Thrive Charter School Society

Edmonton, Alberta

Charter School Operator Evaluation Report

Evaluation conducted on March 3 and 4, 2026

Presented to the board June 4, 2026

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I. INTRODUCTION

Background

Thrive Charter School Society has been in operations since 2023. There are 170 students enrolled in the Thrive Charter School in Edmonton for the 2025/26 school year.

Thrive Charter School Society exists to serve Kindergarten to Grade 6 from low-socioeconomic status (low-SES) backgrounds in central northwest Edmonton who are eager to commit to the pursuit of academic excellence and contribute to a strong community of belonging that derives strength from sustained relationships and close home-school connection.

Enrolment in the past three years since the charter school operator began operations, as of September 2023 was as follows:

School Year	ECS	1	2	3	4	5	6	Total
2023/24	19	20	16	12	15	10	9	101
2024/25	25	29	28	26	24	19	17	168
2025/26	23	28	30	31	22	23	13	170

Facilities

Thrive Charter School Society currently operates Thrive Charter School serving Kindergarten to Grade 6.

Staff

Charter school operator submitted the following data to Alberta Education and Childcare.

- The average class size reported for the 2025/26 school year is:
  - 23 students for ECS.
  - 29 students for Grades 1 and 2.
  - 31 students for Grade 3.
  - 23 students for Grades 4 and 5.
  - 12 students for Grade 6.
  - Reports having a waiting list of 13 students for the 2025/26 school year.
- Charter school operator employs 34 individuals. Current staffing of Full-Time Equivalent (FTE), is:
  - superintendent (0.6 FTE);
  - administrators (1.5 FTE);
  - certificated teaching staff (9.25 FTE);
  - educational assistants (2.5 FTE);
  - administrative assistant (1.0 FTE);
  - secretary-treasurer (0.2 FTE)
  - emotional behavioural specialist (1.0 FTE);
  - behaviourist (currently recruiting) (1.0 FTE); and

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  - custodians (not contracted (2.0 FTE).
- Contracted non charter school employees:
  - speech language pathologist (contracted) (0.2 FTE).

TOTAL = 24.65 FTE individuals.

- Charter school operator also employs the following additional staff that are paid from the Thrive Foundation and on-going grant donation from Go Auto.
  - early learning education (ELE) (1.0 FTE);
  - program coordinator and food services (1.0 FTE);
  - on-site Jasper Place Family Resource Centre facilitator (1.0 FTE); and
  - thrive time instructors (10 casual employees who work 2:30 pm to 6:30 pm) (6 per day + ELE and program coordinator and food services).

Foundational 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

The Thrive Charter School model is predicated on the idea, grounded in educational research, that students from low-SES backgrounds experience unique systemic barriers that, in turn, lead to opportunity and experience gaps. This lack of level footing frequently hinders academic achievement and hampers engagement, with cumulative impacts on education outcomes. The Thrive model seeks to eliminate these gaps through the provision of a carefully and deliberately designed educational program that enables all students to excel as high achievers.

Thrive Charter School is fiercely committed to creating a learning environment for these students that is truly accessible and facilities deep engagement. To this end, they will:

- Champion eager minds, unlocking each student's inherent potential for high achievement.
- Empower every student with the skills, knowledge, experiences and confidence they need to pursue relentlessly bold futures.
- Nurture belonging by building meaningful connections in the classroom, the school, at home and in the community.
- Overcome the barriers, labels and implicit bias that undermine aspirations and well-being.
- 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 that places a high priority on enriched STEM learning for all students, preparing them for STEM pathways in high school and

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enabling students to see themselves as the innovators, scientists, inventors, engineers and technology experts of tomorrow.

Guiding Principles

Thrive Charter School's guiding principles direct and focus the Thrive vision and mission and provide the touchstone for defining and refining the culture and practice.

- They see the limitless human potential in every student and are unwavering in their belief that all students can reach great heights given the appropriate mix of challenges and supports that serve their individual learning profile.
- They are deliberate in their pedagogical choices and practice, drawing on the science of learning and development (SoLD) to inform the work and tailoring their strategies and practices to the unique needs and lived experiences of their student body.
- They are a centre of research and innovation, promoting a culture of active and collaborative research in the school and pursuing research projects with post-secondary institutions.
- They place high value on exemplary teaching and re committed to sustained, meaningful and structured professional learning that furthers Thrive student engagement and outcomes.
- They aim to be innovators and educational through leaders and work proactively to engage with the wider education community and share best practices for teaching and fostering student engagement.
- They foster well-being and belonging by facilitating strong and intentional home-school connections and offering holistic and synergistic support to students and their families.
- They value personal relationships, connection and understanding. They are attentive to each interaction and commit to identifying and disrupting inequitable practices and implicit bias.
- They cultivate confidence, self-efficacy and a dedication to continuous improvement in all aspects of their work, especially in their students as learners, in their practice as educators, in their systems as school leaders and in their community.
- They acknowledge the many barriers to access and strive to eliminate them.
- They welcome the many opportunities for students to learn and grow outside their school walls and outside the core school day and appreciate this continuum of learning.
- They embrace their role as potential catalysts of positive multigenerational change and recognize the responsibilities that accompany this role.

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Charter Goals, Outcomes and Strategies

Our three purpose-driven and forward-focused strategic goals and associated outcomes have been carefully designed to support improved student learning, realize the Thrive vision and mission, and further educational research and innovation in the province. Each of these goals is composed with exacting attention to the context of learners from low-SES backgrounds. A combination of local and provincial measures will assist in monitoring our performance.

CHARTER GOAL 1: STUDENTS FROM LOW-SES BACKGROUNDS THRIVE IN A CULTURE OF ACADEMIC SUCCESS.

Connecting to the "curious minds" element of the Thrive philosophy and the specific context of learners from low-SES backgrounds, this goal focuses on the cognitive domain and drives attainment of the knowledge and ability components of Thrive student success. This charter goal furthers our mission to amplify student engagement in learning and empower students from low-SES backgrounds to reach high levels of achievement, two key pillars in our vision of a future free of educational opportunity gaps.

Outcomes:

- Students are engaged in learning and recognize connections to their own lives and experiences.
- Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.
- Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.
- 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.

Local measures:

- School-administered assessments.
- School surveys (for students, staff and parents) to gauge perceptions and attitudes in areas such as student engagement, self-efficacy, academic mindsets and lifelong learning.
- Thrive Student Personal Opportunity Plans (POPs), measuring attainment of academic goals.
- School enrolment and attendance data.

Strategies:

- Support diverse learners through Universal Design for Learning (UDL), minimizing barriers and maximizing access to participation in meaningful learning opportunities.

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- Maintain rigor and high standards for all students, whilst allowing flexibility for how and when these standards are met.
- Emphasize the importance of understanding each student's unique profile and future aspirations to inform the development of their Personal Opportunity Plan (POP), which identifies strengths, areas of need and learning goals; update POPs throughout the school year and ensure continuity from one year to the next.
- Support students in developing a positive academic identity and strong sense of self-efficacy. Reinforce these ideas through home-school connections.
- Embed assessment into personalized learning cycles and clarify students' next steps for individual learning pathways.
- Undertake an affirming and culturally responsive approach to learning in all contexts, recognizing students for the assets they possess, building on their diverse experiences and encouraging them to develop their interests and talents while building their knowledge, skills and competencies.
- 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.
- Align extracurricular and co-curricular programming with student learning outcomes. Make the connections between these activities and overall student learning explicit for students and families.
- Adopt a two-generation approach to developing academic behaviors, academic perseverance, academic mindsets and learning strategies by engaging parents, caregivers and other salient adults to build academic support capacity at home and in the community. Ensure engagement efforts incorporate cultural competence and are structured to maximize relational trust.
- Invite collaboration with Indigenous Elders and Traditional Knowledge Holders to explore how Thrive can incorporate not just Indigenous knowledge systems and cultures, but also Indigenous learning and assessment approaches.
- Ensure that the voices and experiences of all students, including Indigenous students and students new to Canada are affirmed and supported.
- Employ highly relevant and authentic assessments such as portfolios, projects, or extended performance tasks that require students to create, perform and demonstrate the relevant knowledge, skills, and abilities.
- Develop a purposeful, systematic approach to analyzing data and other information on student performance to optimize allocation of resources and supports.

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CHARTER GOAL 2: STUDENTS FROM LOW-SES BACKGROUNDS ACQUIRE AND APPLY THE KNOWLEDGE, SKILLS AND ATTITUDES THAT PROMOTE WELL-BEING AND LIFELONG LEARNING.

Linking to the "confident hearts" segment of the Thrive approach, this goal concentrates on the affective domain, fostering belonging, empowerment and agency through relationship-building, a welcoming affirming environment and an integrated system of supports. This charter goal supports our mission to nurture belonging and build strong interpersonal networks for students from low-SES backgrounds in a highly supportive environment that promotes equity and well-being. These elements serve as the foundation for the accessible and equitable educational ecosystem laid out in our charter vision. Social and emotional competencies provide students with a valuable toolkit to navigate difficult circumstances and, ultimately, an avenue to find redress for the systemic barriers they have experienced.

Outcomes:

- Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).
- Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.
- Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.
- Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.
- Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.

Strategies:

- Complement explicit social and emotional learning instruction by embedding social and emotional learning into instructional practices, relationship building, and classroom management, with further reinforcement through wraparound supports, school-wide routines, and family/community engagement practices.
- Cultivate a culture of collaboration and connection; support school structures that facilitate sustained relationship-building, build relational trust and foster strong home-school connections.
- Attend to the holistic needs of the student, recognizing the many ways the student connects with – and arises from – their unique self and experiences.
- Build culturally responsive practices, drawing on the cultural and linguistic experiences and strengths of our students, their families and communities, to fuel student success.
- Establish on-site wraparound services that are responsive to student and family/caregiver needs.

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- Employ a two-generation approach to developing social and emotional skills by engaging parents, caregivers and other salient adults to build common understanding of these assets and strategies to support them.
- 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.
- Build social capital among educators, families, and the community through programs that foster family and community involvement and facilitate relationship building across the school community.
- Provide opportunities for shared leadership.
- Support comprehensive school health through curricular, extracurricular, and co-curricular programming and supports that encompass the continuum of well-being.
- Approach learning and school development through an assets-based lens that includes viewing language, culture and family background as assets to a student's learning.
- Within an identity-safe environment, leverage common experiences and values to build community cohesion and reveal that shared strengths and wisdom can translate into collective impact.
- Work to remove the barriers, labels and implicit bias that limit access and undermine student success.
- 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. This will include training specifically geared toward Thrive Charter School and its students, including trauma responsive practices, neuroscience and culturally responsive teaching.
- Support knowledge-sharing on social and emotional learning, with particular emphasis on tracking current research about promising evidence-based practices that support improved student learning for students from low-SES backgrounds.

CHARTER GOAL 3: STUDENTS FROM LOW-SES BACKGROUNDS DEVELOP CORE STEM SKILLS AND COMPETENCIES THAT PREPARE THEM TO EXCEL IN HIGH SCHOOL AND BEYOND.

Supporting Thrive's "big futures" aspiration for students and the associated adoption of an innovator's mindset, this goal focuses on the operative domain, aiming to increase student engagement, counteract competency bias, and eliminate opportunity gaps in the highly rewarding realm of STEM, where the opportunity gap between students from low-SES and high-SES backgrounds is particularly vast. Challenges around STEM equity begin at an early age and underrepresented groups are the most likely to opt out of pursuing further study or careers in STEM fields, often as early as junior high. This Thrive charter goal seeks to build STEM skills and competencies by sparking early interest in STEM, building a rich learning environment with strong real-world

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connections, fostering strong STEM identities and illuminating the pathways for continued study and work in high school and post-secondary education.

This charter goal provides the future-focused foundation of our mission to equip every Thrive Charter School student with the specialized STEM knowledge, skills and competencies required to become the leaders, scholars and innovators of the future. The transformative potential of universal and rigorous STEM learning for students from low-SES backgrounds is key to our charter vision.

Outcomes:

- Students demonstrate superior STEM knowledge, skills and competencies.
- 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.
- Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.

Strategies:

- Provide enriched STEM programming strategically designed to prepare Thrive students for deeper levels of STEM learning in secondary and post-secondary pathways.
- Provide access to real-world tools, technologies, materials and resources used by STEM professionals.
- Embrace a two-generation approach to supporting STEM education in all contexts (home, school and community) by building understanding of STEM tools, ways of thinking and pathways (both educational and career) amongst parents, caregivers and other salient adults in students' lives.
- Offer exposure to STEM pathways and the diversity of STEM experts through guest speakers, residencies, partnerships and community connections.
- Foster creativity — an essential component of innovation — across the curriculum and through extra- and co-curricular activities.
- Reinforce STEM knowledge and skills through aligned co-curricular activities, including competitions, contests, community events and entrepreneurial opportunities.
- Strengthen educator capacity by facilitating professional learning opportunities that increase STEM content knowledge and understanding as well as STEM instructional practices.

Current Term of Charter

Thrive Charter School Society is currently in its 3rd year of operations of an initial 5-year term. The term of the current charter is from September 1, 2023, to August 31, 2028.

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Terms of Reference

The Charter Schools Regulation requires that all charter school operators in the province be evaluated at least once in the term of their charter. There are a number of purposes for the evaluation of a charter school operator:

- To provide evidence to the Minister and the board that the charter school operator is in compliance with provincial requirements and the requirements of the charter, inclusive of charter amendments, approved by the Minister.
- To report to staff, parents, and the community on the success of the charter school operator and to identify areas of strength and areas that may require additional attention.
- To focus the attention of the board and staff on the goals and objectives of the charter and the need to establish and confirm measurable outcomes and measures.
- To facilitate continuous improvement in the charter school operator consistent with the assurance requirements of the ministry and with the local direction established by the charter school community and authorized by the board of directors.

The criteria by which the charter school operator is evaluated are:

1. Meets the requirements of its charter and has performance measures that show clear evidence of success.
2. Operates in a manner consistent with all applicable provisions of the *Education Act*, associated regulations and policies.
3. Charter school operator is governed effectively.
4. Charter school is administered effectively.
5. Charter school operator is fiscally viable and responsible.
6. Students, parents, staff, school council(s) and community members considered the school program to be successful.
7. Student success is determined in accordance with Ministerial Order #005/2024 (goals and standards applicable to the provision of education in Alberta).
8. Charter school operator shares its innovative practices and learning outcomes with the education community.
9. Evidence of consistently strong or improving student achievement.
10. Multiple indicators that the charter school operator exhibits ongoing commitment to engaging students, teachers, parents, and community members in a collaborative model of continuous improvement in multiple ways.
11. Evidence that the charter school operator uses research-informed practices to create innovative learning environments and improve student learning outcomes.

Last Evaluation Follow-Up

This is Thrive Charter School Society's first evaluation in their first 5-year charter term, therefore, there is no follow-up from a prior charter evaluation.

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2025/26 School Year Charter Evaluation Team and Processes

The findings of the evaluation were established using the following processes and activities:

1. The charter school operator was asked to develop and submit to Alberta Education and Childcare a self-evaluation report based on the 11 criteria named above (see Appendix).
2. Alberta Education and Childcare established a team of four staff from Field Services, including Nicole McNally, Christine Karas, Damon Clayton and Lorie Fisher, as well as one staff member from Business Operations and Stakeholder Support (BOSS), Hardeep Toore, to review the self-evaluation report, documents, and data submitted by the charter school operator. Onsite dates were determined, including a schedule of events for the two days of onsite interviews and focus group sessions. Secretary-treasurer interview was scheduled post-onsite as a virtual meeting.
3. Interviews and focus group sessions were established to provide opportunities for the board, superintendent, principal (school administration), teachers, support staff (non-certificated staff), students, and parents to share insights about the school's successes and ideas about how the charter school operator might become more effective. On March 3 and 4, 2026, the following processes were conducted:
    - Interviews were conducted with the board, superintendent, and principal (school administration).
    - Focus group sessions were conducted with the teachers, support staff, students and parents.
        - One focus group was held with eight teachers.
        - One focus group was held with six support staff.
        - One focus group was held with seven parents.
        - Two focus groups were held with 15 students (Kindergarten to Grade 3 and Grades 4 to 6).
4. Evaluation team members participated in all learning environment observations throughout Kindergarten to Grade 6 to observe instruction, the design of student learning activities, and student engagement.

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Executive Summary

Thrive Charter School Society is operating in strong alignment with its approved charter, the *Education Act*, and ministerial expectations, with clear evidence that its mission to eliminate barriers for students from low socioeconomic backgrounds is embedded across governance, leadership, instruction, and student supports. Governance and administration are effective and responsive, with clear role clarity, strong policy oversight, and instructional leadership aligned with Alberta programs of study and inclusive education principles. The charter functions as a living framework that guides decision-making, supported by research-informed practices such as Universal Design for Learning, strengths-based and regulation-focused approaches, social-emotional learning frameworks, and the Collaborative Response Model. A visible continuum of supports ensures equitable access for diverse learners and reflects systematic responsiveness to evolving student needs.

Thrive Charter School Society recognizes that student needs extend beyond academics and that strong home–school partnerships can be transformative. To support this, the school has partnered with the 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, the centre delivers high-quality prevention, and early intervention supports for children, youth, and families. A Family Support Worker connects with every Thrive family early in the school year to assess needs and link parents to appropriate supports.

The Thrive school model is grounded in a comprehensive body of research in educational design, theory, and practice, with three key areas exerting the greatest influence on its philosophy, design, and charter direction. Extensive review of published studies informed the development of the Thrive Student Success Model, the Concept Model, and the overall charter framework, including its STEM programming. These components are aligned with established best pedagogical practices, such as Universal Design for Learning, ensuring inclusive and effective instruction.

Student success is defined and assessed in alignment with Ministerial Order #005/2024 through a balanced focus on academic achievement, well-being, character development, and readiness for future learning. Evidence indicates improving outcomes, including increased attendance, literacy and numeracy growth, stronger self-regulation, and high engagement in learning and STEM programming. Stakeholders consistently report high satisfaction and trust in the school program, and the charter school operator demonstrates an ongoing commitment to collaboration, continuous improvement, and shared system learning. Fiscal management practices indicate viability and responsibility, supported by structured budgeting and oversight, with continued attention to reserve growth recommended to strengthen long-term sustainability. Overall, Thrive Charter School is effectively delivering on its charter intent while contributing positively to broader educational innovation and improvement.

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II. EVALUATION CONCLUSIONS, COMMENDATIONS, RECOMMENDATIONS AND REQUIREMENTS

1. Meets the requirements of its charter and has performance measures that show clear evidence of success.

Thrive Charter School meets the requirements of its charter to eliminate barriers for students from low socioeconomic-status backgrounds by providing an accessible learning environment that strengthens academic achievement, well-being, and STEM readiness. Across interviews, focus groups, and classroom observations, stakeholders demonstrated a shared understanding of the charter's purpose and goals, describing it as a "living, embedded document" that guides instructional design, student supports, staffing decisions, and family engagement.

Progress is monitored through a comprehensive set of performance measures, including Collaborative Response Model (CRM) reviews, Personalized Opportunity Plans, sensory-room logs, and tracking attendance, STEM competencies and student attributes. Students described clubs, recognition opportunities and approachableness of staff as contributing to a supportive environment aligned with the charter's focus on belonging, and they expressed confidence in their learning and readiness to progress. Family engagement has strengthened, as evidenced by greater use of school supports, higher workshop attendance, and increased survey participation.

Evidence from these measures guides how the school responds to student needs and demonstrates a shared understanding of charter priorities, enabling timely adjustments to programming, staffing, interventions, resource allocation, professional development, and instructional strategies.

Ongoing action research is conducted to support effective teaching and learning practices. For example, staff have examined which pedagogical approaches best align with the needs of students from low socio-economic backgrounds and have implemented these practices consistently across all grade levels. Similarly, the Intervention Teacher has analyzed school literacy and numeracy data and applied research-informed adjustments to align programming with best practices. This continuous cycle of inquiry and refinement also serves as a key driver of the school's professional development.

Commendations:

- Charter goals are explicitly embedded in learning materials, assemblies, and classroom practices through the Thrive Success Model for Student and QICS STEM steps, a hands-on, inquiry-based design-process framework consisting of four core actions, including Q-Question, I-Imagine, C-Create and S-Share.

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- Professional learning, including weekly STEM coaching, is tightly aligned to charter goals and embedded in teacher-led learning focused on literacy, social-emotional learning, and STEM integration, with charter goals reflected in professional growth plans.

Recommendation:

- Continue to build staff capacity, particularly among newer staff, to consistently use assessment tools alongside professional learning to inform practice and advance the charter's goals.

2. Operates in a manner consistent with all applicable provisions of the *Education Act*, associated regulations and policies.

The charter school operates in a manner consistent with the *Education Act*, associated regulations, and policies by providing a welcoming, caring, respectful, and safe learning environment grounded in inclusive education principles and a continuum of student supports. Programming aligns with Alberta programs of study, embeds literacy and numeracy across subject areas, and integrates First Nations, Métis and Inuit perspectives through authentic learning experiences. Governance and leadership demonstrate awareness of legislative obligations through regular policy review and effective stakeholder engagement structures.

Thrive Charter School continues to take deliberate steps to strengthen parent participation in a school council or advisory group, and this remains an ongoing area of focus. Despite ongoing recruitment efforts, parents have been reluctant to volunteer for school council roles. In response, and in alignment with requirements, the principal has established an advisory group that is consulted as needed. To address limited parent involvement, the school has implemented a range of strategies, including surveys, engagement activities, and opportunities to provide feedback during family dinners, all aimed at gathering parent input on school goals and strategies.

Commendations:

- There is strong evidence of inclusive education practices in alignment with section 33 of the *Education Act*, including a sensory room, calming cubes, daily regulation supports, speech-language supports, psycho-educational assessments, and universal literacy and numeracy supports.
- Intentional and authentic integration of First Nations, Métis and Inuit perspectives realized in such practices as such as Indigenous language sharing, culturally grounded literature, traditional games, circle-based pedagogy, and Indigenous learning activities scheduled for National Day for Truth and Reconciliation.

Recommendation:

- Strengthen system-level communication to help families understand the role of their feedback in shaping education planning and advancing student success, as many parents were unclear about the purpose of their input.

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Requirement:

- Continue to explore additional formal mechanisms to increase stakeholder representation, currently, parent engagement includes family dinners, surveys, and flexible channels due to challenges with adequate parent participation in forming a school council. A school council is required to be established as per section 55 of the *Education Act*.

3. Charter school operator is governed effectively.

The evidence indicates that the charter school is governed effectively through a highly connected, responsive, and informed governance model. Board members demonstrate a clear understanding of their governance role, legislative responsibilities, and the charter's purpose. The board maintains strong oversight of policy development, legislative alignment, and strategic direction while relying on administration for operational implementation. A flat organizational structure enables timely information flow between the board, superintendent, and school leadership, supporting responsive decision-making. The board actively engages with stakeholder feedback through assurance surveys, family engagement events, and direct communication with school leadership. Governance practices reflect alignment with bylaws, articles of incorporation, and provincial requirements, and the board demonstrates ongoing commitment to continuous improvement.

Commendation:

- The charter school operator uses a flat organizational structure that enables staff to influence decisions directly with clear legislative alignment. Governance is strengthened through board oversight mechanisms, including weekly attendance of the vice-chair at operational meetings with senior school leadership, ensuring timely, informed decision-making grounded in stakeholder feedback.

Recommendations:

- Consider formalizing communication pathways with the parent community to strengthen awareness of board-level governance roles and decision-making processes.
- Periodically review governance effectiveness using structured self-assessment tools.

4. Charter school is administered effectively.

The charter school is administered effectively, with clear evidence of strong instructional leadership, operational coherence, and responsive decision-making. Consideration given, particularly as the school expands to additional locations, to a model which continues to support a flat organizational structure with close communication. Administration ensures alignment between charter goals, instructional practices, and the Alberta programs of study through regular classroom walkthroughs, collaborative planning, and data-informed discussion.

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Student conduct is addressed using a strength-based, regulation-focused approach consistent with inclusive education principles, and staff report clear communication, timely feedback, and access to leadership, contributing to a cohesive and supportive working environment. Administrative practices reflect alignment with leadership quality standards and support continuous improvement, supported by a long-term plan that integrates provincial requirements, charter goals, and research-informed evidence, including findings from the NorQuest College research study.

The NorQuest College research study, "Empowering Underserved Communities to Thrive: Understanding the Early Impacts of a Charter School Model and the Support Needs of Families," provided insight into developing action plans that support student learning and address student and family support needs. NorQuest College partnered with Thrive Charter School Society (funder of the study) to complete this robust research study during the 2024/25 school year. This research provided invaluable data and recommendations to support students and their families. These findings suggest that Thrive's programming could benefit from:

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

Inclusive access and responsiveness to diverse student needs are further demonstrated through a visible continuum of supports, including Individual Program Plans, Personalized Opportunity Plans, universal regulation tools, a sensory room, targeted interventions, and accessible classroom design. Timely, needs-based staffing and role adjustments, such as adding a social-emotional specialist in Kindergarten and deploying educational assistants and practicum students, demonstrate systematic responsiveness to evolving learner profiles.

Commendations:

- Strong instructional leadership, supported by clear communication and feedback structures, that aligns charter goals with curriculum outcomes and staff practice.
- Consistent, strength-based student support practices that promote well-being and belonging with a deep commitment to family capacity-building and wraparound supports as essential contributors to student success.

Recommendations:

- Explore options to address workload and complexity pressures associated with growth in student enrolment and needs, while planning for long-term sustainability.
- As part of future planning, consider formalizing documentation related to succession planning for leadership roles.

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5. Charter school operator is fiscally viable and responsible.

Thrive Charter School Society operates as an independent school entity under the broader umbrella of a large corporate group, Go Auto and its related companies. While the charter school operator maintains full separation in its finances, staffing, and decision-making processes, it benefits from access to the corporate group's expertise, resources, and donor networks.

Overall, this structure offers significant advantages, most notably stable donor contributions and specialized corporate expertise that has helped the charter school start operations quickly. However, it also introduces certain risks including heavy reliance on the charitable foundation and limited formal community input into governance or financial decision-making as they indicated stakeholder engagement currently happens informally rather than through structured mechanisms.

Through a review of their financial reporting and virtual meetings, Thrive Charter School Society has demonstrated they are fiscally viable and responsible. Their approach to strategic planning involves the expertise of their financial team and continual quarterly and monthly reviews of budgets and financial statements with the board, examples of their responsible approach to fiscal management and practices.

Thrive Charter School Society uses an annual budgeting cycle that begins by analyzing the prior year's results and engaging staff across instructional, administrative, and operational teams. This includes:

- Review of previous year actuals to identify variances and lessons learned.
- Collaborative input from the principal, superintendent, teachers, support staff, and board members.
- Conservative forecasting of student-based funding to avoid over-reliance on optimistic enrolment projections.
- Budget conversations with multiple revisions before board approval.

This approach ensures the budget is evidence informed and collaborative, showing support for student centered goals.

Thrive Charter School Society's startup phase involved a steep learning curve as the organization transitioned from traditional corporate operations into the unique regulatory and funding environment of a public charter school, resulting in early year surprises and process refinements. By year three, the team indicates they have established a more efficient system and better understand of Education and Childcare budgeting practices. A strong alignment between school operations and financial reporting has evolved into what their secretary-treasurer described as a "well-oiled machine."

Thrive Charter School Society is somewhat aware of their fiscal pressures and relies heavily on Thrive Charitable Foundation to support their expenditures. While the school maintains minimal surpluses, it should work towards becoming more aware of the cost pressures that could affect their learning goals. When asked about their largest cost pressures, they indicated that ensuring enrolment projections to actuals

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has created challenges in navigating and managing the growing staffing needs of the school.

In the second year of operations the charter school operator is in a small, but growing operating reserve position as of August 31, 2025, with strong stability on both the revenue and expense sides. Its related party, Thrive Charitable Foundation, provides a flexible donation revenue mechanism that has kept actual to budget variance within 1 per cent. Without the Thrive Charitable Foundation, viability may need to be reconsidered. Thrive Charter School Society is considered to have sufficient flexibility for its near-term operation.

It is recommended that the charter school operator take a closer look at its expenditures to ensure budgeting practices are better informed, both in understanding where funds are being spent and how fluctuations in different expense types impact the overall budget. Continued monitoring of enrolment, reserve levels, and the Thrive Charitable Foundation donation commitments will also be important. To further strengthen financial stability, the charter school operator should begin gradually increasing its operating reserves each year, even in small increments, to build a more reliable financial cushion. This is particularly important given their heavy reliance on charitable donations and the limited reserve balance currently available, which increases vulnerability if external funding levels change.

Thrive Charter School Society's Budget Surplus (Deficit) Summary for the two years is as follows:

	2023-2024	**2024-2025**
Actual Revenue	$3,307,930	$3,868,526
Actual Expenses	$3,305,265	$3,843,410
Annual operating surplus (deficit)	**$2,665**	**$25,116**

Budgeted Revenue	$3,788,605	$3,841,522
Budgeted Expenses	$3,777,945	$3,841,522
Budgeted annual operating surplus (deficit)	**$10,660**	**$0**

Accumulated Surplus (Deficit)/Operating Reserves	$17,910	$43,026
Capital Reserves	$0	$0

Classification: Protected A

Commendations:

- The charter school operator is commended for the responsible stewardship of its finances and having a clear set of policies in place to guide their financial decisions.
- The charter school operator is committed to their student-centered approach to decision making coupled with good fiscal practices.

Recommendations:

- Thrive Charter School Society relies heavily on the Thrive Charitable Foundation for more than a third of its revenue, and given its low reserve levels, the charter school operator should begin building safeguards in case the foundation reduces or withdraws its financial support, i.e., increasing the funding level of their reserves.
- It is recommended that the charter school operator continues to work closely with Alberta Education and Childcare's Financial Reporting and Accountability staff to monitor their accumulated reserve levels.
- Stakeholder engagement is ongoing and relationship-based, with regular informal communication informing school planning mainly through school leadership. It is recommended that the charter school operator provide a more formalized structure for stakeholder engagement.

6. Students, parents, staff, school council(s), and community members considered the school program to be successful.

Across all stakeholder groups, there is consistent evidence that the school program is considered successful. Students describe positive relationships, engaging learning experiences, and a strong sense of belonging. Parents report high satisfaction with communication, programming, and supports, emphasizing trust and confidence in the school. Staff express feeling valued, supported, and aligned with the school's mission. Community partners and board members describe meaningful impact and strong engagement.

All Thrive Charter School students and their families are invited to attend monthly family dinners. These events are designed to foster a safe, caring, and welcoming school environment, bringing together culturally diverse students and families, and celebrate learning. They also provide opportunities to share capacity-building programs and increase awareness of school and community supports available to families. Parent engagement activities are embedded within these gatherings, including surveys and opportunities to respond to questions or provide feedback. Staff from the Jasper Place Family Resource Centre also attend, connecting with families to better understand and respond to their needs.

Classification: Protected A

Commendations:

- Strong stakeholder satisfaction across all groups with charter school's wrap-around model (Thrive Time) is valued for addressing academic and developmental needs.
- Parents experience high levels of trust and relational engagement, including strong communication (e.g., emails, newsletters, Class Dojo, family dinners), and direct access to all levels of leadership, including the superintendent.

Recommendation:

- Ensure greater consistency in offerings by aligning program delivery with available expertise, and revisit short-lived extracurricular opportunities (e.g., art club), to improve continuity and impact.

7. Student success is determined in accordance with Ministerial Order #005/2024 (goals and standards applicable to the provision of education in Alberta).

Student success is defined and assessed in alignment with Ministerial Order #005/2024 through a balanced focus on academic achievement, well-being, character development, and preparation for future learning. Evidence shows literacy and numeracy embedded across programming, attention to character and citizenship, and development of competencies through STEM learning. Inclusive practices and accommodations support equitable access to learning. Observations confirm student engagement, agency, and readiness to learn.

Commendation:

- The school's holistic approach—integrating academic, behavioural, and family-context supports—enables students to experience success despite external challenges.

Recommendation:

- Ensure smooth transitions between schools, particularly into junior high programming, while proactively addressing potential challenges with families requiring additional support through various strategies, e.g., transition meetings.

8. Charter school operator shares its innovative practices and learning outcomes with the educational community.

The charter school operator demonstrates a commitment to sharing innovative practices and learning outcomes within and beyond the school. Evidence includes collaboration with post-secondary institutions, participation in professional networks, presentations at conferences, and partnerships with community organizations. The school actively contributes to broader conversations on inclusive education, STEM programming, and family-capacity building.

Classification: Protected A

Commendation:

- Active engagement in knowledge sharing and partnerships including facility tours, collaborative sessions, and participation in CARDUS, university conferences, and the upcoming Mental Health Summit, and post-secondary research partnerships furthering dissemination of practice.

Recommendation:

- Clear commitment to contributing to the broader education community but consider documenting and publishing additional summaries or case studies to support broader provincial learning and uptake.

9. Evidence of consistently strong or improving student achievement.

Evidence points to improving student achievement, including increased attendance, growth in literacy and numeracy, stronger student regulation, and high levels of engagement in learning. While provincial achievement data remains limited due to school context and maturity, multiple internal measures show positive trends aligned with charter goals.

Staff described improvements since Year 1, including more consistent attendance, literacy growth informed by screening and intervention data, stronger student self-regulation, and high engagement in STEM learning, supported by positive parent feedback and assurance participation. Teachers described using integrated assessment practices to identify learning gaps and adjust instruction and supports in response.

Staff emphasized that improved attendance has become a key foundation for learning, as students are present more consistently and better positioned to benefit from instruction and support. As the school continues to mature, the development of longer-term trend data integrating provincial measures, local indicators, and charter-aligned outcomes will help present a more complete picture of student achievement.

Commendations:

- Use of multiple measures to track achievement and growth, including student and parent school surveys, implementation of individual program plans, Thrive Student Attributes Model (Thrive Success Model for Students), STEM process model (QICS Steps to STEM), and connections through Jasper Place Family Resource Centre anecdotal data.
- Evidence of improved engagement and readiness to learn, including comprehensive supports include emotional behavioural specialists, educational assistants, early learning educator, STEM Coach, and university practicum students providing over 2,500 hours of additional support of one-on-one and small group learning.

Classification: Protected A

Recommendations:

- Continue to focus on continuous performance improvement on Provincial Achievement Tests (PATs), as year two shows a significant improvement over the year one results, e.g., made changes to literacy work for the 2025/26 school year.
- Continue building longitudinal achievement datasets and refining assessment tools that capture both academic and non-academic growth as more long-range data becomes available.

10. Multiple indicators that the charter school operator exhibits ongoing commitment to engaging students, teachers, parents, and community members in a collaborative model of continuous improvement in multiple ways.

The charter school operator demonstrates multiple indicators of an ongoing commitment to collaborative continuous improvement. Feedback is actively sought and used by students, parents, staff, and community partners through formal and informal mechanisms. Decision-making is responsive, iterative, and aligned with identified needs.

Commendation:

- Thrive uses the Collaborative Response Model (CRM) to identify needs and track progress, combined with wrap-around supports that address poverty-related barriers (housing, food insecurity, trauma).

Recommendation:

- Continue to enhance strategies to increase parent participation in formal feedback processes to ensure broader representation of community voice.

11. Evidence that the charter school operator uses research-informed practices to create innovative learning environments and improve student learning outcomes.

Evidence clearly demonstrates the use of research-informed practices to support innovation and improved student outcomes. Instructional design reflects Universal Design for Learning, strengths-based planning, social-emotional learning frameworks, and action research partnerships. The Collaborative Response Model (CRM) used by administration to inform staff is reflective of the current practices, which focus on positive feedback to inform interventions for student success. Research informs both classroom practice and system-level decisions.

In December 2025, Thrive Charter School participated in a research study with the University of Alberta graduate students. The goal of this project was to better understand why children with language difficulties often struggle with inferential comprehension, and how these challenges impact their daily communication. Thrive Charter School hopes to improve the strategies and supports available for children and families, including accessing any insights into the next steps for providing any specialized supports for these students.

Classification: Protected A

Commendations:

- Strong integration of research into practice based on their alignment with the charter's goals—particularly student engagement, academic growth, and holistic supports—and their potential to meaningfully improve student outcomes.
- There is evidence of effective partnerships supporting innovation. The charter itself is grounded in extensive research, and the charter school operator intentionally seeks partnerships with post-secondary institutions, community organizations, and education-related agencies to support ongoing inquiry.

Recommendation:

- Continue expanding research dissemination beyond the school, e.g., through hosted school talk and tours, while developing mechanisms to understand the impact of other organizations that have engaged with and adopted elements of Thrive's charter model.

Conclusion

Thrive Charter School Society's charter evaluation during the 2025/26 school year indicated that the charter school operator provided evidence of the criteria reviewed resulting in one requirement. This report supports the charter school's ongoing commitment to continuous improvement and the future charter renewal request to the Minister in the last year of the charter term.

As a result of the evaluation processes, Thrive Charter School Society will be required to develop an action plan to meet all requirements of the *Education Act*, associated regulations, and policies of the Minister in collaboration with Alberta Education and Childcare. All requirements shall be addressed prior to the charter renewal request.

In the spirit of continuous improvement, Thrive Charter School Society is encouraged to celebrate its successes while considering the recommendations offered by the charter evaluation team.

As the Charter Schools Regulation is amended, it is the charter school operators' responsibility to continue to review and ensure alignment with the current publication of the Charter Schools Regulation

The Alberta Education and Childcare Charter Evaluation Team extends its sincere thanks to the board, school administration, staff, students, and parents for their time, perspectives, and insight.

Classification: Protected A

APPENDIX

Self-Evaluation Report

January 7, 2026

Classification: Protected A

Charter Authority Evaluation and Charter Agreement Renewal

Thrive Charter School Society – Authority Self Evaluation

Submitted to Alberta Education and Childcare January 28, 2026

Charter School Evaluation – Section 1

Charter authority evaluations are an initial stage in the charter renewal process as referenced in sections 7 and 8 of the Charter Schools Regulation.

Evaluation Criteria	Evaluation Criteria - description	Pertinent Charter Schools Regulation Section
1. Charter Conditions	The authority meets the requirements and conditions of its charter and has performance measures that show clear evidence of success.	7(3) (a)

Achieving evaluation criteria. The Thrive Elementary School Charter, as approved by the Minister, is the guide to all planning and programing decisions made at the school. Monitoring growth and effectiveness of strategies and actions is ongoing and represents a significant portion of our weekly Thrive Update Meetings. The Annual Education Plan presents the strategies and measures that are aligned to each Charter goal and Alberta Education requirements. Strategies, measures and the accompanying data is reviewed regularly. This informs decisions related to professional development for teachers and staff, learning support and planning. The Annual Education Results Report identifies data collected for each of these measures and provides for clear directions for ongoing annual improvement.

The school's vision states: "An accessible and equitable education ecosystem that eliminates opportunity gaps, empowers students to realize their extraordinary potential and gives rise to positive multigenerational change." As such, regular and ongoing discussions occur to ensure that the vision is always at the forefront of the work we do and guides the operational decisions that we make.

Essential to our success is building a long-term plan that is aligned and coherent with the charter, but also serves the expectations established in provincial legislation and regulations. This is accomplished through our Annual Education Plan and evaluated yearly through our Annual Education Results Report to determine successes and identify gaps. In addition, ongoing research including the NorQuest College research study Empowering Underserved Communities to Thrive: Understanding the Early Impacts of a Charter School Model and the Support Needs of Families provides insight for developing action plans that support student learning and address student and family support needs. NorQuest College partnered with Thrive Charter School Society (funder of the study) to complete this robust research study during the 2024/25 school year.

Providing students with effective teaching and learning strategies is essential. To accomplish this, there must be strong alignment between the program of studies, pedagogy, charter goals, strategies and measures. These strategies are regularly measured, using local and provincial measures, for effectiveness and may be modified or replaced if needed. In addition to taking action from surveys, we take action on insights gained from active engagement with broader research reporting on the best approaches for teaching and learning of students from low socio-economic environments.

STEM education is a central theme and academic differentiation for Thrive Elementary Charter School. Organizing the school included defining STEM education for elementary grades, building the model

and developing curriculum for the STEM education program. Key aspects of the STEM program developed for the school by the STEM Coach include the STEM Curricula (by grade level), the QICS (Question. Imagine. Create. Share.) steps used for implementing STEM work and projects, the STEM Integration Assessment Tool for teachers and a newly developed, student self-assessment rubric. To build staff STEM capacity across classrooms, the STEM Coach provides one formal timetable block per week to support the integration of STEM learning into the classroom. We also have special STEM events such as Kite Day where students learn about aerodynamics, kite construction, how the kite interacts with the wind and then get to have fun flying their own kite, which some students have never done before. Students have also visited Telus World of Science for a day of curiosity, exploration and STEM's integration into the real world.

Teacher supervision and professional development provide further support to enhance teacher practice and efficacy in the classroom and to ensure teachers meet the Teaching Quality Standards. Formal teacher supervision and evaluation is completed annually for teachers who are on temporary or probationary contracts. Support staff are evaluated annually and followed up by a review and action plan.

2. Provincial Requirements	The authority operates in a manner consistent with all applicable provincial requirements.	7(3) (b)

Achieving evaluation criteria. Ensures governance, administration and operations aligns with Education Act, Societies Act, Regulations inclusive of Charter School Regulation and Policies.

All required school and authority documents are completed in accordance with Education Act and the Sustainable Fiscal Planning and Reporting Act. All required assurance requirements such as the Annual Education Plan (AEP), Annual Education Results Report (AERR), Budget and Audited Financial Statements (AFS), are completed on time, approved by the Board, and submitted to Alberta Education in accordance with required submission dates. School and system administration works closely with the Field Services and School Finance liaisons to address any questions or issues that may arise. We also make all documents available to the public by posting them on the school website in a timely manner.

The Board reports annually as required in the Societies Act. The Board is in good standing under the Societies Act.

School day and school year meet the requirements of legislation. The school year calendar also follows all requirements set out by provincial legislation and regulations. Where we are provided flexibility as to keeping the school open as an instructional day rather than closing (e.g. Truth and Reconciliation Day), we remain open on September 30. This remains an instructional day as this allows school staff with the opportunity to focus on Truth and Reconciliation Day and provides the school with one additional instructional day to support student learning. Our school year and day policy also requires that we maximize instructional days for students. As many of our families have children in middle and high school grades, we attempt to align our calendar with neighbouring school authorities to ease the burden on parents.

The school administration and staff work closely with parents on school operations, in addition to other factors relating to their child's success at school. Family dinners and a myriad of other strategies are in place to support parent engagement and to gain feedback. These parent engagement opportunities allow the school staff to respond and adjust practices and strategies to better meet student needs. One example is surveying parents and students about the nutrition program at school and adjusting the menus accordingly. Significant efforts have been made to form a school council without success. As such, we take significant steps to establish parent feedback channels through several alternative means.

3. Governance	The charter authority is governed effectively.	7(3) (a) and (c)

Achieving evaluation criteria. The Thrive Elementary Charter School board operates within the bounds of legislation and within the framework of the Society's Charter. Board agendas, minutes, approved budget, and audited financial statements are posted on the school's website. System policies, administrative procedures, research and school documents such as the student handbook are also posted on the school's website. The student handbook is also included in the student agenda.

The Board adheres to all charter bylaws and governs all business related to the school authority through its board meetings. The board meeting minutes are well maintained and posted to the school's web page. The Board approves the budget, the audited financial statements, and delegates authority to the Superintendent as allowed through legislation and regulation. The Board also annually reviews documents and policies as required in the Education Act or in Regulations. This includes examples such as Policy 210 Welcoming, Caring, Respectful, and Safe Learning and Working Environments. The intent is to review all policies and administrative procedures every three years to ensure they are up to date with legislation and school need. Policy meets all new legislative requirements. Furthermore, board engagement is further supplemented by the vice-chair attending weekly school operational meetings with the superintendent, principal and assistant principal.

All required documentation aligning to governance is posted on the school website.

4. Administration	The charter authority is administered effectively.	7(3) (a) and (c)

Achieving evaluation criteria. Administration responds according to Board's will (resolutions), and in accordance with Board Policy and school level administrative procedures.

Administration comprising of a 0.6 FTE Superintendent, 0.2 FTE Secretary-Treasurer (supported by a 0.5 FTE Controller), 1.0 FTE Principal and a 1.0 FTE Assistant Principal / STEM Coach ensure the board is well informed about the school. Administration ensures that Board resolutions are enacted and that school practices are monitored for success and meeting expectations or identifying gaps in supporting students and their families.

The Board approves all policies, while the administration implements them. All policies are supported by administrative procedures. All school authority and school level positions have role and responsibility statements included in policy and/or administrative procedures. Professional roles are written as policies and reflect provincial legislation and regulations. Support staff position role and responsibility statements are written as administrative procedures due to the changing nature of their roles.

Reports regarding school operations including enrollments, staffing and budget are made regularly to the board and submitted as required to the Ministry.

5. Fiscally viable	The charter authority is fiscally viable and responsible.	7(3) (c)

Achieving evaluation criteria. Provincial funding is applied for, received and expended toward school operations as defined in the Funding Manual, the school funding profile and other government policies and requirements. Reporting to Alberta Education is completed in accordance with Provincial requirements and timelines

Foundation donation funding is utilized to support all other areas identified in the charter and school plan as required by government. We provide transparency of Foundation funding to the Ministry to support their understanding of how we deliver and achieve the extensive programming identified in our charter. The support of the Foundation is guaranteed resulting in assurance that there is no risk of Thrive Elementary School meeting operational financial obligations over time.

School authority finances are audited (KPMG) in accordance with provincial requirements and reported at the Annual General Meeting. These audited financial statements are submitted to Alberta Education and posted on the school website on or before November 30th of each school year.

Thrive Elementary School is a STEM school with a vision of removing financial barriers that may limit a student's learning and opportunity to access all school programs. We accomplish this through a combination of provincial funding and the Foundation donor funding by the community and the founder's family.

Thrive Elementary's financial team is committed to best practices around financial reporting and regulatory requirements through continued learning and support of the department as well as our professional peers.

6. Successful	The students, parents, staff, school council(s), and community members consider the school program to be successful.	7(3) (d)

Achieving evaluation criteria. Student and parent surveys (results incorporated into the AERR) indicate that Thrive Elementary School is successful in addressing and meeting Charter requirements. Student learning continues to show improvement.

We ensure that student learning aligns with what is envisioned in the Ministerial Order on Student Learning. Our continued focus is on strong student learning (program of studies), STEM learning, critical thinking and problem solving using QICS steps, UDL and numerous other learning strategies.

Parents and students report on school administered annual surveys that both the Thrive Elementary School program and the Thrive Time Program are effective and successful in addressing student learning and developmental needs through student and family wrap-around support services.

A significant engagement with students, parents and staff is undertaken throughout each school year. In addition to surveys, regular communications and engagement opportunities with parents and our family dinners, school-led practices ensure parents inform our school's work and direction. These practices include the JPFRC Family Support Worker (JPFRC) supporting parents with access to school and community programs and school presentations. To support our parents, the family support worker connects parents with community services or agencies to address food and housing insecurities, parenting programs, access to free and low-cost sport and recreation camps, free bicycles, and any other support that may be available. This year, the Family Support Worker contacted all parents in the 2025/26 school year by phone or in person as we have found this to be more effective than letters and email communication methods.

The school provides students with all school supplies, indoor shoes and logo wear (toque, sweatpants, sweatshirt, t-shirt, and backpack) at the start of each school year. Provision of food is made for families experiencing food insecurities. This also ensures that our mandate of "zero cost" to families for Thrive students is maintained.

Parents have not been forthcoming to volunteer to serve on a school council despite our recruitment efforts. After numerous attempts to form a school council, the principal has followed requirements and formed an advisory group that she consults with as needed. For this school year, we continue to increase parental awareness of the need for their participation. This includes ongoing engagement activities for parents at our family dinners and school surveys. Since our inception we regularly engage with parents and students about quality of education, Thrive programming, meals program and many other topics to ensure that we are addressing student needs.

During our first year and in response to many Ukrainian refugee families whose children attend Thrive, we expanded the role of our Early Learning Educator, who is fluent in Ukrainian, to meet with Ukrainian families each Wednesday to support their children in the school by facilitating collaboration and communication in the school. She also connected them to community and social service resources as needed. Similarly, a significant number of our parents only speak Spanish. Our Emotional Behavioural

Specialist is available to meet with these parents and provide answers or to serve as an interpreter in meetings.

7. Student Success	Student success is determined in accordance with Ministerial Order (#005/2024).	7(3) (a) and (d)

Achieving evaluation criteria. There is strong alignment between the Ministerial Order on Student Learning and the delivery of the Thrive Elementary Charter Society's Charter programming. Student learning continues to show improvement. One challenge is that many of our students are English as an Additional Language (approximately one half of the school population), refugee, new to Canada or arrive from schools where the student was absent a significant number of days. Learning gaps and below grade level performance are illustrated by the number of students in kindergarten through grade 3 who are identified as at-risk using provincial literacy and numeracy screeners. Appropriate interventions are used to address these delays. The Collaborative Response Model (CRM) supports and tracks student progress for those with significant delays.

Grade 1 to grade 6 students show significant improvement from September literacy and numeracy assessments to the January assessments. Many new students entering our school after assessments are completed are often identified as at-risk and many catch up by the June assessment.

In the 2025-26 school year, we shifted our Intervention Teacher's role to provide additional support in literacy. We also increased this position from 0.5 FTE to 0.75 FTE. This enables us to provide increased support for students who are at-risk in literacy. Part of this newly defined role is to work with teachers across all grade levels to ensure alignment and coherence of literacy practices across all grade levels.

Provincial Achievement Test Data (written as Acceptable Standard %/Excellence Standard %)

Year	English Language Arts	Mathematics	Science	Social Studies
2023/24	N/A	N/A	N/A	22.2% / 0.0%
2024/25	57.1% / 0.0%	71.4% / 0.0%	N/A	N/A

- Percentages based on number writing

Alberta Education Literacy and Numeracy Measures

Supporting student literacy and numeracy skills is an important undertaking by the school. Significant time and resources are used to support student literacy and numeracy learning. The Intervention Teacher's major focus is on building alignment and coherence of resources, pedagogy and practice across all grade levels in the school. Approximately one-third of students are identified as at-risk in literacy and numeracy skills and understanding. Through regular classroom instruction combined with learning supports provided though our Collaborative Response Model (CRM) successfully addresses many of these learning gaps. delays.

8. Sharing Practices	The charter authority shares its innovative practices and learning outcomes with the education community.	7(3) (a) and 13

Achieving evaluation criteria. Thrive Elementary Board members, administration and staff meet with and tour community members, community agencies, other charter schools and other foundations to illustrate the long term and day-to-day work undertaken to support students and their learning. As we plan to expand our operations to include junior high, extensive engagement with potential corporations and foundation partnerships is presently being undertaken.

The Board also participates in CARDUS work on supporting choice in education. Specifically, the Board Vice-Chair attended a number of sessions and served, representing charter school perspectives, on a panel at the CARDUS conference held at the Alberta Legislature in 2024. In April of 2026, Thrive leadership will be attending and participating in a session panel at the Mental Health Summit, hosted by the Werklund School of Education at the University of Calgary. Thrive has also been invited to be a

participant in a major multi-year study being conducted by the university, staring in 2026, on Alberta student mental health.

Thrive Elementary Charter School also has formal partnerships set up with JPFRC and NorQuest College. These partnerships provide students and families with access to a plethora of services and support including parenting programs, cultural programs, community programming and filing income tax assistance and conducting charter school research. NorQuest College also contracted with the Thrive Charter School Board to complete an in-depth research study that provided many useful recommendations to support school improvement. The JPFRC Agreement provides a contracted 1.0 FTE Family Support Worker on-site.

All Thrive Elementary students and their families are invited to the monthly family dinners. Participation at family dinners has increased to between 350-400 students, siblings and parents. The purpose of these dinners is to bring our safe, caring and welcoming school to life, bring culturally diverse student/family populations together to celebrate learning, share capacity building programs with families and to make parents aware of other school and community programs that are available to them. Parent engagement sessions, including surveys, Q&As and discussions, are also organized during these events. JPFRC staff attend this event and connect with families at dinner to learn about their needs.

In the 2024/25 school year, the Thrive Elementary Charter School Board engaged in an extensive research study undertaken by NorQuest College on behalf of the Board. The research was titled: Empowering Underserved Communities to Thrive: Assessing the Impacts of a Charter School Model and Targeted Support for Families and Educators. Parent participation in completing the surveys and participation in the interviews provided parents with an additional feedback opportunity to support school improvement. The research report is available on the school's website. Recommendations contained in the report will form part of the AERR.

The Vice-Chair attended and presented, with the lead researcher from NorQuest College, our research study at the C2UExpo 2025 held at MacEwan University. 100% of attendees were from educational institutions, organizations and boards from across Alberta.

The Board and administration are extensively involved with The Association of Alberta Public Charter Schools. We also work with and collaboratively share information and planning with all other charter schools and any public or separate school who engage with the school. The Board Vice-Chair, Secretary Treasurer and the Controller are all members for ASBOA. As members they attend meetings, seminars and webinars. They also actively share our work, research and innovations with other ASBOA members.

9. Student Achievement	Student achievement is consistently strong or improving.	8(1) (a)

Achieving evaluation criteria. Teacher administered test data and provincial assessments demonstrate that student achievement is improving. September and May/June assessments for kindergarten to grade 3 literacy and numeracy screeners illustrate that many students identified as at-risk the year prior or in the September testing show significant achievement gains over the school year.

Our Thrive Student Model encompasses specific attributes that all students should be proficient at upon exiting grade 6. The impact of their proficiency is improved performance on academic outcomes and social-emotional development. Monitoring student progress in all domain areas of the model takes place regularly and is reported to parents at each reporting period (began in 2025-26). One attribute is celebrated monthly and supported by a teaching focus for that domain and is recognized at the monthly assemblies.

Year one provincial achievement test results were impacted by the very small grade 6 class of only ten students. Second year results on PATs showed overall improvement with mathematics scoring higher than the province on students meeting the acceptable standard. Our goal is that all students will be successful in achieving an acceptable standard on provincial and school measures. A Collaborative Response Model (CRM) is used to support students identified as not being successful and additional support is to be put in place. Ongoing monitoring of the students' progress is reported at the CRM meetings. These meetings are attended by the principal, vice-chair, JPFRC staff, Intervention teacher, and emotional behavioural specialist.

As we transitioned from year one to year two of our charter school, we also doubled in our student population. Year 3 saw further growth in numbers, and we are now at full capacity. Many new students arriving in kindergarten through grade 3 have been identified as struggling learners or requiring additional support to close the gap between being below and at grade level. Several interventions and strategies are in place to address student learning needs. Student populations are as follows: 22 EAL students, 66 foreign born EAL students, 20 FNMI students, 1 refugee student, and in kindergarten, 7 code 47 students and 1 code 48 student.

To address student wellness and scholastic achievement, Thrive Elementary Charter School has a wide array of supplemental services and resources to support students. These include:

a) Speech Language Pathologist – 0.2 FTE (one full day per week)
b) Emotional Behavioural Specialist – 1.0 FTE
c) Behaviourist – 1.0 FTE
d) Intervention Teacher – 0.75 FTE
e) STEM Coach – 0.5 FTE
f) Early Learning Educator – 1.0 FTE
g) Educational Assistants – 3.0 FTE (4 individuals)
h) Athletics Program Manager – 1.0 FTE

Partnerships with NorQuest College and MacEwan University provide a further 2526 hours of additional education support (adults training to become educational assistants or child youth care workers) to classrooms and students. This additional time provides significant one-on-one and small group learning support. Thrive Elementary participated in a research study with University of Alberta graduate students in December 2025. The goal of this project is to better understand why children with language difficulties often struggle with inferential comprehension (understanding deeper meaning in stories or conversations) and how these challenges impact their daily communication. By learning more, we hope to improve the strategies and support available for children and families. A further benefit for students participating is screen results reporting will help to open doors on next steps for any specialized supports.

Reporting from the U of A study includes:

- A free language assessment for their child
- A personalized summary report of results
- Strategies and recommendations to support language development.

10. Continuous Improvement	The charter authority is committed to engaging students, teachers, parents and community members in a model of continuous improvement.	8(1) (b)

Achieving evaluation criteria. Building long term and sustainable student and family capacity is our goal to ensure continuous improvement and mitigate the poverty cycle that has impacted families attending Thrive Elementary School. Addressing financial barriers, building student and family skills and resilience, and providing students with appropriate learning support and strategies provides for supporting continuous improvement. It is challenging to address the many diverse needs that students and families bring to school. Our CRM is the mechanism to identify needs and determine support required to address them. We undertake this challenge through the funding from Alberta Education

(e.g. Base Student Grant, SLS, Nutrition Program) and from the generosity of our Foundation and from community donors.

Learning will likely not occur if a child's basic physiological and psychological needs are not met. As such, the school board and staff respond efficiently to address issues involving our students and families. We respond quickly to requests to find support for food assistance and housing. Our partnership with JPFRC enables the Family Support Worker to meet with families regularly throughout the year to address parent needs and offer programs to support building their capacity for supporting their child's education. JPFRC and the school also provides parents with information for registering their children in free or low-cost summer camps and community recreational programs.

To ensure students and family basic needs are met, we provide support as needed using school staff and/or programming from the JPFRC. In addition, addressing food insecurities remains an important role and function at the school. As an example, during the summer of 2024, the Thrive Board invited parents to "shop" (for free) in the school gym, that had been transformed into a grocery store. This strategy assisted many of our financially struggling families to bridge the availability of Food Bank donations and their ability to feed their family. Note that although we feed students breakfast, lunch and after-school snacks, these meal services are not available during the summer, thus placing financial strains on families. During the school year, many families receive food hampers via a partnership with L'OCA Quality Foods or grocery store gift cards to get them through a weekend, if other resources were not available.

To act on continuous student improvement, the school accesses a myriad of support for students. This is in addition to the support provided by school staff. Examples include the Nutrition Grant from Alberta Education that enables the school to ensure a strong nutrition program for students and partnerships with NorQuest College. MacEwan University also has an agreement with Thrive School to provide Practicum Program students at the school.

A further example is the school's relationship with the Alberta Mental Health Foundation. Kickstand and Thrive facilitated an evening dedicated to the grade 4-6 families to tour and learn about everything that Kickstand in West Edmonton Mall has to offer to provide immediate access to mental health support and primary health care.

11. Community Engagement	The charter authority reaches out beyond its walls to demonstrate broad and sustained levels of community engagement.	8(1) (b)

Achieving evaluation criteria. Over 90% of our families attend the free monthly dinners at the school. This attendance supports our efforts to engage with families, create a vibrant family community and to connect families with the services they require. Attending these dinners also enables the school staff to engage with parents and families to determine educational, as well as the family's current and future needs. These dinners provide a social platform for our Thrive parents to seek out and connect with the resources needed.

Parents respond well to the formal school initiated annual survey. The school survey is conducted annually, and in the 2024/25 school year parents could also complete the survey at the family dinner. This strategy was successful as some parents do not have access to technology at home or struggle with doing the survey on a mobile device. We continue to work to determine why few (less than six) participated in the 2023/24 provincial assurance survey and a similar return rate for 2024/25. We have increased communication with families and hope to achieve an increase in participation in the provincial assurance survey. We have determined that language (EAL) and being new to Canada and therefore not understanding our education system may be some of the barriers needing to be addressed.

The Thrive Charter School Society engages with many agencies, community foundations and corporations to develop additional support, services and opportunities for students and families of

Thrive Elementary. Annual donations from individuals and foundations provide a range of services from personal care and hygiene products to season tickets to the Edmonton Oil Kings games (8 tickets/game) to give out to families. This is in addition to the Thrive Foundation provides in donation to support transportation, nutrition, extracurricular programs, school supplies, field trips and operational services provided to the school through Go Auto's corporate service group (Marketing, HR, Legal, Accounting/AP/Payroll, IT). Directors and administration also meet with community groups offering programs that can assist our students and families in achieving success (e.g. Kickstand-Alberta Mental Health Foundation, Sport Central, CIVIDA Social Housing). We are a referring agency with Sport Central which provides our students with a free bike every 2 years, or other sports equipment as needed. Sport Edmonton has also donated sporting equipment to the students. At the end of the 1st year, each student received a football and last year, every student received a basketball.

Partnerships with the University Hospital Foundation and Alberta Health Services provided students with experiences involving the simulation program where students gain understanding about the living body and provided students with an on-site tour of the EMS Stroke Ambulance. In 2025, Thrive entered into a Student Placement Agreement with the University of Alberta, faculty of Rehabilitation Medicine, for student speech and hearing screening. Health Sciences students were in the school testing students over a two-week period and will be providing screening result reports back to the school and parents for those who were tested.

The school has built connections with adjacent schools in our area. Working with the Archbishop MacDonald High School. Many teachers and students from the high school joined our students and staff for the Terry Fox Run. Many of the high school participants ran with or encouraged our young runners. Additionally, there have been several students from the school who have come to Thrive to complete their required volunteering hours. We also celebrate our relationship with Edmonton West Christian School. Their students use our playground equipment during recesses. Their junior high leadership group has also come to our school and read with our students.

Further engagement of parents was through the Thrive – NorQuest College Research Study (Empowering Underserved Communities Research Report) conducted in the 2024/25 school year.

12. Research Informed	The charter authority uses research-informed practices to create innovative learning environments and improve student learning.	8(1) (d)

Achieving evaluation criteria. The Thrive Elementary Charter School Society entered a memorandum of understanding and subsequent contract for services to conduct an in-depth research study at Thrive Elementary Charter School with NorQuest Colleges Research & Academic Innovation Department. The title of the research study is Empowering Underserved Communities to Thrive: Assessing the Impacts of a Charter School Model and Targeted Support for Families and Educators. The research study was developed by the research team at NorQuest College. The study underwent a significant Ethics Committee Review at the University of Alberta because the research team was working with vulnerable populations. The research began in the last week of February 2025 with the distribution of surveys to all families of students attending Thrive Elementary Charter School and teachers. This mixed-method approach provides a combination of quantitative survey data and in-depth qualitative interview that allows a comprehensive assessment of the impacts of the Thrive model, professional development, and targeted programming at NorQuest College.

Significant research on published study findings was completed while developing the charter school concept and supporting documents. Several key insights from this research led to the development of the Thrive Student Model, the Thrive Concept Model and to align with identified best pedagogical approaches such as Universal Design for Learning for use in the school.

There is also ongoing action research that is conducted to support effective teaching and learning practices. As an example, the school staff studied what pedagogical practices align best with students from low socio-economic families. These pedagogical practices were implemented across all grade

levels. In a similar fashion, the Intervention Teacher looked at the school's literacy and numeracy results, and researched changes to align with best practices. This has also been the driving force behind our professional development.

In staff meetings, staff regularly address the foundation of our charter concept and focus on what is needed to achieve our goals and outcomes for academic and social emotional development and performance.

Additional Comments Based on Page 2 of Self-Evaluation Information Provided to Alberta Education

Note: The following areas are generally covered in each of the above sections. These are additional notes to support further understanding of how we are addressing our school's charter and ensuring student growth and development.

Areas of Growth, Achievement and Success
Enrollment has almost doubled in the first two years of operation. Student literacy and numeracy, as measured by Alberta Education and school screeners, indicate that although many students are at-risk, classroom instruction and available school supports are helping to increase literacy results at the school. STEM learning is very successful at the school and students are learning to use the STEM QICS Steps as a problem-solving method in all subject areas, Grade 6 students scored below the provincial acceptable standard levels in English Language Arts but exceed provincial acceptable standard levels in Mathematics.

Challenges and Obstacles
Children from low socio-economic families bring diverse needs to the school. Through a plethora of supports including the Intervention teacher, emotional behavioural specialist, one day per week speech language pathologist support and numerous other opportunities for individual and small group learning support, students are enjoying many forms of success including academic, self-regulation, executive function and communications.

Specifically, some of the challenges include low attendance from previous schools, low levels of English proficiency, food and housing insecurities, trauma and many other challenges that may affect student learning. Regardless of these challenges and barriers, we utilize small classroom sizes and educational supports to ensure students learn and feel successful in their learning journey.

The Collaborative Response Model (CRM) supports the identification and ongoing monitoring of students encountering learning challenges.

Elevating parental participation in a school council or advisory group is important but has been a challenge. To address parent lack of involvement, we implemented many strategies. For example, we issue a School Survey each school year as insufficient parents complete the provincial survey. We also have the surveys and feedback mechanisms available at the family dinners. To further support formal parent engagement, we also have engagement activities at the dinners to solicit feedback on school goals and strategies.

A further feedback mechanism is the Jasper Place Family Resource Center Family Support Worker contacts with every family early in the school year to assess needs and connect parents to required supports.

Planned Actions toward Improvement and Growth
The AEP identifies the strategies and measures that the school uses to plan for and deliver student learning. Based on research, we have implemented new pedagogical approaches to support student learning. To support student learning, we have invested resources and expertise to ensure aligned and coherent learning structures are in place across all grade levels.

Current Related Initiatives and Actions
Our focus is on implementing the scope of teaching and learning well. Measuring and reporting often is key to ensuring that students are successful in their learning. The school program is aligned closely with the Thrive Time programming both in terms of expectations and learning opportunities. This alignment enables students to focus on the attributes of the Thrive Student Model.

Our STEM program continues to be reviewed and fully developed to include a STEM curriculum, QICS Steps to STEM (metacognitive tool), STEM Integration Assessment Tool for teachers, and a student self-assessment tool.