

Thrive Elementary Charter School

Education Plan 2025/26 – 2027/2028

Thrive Charter School Concept Model

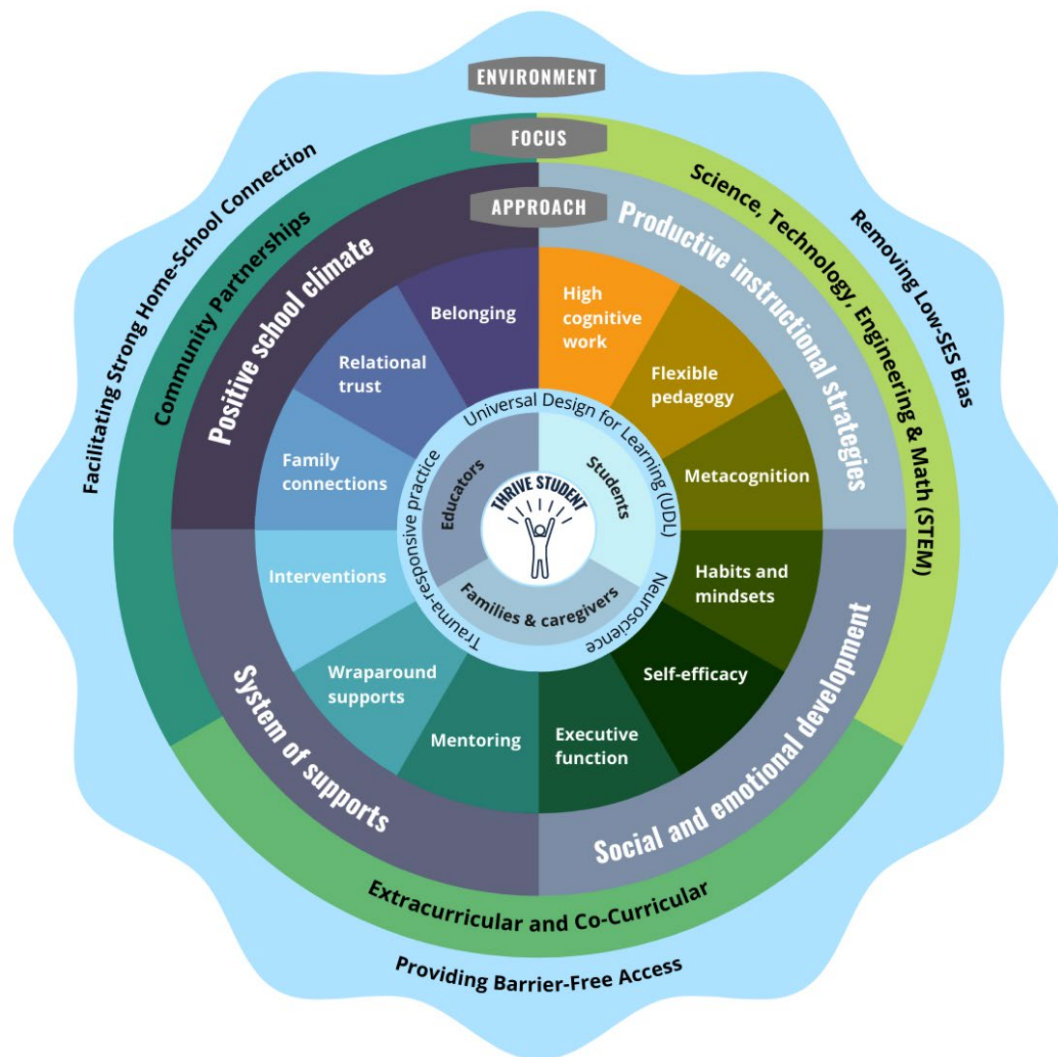


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Accountability Statement for Three-Year Education Plan 2024/2027

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 2025/26 Education Plan on (May 27, 2025).



Date: May 27, 2025

Board Vice Chair Signature

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

Government of Alberta Education Plan Requirements

The Government of Alberta and Alberta Education require the following requirements as part of their Assurance Framework.

- ☑ Review and consider the Alberta Education Business Plan.
- ☑ Review and consider all applicable Assurance Framework sections of the Funding Manual - Sections B, L, N, and O.
- ☑ Review and analyze the data as reflected in the previous AERR to inform key insights.
- ☑ Review and analyze data from the stakeholder engagement process to inform the development of local priorities.
- ☑ Assess and review First Nations, Métis and Inuit outcomes, measures and strategies with a focus on continued success.
- ☑ Formulate the education plan using the core components - outcomes, measures and strategies - as the structure.
- ☑ Outline an envisioned implementation plan for the upcoming year of the multi-year education plan.
- ☑ Ensure that a link to the school authority's budget and capital plan are included in the education plan.

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 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 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.

Students exiting grade 6, will possess competence in each area identified in the Thrive Success Model for Students.



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

- 168 students (Kindergarten through Grade 6) are registered in Thrive Elementary Charter School for its second year of operation.
 - Although attrition remains a challenge due to family mobility, enrollment stayed relatively even over the course of the school year with new families registering.
 - We are projecting for 180 students for the 2025/26 school year.
- Expanded offering of physical education, wellness and health to school and Thrive Time programming.
- Students received transportation, 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.
- Provided a Thrive Grocery Market for families during the summer of 2024 that enabled families to a free grocery shop at the school to address potential food insecurities. We estimate that over \$150,000 of groceries were provided to families.
- The school expanded to one classroom of each grade level for the 2024/25 school year. We also increased support for students by adding an additional 0.25 FTE Intervention Teacher and one additional Educational Assistant.
- The school has increased its development and deployment of an in-depth integration of STEM into all core course content.
- Implemented a new STEM Education Model (QICS) to all grades in 2024/25.
- 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 Teacher and five Thrive Time Instructors (supported by a STEM lead teacher provided after school programming from 3:30 to 5:45 pm each school day and all day on three 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 2024/25 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. Our post-secondary partner, NorQuest College, conducted a research study, Empowering Underserved Communities to Thrive: Assessing the Impacts of a Charter School Model and Targeted Support for Families and Educators, for Thrive Elementary Charter School in the spring of 2025. In addition, NorQuest College and MacEwan

University partnered with Thrive to place Education Assistant practicum students at the school. This resulted in over 500 hours of additional education support provided to 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.

Priorities for 2025/26

- Anticipating school enrollment to be 180 students in Kindergarten through Grade 6.
- Recruitment of high-quality/high-fit teaching and support resources required for the increased student achievement.
- Implementing an enhanced high-quality athletics and physical literacy program for students into the school in 2025/26.
- 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.
- Implementing the introduction, 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 and Jasper Place Family Resource Center.
- Facilitate comprehensive review of NorQuest Research study and apply findings and recommendations to the school where applicable. Findings will be presented at the C2U Expo 2025 which is hosted at MacEwan University.
- Continue to focus on expansion activities with Capital Planning for a second school that will incorporate junior high programming. This also includes our Thrive Together Initiative that will bring on new corporate and community foundation funding partners to support programs.

Required Alberta Education Assurance Measures – Overall Summary



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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	78.0	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	62.2	n/a	n/a	79.4	80.3	80.9	Very Low	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	22.2	n/a	n/a	68.5	66.2	66.2	Very Low	n/a	n/a
	PAT6: Excellence	0.0	n/a	n/a	19.8	18.0	18.0	Very Low	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	n/a	n/a	87.6	88.1	88.6	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	73.9	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	79.7	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	75.0	n/a	n/a	79.5	79.1	78.9	Intermediate	n/a	n/a

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 2019/20 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 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 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 and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

Reference: P. 2 Alberta Education Assurance Measure Results Fall 2024 for Thrive Charter School Society

Analysis

Thrive Elementary Charter School completed its first year in June 2024. In this 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 split-grade (combined) classrooms. This increase in enrolment numbers also enabled us to increase the intervention teacher's FTE and to hire an additional educational assistant.

Only 9 grade six students were in the school during the first year of operations. PAT results were low. The very low label for citizenship is interesting as our own school survey of students and parents were higher on questions related to citizenship than on the provincial survey. As citizenship is a key attribute within our Thrive Student Model, this will continue to be an area of focus for the school staff.

Parent engagement has increased as the year progressed, but it remains a challenge. We have not successfully formed a School Council but provide for input from parents through a number of means including engagement activities at our well attended family dinners (350-400 attendees at each monthly dinner) and consulting with parents directly when at the school for assemblies, demonstrations of learning and other school events. To date, we had a much better return rate on parent surveys this year as compared to last year. Low rates of return are noted for the provincial level surveys.

Next Steps:

For the next school year, we will increase communications with parents on the importance of their participation in the surveys. 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.

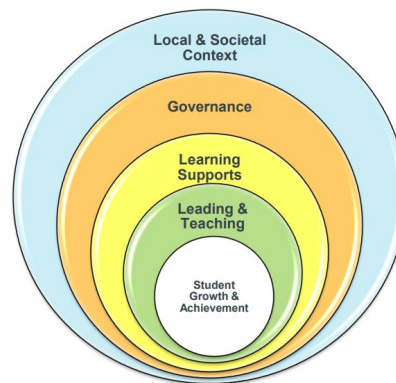
There is a greater need to focus on effective pedagogy in the classrooms. Our research suggests that certain forms of pedagogy and practice are more effective for students of low socio-economic backgrounds. These include:

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.

Furthermore, the TTFM (Tell Them From Me) research shows 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.

Many students attending Thrive Elementary School present as at-risk in the areas of literacy and numeracy. Compounding this issue is low provincial achievement student test scores for students in their first year at the school. Contributing factors included poor attendance at their previous school. As such we provide greater focus on literacy for the 2025/26 school year. This focus will include increased alignment and coherence of classroom supports, resources and pedagogy across all grade levels. As communicated in the Thrive Charter, we are focused on and confident in achieving the stated goal for continual year-over-year improvement in score performance.

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 2024/25 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.

Thrive Charter School Annual Education Plan Summary

The 2025-26 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 and emphasizes the use of the Adjusted Enrolment Method (AEM) for calculating funding. Thrive Elementary aims to address opportunity gaps and support diverse learners through initiatives such as 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 2025-26 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

*** 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 add a high performing athletics program with qualified staff for the 2025/26 school year to support student physical literacy development.</p> <p>Shift 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	Provincial Achievement Test results Provincial Literacy and Numeracy screener Student Learning Assessment results Alberta Education Assurance survey 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.
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Thrive Elementary Charter School is completing its second year of operation. Enrollments in year 1 of operations illustrated significant mobility in which many students moved. Our year finished with the following enrollment:

2023/24 Enrolment	
Grade	# of Students
ECS	19
1	18
2	14
3	13
4	16
5	10
6	9

Given these end of year numbers, we experienced a student mobility rate of about 15%.

2024/25 Enrolment	
Grade	# of Students
ECS	25
1	29
2	28
3	26
4	24
5	19
6	17

In our second year of operations, we began the year with 168 students and were able to move away from combined grades to individual classrooms for each grade level. Student mobility remains high again this year, as parents move out of our attendance and bus transportation routes. Mobility remains at about 15% with 11% mobility in September (new students moving in, existing students moving out).

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 screening tests. Many of the students, new to Thrive Elementary School, tested on Alberta Education screeners as at-risk for literacy and or numeracy.

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. Tell Them From Me research also supports findings from the completed research. Teacher practice and pedagogical methodologies were identified, and staff were provided with professional learning for these new approaches. The principal and assistant principal, through their supervision and evaluation cycles monitored teacher practices to ensure these new approaches were being implemented.

Utilizing effective pedagogical practices identified and focused on in year 2 will continue. The Intervention Teacher will also increase their focus on Literacy to support student learning. Our belief is that this priority focus will have a positive impact on numeracy results, given the importance of reading comprehension for numeracy learning. One key aspect will include aligning best practices across all grade levels.

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>CALME being implemented by the emotional behavioural specialist</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals and academic growth over time</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>School 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>
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Continued work on student self assessment on their achievement in core areas of the Thrive Student 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 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 2025/26 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>F&P Reading Protocol (literacy) for two years</p> <p>School survey</p> <p>Student attendance</p>

	Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals Student portfolios demonstrating personal goals and academic growth over time
Provincial Measures	Alberta Education Assurance survey 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.

Since the school's inception, a significant number of students scored at-risk on the provincial literacy and numeracy screener. The At-Risk Data sets are located on page 43 and 44 this document. Based on this data, in year 3, increased focus on literacy will be undertaken. The Intervention Teacher will work with teachers across all grade levels to incorporate aligned and coherent teaching strategies.

Regular meetings are held between the superintendent, principal and Intervention Teacher to discuss the school's academically at-risk student population. Current practices are examined, and potential future practices are explored. The Intervention Teacher will increase her focus on literacy in the 2025/26 school year highlighting increased alignment and coherence of supports and resources across all grade levels.

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 and a representative from Jasper Place Family Resource Center.

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	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. Support students in developing a positive academic identity and strong sense of self-efficacy. Reinforce these ideas through home-school connections. 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.
Local Measures and Evidence	School survey Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals and student understanding of STEM

	Student portfolios demonstrating academic growth over time including knowledge and ability to apply QICS steps
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 every student 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 in order to support improved student literacy rate.

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. One part of the strategy is the implementation of CALME</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	School survey

	<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 Model is central to our school 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 meet the intent elements of the model.

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 on page 34). 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>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	School survey

	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.
Provincial Measures	Provincial Achievement Test results Alberta Education Assurance survey 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.

Almost all of the students respond that they have friends in school. To support the development of appropriate behaviors and relationships with both students and staff, the school utilizes our Emotional Behavioral Specialist to work with individual and groups of students in order to support development of the affective knowledge and skills necessary to develop meaningful friendships.

The school is a safe, caring and welcoming place for all students. Students and parents indicate this on surveys (see Goal 2 – Outcome 2 on page 36). 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 students 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	Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections. Build culturally responsive practices. Attend to the holistic needs of the student, recognizing the many ways the student connects with – and arise from – their unique self and experiences. Establish on-site wraparound services that are responsive to student and family needs. Support comprehensive school health through curricular, extracurricular, and cross-curricular programming and supports that encompass the continuum of well-being.

	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.
Local Measures and Evidence	<p>School survey</p> <p>Increased student attendance</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of 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 Model.

Students indicate in the school survey that they are improving in reading, writing and arithmetic 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 particular note is that data increased significantly on students feel that their voice in decisions and learning Voice is an essential attribute in the Thrive Student 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>Implementation of the CALME protocol</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 survey</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 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 domains 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	<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>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 and Intervention Teacher, students receive one-on-one support in developing developmentally appropriate skills, habits and mindsets that support the ongoing growth and development of all students.

We will be enhancing the 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.

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 Lead Teacher, 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 survey</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>

Students relate well to the STEM program offered at Thrive Elementary School. Most students indicate their enjoyment participating in STEM learning. Year 3 will 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 other subject areas.

A high percentage of students indicated in the school survey that they enjoy participating in the STEM program. Last year, STEM was primarily offered by the STEM Lead Teacher. This year, classroom teachers were asked to integrate STEM learning into the programming. The STEM Lead Teacher, whose role is now renamed to STEM Coach, provided direct one-on-one coaching and support for the teachers to continually deepen their integration of STEM learning in each classroom.

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 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 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 QIC Steps and other metacognitive models are applicable across many or all curricular areas. We continue to enrich STEM Learning by the inclusion of Indigenous STEM PD for teachers and planned student participation in external STEM events such as robotics and coding competitions.

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 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 cross-curricular participation and accomplishments</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p>

In year 2, teachers, rather than the STEM Lead Teacher, implemented STEM learning in the classrooms with support from the STEM Coach. The role of the STEM Lead Teacher was to support teachers as they learned to develop and implement STEM learning opportunities for students. This model will continue in Year 3 of

school operations. This new 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.

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 School 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 revenue and tax system in Canada and support their connections with school and the broader society. Parents are also informed about school programs and provide advice 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>
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	Assign Indigenous Teacher Leads from each division to collaborate, plan and provide resources for teachers and students to increase FNMI Success. Expand FNMI learning and library resources. Connect with local Indigenous groups to increase Indigenous understanding. Participation in Orange Shirt Day and other opportunities to assist student understanding of truth and reconciliation
Local Measures and Evidence	School Surveys (Parents and Students). Community organization feedback. Implementation of applicable Truth and Reconciliation Recommendations.

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
- STEM Indigenous opportunities through our partnership with NorQuest

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

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.	Review results from all provincial assurance measures.
Implement Year 1 of the Athletics Program	Training for staff on best practices with assessment.	Review results from school implemented assurance measures.
		Student participation in programs.

Budget Summary Link

School Jurisdiction Code: 2473

BUDGETED STATEMENT OF OPERATIONS for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	\$ 2,668,393	\$2,220,648	\$1,606,190
Federal Government and First Nations	\$ -	\$0	\$0
Property taxes	\$ -	\$0	\$0
Fees	\$ -	\$0	\$0
Sales of services and products	\$ -	\$0	\$0
Investment income	\$ 5,000	\$12,000	\$22,913
Donations and other contributions	\$ 1,552,278	\$1,608,874	\$1,678,827
Other revenue	\$ -	\$0	\$0
TOTAL REVENUES	\$4,225,671	\$3,841,522	\$3,307,930
EXPENSES			
Instruction - ECS	\$ 262,087	\$137,880	\$242,655
Instruction - Grade 1 to 12	\$ 2,206,948	\$1,960,607	\$1,486,564
Operations & maintenance	\$ 733,534	\$675,214	\$646,502
Transportation	\$ 371,975	\$342,867	\$345,208
System Administration	\$ 200,000	\$200,000	\$200,071
External Services	\$ 447,627	\$524,954	\$384,265
TOTAL EXPENSES	\$4,222,171	\$3,841,522	\$3,305,265
ANNUAL SURPLUS (DEFICIT)	\$3,500	(\$0)	\$2,665

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

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES			
Certificated salaries	\$ 1,181,057	\$1,004,770	\$778,382
Certificated benefits	\$ 231,566	\$201,935	\$160,413
Non-certificated salaries and wages	\$ 546,995	\$533,267	\$429,616
Non-certificated benefits	\$ 104,607	\$105,516	\$76,635
Services, contracts, and supplies	\$ 1,869,618	\$1,725,248	\$1,610,840
Capital and debt services			
Amortization of capital assets			
Supported	\$ 205,328	\$191,786	\$185,919
Unsupported	\$ -	\$0	\$0
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ 83,000	\$79,000	\$63,460
TOTAL EXPENSES	\$4,222,171	\$3,841,522	\$3,305,265

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 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 second year of operation, Thrive enrollment has grown to 168 K-6 students, effectively reaching capacity of the school building, with a utilization rate of 93%. For the current school year, Thrive now has a wait list and the number is expected to continue to grow as awareness builds regarding the school's unique offerings tailored to students from low socioeconomic status (low-SES) backgrounds.

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.).

Our goal is to open a second campus as early as early as fall 2027, with the timeline depending on the selected option to fulfill the expansion needs (i.e., new school, modernization or commercial site conversion).

Click **HERE** to view Capital Plan

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 on establishing 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.

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 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.

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 enrollments,
- 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),
- 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%	
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	
Learning is fun and engaging in my classroom.	46/51 = 90.2%	92/94= 97.9%	
My teacher uses many different approaches to meet my learning needs.	50/51 = 98.0%	94/94= 100%	

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

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

*PAT Grade 6 Score – Suppressed as total fewer than 6.

Goal 1 – Outcome 2

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

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

Goal 1 – Outcome 3

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

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

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

Implementation started.

Goal 1 – Outcome 4

Outcome 4: Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers.			
Measures			
School Survey – Student	Results		
	2023/24	24/25	25/26
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9 5	
My learning at school is improving.	49/51 = 96.1%	93/94 = 98.9%	
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	

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

Charter Goal 1: Students from low-SES backgrounds thrive in a culture of academic success.			
Alberta Education Accountability Measures			
	2023/24	24/25	25/26
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	76.5%		
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	72.7% **		
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% **		

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% *		
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%		

* Thrive School's first year of operation was 2023/24. Data for this question is likely not relevant.

** Parent survey data was suppressed as less than 6 parents responding.

Goal 2 – Outcome 1

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

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

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

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

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	55.1%		
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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).			
Other Data			
	2023/24	24/25	25/26
JPFRC Number of connections made with families seeking support: In – Person Virtual Connections Off-Site	60 160 10		
JPFRC Requesting Community Support for Families: Information Referrals Sport Central Bike Applications One-on-One Parent Education Supported Referrals Intensive In-Home Supports	168 33 7 6 3		
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.			

Goal 2 – Outcome 2

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

I have friends at school and understand how to make new friends.	48/51 = 94.1%	90/94 = 95.7%	
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Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
Students at my child's school are respectful of each other.	33/55 = 60%	53/76 = 69.7%	
My child's opinions are respected and valued by school staff.	47/55 = 85.5%	70/76 = 92.1%	
As a parent, I always feel welcome at Thrive Elementary.	49/55 = 89.1%	74/76 = 97.4%	
My child feels that Thrive Elementary is a place that is safe and has a caring environment.	49/55 = 89.1%	72/77 = 93.5%	
My child feels that they are equal to all other students at Thrive Elementary.	45/55 = 81.8%	69/77 = 89.6%	
My child has friends at school and understands how to make new friends.	48/55 = 87.3%	67/77 = 87.0%	

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
Alberta Education Accountability Measures	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. *	73.9%		
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%		

* Parent survey data was suppressed as less than 6 parents responding.

Goal 2 – Outcome 3

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

Outcome 3: Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.	
School Survey – Parent	Results Strongly Agree or Agree

	2023/24	24/25	25/26
My child feels that they have a voice in decisions and learning that affects them.	41/55 = 74.5%	66/76 = 86.8%	
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	

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

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

Outcome 4: Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys attending Thrive Elementary.	52/55 = 94.5%	73/76 = 96.1%	
My child enjoys Thrive Time (after school activity programming).	52/55 = 94.5%	69/76 = 90.8%	
My child feels positive about their learning at school.	48/55 = 87,3%	68/77 = 88.3%	

My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	48/55 = 87.3%	73/76 = 96.1%	
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Goal 2 – Outcome 5

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

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

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

* Parent Data is suppressed as less than 6 respondents.

Goal 3 – Outcome 1

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

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

Measures			
School Survey	Results (😊 and 😊)		
	2023/24	24/25	25/26
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.	48/51 = 94.1%	91/94 = 96.8%	

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

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

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

Goal 3 – Outcome 2

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

Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.			
School Survey – Parent	Results Strongly Agree or Agree		

	2023/24	24/25	25/26
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.	52/55 = 94.5%	72/76 = 94.7%	
My child is learning about life skills they need to develop their health and social well-being.	47/55 = 85.5%	68/76 = 89.5%	

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

STEM curriculum used in all classrooms for STEM Learning: 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%	

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

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

List of STEM Related Special Activities

- Kite Day
- STEM Day
- Pi Day

Governance

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

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

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

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

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

First Nations, Métis and Inuit Student Success

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

Appendix 4 At-Risk Data – Literacy and Numeracy

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

2024/25 At-Risk Data

Literacy At-Risk Population Data

	January (K) Sept (all other grades)	June
Kindergarten	7	

	September	January	June
Grade 1	8	17	

* No delay determined as F&P does not provide this information until late in the school year.

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

Numeracy 2024/25 At-Risk Data

	January	June
Kindergarten	4	

	September	January	June
Grade 1	8	14	

	September	January	June
Grade 2	15	13	
Grade 3	4	12	
Grade 4	5	n/a	
Grade 5	6	n/a	

No numeracy data is available for delays due to the tool used for assessment.

2023/24 At-Risk Data

Literacy

	January	June
Kindergarten	9	7

Numeracy

	January	June
Kindergarten	N/A	6

Data Comparison Over Years

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

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

	2023/24*		2024/25		2025/26	
Numeracy	Sept	June	Sept	June		
Number of Grade 1 students identified as at-risk.	8	6	8			
Number of Grade 2 students identified as at-risk.	5	6	15			
Number of Grade 3 students identified as at-risk.	4	4	4			
Number of Grade 4 students identified as at-risk.	13	13	5			
Number of Grade 5 students identified as at-risk.	5	6	6			

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