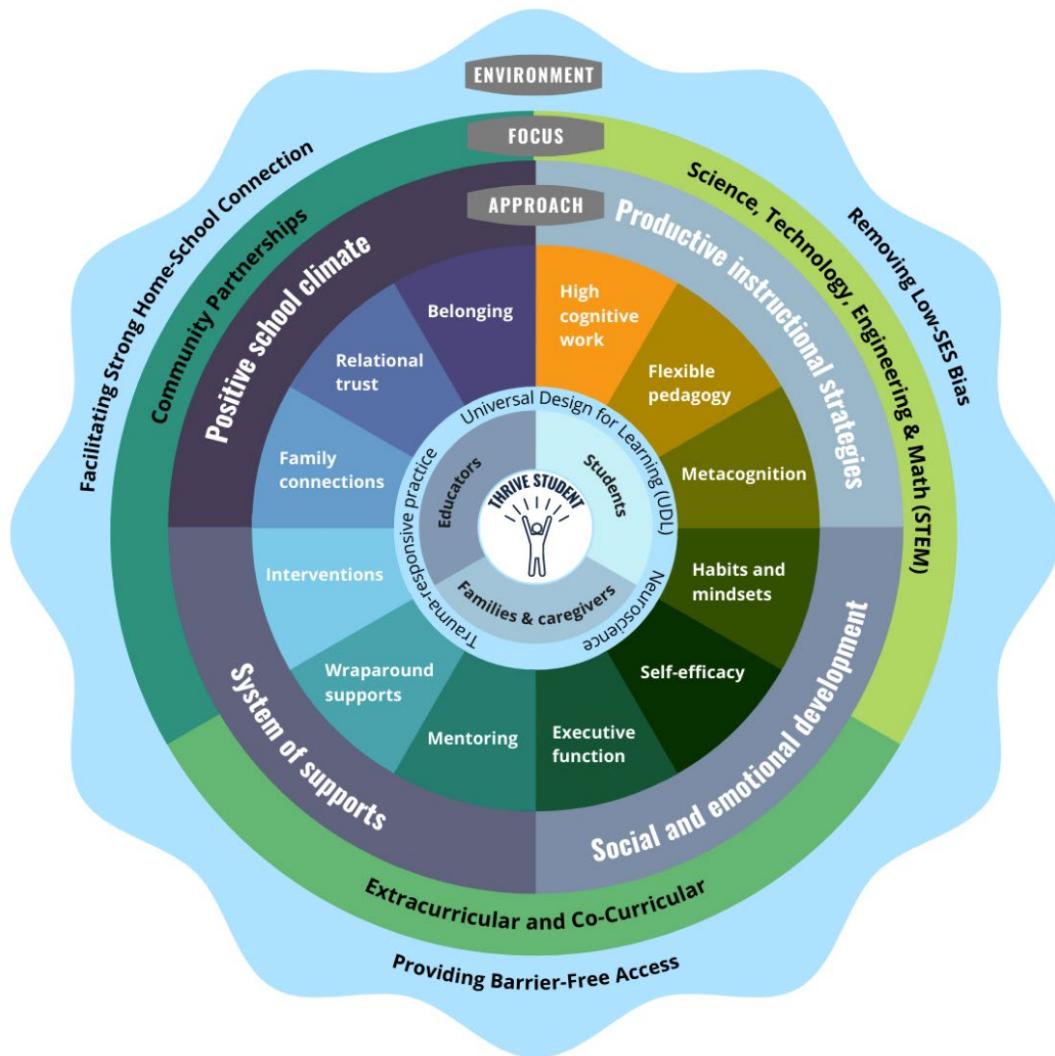


# Thrive Elementary Charter School AERR

2023/2024 - 2025/2026

**Thrive Charter School Concept Model**



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

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## Accountability Statement for Three-Year Education Plan 2024/2027

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

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

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Board Vice-Chair

Date

### Board Vice-Chair Statement

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

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

Heading into year two of operations, we are confident that our focus on continual improvements from what we have learned this year, and the discovery of new opportunities will result in an even greater positive impact on student and family outcomes in the 2024-2025 school year.

## Foundation Statements

### **Vision**

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

### **Mission**

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

- Champion eager minds, unlocking each student's inherent potential for high achievement.
- Empower every student with the skills, knowledge, experiences and confidence they need to pursue relentlessly bold futures.
- Nurture belonging by building meaningful connections in the classroom, the school, at home and in the community.
- Overcome the barriers, labels and biases that undermine aspirations and well-being.

- Elevate each student through integrated academic, individual, and family-focused supports and services that are proactive and guided by a deep understanding of each unique individual.
- Embrace a future-focused mindset, working intentionally to map out pathways that inspire and challenge us and building innovation, iteration and continuous improvement into all facets of our school community: our learning, teaching and leadership practices; our curricula; and our school structures and operations.

### **Thrive Philosophy**

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

### **Guiding Principles**

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

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

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

## Profile of the School Authority

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

The Thrive Elementary Charter School envisions a new approach and brighter future for these students and their families and caregivers: a charter school dedicated to serving K-6 students from low-SES backgrounds in central northwest Edmonton that supports holistic well-being and provides rich opportunities for engagement and academic challenge in a nurturing small school environment. At Thrive, a comprehensive system for screening and assessment over and above standard requirements is complemented by academic supports to ensure learning gaps, challenges and enrichment needs are addressed early using evidence-based strategies.

Recognizing that student needs go beyond the academic and that close home-school bonds can be transformative, Thrive has partnered with Jasper Place Family Resource Centre to provide on-site wraparound services for students and their families. As the designated Family Resource Network (FRN) Hub for West Edmonton, Jasper Place Family Resource Centre's mandate is to deliver high quality prevention and early intervention services and supports for children, youth and families.

## Stakeholder Engagement

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

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

Monthly Family Dinners further connect our families to the school and to the variety of services available to support healthy students and families. School staff and staff from the Jasper Place

Family Resource Centre are available at all dinners and each of school, to support the connection of our families to needed resources throughout the community.

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

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

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

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

## Highlights for 2023/24

- School renovations and new construction was completed on time for school start-up in August 2023.
  - Accomplished goal to build-out a 21st century learning environment
  - Decision on window installation in Kindergarten classroom this summer (despite extended ceiling height of 18 feet, the board decided that natural light was important to support the extended school day for students)
- 101 students (Kindergarten through Grade 6) registered in Thrive Elementary Charter School for its inaugural year.
  - 112 students had initially registered with an attrition of 11 students between September 4 and 30 due to families moving outside of attendance area
- Students received transportation, all programming and services, in addition to running shoes, logo wear and school supplies at no cost. (funded by Thrive Charter Foundation ongoing donation commitment to the Thrive Charter School Society)
  - Established an inventory of personal hygiene items for students to take home (when identified by staff that this was a gap at home due to parents not being able to afford these items).
- The school also welcomed 7.5 FTE certificated teachers, 1.0 FTE Emotional Behavioural Specialist, 1.0 FTE Early Learning Educator, 1.5 FTE Educational Assistant, 2.0 FTE School

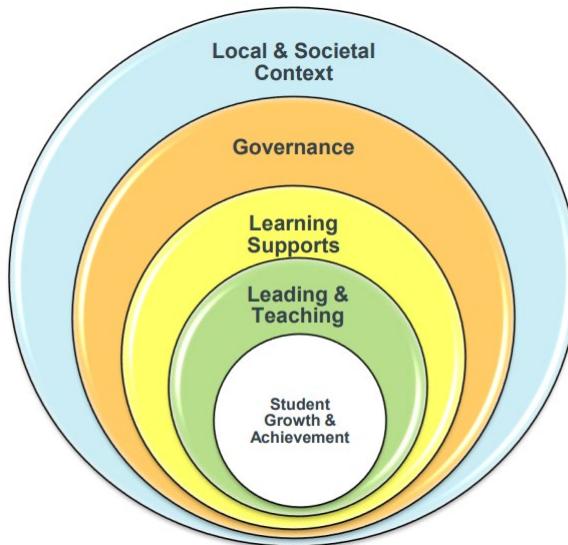
Caretakers, and 1.0 FTE Office Administrator. Developed STEM programming and provided professional development to all teachers.

- The school has continued to develop and deploy an in-depth integration of STEM into all core course content.
- Thrive Time (extended school program) provided an exceptional learning experience for students each day at the conclusion of Alberta curriculum studies. One Thrive Coordinator and four Thrive Time Instructors (supported by a STEM lead teacher provided after school programming from 3:30 to 5:45 pm each school day and on an all day basis on five professional development days.
- Thrive Time staff implemented high interest and high participation after school activities for all students. Examples of this include wellness and athletics, performing arts, visual arts and STEM based activities.
- Family Dinners, held monthly throughout the school year, were very well attended with a range from 175 to 250 student and family members attending the dinners. Aside from the positive social integration aspect (with the school and staff), the event proves to be an effective platform for attracting parents and caregivers to learn about and instructions on utilizing the on-site family wraparound supports that the school offers (through our partnership with the Jasper Place Family Resource Center).
- Yellow bus transportation was provided free to and from school for all students.
- Formal partnerships were established with Jasper Place Family Resource Center, Norquest College as well as other social support agencies and contractors in Edmonton.

## Priorities for 2024/25

- Expanding school enrollment to a minimum of 164 students in Kindergarten through Grade 6. (approximately 154 FTE students as Kindergarten is half-time).
- Recruitment of high-quality/high-fit teaching and support personnel required for the increased student enrolment
- Deployment of all newly released Alberta Education curricula (including new subject curriculum piloting)
- Ongoing development and execution of STEM enhancement to all curriculums and programming offered. This includes the purchase of additional STEM related teaching supports (equipment, technology, and supplies)
- Accurate budgeting, timely funding application and accurate/optimized resource deployment for required special student supports (applied learning from first year operation)
- Furthering engagement and support program participation by student parents and caregivers in wraparound supports and services provided through on-site Jasper Place Child and Family Resource Centre resources
- Completed partnership program deliverables with NorQuest College (Student practicums, joint research, tax prep, campus field trip (kitchen/food prep safety)

## Assurance Model



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

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



### Evidence Informed Decision Making

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

### Stakeholder Engagement

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

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

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

### Learning and Capacity Building

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

## Required Alberta Education Assurance Measures

Government

### 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	<a href="#">Student Learning Engagement</a>	<b>78.0</b>	n/a	n/a	<b>83.7</b>	84.4	84.8	n/a	n/a	n/a
	<a href="#">Citizenship</a>	<b>62.2</b>	n/a	n/a	<b>79.4</b>	80.3	80.9	Very Low	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	<b>80.4</b>	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	<b>88.1</b>	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	<b>22.2</b>	n/a	n/a	<b>68.5</b>	66.2	66.2	Very Low	n/a	n/a
	<a href="#">PAT6: Excellence</a>	<b>0.0</b>	n/a	n/a	<b>19.8</b>	18.0	18.0	Very Low	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	<b>62.5</b>	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	<b>15.4</b>	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	<b>81.5</b>	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	<b>22.6</b>	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	<b>90.2</b>	n/a	n/a	<b>87.6</b>	88.1	88.6	Very High	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	<b>73.9</b>	n/a	n/a	<b>84.0</b>	84.7	85.4	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	<b>79.7</b>	n/a	n/a	<b>79.9</b>	80.6	81.1	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	<b>75.0</b>	n/a	n/a	<b>79.5</b>	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 (Grades 9, 9 KAE).
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 PAT 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.

These specific measures will be identified and responded to in the appendices and with the Charter Goal in which they align.

The story begins!



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

Vision is everything! In 2022, planning for a school that removes financial barriers to education was initiated. Thrive Elementary Charter School Charter is the driving force for moving the school forward in delivering a financially barrier free school. Contained within the Charter, the vision, mission, values and beliefs bring the concept to life as is illustrated over the next few pages.

Renovation and new construction began in the fall of 2022 at the school site located on McQueen Road. In September 2023, Thrive Elementary Charter School opened its doors to families.



*First Day of School-September 5, 2023*

Thrive Elementary Charter School opened its doors to 101 students in September 2023. The school, innovative in planning and implementation, is designed to remove financial barriers to education for families. With the expectation that students registering in the school would include families within the catchment area, families with refugee status, families new to Canada with Temporary or Permanent Resident Status, FNMI identified families and others, it was recognized that the manner in which we operated needed to be different. Examples of this innovation or difference was in how the school was modernized, how the implied hierarchy of staff members in relation to students was recognized, and how human resources were hired.

School space was planned around students. The school was modernized to have very few adult only areas (school office and teacher work area) so that adults were always present when students were in the building thus reinforcing a safe and welcoming school-based environment. Staff were addressed by their first name with the salutation of Miss or Mr which further supported the safe, caring and welcoming environment of the school. Classrooms were designed around socialization by adopting tables, stools and benches instead of desks enabling the feelings of community.

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

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

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

**Data and Analysis for Charter Goal 1: Students from low-SES backgrounds thrive in a culture of academic success**

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

### Charter Goal 1 Data Analysis

There is only one year of data to draw from, to make references or judgements, and to tailor change across the school. As such, there is a need to be somewhat conservative in making wide and sweeping changes. However, our Charter's mandate is to remove financial barriers, and to ensure that students "thrive" within the school and its operations, while encompassing an elementary level of STEM curriculum.

Grade 6 students did not perform well on the provincial achievement tests. Although a low number of students wrote the exam (8), the school will need to ensure that over the next few school years, students develop the knowledge and skills required to successfully meet the acceptable standards. School staff will also need to continue to implement the Collaborative Response Model Meetings to ensure at-risk students receive the supports that they require.

Student survey data has sufficient numbers of respondents to provide good data. In most cases, very few parents responded to the government survey, so additional work with parents is needed to gain their support in the collection of parent data so it can be readily used to inform school practice.

Overall, the data trends positively. There is a need to reconcile the 10+% differential between student and parent perspective on provincial and school surveys. Continued identification of at-risk or delayed learners is required. Continued use of IPPs and SLP support will occur in the 2024/25 school year.

Data suggests that students consistently report that they are engaged and improving in literacy and numeracy. Survey results in the 90 – 99% range are consistent. However, parent data drops to the 80 – 89% range for these same questions. One interesting parent response was only 74.5% of parents believe their child has access to learning supports if needed. Teacher survey data indicates that only 72.3% of teachers believe students possess the knowledge, skills and attitudes for life-long learning. This data suggests that much more work is required. A part of this is effectively communicating to parents what student and family supports are available. As a school staff, we must further analyze what knowledge, skills and attitudes our students are lacking and pave a path forward to address these deficits.



*Student participates in Gym Set Ninja – 2023-24*

School population data illustrates that many students have some form of learning delay, whether it is speech/language (6 students coded severe for expressive and recessive delays), English as an additional language (29), learning delays in literacy (38 students out of 101 students) and or numeracy (39 students out of 101 students). Kindergarten to grade 5 students were also assessed using the Government of Alberta literacy and numeracy screeners to help us identify some of at-risk students.

Student learning supports includes Speech Language Pathology weekly support for identified students. Many students (14) were provided with Individual Program Plans to provide for enhanced learning strategies to increase their learning successes. Classroom teachers also varied pedagogy and planning to adapt literacy and numeracy programs to further support student learning.

Students also bring excitement and vitality to the school. Students are excited to be at school, and participate in the variety of activities and learning experiences offered.

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

Regular supervision and evaluation occurred throughout the school year and in accordance with our Teacher Growth, Supervision and Evaluation Policy. Supervision and evaluation results also informed individual teacher professional development.

Interestingly, teachers reported low levels of satisfaction about the professional development plan and its implementation. More work needs to be done to understand what teachers and staff wanted in terms of PD, and if this was in alignment with school and student needs.

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

There is also a need to more effectively communicate with parents about how and when their child accesses additional learning supports, the purpose of an IPP, and the process for parents to use when they feel their child is struggling or falling behind in schools. Thrive staff are also working diligently to help parents understand that support for their child may come in various forms and not just 1:1 Educational Assistant. At Thrive, we are fortunate to have some educational assistants, a full-time emotional behavioural specialist and a part-time intervention teacher. We also have a number of adult volunteers who come to the school on a consistent weekly basis to support small groups of learners.

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

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



*Connor McDavid plays floor hockey with Thrive students after talking to them about what it means to Thrive.*

Providing a safe, caring and welcoming school and learning environment is essential. Providing no cost transportation, meals, field trips, indoor shoes and logo wear, and extra-curricular programming ensures that no student is left out due to family financial constraints. Ensuring families also feel a part of the school is also critical. This is attained through monthly family

dinners, parent-teacher interviews, open houses and a myriad of other opportunities for parents to engage with the school and their children's learning.

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

To further support a financially and barrier free Thrive Time program, students also attend Thrive Time on 3 of the approximately 10 non-instructional days. On these 3 days, special events are planned and occur off campus. During the 2023-24 school year the events occurred on-campus, but this proved challenging as staff were using the classrooms for professional development.

#### Charter Goal 2: Data Analysis

Charter Goal 2 addresses integrated systems of support, developing and forming strong peer and other school relationships, individual learning, empowerment, demonstration of social and emotional competencies and developing age appropriate skills, habits and mindsets to support well-being and learning.

Overall results, with a few exceptions are strong. Students enjoy school and Thrive Time. Areas needing to be addressed are citizenship and efficacy of programs and services for students in their community.

Many of our students are newly arrived to Canada and bring a broad perspective and or understanding of citizenship, and how it plays out in the school and community. It is likely that this is a topic that needs to be directly addressed in classrooms and our Family Dinners to provide for increased understanding about what it is, and what exemplars and behaviors exemplify a positive understanding of citizenship.

Lower results for efficacy of programs to support students in the community is somewhat confusing. In the 2023/24 school year, 101 students were registered at the school. For the student population, the school offered a 1.0 FTE Emotional Behavioral Supports person, 0.5 FTE Intervention Teacher, Jasper Place Family Resource Center Personnel, 0.2 FTE Speech Language Pathologist and psychological services as needed. Each of these supports connected students to in-school supports or connected them to existing supports in the community. These supports not only addressed learning, but connecting to out of school camps, special events, access to sports equipment and other supports. It is evident that more work is needed to develop a further understanding of what is needed to further address student noted deficiencies.

Building family capacity is significant through the Jasper Place Family Resource Center. Families receive a broad spectrum of supports. These range from 33 families making Sport Central Bike applications to 10 families receiving parent education or in-home supports.

Partnerships with Norquest College also provides Educational Practicum student placements within our school. These practicum students provide valuable support for three days per week to our students.

Norquest College is also undertaking extensive research for our charter school through a MOU. Norquest researchers will present the research at the Community Campus Exposition 2025 C2U Expo. Specifically, this will showcase a community-campus collaboration, Thrive's innovative approaches, as well as any preliminary findings. At the conclusion of the research will be published on the Thrive Elementary Charter School website once it is completed and received by the Board. This research work is essential as school research is a charter requirement that is established by the Government of Alberta. This research

**Data and Analysis for Charter Goal 1:** Students from low-SES backgrounds develop core STEM skills and competencies that prepare them to excel in high school and beyond.

Charter Goal 3 Data Analysis:

STEM programming is integrated into the curriculum across all Kindergarten through grade 6 programs. Data collected and noted in the appendices indicates that well above 90% of students and their parents responding to surveys indicates that students are developing STEM skills and competencies. This is particularly exciting when we consider that Thrive Elementary Charter School just finished its first year of operation.



### *Kindergarten Experiencing STEM Learning*

Key to the success is providing teachers with the support of a Lead STEM Teacher who provides STEM learning support as well as individual classrooms support to teacher for integrating STEM Learning into the curriculum.

The QICS Steps to STEM model (see page 36) has significant impact on STEM Learning. The process of question, imagine, create and share works well in the classroom. This metacognitive process model is being applied across all student learning, as it provides students with an easy to apply learning framework to support and enhance learning and understanding.



Kindergarten Students Working Through QICS

Special STEM events have also proven to be very successful. Kite Day is a good example. Students used the QICS model as they applied their STEM learning. This metacognitive aligned strategy is one aspect that needs to be applied regularly for all student learning activities.

Student and parent results were very strong when regarding enjoyment in participating in STEM learning. All students in Kindergarten through grade 6 receive curriculum integrated STEM Learning.

## Appendix 1 Education Plan and Results Reporting

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

Charter Goal 1	Students from low-SES backgrounds thrive in a culture of academic success.
Outcome1	Students are engaged in learning and recognize connections to their own lives and experiences.
Strategies	<p>Support diverse learners through Universal Design for Learning (UDL), minimizing barriers and maximizing access to participation in meaningful learning opportunities.</p> <p>Maintain rigor and high standards for all students, whilst allowing flexibility for how and when these standards are met.</p> <p>Emphasize the importance of understanding each student's unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.</p> <p>Embed assessment into personalized learning cycles and clarify students' next steps for individual learning pathways.</p> <p>*Other strategies identified for this outcome can be found on page 8 &amp; 9 of the charter document.</p>
Local Measures and Evidence	<p>School administered assessments</p> <p>Parent and Student School survey</p> <p>School-wide Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals</p> <p>Student portfolios demonstrating academic growth over time</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

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

Charter Goal 1: Students from low-SES backgrounds thrive in a culture of academic success.

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%		
I am improving in mathematics.	50/51 = 98.0%		
Learning is fun and engaging in my classroom.	46/51 = 90.2%		
My teacher uses many different approaches to meet my learning needs.	50/51 = 98.0%		

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%		
My child is growing and achieving in mathematics.	46/55 = 83.6%		
My child's learning activities are engaging and relevant.	47/55 = 87.3%		
My child's teacher uses many different approaches to meet my child's learning needs.	44/55 = 80%		

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences.			
<b>Provincial Required Measure to Report – Education Quality</b>			
Alberta Education Accountability Measures			
	2023/24	24/25	25/26
Percentage of teachers, parents* and students satisfied with the overall quality of basic education. *Parent data suppressed.	90.2%		
<b>Provincial Required Measure to Report – PAT Results</b>			
Grade 6 Provincial Achievement Test Data* Social Studies (By Students Writing Acceptable Standard	25.0%		

Excellence Standard	0.0%		
Science	37.5%		
Acceptable Standard	0.0%		
Excellence Standard			

\* Only 8 students wrote the Social Studies and Science Grade 6 Provincial Achievement Tests

Satisfaction with quality basic education is very high. Parent data was suppressed as to few elected to participate in the survey. However, as noted below, further work is required to improve achievement on PAT's.

Students did not perform well on the provincial achievement tests. Factors affecting results may include teacher turnover mid-year, small number of students in grade 6, and some students were English as an Additional Language learners. A further factor is working to improve pedagogy to support our students.

It is necessary to keep in mind that this is one year of data. Additional data collected over the next few years will assist the school in making requisite changes to support student learning.

Outcome 2	Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.
Strategies	<p>Build culturally responsive practices, drawing on the cultural and linguistic experiences and strengths of our students, their families and communities, to fuel student success.</p> <p>Emphasize the unique strengths of students, families and communities and demonstrate how social and emotional skills provide a framework for navigating challenges and breaking down barriers.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student's learning.</p> <p>*Other strategies identified for this outcome can be found on page 8 &amp; 9 of the charter document.</p>
Local Measures and Evidence	<p>School-administered assessments</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals</p> <p>Student portfolios demonstrating academic growth over time</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>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>

<p>Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.</p>			
<b>Measures</b>			
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%		
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 %		

<p>Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.</p>			
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%		
My child has access to learning supports if needed. (e.g. EA assistance, Intervention Teacher, Speech Language, etc.)	41/55 = 74.5%		

Outcome 3	Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.
Strategies	<p>Support diverse learners through Universal Design for Learning (UDL), minimizing barriers and maximizing access to participation in meaningful learning opportunities.</p> <p>Emphasize the importance of understanding each student's unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.</p> <p>Align extracurricular and co-curricular programming with student learning outcomes.</p> <p>*Other strategies identified for this outcome can be found on page 8 &amp; 9 of the charter document.</p>
Local Measures and Evidence	School survey

	Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals  Student portfolios demonstrating 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.

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		Results (😊 and 😊)
		2023/24 24/25 25/26
I am improving in my reading and writing.	50/51 = 98.0%	
I am improving in mathematics.	50/51 = 98.0%	

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

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.		
Other Data		Results Strongly Agree or Agree
		2023/24 24/25 25/26
Number of students with Individual Program Plans.	14	
Number of students with Personal Opportunity Plans.	0*	

\* During our first year of operations, getting to know the students and properly coding students for any special needs were the priority. Of particular note, a significant number of ECS students were identified with Speech Language needs and this was addressed with our SLP Services being provided one day per week.

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.		
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Student Screening Data (AB Education Screening Tool) Literacy	Results				
	2023/24*		2024/25	2025/26	
	Sept	June			
Number of Kindergarten students identified as at-risk.	6/18	N/A			
Number of Grade 1 students identified as at-risk.	9/18	9/18			
Number of Grade 2 students identified as at-risk.	5/13	3/13			
Number of Grade 3 students identified as at-risk.	2/8	2/5			
Number of Grade 4 students identified as at-risk.	9/15	8/15			
Number of Grade 5 students identified as at-risk.	4/10	4/10			
Numeracy					
Number of Kindergarten students identified as at-risk.	6/18	N/A			
Number of Grade 1 students identified as at-risk.	8/16	6/18			
Number of Grade 2 students identified as at-risk.	8/13	4/13			
Number of Grade 3 students identified as at-risk.	2/8	2/8			
Number of Grade 4 students identified as at-risk.	13/15	13/13			
Number of Grade 5 students identified as at-risk.	5/10	6/6			

\*2023/24 enrollment = 101 students.

\*2024/25 enrolment = \_\_\_\_\_

### Literacy

Grade Level	Average # of Months Behind Grade Level – Initial Assessment	Average # of Months Behind Grade Level – Final Assessment	Average # of Months Gained In Year
Grade 1	N/A	6	-
Grade 2	12	9	-
Grade 3	9	6	-
Grade 4	12	9	-
Grade 5	12	9	-

### Numeracy

Grade Level	Average # of Months Behind Grade Level – Initial Assessment	Average # of Months Behind Grade Level – Final Assessment	Average # of Months Gained In Year
Grade 1	9	6	-
Grade 2	9	6	-
Grade 3	Data not available	Data not available	-
Grade 4	Data not available	Data not available	-
Grade 5	Data not available	Data not available	-

### Summary of Support Strategies Used for At-Risk Students

Outcome 4	Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers.
Strategies	<p>Emphasize the importance of understanding each student's unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.</p> <p>Support students in developing a positive academic identity and strong sense of self-efficacy. Reinforce these ideas through home-school connections.</p> <p>Establish school structures that provide opportunities for contextually meaningful deeper learning, whereby students apply skills and knowledge to build competencies and strengthen higher-order thinking skills. Relevant approaches include: project-based and problem-based learning; artists in residence; field trips; extra- and co-curricular activities; outdoor education and place-based learning; and extended learning in the community.</p>
Local Measures and Evidence	<p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals</p> <p>Student portfolios demonstrating academic growth over time</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

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
I am confident about my learning at school.		48/51 = 94.1%	
My learning at school is improving.		49/51 = 96.1%	
I feel positive about my learning at school.		48/51 = 94.1%	

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
My child is confident at school.	44/55 = 80%		25/26
My child feels positive about their learning at school.	48/55 = 87.3%		

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.

#### 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	Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections.  Establish on-site wraparound services that are responsive to student needs.

	<p>Support comprehensive school health through curricular, extracurricular, and co-curricular programming and supports that encompass the continuum of well-being.</p> <p>Facilitate sustained and structured professional learning to equip staff with the knowledge and skills necessary to build positive and sustained connections with students and support student learning.</p>
Local Measures and Evidence	<p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of affective goals</p> <p>Data on utilization of student and family support services</p> <p>Data on extracurricular and co-curricular participation and accomplishments</p> <p>Data on professional learning and specialized training for educators and school/district leaders</p> <p>Feedback from partners and community members</p>
Provincial Measures	Alberta Education Assurance survey

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
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%		
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%		
I enjoy attending and participating in Thrive Time (after school programming).*	48/51 = 94.1%		
Learning is enjoyable at Thrive Elementary.	44/51 = 86.3%		

Thrive Time Extra-Curricular Programming is provided to all students attending Thrive Elementary Charter School. This unique extra-curricular program provides students with programming in STEM, Fine Arts, Athletics and special events (e.g. roller blading instruction, Fit Set Ninja, Dance Play, Mini-Legends Track and Field (Alberta Athletics).

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%		
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%		
My child enjoys Thrive Time (extra curricular programming).	51/55 = 92.7%		
My child enjoys the learning environment at Thrive Elementary.	48/55 = 87.3%		

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 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%		
<b>Provincial Required Measure to Report – Citizenship</b>			
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	62.2%		
<b>Provincial Required Measure to Report – Access to Supports and Services</b>			
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	97.4%		

The questions addressing citizenship suggests that the school reports well below provincial averages. Given the importance of this goal and the work that is done around belonging, citizenship, safe and caring, it is surprising to see the citizenship measure so low. Continued work will be required both in addressing student issues around this topic, but also discussion about what citizenship is and how it is taught.

Data about Access to Supports and Services are very strong. One caveat is that the data is only from teachers, as parent data was suppressed due to low parent response rate. It is important to note the following supports available during the 2023/24 school year, when the enrolment was 101 students:

- 0.20 FTE Speech Language Pathologist position
- 1.0 FTE Emotional Behavior Support position
- 0.5 FTE Intervention Teacher

- Individual Programs when needed
- Psychologist support when needed
- Educational Assistant support when needed

**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
*Kindergarten is scheduled for one half day, with the afternoon providing early learning services by a qualified Early Learning Educator.			
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 mid-summer meetings for families with Jasper Place Family Resource Centre.			
Partnership with Norquest College			
Child and Youth Care Program - # of CYC Practicum Students will work with students across all grade levels two days per week from September to April (400 hours).	0	6	
Norquest College Research - Empowering Newcomer Families to Thrive: A Collaborative Approach to Enhancing Targeted Support for Parents and Educators		Yes	
Thrive School Presentation to LINC students for the purpose of enrolling their children in Thrive.	Yes	Yes	
Mental Health Foundation and Kickstand Partnership		Yes	

\*An early learning educator is provided for supporting early learners with a play-based learning experience and the Alberta Flight Network Curriculum.

Anecdotal Notes from JPFRC Report

JPFRC provides Thrive Elementary Charter Society with an annual report of work and activities initiated by their program staff in support of contractual obligations to the Society. The following unedited comments were collected from parents as part of their evaluation and reporting process.

Andrea has been the glue keeping my families lives together, from house hunting, to help finding movers, to letting me vent and giving amazing advice for road blocks at home she was helping me through it all.

Andrea is a very special person. She is a eager to with any problems I have. She gives me hope in many ways and I am honored to have met her.

THRIVE family dinner events were amazing opportunities to connect with families, share information and help complete leisure access pass applications, and information about affordable summer camps. Several parents expressed gratitude for the help received, enabling them to register their children for summer camps early and alleviating summer care concerns while working.

A family referred by a THRIVE team member sought assistance with English learning. They were connected with a program aiding immigrant families in finding work. The family was supported in connecting to several different programs and services promoting to support English learning, Sport Central (for bikes), and continued to connect throughout the year promoting family wellness.

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
Other Data Speech Language*			
	2023/24	24/25	25/26
Receptive Language Diagnosis (September 2023): Severe Moderate	4 1		
Receptive Language Diagnosis (May/June 2024): Severe Moderate Mild/Moderate Mild Average Range	0 1 2 1 1		
Expressive Language Diagnosis (September 2023): Severe Moderate	3 2		
Expressive Language Diagnosis (May/June 2024): Severe Moderate Mild Average Range	1 2 1 1		

\* Speech Language Pathologist support is provided 6 hours weekly to primarily support ECS learners identified with speech language needs. Services were concentrated on kindergarten students as early intervention is most impactful for long-term outcomes followed by Grade 1 students were also provided the most services, with a focus on students who qualify for provincial funding or Jordan's Principle funding. Services are provided to other students on an as needs basis.

The SLP provider recommended that all kindergarten-aged children be assessed in the 2024-2025 school year, as children from this demographic are more likely to have communication delays. Further there is increased need to follow students receiving SLP services over the next few years.

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

Outcome 2: Students 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
Students at my school are respectful of each other.		39/51 = 76.5%	
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.		51/51 = 100%	
My opinion is respected and valued by school staff.		49/51 = 96.1%	
As a student, I always feel welcome at Thrive Elementary.		47/51 = 92.2%	
I feel that Thrive Elementary is a place that is safe and has a caring environment.		48/51 = 94.1%	
I feel that I am equal to all other students at Thrive Elementary.		45/51 = 88.2%	
I have friends at school and understand how to make new friends.		48/51 = 94.1%	

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%		
My child's opinions are respected and valued by school staff.		47/55 = 85.5%		
As a parent, I always feel welcome at Thrive Elementary.		49/55 = 89.1%		
My child feels that Thrive Elementary is a place that is safe and has a caring environment.		49/55 = 89.1%		
My child feels that they are equal to all other students at Thrive Elementary.		45/55 = 81.8%		
My child has friends at school and understands how to make new friends.		48/55 = 87.3%		

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
<b>Provincial Required Measure to Report – Welcoming, Caring, Respectful and Safe Learning Environment</b>				
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.

The survey result of 73.9% is misleading when we consider that teachers reported at 95% but students reported at 65.7%. There are no other indicators that would suggest some students do not feel safe, welcomed or respected. Further work with students is required to ascertain the issues. As an example, using focus groups may help us develop a better understanding of changes that are needed.

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.

	<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>Establish on-site wraparound services that are responsive to student needs. Support comprehensive school health through curricular, extracurricular, and co-curricular programming and supports that encompass the continuum of well-being.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student's learning.</p>
Local Measures and Evidence	<p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on extracurricular and co-curricular participation and accomplishments</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

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%

Outcome 3: Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.		
Measures		
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%
My child feels positive about their learning at school.		48/55 = 87.3%

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
Teachers teach students how to achieve attributes in the Thrive Student Attributes Model	100%	
Student recognition at assemblies for achieving the attributes of the Thrive Student Attributes Model.	100%	

Celebration of Learning and Assemblies – Students were recognized for their work in achieving elements from the Thrive Success Model for Students. All students were recognized by the end of the year.

The Demonstration of Learning attendance: In November, 92% of families (only 8 families) attended. The March Demonstration of Learning also had high attendance.

#### **Shifting the Narrative and Unlocking Potential: Thrive Success Model for Students from Low-SES Backgrounds**



➤ **Short-term outcome**  
**Small 'e' engagement**  
 Student is engaged in school and classroom learning experiences.

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

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 needs.</p> <p>Support comprehensive school health through curricular, extracurricular, and co-curricular programming and supports that encompass the continuum of well-being.</p> <p>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student's learning.</p> <p>Work to remove barriers, labels and biases that limit access and undermine student success.</p> <p>Facilitate sustained and structured professional learning to equip staff with the knowledge and skills necessary to build positive and sustained connections with students and support student learning.</p>
Local Measures and Evidence	<p>School survey</p> <p>Data on extracurricular and co-curricular participation and accomplishments</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of affective goals</p> <p>Data on utilization of student and family support services</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

Outcome 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%		
I enjoy attending and participating in Thrive Time (extra curricular programming).		48/55 = 94.1%		

I am confident about my learning at school.	48/51 = 94.1%		
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 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%		
My child enjoys Thrive Time (after school activity programming).	52/55 = 94.5%		
My child feels positive about their learning at school.	48/55 = 87.3%		
My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	48/55 = 87.3%		

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>Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student's learning.</p> <p>Work to remove barriers, labels and biases that limit access and undermine student success.</p>
Local Measures and Evidence	<p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on extracurricular and co-curricular participation and accomplishments</p>
Provincial Measures	<p>Alberta Education Assurance survey</p> <p>Longer-term trends that go beyond the K-9 Thrive continuum will be monitored using Alberta Education measures such as student high school completion, diploma results and enrolment in post-secondary.</p>

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%		
Learning is fun and engaging in my classroom.		46/51 – 90.2%		
I am confident about my learning at school.		48/51 = 94.1%		
I feel positive about my learning at school.		48/51 = 94.1%		

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%		
My child's learning activities are engaging and relevant.		48/55 = 87.3%		
My child is confident at school.		44/55 = 80.0%		
My child feels positive about their learning at school.		48/55 = 87.3%		

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.

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

Charter Goal 3	Students from low-ses backgrounds develop core STEM skills and competencies that prepare them to excel in high school and beyond.
Outcome1	Students demonstrate superior STEM knowledge, skills and competencies.

Strategies	<p>Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.</p> <p>Provide access to real-world tools, technologies, materials and resources used by STEM professionals.</p> <p>Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.</p> <p>Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>
Local Measures and Evidence	<p>School-administered STEM competency assessments</p> <p>School-administered STEM attitude surveys</p> <p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on student engagement in STEM learning opportunities</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p>

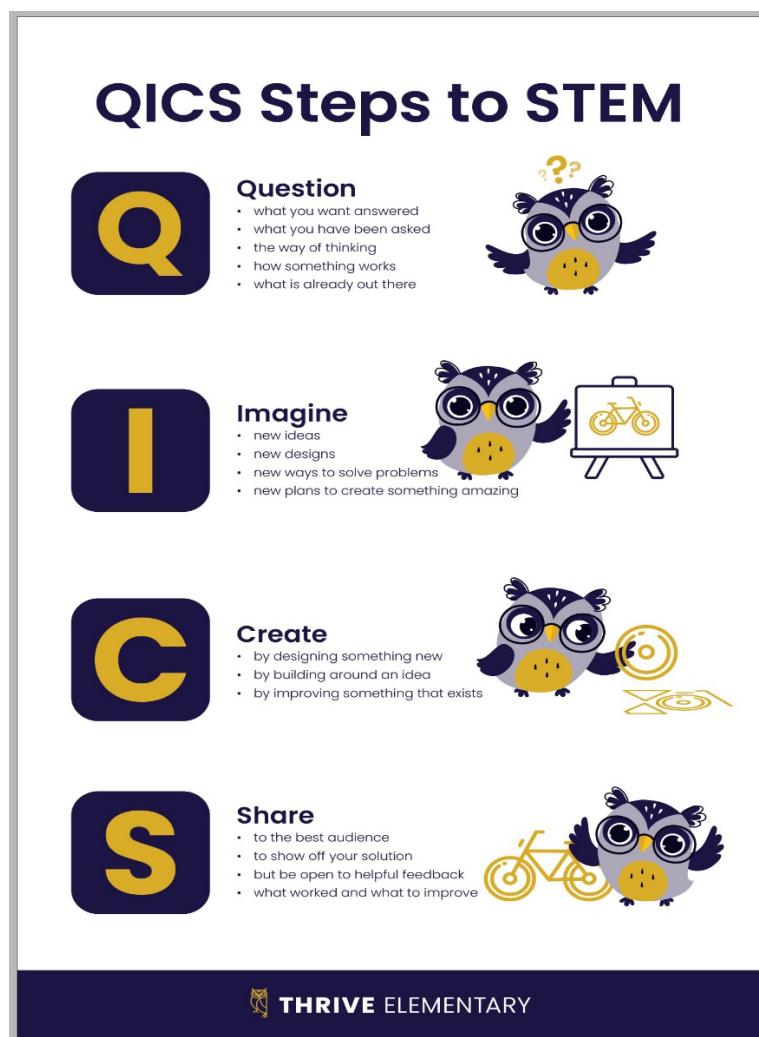
Charter Goal 3: Students from low-ses backgrounds develop core stem skills and competencies that prepare them to excel in high school and beyond.

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%		

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%		

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%		
Number of teachers receiving STEM Professional Learning from the STEM Lead Teacher.	100%		
Created STEM Curriculum Guide by grade (QICS Step to STEM)			

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.



Outcome2	Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.
Strategies	<p>Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.</p> <p>Provide access to real-world tools, technologies, materials and resources used by STEM professionals.</p> <p>Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.</p> <p>Foster and reinforce creativity -- an essential component of innovation -- across the curriculum and through extra- and co-curricular activities.</p> <p>Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>
Local Measures and Evidence	<p>School-administered STEM competency assessments</p> <p>School-administered STEM attitude surveys</p> <p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p> <p>Data on student engagement in STEM learning opportunities</p> <p>Data on extracurricular and co-curricular participation and accomplishments</p>
Provincial Measures	<p>Provincial Achievement Test results</p> <p>Alberta Education Assurance survey</p>

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%		
I am learning about life skills that I need to develop my health and social well-being.		51/51 = 100%		

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%		
My child is learning about life skills they need to develop their health and social well-being.	47/55 = 85.5%		

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%		

STEM curriculum used in all classrooms for STEM Learning: see Appendix 1.

Outcome 3	Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.
Strategies	<p>Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.</p> <p>Provide access to real-world tools, technologies, materials and resources used by STEM professionals.</p> <p>Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.</p> <p>Foster and reinforce creativity -- an essential component of innovation -- across the curriculum and through extra- and co-curricular activities.</p> <p>Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.</p>
Local Measures and Evidence	<p>School-administered STEM competency assessments</p> <p>School-administered STEM attitude surveys</p> <p>School survey</p> <p>Thrive Student Personal Opportunity Plans (POPs), measuring attainment of STEM-related learning goals</p>

	Data on student engagement in STEM learning opportunities
	Data on extracurricular and co-curricular participation and accomplishments
Provincial Measures	Provincial Achievement Test results
	Alberta Education Assurance survey

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
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.		25/26	
		48/51 =	
		94.1%	

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
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.		25/26	
		52/55 =	
		94.5%	

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
School holds special STEM Learning Events such as Kite Day to support STEM learning		25/26	
		Yes	

#### List of STEM Related Special Activities

- Kite Day
- STEM Day

#### 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>
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	Continued development of Board Policies and School Administrative Procedures.  Work closely with the Foundation to support alignment between the work of the school and Thrive Time programming.
Local Measures and Evidence	Data collected from engagement sessions Data collected from community group meetings Data collected from school surveys

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%		

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%		
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%		
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%		

Provincial Domain: Governance			
Alberta Education Accountability Measures			
	2023/24	24/25	25/26
<b>Provincial Required Measure to Report – Parental Involvement</b>			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.0%		

Parental involvement results are only reported from the teachers' perspective as parent responses were suppressed due to the low number of respondents. This is unfortunate as parents are or can be extensively engaged in the school. Most families attend the monthly family dinners at school. There are often opportunities for parents to provide feedback to the school about programs and areas of improvement. On the school administered survey, over 96% of parents provide learning support for their child(ren).

Provincial Domain: Governance
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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% of Foundation Funding addresses the school charter, school priorities (e.g. Thrive Time, Transportation, Meal Program, etc) and student needs.	100%		
Charter documents, Annual Education Plan, School Budget and Board Meeting Minutes are all posted on the school's website.	100%		
The Principal followed Alberta Education requirements for forming a School Council. (No expressed interest from parents so formed an advisory group)			
Standards – leadership, teaching, extra curricular programming are implemented and measured through weekly status updates and teacher supervision and evaluation.			
Family Dinners held monthly (10 family dinners)	100%		
Attendance increased monthly beginning at 175 attendees to 300+ attendees by year end.			

### First Nations, Métis and Inuit Student Success

Strategies	<p>Include an “Indigenous Perspectives” portion of staff meetings to explore indigenous culture and issues.</p> <p>Teachers integrate FNMI “ways of knowing” and their FNMI activities where appropriate into their instruction.</p> <p>Assign Indigenous Teacher Leads from each division to collaborate, plan and provide resources for teachers and students to increase FNMI Success.</p> <p>Expand FNMI learning and library resources.</p> <p>Connect with local Indigenous groups to increase Indigenous understanding.</p>
Local Measures and Evidence	<p>School Surveys (Parents and Students).</p> <p>Community organization feedback.</p> <p>Implementation of applicable Truth and Reconciliation Recommendations.</p>

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

First Nations, Métis and Inuit Student Success			
Other Data			
Elder activities including historical discussions, smudging, etc	2023/24	24/25	25/26

Indigenous recognition: Orange Shirt Day, Field Trip to Mother Earth Charter School for FNMI activities*	Yes		
Engaged with Norquest to begin work on leveraging their Indigenous STEM Learning Program.	Yes		

\*Grade 5/6 students attended Mother Earth Children's Charter School for a day-long exposure to indigenous experiences.

## Implementation Plan

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



# THRIVE ELEMENTARY

## STEM Curriculum

2024-2025

### Scientific Inquiry

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

## **Technology**

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

## **Engineering**

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

## **Mathematics**

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

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

## **Scientific Inquiry**

### **Kindergarten**

- Encourage curiosity and exploration by providing opportunities for students to observe and investigate the world around them using their senses.

- Introduce the concept of using experiences to make predictions by engaging students in activities that involve making educated guesses based on prior knowledge and observations.
- Promote hands-on exploration and inquiry-based learning through activities that encourage experimentation, observation, and discovery.

#### **Grade 1**

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

#### **Grade 2**

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

#### **Grade 3**

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

#### **Grade 4**

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

## Grade 5

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

## Grade 6

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

## Technology

### Kindergarten

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

### Grade 1

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

### Grade 2

- Introduce pattern recognition by identifying and creating simple patterns using colors, shapes, and numbers.

- Develop problem-solving skills through robotics challenges, working collaboratively to program a robot for increasingly complex tasks.
- Expand storytelling skills through multimedia by creating digital stories with multiple scenes, characters, and plot elements.

### **Grade 3**

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

### **Grade 4**

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

### **Grade 5**

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

### **Grade 6**

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

## **Engineering**

### **Kindergarten**

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

#### **Grade 1**

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

#### **Grade 2**

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

#### **Grade 3**

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

#### **Grade 4**

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

#### **Grade 5**

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

## **Grade 6**

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

## **Mathematics**

### **Kindergarten**

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

### **Grade 1**

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

### **Grade 2**

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

### **Grade 3**

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

### **Grade 4**

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

### **Grade 5**

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

### **Grade 6**

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

## Appendix 3 Financial Information and Report of Disclosures

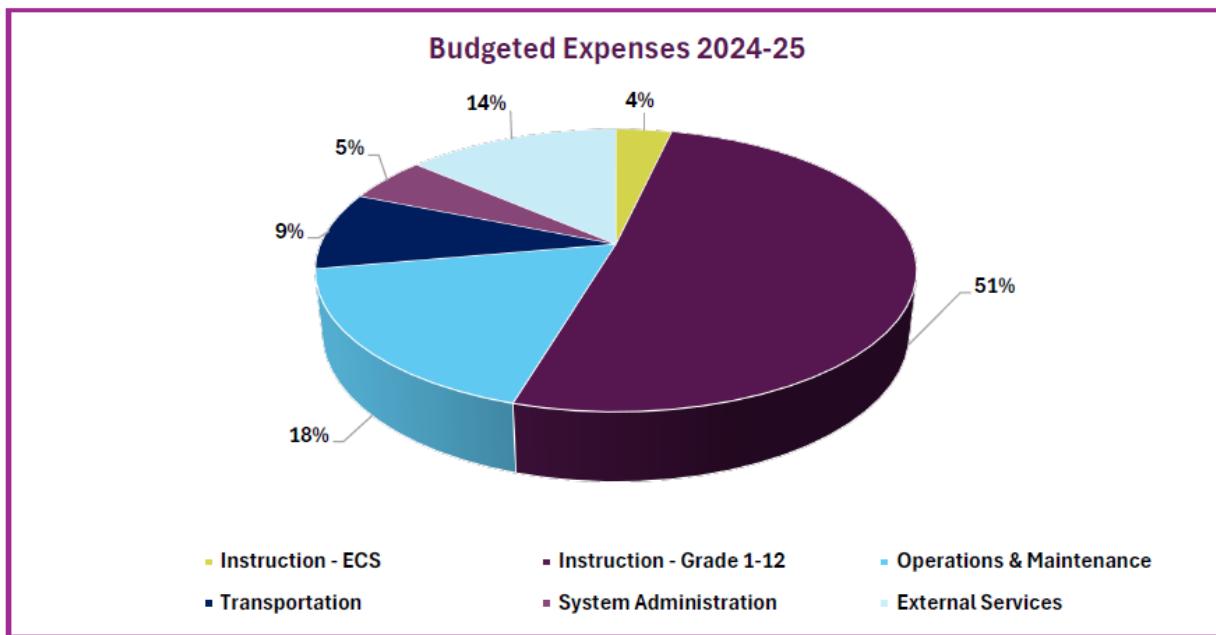
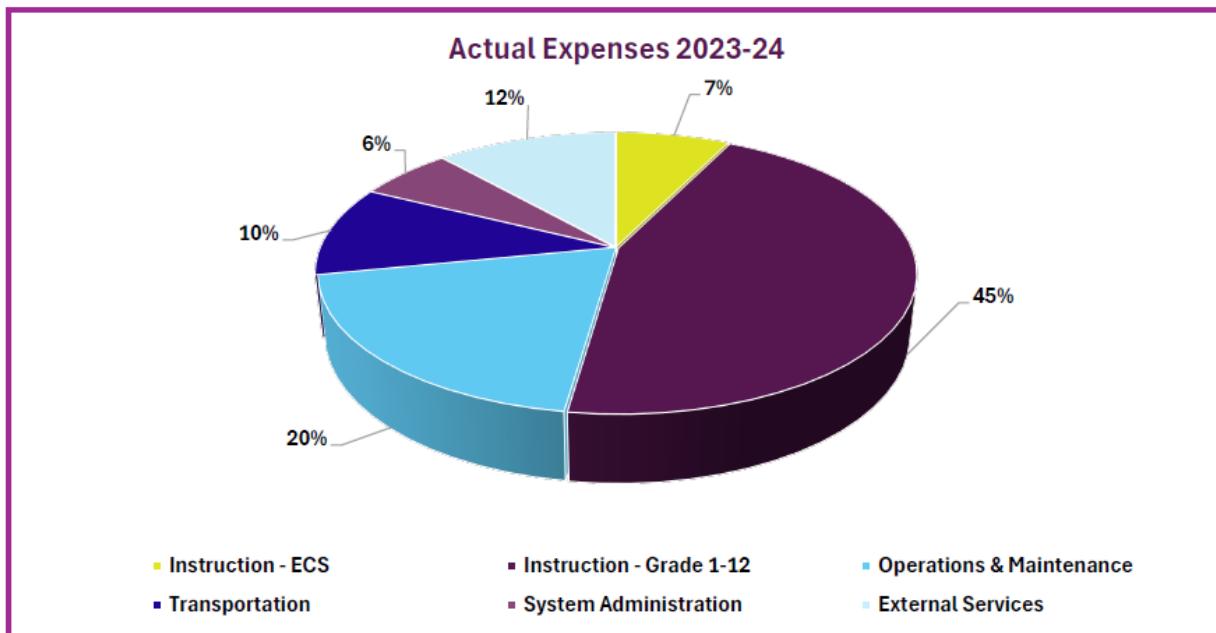
### Financial Information

Audited Financial Statements are available by following this link: <<https://dwnkgwyrtwh36.cloudfront.net/FS-Final-11-26-2024.pdf>>.

#### MULTI-YEAR FINANCIAL STATEMENTS

##### STATEMENT OF OPERATIONS

	Comparable		
	2023-24		2024-25
	Actuals	Budget	
<b>REVENUE</b>			
Government of Alberta	1,606,190	2,220,648	
Fees	-	-	
Investment Income	22,913	12,000	
Donations & Other Contributions	1,678,827	1,608,874	
Other Revenue	-	-	
<b>TOTAL REVENUE</b>	<b>3,307,930</b>	<b>3,841,522</b>	
 <b>EXPENSES</b>			
Instruction - ECS	242,655	137,880	
Instruction - Grade 1-12	1,486,564	1,960,607	
Operations & Maintenance	646,502	675,214	
Transportation	345,208	342,867	
System Administration	200,071	200,000	
External Services	384,265	524,954	
<b>TOTAL EXPENSES</b>	<b>3,305,265</b>	<b>3,841,522</b>	
<b>ANNUAL SURPLUS</b>	<b>2,665</b>		-



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

- There were no disclosures made in the 2023/24 school year.