve as advisory to the school principal.

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

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

Ways that this will occur in the school that supports engagement are:

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

Highlights for 2023/24

- Renovations and new construction was completed in August 2023.
 - Accomplished goal to build-out a 21st century learning environment
 - Decision on window installation in Kindergarten classroom this summer (despite extended ceiling height of 18 feet, the board decided that natural light was important to support the extended school day for students)
- 101 students (Kindergarten through Grade 6) registered in Thrive Elementary Charter School for its inaugural year.
 - Our school had 112 registered with attrition of 11 students between September 4 and 30 due to moving outside of attendance area
- Students received transportation, all programming and services, in addition to running shoes, logo wear and school supplies at no cost.(funded by Thrive Charter Foundation ongoing donation commitment to the Thrive Charter School Society)
 - Established an inventory of personal hygiene items for students to take home (when identified by staff that this was a gap at home – driven by affordability)
- The school also welcomed 7.5 FTE certificated teachers, 1.0 FTE Emotional Behaviour Support Specialist, 1.0 FTE Early Learning Educator, 1.5 FTE Educational Assistant, 2.0 FTE School Caretakers, and 1.0 FTE Office Administrator. Developed STEM programming and provided professional development to all teachers.
 - The school has continued to develop and deploy an in-depth integration of STEM into all core course content.
- Thrive Time (extended school program) provided an exceptional learning experience for students each day at the conclusion of Alberta curriculum. One Thrive Coordinator and four

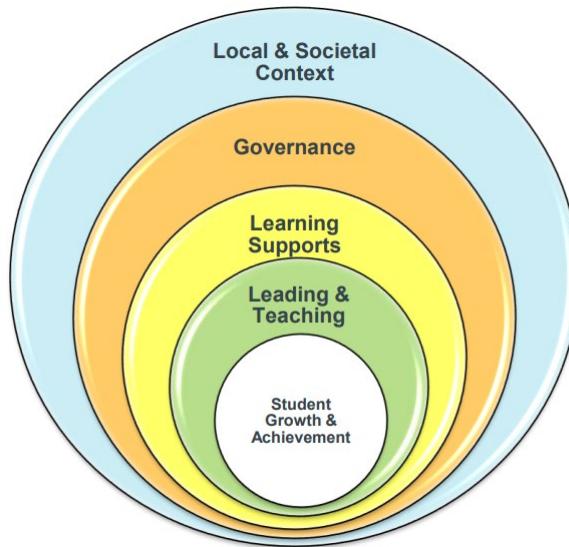
Thrive Time Instructors (supported by a STEM lead teacher provided after school programming from 3:30 to 5:45 pm each school day and on all day on five professional development days.

- Thrive Time staff implemented 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 school year. (ranging from 175 to 250 student and family members attending the dinners). Aside from the positive social integration aspect (with the school and 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)
- Yellow bus transportation was provided free to and from school for all students.
- Formal partnerships were established with Jasper Place Family Resource Center, Norquest College as well as other social support agencies and contractors in Edmonton.

Priorities for 2024/25

- Expanding school enrollment to a minimum of 164 students in Kindergarten through Grade 6.
- Recruitment of high-quality/high-fit teaching and support resources required for the increased student enrolment
- Deployment of all newly released Alberta Education curriculum (including new subject curriculum piloting)
- Ongoing development and execution of STEM enhancement to all curriculums and programming offered. This includes the purchase of additional STEM related teaching supports (equipment, technology, and supplies)
- Accurate budgeting, timely funding application and accurate/optimized resource deployment for required special student supports (applied learning from first year operation)
- Furthering engagement and support program participation by student parents and caregivers in wraparound supports and services provided through on-site Jasper Place Child and Family Resource Centre resources
- Completed partnership program deliverables with NorQuest College (Student practicums, joint research, campus field trip (kitchen/food prep safety)

Assurance Model



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

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



Evidence Informed Decision Making

Research and ongoing analysis of strategies and student data will be required to support the unique needs of students attending Thrive Elementary Charter School. The Board Annual Work Plan identifies key reporting items that ensure the board is knowledgeable about the school’s effectiveness in addressing and supporting student learning.

Stakeholder Engagement

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

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

- Open Houses for existing and prospective new enrollments
- Alberta Education Assurance Survey*
- Thrive Elementary Charter School Parent Survey*
- Provincial Achievement Tests*
- Alberta Education Curriculum implementation expectations
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff
- Monthly Staff meetings
- Meetings with organizations that TECS has formal partnership agreements
- Board meetings
- Monthly Parent School Dinners
- Report Card comments and indicators
- Parent/Teacher/Student Conferences (twice a year)
- Open-door policy to address student, parent and staff concerns
- Attendance at TAAPCS, CASS, ASBOA and other educational organizations to engage and learn from other school boards, educators and administrators pertinent to the operations of the school

Learning and Capacity Building

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

Education Plan

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

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>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.</p> <p>*Other strategies identified for this outcome can be found on page 8 & 9 of the charter document.</p>
Local Measures and Evidence	<p>School administered assessments</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>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Student Learning Assessment 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>

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.</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>*Other strategies identified for this outcome can be found on page 8 & 9 of the charter document.</p>
Local Measures and Evidence	<p>School-administered assessments</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals</p> <p>Student portfolios demonstrating academic growth over time</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Student Learning Assessment 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>

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>Align extracurricular and co-curricular programming with student learning outcomes.</p>

	<p>*Other strategies identified for this outcome can be found on page 8 & 9 of the charter document.</p>
Local Measures and Evidence	<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>
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>

Outcome 4	<p>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.</p>
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; artists in residence; field trips; extra- and co-curricular activities; outdoor education and place-based learning; and extended learning in the community.</p>
Local Measures and Evidence	<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>
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>

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.
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.</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 needs.</p> <p>Support comprehensive school health through curricular, extracurricular, and co-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>
Local Measures and Evidence	<p>School survey</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> <p>Data on extracurricular and co-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

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>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>Student Learning Assessment results</p> <p>School 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>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Student Learning Assessment 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>

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, drawing on the cultural and linguistic needs of the student.</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 needs. Support comprehensive school health through curricular, extracurricular, and co-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 survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on extracurricular and co-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>
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Outcome 4	<p>Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.</p>
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 needs.</p> <p>Support comprehensive school health through curricular, extracurricular, and co-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>
Local Measures and Evidence	<p>School survey</p> <p>Data on extracurricular and co-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>

Outcome 5	Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.
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>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 survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on extracurricular and co-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>

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>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>

	Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.
Local Measures and Evidence	<p>School-administered STEM competency assessments</p> <p>School-administered STEM attitude surveys</p> <p>School survey</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>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Student Learning Assessment results</p> <p>Alberta Education Assurance survey</p>

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 co-curricular activities.</p> <p>Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>
Local Measures and Evidence	<p>School-administered STEM competency assessments</p> <p>School-administered STEM attitude surveys</p> <p>School survey</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 co-curricular participation and accomplishments</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Student Learning Assessment results</p> <p>Alberta Education Assurance survey</p>

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>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 co-curricular activities.</p> <p>Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>
Local Measures and Evidence	<p>School-administered STEM competency assessments</p> <p>School-administered STEM attitude surveys</p> <p>School survey</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 co-curricular participation and accomplishments</p>
Provincial Measures	Provincial Achievement Test results

	<p>Student Learning Assessment results</p> <p>Alberta Education Assurance survey</p>
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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>

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>Assign Indigenous Teacher Leads from each division to collaborate, plan and provide resources for teachers and students to increase FNMI Success.</p> <p>Expand FNMI learning and library resources.</p> <p>Connect with local Indigenous groups to increase Indigenous understanding.</p>
Local Measures and Evidence	<p>School Surveys (Parents and Students).</p> <p>Community organization feedback.</p> <p><u>Implementation of applicable Truth and Reconciliation Recommendations.</u></p>

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

Implementation Plan

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

Budget Summary Link

[2024-2025-Approved-Budget](#)

Capital Plan

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