Thrive Elementary Charter School

Annual Education Results Report

2025/2026



Executive Summary – Thrive Elementary AERR 2025/26

The 2025/26 school year marks an important point in the development of Thrive Elementary Charter School. With three years of operation now complete, the Board has an increasingly meaningful body of evidence from which to examine the implementation, impact and continued development of the educational model envisioned in the Charter. What began in 2023 with a vision to create an accessible and equitable educational environment has developed into an integrated system of teaching, learning, student supports, extended learning opportunities and community partnerships focused on student success.

The first three years have been a journey of building, implementing, evaluating and refining. The initial work of opening a new charter school required establishing the programs, people, partnerships and organizational structures necessary to translate the Charter into practice. As those foundations became established, attention increasingly shifted toward consistency of implementation, collection and analysis of evidence, and determining how effectively the educational model is achieving its intended outcomes.

Central to this work are the Thrive Charter School Concept Model and the Thrive Student Success Model. The Concept Model describes how Thrive creates the conditions for student success by intentionally connecting high-quality instruction, Universal Design for Learning, STEM, social-emotional and executive functioning development, a positive school climate, systems of support, home-school-community partnerships and extended learning opportunities. The Student Success Model identifies what Thrive seeks to develop through those experiences: Knowledge, Ability, Control, Voice, Place and Innovation. Together, the models connect the purpose of the Charter with educational practice and, ultimately, the outcomes experienced and demonstrated by students.

Importantly, the work described throughout this report should not be viewed as a collection of separate programs, strategies or initiatives. Together, it is Thrive Elementary Charter School. Academic learning, STEM, Thrive Time, the enhanced athletics program, social-emotional learning, executive functioning, intervention, wraparound supports, family engagement, community partnerships, professional learning and governance are interconnected components of one educational model. The intent of the Charter is realized through the collective impact of these components and through their alignment with the needs of students and families. This integration is fundamental to the Thrive Charter School Concept Model and to the school's commitment to Building Curious Minds, Confident Hearts and Big Futures.

Three Years of Growth and Development

Thrive's first three years demonstrate considerable growth from the original charter concept to a fully operational educational model. Student enrolment has grown each year, with the school reaching full capacity. At the same time, the educational program has continued to develop in depth and complexity. A K–6 STEM curriculum has been developed and implemented, supported by the locally developed QICS framework and STEM Integration Assessment Tool. Thrive Time has developed into an extensive daily program providing students with additional opportunities in STEM, athletics, leadership, social-emotional development, executive functioning and other areas of enrichment beyond the traditional instructional day. The enhanced athletics program has also expanded opportunities for students to participate in individual and team sports, develop physical literacy, experience teamsmanship and competition, and build confidence through participation in school and community athletic opportunities.

The school's capacity to support students and families has also expanded. The partnership with the Jasper Place Family Resource Centre provides on-site family support and connections to community services. Monthly Family Dinners have developed into significant school-community events, regularly involving between 250 and 300 students and family members. Partnerships with post-secondary institutions have strengthened research, professional learning and direct student support. During 2025/26, Educational Assistant practicum students from NorQuest College and MacEwan University contributed approximately 3,000 additional hours of support to Thrive students.

Thrive has also continued to address barriers that can affect students' readiness and ability to participate fully in learning. Students have access to transportation, daily nutrition, school supplies, school clothing and programming without cost to families. Academic intervention, social-emotional learning, executive functioning development, behavioural supports, mental health initiatives and family-focused services provide additional and increasingly coordinated supports based upon identified student needs. These are not separate from the educational program. They are intentional components of the conditions Thrive creates to support student attendance, engagement, learning, belonging and success.

At the same time, systems supporting teaching and learning have become increasingly established. School-based literacy and numeracy assessment, the Collaborative Response Model, Personal Opportunity Plans and Individual Program Plans, Universal Design for Learning, targeted intervention and professional learning provide a comprehensive approach to identifying and responding to individual student needs. Social-emotional competencies, executive functioning and targeted behavioural and emotional supports have also become increasingly integrated with academic programming.

The development of these programs and systems demonstrates more than organizational growth. It demonstrates the progressive implementation of the Thrive Charter School Concept Model. Elements that initially existed as commitments within the Charter have increasingly become interconnected components of the student experience. From the beginning of the instructional day through Thrive Time until 5:45 p.m., students experience a continuum of learning, enrichment, relationships and supports intended to develop the attributes identified within the Thrive Student Success Model. Thrive Elementary Charter School, described throughout this report—its instruction, supports, STEM programming, athletics, extended learning, partnerships, family engagement and organizational practices—is the implementation of the Charter in practice.

Three Years of Evidence

Three years of results now provide the Board with a stronger evidence base for examining whether this educational model is producing its intended outcomes. The significance of the third year is therefore not simply that Thrive has accumulated another year of data. Rather, the school can increasingly examine patterns across time, consider results across multiple sources of evidence and determine whether the practices and supports embedded within the Charter are contributing to sustained improvement and positive outcomes for students.

This AERR draws upon Alberta Education and Childcare Assurance Measures, Provincial Achievement Test results, school-based literacy and numeracy assessments, student and parent surveys, attendance information, classroom observations, professional learning evidence, organizational measures and stakeholder feedback. These measures provide different perspectives on student learning and school effectiveness. No single measure provides a complete picture. Taken together, however, they allow the

Board and administration to identify areas of strength, recognize emerging trends, identify areas requiring further attention and make increasingly informed decisions about teaching, intervention, supports and resource allocation.

Across the three years, the evidence demonstrates that Thrive has moved beyond establishing foundational structures toward strengthening the quality and consistency of implementation. Student engagement, belonging and perceptions of the educational experience have remained strong. Systems for identifying and responding to academic and social-emotional needs have become more established. STEM programming has progressed from development toward increasingly consistent implementation across the school. The enhanced athletics program has broadened student experiences and opportunities for participation, while family and community partnerships, Thrive Time and wraparound supports have become integral components of the student experience.

The evidence also reinforces the interconnected nature of student success. Academic achievement cannot be separated from engagement, attendance, belonging, social-emotional development, physical well-being, access to appropriate interventions, family circumstances or the relationships students experience at school and at home. This understanding is fundamental to the Thrive Charter School Concept Model. The evidence gathered during the first three years increasingly allows the school to examine how these elements work together and how they contribute to the development of Knowledge, Ability, Control, Voice, Place and Innovation within students.

From Implementation to Continuous Improvement

The availability of three years of evidence changes the nature of continuous improvement at Thrive. During the school's earliest stages, considerable attention was directed toward building programs, establishing systems, developing staff capacity and ensuring that the commitments contained within the Charter were translated into practice. As those foundations have become more established, the focus has increasingly shifted toward determining what is working, for whom, to what extent and what needs to be strengthened next.

The results contained within this report reflect both progress and areas requiring continued attention. Student and parent measures have generally remained strong across the three-year period, with many favourable responses at or above 90 percent. At these levels, year-over-year statistical change becomes increasingly difficult to demonstrate because of ceiling effects and relatively modest annual sample sizes. Sustained high results therefore provide important evidence of consistency, while changes in individual measures continue to be examined alongside other evidence rather than interpreted in isolation.

Academic achievement similarly requires consideration of multiple measures. Provincial Achievement Tests provide an important external measure of student achievement at the conclusion of Grade 6, while school-based literacy and numeracy assessments provide ongoing evidence of individual student growth. Small Grade 6 cohorts can result in considerable year-to-year variation in PAT percentages. In 2025/26, 11 students wrote each assessment, meaning that each student represented approximately 9.1 percentage points of the reported results. Provincial results are therefore considered alongside school-based assessments, classroom evidence and individual student information when evaluating achievement and determining instructional and intervention responses.

This approach reflects the continued maturation of Thrive's assurance process. The purpose of evidence is not simply to report results. Evidence must lead to questions, reflection and action. Where results demonstrate success, the challenge is to sustain and deepen effective practice. Where results identify gaps or variability, the responsibility is to understand the underlying factors and respond through instruction, intervention, professional learning, resource allocation or changes to programming.

Continuous improvement therefore becomes the connection between what Thrive has learned during its first three years and what it does next. The Annual Education Results Report provides the evidence and analysis of implementation and outcomes, while the Annual Education Plan responds to that evidence through future strategies, actions and measures. This relationship ensures that the educational model continues to evolve in response to evidence while remaining firmly grounded in the Charter.

External Validation and the Three-Year Charter School Evaluation

An important source of evidence during 2025/26 was the Alberta Education and Childcare three-year Charter School Evaluation conducted at Thrive Elementary Charter School. Through document review, classroom observations, interviews and focus groups involving students, parents, staff, leadership and the Board, the evaluation provided independent external validation of the implementation of Thrive's Charter and valuable insight into the school's continued development.

The evaluation identified strengths across the organization while also providing recommendations to support continued growth. Together with the provincial measures, local evidence, stakeholder feedback and organizational data presented throughout this AERR, the evaluation provides the Board with an additional evidence source for assessing implementation, informing future planning and strengthening the next stage of Thrive's continuous improvement journey.

The Next Stage of the Journey

After three years, Thrive is entering a different stage of its development. The fundamental question is no longer simply whether the Charter can be translated into an operational school model. Increasingly, the question is how effectively each component of the model contributes to the outcomes intended for students and how those components can be strengthened as the school continues to mature.

The Charter establishes the purpose and direction of Thrive Elementary Charter School. The Concept Model brings that purpose to life through the educational environment, practices, opportunities, relationships and supports provided to students. The Student Success Model identifies the attributes the school seeks to develop in students. Evidence determines the extent to which these intentions are being realized, and continuous improvement uses that evidence to refine educational practice and strengthen student outcomes.

With three years completed, the evidence demonstrates the development of an increasingly coherent, intentional and evidence-informed educational model. It also reinforces that continuous improvement requires the Board, administration and staff to sustain those practices producing strong outcomes while responding deliberately to areas requiring further growth. Three years of evidence now provide a stronger foundation from which to understand not only what Thrive does, but the difference that the collective Thrive educational experience is making for students.

Thrive Elementary Charter School is therefore more than a building, an academic program, a STEM program, an athletics program, Thrive Time, a system of student supports or a collection of community partnerships. Thrive is the integration of all of these elements around the needs, potential and future success of each student. This is the educational model envisioned within the Charter, reflected through the Thrive Charter School Concept Model and measured through the development of the Thrive Student Success Model.

Together with students, families, staff and community partners, Thrive will continue building upon the learning, successes and evidence of its first three years while remaining committed to its purpose of Building Curious Minds, Confident Hearts and Big Futures.

Thrive Charter School Evaluation

In March 2026, Alberta Education and Childcare conducted the required three-year Charter School Evaluation of Thrive Charter School Society as part of the school's initial five-year charter term. The evaluation examined implementation of the approved Charter, governance and administration, fiscal responsibility, student success, stakeholder satisfaction, innovation and continuous improvement.

The evaluation identified strengths across the Thrive educational model, including comprehensive wraparound supports, strong home-school-community partnerships, research-informed educational practices and positive student outcomes. Particular recognition was given to the integration of supports for students and families, the partnership with the Jasper Place Family Resource Centre, and educational practices including Universal Design for Learning, social-emotional learning, the Collaborative Response Model and enriched STEM programming.

The evaluation also provided recommendations to support Thrive's continued development. These included further strengthening staff capacity, assessment and data-informed decision-making, stakeholder engagement, governance processes and long-term organizational sustainability. The Board and administration view these recommendations as important contributions to continuous improvement and have incorporated them into operational and strategic planning.

The establishment of a formal School Council was also identified as an area for continued development. While parent engagement occurs through surveys, Family Dinners, conferences, focus groups and advisory opportunities, participation in formal School Council positions has been challenging. The Principal is working with interested parents to transition the existing advisory structure toward a formal School Council and to continue strengthening meaningful parent voice and engagement.

Overall, the Charter School Evaluation provides an important external evidence source against which the Board can consider its own assessment of Charter implementation and student outcomes. Its findings, together with the evidence contained throughout this AERR, will continue to inform planning, governance and educational improvement as Thrive enters the next stage of its development.

Targeted Grants: Mental Health and Well-Being & Alberta’s School Nutrition Program (supported by both Provincial and Federal Governments)

During the 2025/26 school year, Thrive Elementary Charter School benefited from two significant targeted grants that supported students' overall health, well-being, and readiness to learn. The Mental Health and Well-Being Grant strengthened the school's comprehensive approach to student wellness by

supporting initiatives that fostered positive mental health, social-emotional learning, and access to targeted interventions for students requiring additional support. The funding from the Mental Health and Well-Being grant funded a Behaviourist to support student development of executive function and self-regulations skills.

The Provincial School Nutrition Grant was further enhanced through funding provided under the Canada-Alberta National School Food Program Agreement. Through this partnership, the Governments of Alberta and Canada expanded investments in school nutrition programs to improve access to healthy meals for students while reducing financial pressures on families. The additional federal investment enabled the school to further strengthen its breakfast and lunch programs, ensuring that students continued to have reliable access to nutritious meals that support healthy growth, learning, and overall well-being.

Together, the Mental Health and Well-Being Grant and enhanced School Nutrition funding strengthened Thrive's capacity to address identified barriers to learning. These investments supported access to nutritious food, social-emotional and behavioural supports, executive functioning development and student readiness to learn, directly reinforcing the integrated system of supports identified within the Thrive Charter School Concept Model.

Forward Focus – Key Areas of Focus for 2026/27

> **The Board believes that the greatest measure of success is not simply the results achieved today, but the opportunities created for every student to thrive tomorrow.**

The evidence presented throughout this Annual Education Results Report demonstrates that Thrive Elementary Charter School continues to fulfill its Charter purpose by creating the conditions in which students can achieve academic success, develop confidence, strengthen their well-being and prepare for future learning. Through the integration of high-quality teaching, STEM, student supports, extended learning opportunities, athletics, family and community partnerships, and the removal of barriers to participation, Thrive continues to translate the commitments of its Charter into meaningful educational experiences and outcomes for students.

> **As Thrive concludes its third year of operation, the evidence provides the Board with both confidence in the direction of the school and a clear responsibility to continue learning, refining and improving. The successes achieved, challenges identified and lessons learned during 2025/26 provide the foundation for the next stage of Thrive's continuous improvement journey.**

The Board recognizes that continuous improvement requires sustaining effective practices while intentionally strengthening those areas identified through evidence, stakeholder feedback, organizational reflection and the recommendations arising from the Alberta Education and Childcare Charter School Evaluation. During 2026/27, the Board will continue implementing the strategies identified within its Annual Education Plan while concentrating on several interconnected areas of development:

- strengthening literacy and numeracy achievement through evidence-informed instruction, assessment, intervention and the Collaborative Response Model;
- continuing to strengthen implementation of the Thrive Charter School Concept Model and Thrive Student Success Model across teaching, learning, student supports and professional practice;
- deepening STEM integration through QICS, authentic inquiry, interdisciplinary learning and the continued use of Thrive's locally developed STEM curriculum and assessment tools;
- strengthening social-emotional learning, executive functioning, student well-being and integrated supports for students and families;
- continuing to develop Thrive Time and the enhanced athletics program as intentional extensions of the student learning experience;
- strengthening staff capacity, assessment literacy, evidence-informed decision-making and the evaluation of student growth and program effectiveness; and
- strengthening stakeholder engagement, including the continued development of School Council and partnerships with families, community organizations and post-secondary institutions.

Progress will continue to be monitored through provincial and local measures, classroom evidence, stakeholder feedback and organizational indicators. This evidence will inform future Annual Education Plans and ensure that continuous improvement remains aligned with Thrive's Charter purpose.

An Integrated Model for Student Success

The Thrive Charter School Concept Model and Thrive Student Success Model provide two distinct but complementary frameworks for the school's educational program. The Thrive Charter School Concept Model describes how Thrive creates the conditions for student success, bringing together high-quality and productive instructional strategies, Universal Design for Learning, STEM education, social-emotional and executive functioning development, a positive school climate, systems of support, home-school-community partnerships and extended learning opportunities. The Thrive Student Success Model describes what Thrive seeks to develop within students through six dimensions: Knowledge, Ability, Control, Voice, Place and Innovation.

Central to Thrive's approach is the intentional alignment and coherence of these elements. The programs, practices, supports and learning opportunities that make up the Thrive educational experience have been deliberately developed and connected to advance the Board's Vision, Mission, Values and Charter Goals and the outcomes Thrive seeks for its students. Alignment ensures that these elements remain connected to a common purpose, while coherence ensures that they work together consistently across the school to create a connected educational experience for students.

While each model serves a distinct purpose, their strength is realized through their intentional integration. The individual components of the Concept Model are not intended to operate as separate programs, strategies or supports, nor are the six dimensions of the Student Success Model intended to develop independently of the educational experiences provided to students. Rather, the models become

increasingly meaningful when their individual elements are deliberately connected and work coherently as parts of a larger whole.

This integration is evident throughout the Thrive educational experience. High-quality instruction, Universal Design for Learning, STEM, Thrive Time, athletics, social-emotional and executive functioning development, the Collaborative Response Model, individualized planning, wraparound supports and family and community partnerships each serve particular purposes. Their collective impact is strengthened when these elements are intentionally aligned and experienced coherently by students. Academic learning is strengthened by engagement and belonging; intervention is informed by assessment; social-emotional and executive functioning development supports readiness and independence; STEM and extended learning provide opportunities to apply knowledge and develop confidence, voice and innovation; and family and community partnerships extend the system of support beyond the classroom.

The relationship between the two models therefore reflects a progression from the parts to the whole. The Concept Model identifies the conditions, practices, opportunities and supports Thrive intentionally provides. The Student Success Model identifies the attributes and capacities those experiences are intended to develop. Intentionality ensures that the work is purposeful; alignment connects the work to Thrive's Charter purpose and intended student outcomes; coherence ensures that the elements work together consistently; and integration brings the parts together into the educational model that is Thrive Elementary Charter School.



The integration of these elements represents increasingly complex educational work. The complexity of the model lies not simply in the number of its components, but in ensuring that those components are intentionally connected and mutually reinforcing. Integration requires multiple elements of the school to operate together with shared purpose, consistent practice and clear connections to intended student outcomes.

As Thrive has developed over its first three years, the work has evolved from establishing individual programs, practices and supports toward ensuring that these elements function coherently as an integrated educational model. Evidence from provincial and local measures, classroom assessment and observation, student and parent feedback, organizational indicators and external evaluation demonstrates increasing coherence across the model, while also identifying where greater alignment,

consistency or refinement is required. In this way, Thrive examines not only the effectiveness of individual components, but increasingly how those components work together to support student success. Integration itself therefore becomes part of Thrive's continuous improvement process.

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Accountability Statement for the 2025/26 Annual Education Results Report

Under the direction of the School Board / Board of Directors, the Annual Education Results Report for (Thrive Charter School Society) for the 2025/2026 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2025/2026 was approved by the Board on (November 24, 2026).



(Note: Original Signed)

Board Vice-Chair Date November 24, 2026

Board Vice-Chair Statement

On behalf of the Thrive Charter School Society Board, I'd like to commend Thrive Elementary's leadership and staff on their highly successful completion of year three operations.

As evidenced by the final reporting provided by Alberta Education and Childcare on Thrive's Charter Evaluation, the school has shown strong performance on all criteria measured and successfully delivered on all stated performance goals as outlined in our charter.

Across all measures, including accountability results, stakeholder surveys, charter goals and evaluation criteria, the school has achieved excellent results and showing continued performance improvement for student achievement, social-emotional wellbeing and engagement. We are delighted about the positive impact the school is having on the students and families Thrive Elementary serves.

Looking forward, the board has a high level of confidence in a successful charter renewal in 2028 from the Minister of Education and Childcare. Our commitment to continual improvement is unwavering and we remain confident that the impact of Thrive's concept model is delivering on the promise of Building Curious Minds, Confident Hearts and Big Futures.

Foundation Statements

Vision

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

AERR and the Annual Education Plan

Thrive Charter School Society's mission, vision and values support the development of an articulated plan and results report to ensure that students learning needs are addressed and accomplished. This aligns directly with requirements established by Alberta Education and Childcare and as noted in the Alberta Education and Childcare 2026/27 Funding Manual:

Annual Education Plans (AEP) and Annual Education Results Reports (AERR) are products and evidence of this continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are closely connected and inform one another:

- The AEP describes the outcomes, measures and strategies that address the priorities arising from the results analysis in the AERR, while
- The AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains and help confirm areas of focus for continual improvement.



Mission

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

- Champion eager minds, unlocking each student's inherent potential for high achievement.
- Empower every student with the skills, knowledge, experiences and confidence they need to pursue relentlessly bold futures.
- Nurture belonging by building meaningful connections in the classroom, the school, at home and in the community.
- Overcome the barriers, labels and biases that undermine aspirations and well-being.
- Elevate each student through integrated academic, individual, and family-focused supports and services that are proactive and guided by a deep understanding of each unique individual.
  Embrace a future-focused mindset, working intentionally to map out pathways that inspire and challenge us and building innovation, iteration and continuous improvement into all facets of our school community: our learning, teaching and leadership practices; our curricula; and our school structures and operations.

Thrive Philosophy

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

Guiding Principles

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

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

Profile of the School Authority

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

The Thrive Elementary Charter School envisions a new approach and brighter future for these students and their families and caregivers: a public charter school dedicated to serving K-6 students from low-SES

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

Stakeholder Engagement

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

The Alberta Education and Childcare Charter School Evaluation team also identified this as an area to address and reinforced that we continue to work with our parents to form a School Council.

Thrive Elementary Charter School continues to work to establish a strong and effective School Council. Over the last three years, it has been particularly challenging to form a School Council. After numerous calls for parent representatives, we learned through our efforts to drive parent engagement, that most parents do not want to participate at this level. As a result, we have identified those few parents who are interested in serving, as advisory to the school principal and work hard at creating other channels to gain meaningful feedback from parents. The principal is now working with this group of parents to evolve their engagement into a structured School Council.

Note: As part of the school's continued efforts to strengthen parent engagement and establish a formal School Council, a meeting involving interested parents was held in October 2026, with minutes recorded. This represents a positive step toward establishing a more structured process for parent participation, consultation and advice on school matters. The school will continue working with these parents to formalize the School Council and strengthen opportunities for meaningful parent engagement in school planning and continuous improvement.

Monthly Family Dinners further connect our families to the school and to the variety of services available to support healthy students and families. School staff and staff from the Jasper Place Family Resource Centre are available at all dinners and the school, to support the connection of our families to needed resources throughout the community.

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

- Building strong home-school connections through provision of on-site family resources and support programs.

- Cultivate authentic, trusting relationships so parents and caregivers feel a strong sense of trust, belonging and community and that school resources are available to assist them in accessing required social supports and services.
- Support for transition to middle school; guidance on educational and career pathways.

Ways that this occurs in the school and supports engagement are:

- Student Personal Opportunity Plans (POPs)
- Parent-Teacher Interviews
- Parent Teacher Meetings (formal and informal as required)
- School Survey to Parents and Students
- Focus Groups for Parents and Students
- Community Partner Surveys re: Services for Students and Families
- Collaboration with Werklund Institute to support mental health and social-emotional learning
- Monthly Family Dinners that provide for connections with JPFRC and participate in parent/child activities
- Partnerships with NorQuest College, practicum placements, tax prep for parents and research

Stakeholder engagement examples are listed below and are collected on an ongoing basis.

- Open Houses and school tours (over 30) for existing and prospective new enrollments
- Alberta Education and Childcare Assurance Survey
- Thrive Elementary Charter School Parent Survey
- Parent and staff engagement in the Norquest College research study
- Alberta Mental Health Association Engagement
- Regular meetings with partners (e.g. Jasper Place Family Resource Centre, NorQuest College and Werklund Institute for Social and Emotional Intelligence Canada)
- Alberta Education and Childcare Curriculum implementation expectations
- Individual Program Plan (IPP) parent and student input (September and Ongoing)
- Professional growth meetings with staff
- Monthly Staff meetings
- Meetings with organizations that TECS has formal partnership agreements
- Board meetings
- Monthly Parent School Dinners with planned engagement activities
- Ongoing assessment and reporting through PowerTeacher Pro and a summary report (end of January) and a year end report card (end of June)
- Parent/Teacher/Student Conferences (twice a year)
- Open-door policy to address student, parent and staff concerns
- Attendance at TAAPCS, CASS, ASBOA and other educational organizations to engage and learn from other school boards, educators and administrators pertinent to the operations of the school
- APCS Charter School Conference in October 2026

Highlights for 2025/26

- Growth in student numbers over each of the three school years has resulted in enrollment now reaching full capacity.
- Students received meals, transportation, all programming and services, in addition to running shoes, logo wear and school supplies at no cost. (funded by Thrive Charter Foundation ongoing donation commitment to the Thrive Charter School Society)
    - Established an inventory of personal hygiene items for students to take home (when identified by staff that this was a gap at home due to parents not being able to afford these items).
- The Athletics Program Manager and Teacher provided exceptional athletics programming for students resulting in our students participating in a variety of sports and athletics including cross-county running, volleyball, basketball and the Running Room Indoor Games and badminton.
- ECS students receive excellent Kindergarten programming in the morning followed by an early learning program in the afternoon (until 5:45 pm).
- The school has continued to develop and deploy an in-depth integration of STEM into all core course content through the development of a K-grade 6 STEM curriculum and STEM QICS Steps and STEM Integration Assessment Tool to support learning and student/staff STEM assessment tools.
- Students participated in student STEM competitions in Edmonton.
- Thrive Time (extra-curricular programming) provided an exceptional learning experience for students each day at the conclusion of Alberta curriculum studies. One Thrive Time Coordinator and 6 Thrive Time Instructors (supported by a STEM Coach and Athletics Program Manager and Teacher provided extra-curricular school programming from 3:00 to 5:45 pm each school day and on an all-day basis on three professional development days.
- Thrive Time staff implemented high interest and high participation extra-curricular school activities for all students. Examples of this include wellness and athletics, music and STEM based activities.
- Family Dinners, held monthly throughout the school year, were very well attended with a range from 200 to 300 student and family members attending the dinners. Aside from the positive social integration aspect (with the school and staff), these events prove to be an effective platform for attracting parents and caregivers to learn about and instructions on utilizing the on-site family wraparound supports that the school offers (through our partnership with Jasper Place Family Resource Centre).
- Free yellow bus transportation provided to and from school for all students that reside in the Thrive transportation zone including all student field trips.
- Formal partnerships were maintained with Jasper Place Family Resource Centre, NorQuest College as well as numerous other social support agencies and contractors in Edmonton.

- Jasper Place Family Resource Centre assigned an on-site Family Support Worker connected with all families in the first four months of the school year, resulting in significantly increased supports being provided.
- EA practicum students from Norquest College and MacEwan University provided 3000 hours of additional support to our students.
- The Thrive Charter School Society, supported by the Alberta's School Nutrition Program, ensured the provision of high-quality daily nutrition (breakfast, lunch and late afternoon snacks) to all students.

Priorities for 2026/27

- Expanding school enrollment to over 180 students in Kindergarten through Grade 6. (kindergarten is a half-day program).
- Beginning project planning for the second school (elementary/junior high) in north-central Edmonton that was approved by Alberta Education and Childcare.
- Recruitment of high-quality/high-fit teaching and support personnel required for the increased student enrolment.
- Deployment of all newly released Alberta Education and Childcare curricula (including new subject curriculum piloting).
- Ongoing development and execution of STEM enhancement to all curriculums and programming offered. This includes the purchase of additional STEM related teaching supports (equipment, technology, and supplies).
- Accurate budgeting, timely funding application and accurate/optimized resource deployment for required special student supports (applied learning from first year operation).
- Furthering engagement and support program participation by students, parents and caregivers in wraparound supports and services provided through on-site Jasper Place Child and Family Resource Centre resources.
- Completed partnership program deliverables with NorQuest College (Student practicums, joint research, and tax prep).
- Continue as a sponsoring referral agency to City Serve, Sports Central and other community support partners.
- Implementation of the pilot Werklund Institute mental health support program. This program involves using MARCo (AI-powered therapeutic robot designed to help children manage stress, anxiety, and loneliness through interactive conversational support). This behavioural support pilot is supported by a joint Werklund / NorQuest College/MARCo research study on the impact of the MARCo program implementation.
- Continued implementation of recommendations from the Alberta Education and Childcare Charter School Evaluation.

Assurance Model



Note: Thrive Elementary School Charter School goals are integrated into the Assurance Domains of this document. Outcomes are measured using local and provincial assessment measures. Together, the Thrive Charter School Concept Model and Thrive Student Success Model provide the framework through which the Board connects its Vision, Mission, Values and Charter Goals to educational practice, evidence of student outcomes and continuous improvement.

Alberta Education and Childcare states “successful work within and across the domains occurs within a continuous improvement cycle.” (p. 34, Alberta Education and Childcare 2025/26 Funding Manual) With this in mind, the Thrive Elementary Charter School’s Three-Year Education Plan adopts and the Annual Education Plan reports on the continuous improvement model as identified in the Alberta Education and Childcare Assurance Model.



Evidence Informed Decision Making

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

Data is collected from multiple sources including assessments, surveys and focus groups. This data is analyzed, included in the AERR and serves as input into the development of future Annual Education Plans.

The 2025/26 Annual Education Results Report provides an assessment of progress toward the outcomes, measures and targets established in the 2025/26 Annual Education Plan. Provincial and local measures, together with school-based assessment, stakeholder feedback and organizational evidence, have been used to evaluate the effectiveness of strategies implemented during the school year. The results, analysis and next steps identified throughout this report provide the foundation for continued implementation of the 2026/27 Annual Education Plan and support the Board's commitment to evidence-informed decision-making and continuous improvement.

Learning and Capacity Building

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

Required and Supplemental Alberta Education and Child Care Assurance Measures

Thrive Elementary Charter School opened its doors in the 2023/24 school year. Over the past three school years the Government's Assurance Measures have illustrated continued school improvement. First year results were strong, however, the past two school years have continued to show steady and continuous improvement. Almost all ratings are either Excellent or Good, with only a few being Acceptable. It is our imperative to ensure this positive trajectory continues.

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

School: 2474 Thrive Charter School

Assurance Domain	Measure	Thrive Charter School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.6	86.8	82.4	84.2	83.9	84.0	Intermediate	Maintained	Acceptable
	Citizenship	89.8	77.8	70.0	81.2	79.6	79.8	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.7	87.1	87.9	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	60.8	62.5	62.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	15.5	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.2	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.9	23.0	22.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.5	92.0	91.1	87.8	87.7	87.8	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.0	79.1	76.5	85.8	84.4	84.4	Very High	Improved Significantly	Excellent
	Access to Supports and Services	93.0	85.3	82.9	79.5	80.1	80.2	Very High	Improved	Excellent
Governance	Parental Involvement	75.4	71.3	73.2	79.9	80.0	79.5	Intermediate	Maintained	Acceptable

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic in 2021/22. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Supplemental Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2026
School: 2474 Thrive Charter School

Measure	Thrive Charter School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.4	54.5	53.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.4	2.4	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	93.3	100.0	88.2	81.8	81.7	81.7	Very High	Maintained	Excellent
Lifelong Learning	80.9	95.5	84.1	81.2	80.8	80.4	High	Maintained	Good
Program of Studies	88.8	88.1	91.5	83.4	83.0	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	92.8	86.1	82.4	80.2	80.5	80.8	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.8	69.4	70.7	n/a	n/a	n/a
Safe and Caring	94.6	83.4	81.9	88.3	87.3	87.3	Very High	Improved Significantly	Excellent
Satisfaction with Program Access	86.1	81.1	68.1	71.8	72.1	72.3	High	Improved	Good
School Improvement	97.4	84.8	80.9	76.3	76.6	75.9	Very High	Improved Significantly	Excellent
Transition Rate (5 yr)	n/a	n/a	n/a	61.0	59.9	59.9	n/a	n/a	n/a
Work Preparation	86.2	91.7	95.8	84.2	83.7	83.2	High	Declined	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Examinations was impacted by the COVID-19 pandemic in 2021/22, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. School year 2021/22 is not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

This is Thrive Elementary Public Charter School!



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

Vision is everything! In 2022, planning for a school that removes financial barriers to STEM education and student well-being supports was initiated. Thrive Elementary School Charter is the driving force for moving the school forward in delivering a financially barrier free school. Contained within the Charter, the vision, mission, values and beliefs bring the concept to life as is illustrated in this report. In 2026/27 the school is at full capacity of over 180 students.



First Day of School-September 5, 2023

Thrive Elementary Charter School was established to remove financial barriers to STEM education and extra-curricular programming and supports for families. Students registering in the school include families within the bussing transportation zone, families with refugee status, families new to Canada with Temporary or Permanent Resident Status, FNMI identified families and others, all of whom meet the established required financial threshold.

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

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

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

Data and Analysis for Charter Goal 1: Students from low-SES backgrounds thrive in a culture of academic success. (See Appendix 1 for all data)

Charter Goal 1 is linked to Provincial Domain: Student Growth and Achievement

*To review strategies and identified measures linked to this goal, please see Appendix 1 and 2

Overview

The fundamental purpose of Thrive Elementary Charter School is reflected in its commitment to "Building curious minds, confident hearts, big futures" and creating the conditions for every student to thrive tomorrow. Thrive's Vision, Mission, Values and Charter Goals are grounded in the belief that every student has the capacity to learn, grow and achieve when provided with high-quality teaching, appropriate supports and meaningful opportunities to succeed. Central to this commitment is the expectation that students leave Thrive at the end of Grade 6 academically prepared for continued success in junior high school and beyond. For Thrive, reducing opportunity gaps must ultimately be reflected not only in access to educational opportunities and supports, but in student learning, growth and achievement.

Charter Goal 1 gives direct expression to this commitment by focusing on high-quality learning that promotes academic achievement, engagement and continuous growth. Students enter Thrive with differing educational experiences, strengths and learning needs. The school therefore maintains high expectations for student achievement while intentionally addressing barriers that can affect learning and educational opportunity. This requires Thrive to bring its strongest instructional practices, resources and supports to the work through evidence-informed teaching, early identification of learning needs, timely intervention, appropriate remediation and enrichment, and ongoing monitoring of student progress. The objective is not simply to determine whether students are meeting expectations, but to respond when they are not and continually adjust instruction and supports to improve the likelihood that every student leaves Grade 6 achieving at an acceptable standard or higher.

Progress toward Goal 1 is evaluated using multiple complementary sources of evidence, including Provincial Achievement Test (PAT) results, Alberta Education and Childcare Assurance Measures, school-based literacy and numeracy assessments, student and parent perception surveys, attendance data, classroom observations, and ongoing instructional supervision. Together, these measures provide a comprehensive picture of student achievement, growth, engagement and educational quality. Examining evidence across multiple measures enables the school to identify areas of strength and continued need, inform instructional and intervention strategies, and continually refine educational practices to improve outcomes for students.

Standards Achieved by Students Writing the Test, by Reporting Category

Within this broader evidence base, academic achievement is monitored through complementary provincial and school-based measures. Provincial Achievement Test results provide an external measure of student achievement at the conclusion of Grade 6, while school-based literacy and numeracy assessments provide ongoing evidence of individual student growth throughout the school year. Together, this data provide a more complete picture of student achievement and growth and inform instructional planning, intervention strategies and continuous improvement efforts.

Provincial Achievement Test results must also be considered within the context of Thrive's small Grade 6 cohorts. In 2025/26, 11 students wrote each of the English Language Arts and Literature, Mathematics and Science assessments, with each student representing approximately 9.1 percentage points of the reported results. Consequently, the performance of a small number of students can result in substantial changes in year-over-year percentages. The results that follow are therefore examined by subject and reporting category and considered alongside school-based assessment data and other evidence of student learning and growth.

The following data report the Grade 6 Provincial Achievement Test results for students writing the English Language Arts and Literature, Mathematics and Science assessments. Eleven students wrote each assessment in 2025/26. One additional student was exempted from writing by the superintendent of the school authority the student attended prior to the administration of the assessments.

Standards Achieved by Students Writing the Test, by Reporting Category

Subject / Reporting Category	2023/24		2024/25		2025/26	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
English Language Arts & Literature	**—**	**—**	**57.1%**	**0.0%**	**63.6%**	**0.0%**
Writing	—	—	92.9%	0.0%	72.7%	0.0%
Reading	—	—	57.1%	0.0%	63.6%	18.2%
Mathematics	**—**	**—**	**71.4%**	**0.0%**	**54.5%**	**9.1%**
Part A	—	—	71.4%	14.3%	54.5%	27.3%
Part B	—	—	64.3%	0.0%	54.5%	18.2%
Science	**37.5%**	**0.0%**	**—**	**—**	**63.6%**	**18.2%**

The 2025/26 Provincial Achievement Test results present a differentiated picture of Grade 6 achievement and provide an important external measure against which Thrive can consider progress toward its expectation that students leave Grade 6 achieving at an acceptable standard or higher. PAT results represent one component of this determination and are considered alongside school-based assessments, classroom evidence and other measures of individual student achievement and growth.

In English Language Arts and Literature, 63.6% of students writing achieved the Acceptable Standard, compared with 57.1% in 2024/25. Reading performance increased, with 63.6% achieving the Acceptable Standard and 18.2% achieving the Standard of Excellence. Writing remained comparatively strong at the Acceptable Standard at 72.7%, although this represented a decrease from 92.9% in the previous year. The results indicate progress in reading while also identifying the need for continued attention to students who have not yet reached the Acceptable Standard and to maintaining strong writing achievement.

Mathematics results identify a different pattern. Overall, 54.5% of students writing achieved the Acceptable Standard, compared with 71.4% in 2024/25. At the same time, evidence of higher-level achievement increased. In Part A, 27.3% achieved the Standard of Excellence compared with 14.3% in 2024/25, while 18.2% achieved the Standard of Excellence in Part B compared with no students in the previous year. The distribution of results demonstrates considerable variation within the cohort. In the context of Thrive's Grade 6 exit expectation, the proportion of students not yet achieving the Acceptable Standard in mathematics warrants particular attention. The results reinforce the need for differentiated instruction, targeted intervention and continued monitoring for students not yet meeting the standard, while maintaining appropriate challenge and enrichment for students demonstrating higher levels of achievement.

Science results provide evidence of improvement across the available testing years. In 2025/26, 63.6% of students writing achieved the Acceptable Standard and 18.2% achieved the Standard of Excellence, compared with 37.5% and 0% respectively in 2023/24. This represents a positive change in both acceptable and excellence-level achievement across the available cohorts. However, as with English Language Arts and Mathematics, the results also identify students who had not yet reached the Acceptable Standard on this external measure at the conclusion of Grade 6.

Collectively, the PAT results provide both evidence of progress and clear areas for continued improvement. With only 11 students writing each assessment in 2025/26, each student represents approximately 9.1 percentage points and aggregate results can change substantially based on the performance of a small number of students. The small cohort size does not diminish the importance of the results; rather, it reinforces the need to move beyond aggregate percentages and examine the achievement and growth of individual students. PAT results are therefore considered in conjunction with literacy and numeracy assessments, classroom evidence and other measures of student learning to identify individual areas of strength and need and inform the school's educational response.

The PAT results reinforce Thrive's continued focus on ensuring that students develop the learning attributes, knowledge and skills required to be successful learners and to achieve at the acceptable standard or higher as they exit Grade 6. This work is supported through an integrated approach that combines high-quality classroom instruction with early identification, targeted intervention and individualized planning. Teachers use evidence-informed pedagogical practices, including Universal Design for Learning (UDL) and culturally responsive approaches, aligned with curricular learning outcomes and responsive to how individual students learn. Where assessment evidence identifies a student requiring additional support, Individual Program Plans (IPPs) and Personal Opportunity Plans (POPs), together with the Collaborative Response Model (CRM), provide a coordinated process for identifying needs, establishing appropriate strategies and supports, monitoring progress and adjusting interventions as required. Through this combination of effective pedagogy, individualized planning and responsive intervention, Thrive seeks both to support students who have not yet reached the Acceptable Standard and to extend learning for students demonstrating achievement at or approaching the Standard of Excellence. Ongoing assessment and monitoring of student progress provide evidence of the effectiveness of these strategies and inform their continued refinement as part of the school's continuous improvement process.

Student Attendance

Student attendance remains an important factor influencing academic growth. Consistent participation in classroom learning, targeted intervention and enrichment opportunities provides students with greater access to instructional time and personalized supports.

While attendance patterns continue to be influenced by student mobility and Thrive demographic characteristics, average attendance rates illustrate that average attendance significantly improves when students remain at Thrive Elementary School for two or more years.

Average Student Attendance by Year		
2023/24	2024/25	2025/26
85.3%	87.5%	81.2%

Average Student Attendance by Years of Enrollment		
One Year or Less	2 Years	2025/26
80.48%	87.64%	86.82%

A review of attendance data by length of enrolment provides an additional perspective on student attendance at Thrive. Students who attended Thrive for one year had an average attendance rate of 80.45%, compared with 87.64% for students who attended for two years and 86.82% for students who attended for three years. This represents a 7.19 percentage point difference between students attending for one and two years and a 6.37 percentage point difference between students attending for one and three years.

The difference in attendance approached the conventional 95% level of statistical significance (p = .057) and was significant at the 90% confidence level. While the results should be interpreted carefully, the data does identify a positive relationship between length of enrolment at Thrive and student attendance. Of particular interest is that the greatest difference occurs between the first and second year of enrolment, with attendance remaining relatively consistent for students attending for two and three years.

These results provide an important area for further analysis. While the data does not establish that remaining at Thrive causes improved attendance, it does indicate that students who have been part of the Thrive school community for two or more years demonstrate stronger attendance than students in their first year. Future attendance data will help determine whether this pattern is sustained and provide further evidence about the relationship between attendance, student engagement, belonging and connection to the school community. This relationship also connects to the Thrive Student Success Model, particularly the attribute of Place and the importance of students developing a sense of belonging and connection to their school and community. Over time, this data will also help the school better understand how the integrated supports and educational experiences embedded within the Thrive Charter School Concept Model may contribute to student connection, engagement and regular attendance.Given the above information we have set attendance targets at:

Target Year	2026/27
Target %	85%

Professional Learning and Development

Professional learning was intentionally embedded within classroom practice through instructional coaching, collaborative planning, classroom observations, feedback cycles, and ongoing reflection. This approach supported greater consistency in instructional practices across classrooms and strengthened teachers' capacity to respond to diverse student learning needs. This also ensured that pedagogy reflected the school's charter, vision, mission and values.

Improving student achievement requires continuous improvement in teaching practice. Throughout 2025/26, professional learning remained intentionally aligned with Thrive Elementary School's instructional priorities, including literacy, numeracy, Universal Design for Learning, differentiated instruction, trauma-informed practice, assessment for learning, and collaborative response. Professional learning was embedded within teachers' daily practice through collaborative planning, instructional coaching, classroom observations and ongoing professional dialogue. This approach strengthened instructional consistency across classrooms while increasing teachers' capacity to respond effectively to diverse student learning needs.

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

Teacher growth is essential to supporting student learning needs. In addition to regular supervision and evaluation that occurs throughout the school year and in accordance with our Teacher Growth, Supervision and Evaluation Policy, professional development is also provided to teachers during the school year. Supervision and evaluation results also inform individual teacher professional development.

Throughout 2025/26, teacher professional learning, supervision and evaluation continued to support the implementation of the Charter and the improvement of student learning. Professional growth planning, instructional coaching, collaborative planning, classroom observations and ongoing assessment of student learning provided opportunities to strengthen instructional practice and identify areas requiring further development. Evidence from these processes, together with student achievement results, classroom assessment and locally developed instructional tools, informed professional learning, instructional planning and continuous improvement.

Interestingly, in our first year of operation, teachers reported low levels of satisfaction about the professional development plan and its implementation. Year two and three results were far more positive about the professional development offered at the school with most teachers indicating support for the plan. For each of the three years of results, see the chart immediately below.

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

D.6 In-Service Jurisdiction Needs

Measure History

Authority: 2473 Thrive Charter School Society

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from t has been focused, systematic and contributed significantly to their ongoing professional growth.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	6	76.5	8	100.0	10	93.3	Very High	Maintained	Excellent
Teacher	n/a	n/a	n/a	n/a	6	76.5	8	100.0	10	93.3	Very High	Maintained	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 102

Professional development for the 2025/26 school year was focused on meeting the well-being of our students and on pedagogical practice for supporting students from low socio-economic backgrounds. Teachers and staff continued to review current research about best pedagogical practice to support our learners. Teachers and support staff have also participated in professional development to support pedagogical practices for using literacy and numeracy resources including Pearson Education Learning Resources that are currently used from kindergarten through grade 6.

An important part of professional learning was also reviewing the school's charter, vision, mission and values. Required understanding of the purpose of the Thrive Charter School Society is essential for ensuring all staff work to ensure our mandated charter is driving organizational change in terms of educating our students.

Highlights of professional development activities that increased teacher efficacy in the classroom include:

- PD from our own staff.
- Preparation/review in preparation for the year 3 charter school review.
- Focus on alignment of literacy and numeracy practices across all grade levels.
- PD from the publishers to help teachers understand how to appropriately use the resource or differentiate when needed.
- Classroom shares.
- Charter alignment with practices.
- AEP and AERR overview, discussion and input.
- Weekly STEM meetings between the teacher and STEM Coach for integration and development of STEM concepts.

Observations

Student and parent survey data had enough respondents to provide realistic data. In addition, parents and students respond well to the school-initiated survey that is conducted each school year.

Overall, the parent and student survey data trends positively. There is a noticeable 10+% differential between student and parent perspective on provincial and school surveys, however both are skewing

very positively. Differences between student and parent perceptions have been evident throughout the report and are consistent with educational research demonstrating that students and parents experience school from different perspectives. In almost all instances, statistical analysis of our results identifies that our analysis is also affected by the ceiling effect due to most results being very high.

One matter that requires further investigation is how many students registering at the school, post-September 30, possess learning delays in literacy and or numeracy? Enrollment is not static at Thrive Elementary as there appears to be a very high student mobility rate and shows these students move outside of the Thrive bussing zone throughout the school year.

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences

Key Results (2025/26)

- 100% of students reported that their teacher uses many different approaches to meet their learning needs, maintaining the previous year's result of 100%.
- 98.0% of students reported that they are improving in reading and writing, while 96.0% reported improvement in mathematics, demonstrating consistently high confidence in their academic growth.
- 95.0% of students reported that learning is fun and engaging in their classroom, an increase from 90.2% during Thrive's first year of operation.
- 89.9% of parents agreed that their child's learning activities are engaging and relevant.
- Parent perceptions of student academic growth increased to their highest levels over the three-year reporting period, with 88.6% reporting growth in reading and writing and 87.3% reporting growth in mathematics.
- Alberta Education and Childcare Accountability Measures showed continued improvement in overall satisfaction with the quality of basic education, increasing from 90.2% in 2023/24 to 92.5% in 2025/26.

Source: Appendix 1 – Thrive 3-Year Data Sets 2023-26

Narrative Analysis
Student engagement remains one of the defining characteristics of the Thrive educational model. Throughout the 2025/26 school year, evidence from student, parent and Alberta Education and Childcare Accountability Measures demonstrates that students continue to experience high levels of engagement in their learning while making meaningful connections between classroom learning, STEM education, athletics, Thrive Time programming, and authentic real-world experiences. The consistently strong results across all three years of operation indicate that student engagement is becoming an embedded characteristic of the school's culture rather than a short-term outcome.

Student survey results continue to demonstrate exceptionally high levels of engagement in learning. 95% of students reported that learning is fun and engaging in their classroom, while virtually all students indicated that they are improving in reading, writing and mathematics. Particularly noteworthy is that 100% of students reported that their teachers use a variety of instructional approaches to meet their individual learning needs. These findings reflect Thrive Elementary School's commitment to Universal

Design for Learning, differentiated instruction, flexible pedagogy and evidence-informed teaching practices that recognize each student's unique strengths, interests and learning profile.

Engagement at Thrive Elementary School extends well beyond classroom instruction. The school's STEM focus encourages students to investigate authentic problems, apply learning across subject areas and participate in inquiry-based learning experiences that connect directly to their own lives and future aspirations. These classroom experiences are further enriched through Thrive Time programming, athletics, experiential learning opportunities, clubs, field studies and community partnerships. Together, these opportunities provide students with meaningful contexts in which to apply their learning, develop new interests and experience success both academically and personally. As identified in the Charter School Evaluation, these integrated opportunities are a distinguishing feature of the Thrive educational model and contribute significantly to student engagement and achievement.

Parent survey results also remain positive across all measures associated with this outcome. Nearly 90% of parents agreed that learning activities are engaging and relevant, while parent perceptions of student growth in both literacy and numeracy reached their highest levels over the three-year reporting period. Although parent responses remain somewhat lower than student responses, this pattern is consistent with educational research demonstrating that parents and students experience school from different perspectives. Students evaluate their engagement through daily classroom interactions, while parents develop perceptions based upon communication with the school, observations at home and broader expectations regarding student learning. These varying perspectives provide valuable evidence that students are experiencing meaningful engagement while parents continue to recognize strong academic growth.

Provincial accountability measures further support these findings. Overall satisfaction with the quality of basic education increased to 92.5% and continues a positive three-year trend. While several provincial measures fluctuated modestly during the reporting period, overall results remain consistently strong. Given the relatively small survey population and the ceiling effect associated with many measures already exceeding 90% favourable responses, these year-to-year differences are more appropriately interpreted as evidence of sustained high performance than indicators of meaningful decline. Collectively, the provincial, parent and student data demonstrate that Thrive continues to provide a high-quality educational program that effectively engages students while supporting both academic achievement and meaningful connections to learning.

Student Engagement

Student engagement and perceived growth in reading and writing followed similar patterns over the three-year reporting period, providing complementary evidence that highly engaging learning environments were associated with consistently strong perceptions of literacy growth. While the limited number of annual observations and ceiling effects preclude meaningful statistical conclusions, the convergence of these indicators strengthens confidence that Thrive's instructional model continues to support both student engagement and academic development.

There is a slight correlation (r=0.79) between high engagement and high student perceptions for improving in reading and writing.

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

Authority: 2473 Thrive Charter School Society
Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	79.0	65	86.8	94	84.6	Intermediate	Maintained	Acceptable
Parent	n/a	n/a	n/a	n/a	3	*	8	91.7	28	87.2	Intermediate	Maintained	Acceptable
Student	n/a	n/a	n/a	n/a	27	68.5	48	68.8	57	68.7	Low	Maintained	Issue
Teacher	n/a	n/a	n/a	n/a	8	87.5	9	100.0	11	100.0	Very High	Maintained	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 6

Furthermore, according to student, parent and teacher responses, 92.5% believe students receive a quality education. This percentage has remained fairly constant over each of the past three years. The percentage of parents and teachers satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning is 80.9% (see page 108 of the Alberta Education and Childcare Assurance Measure Results). This is somewhat concerning as the year previous was 95.5%. This drop will require reviewing over the next school year to help determine an action plan for improvement.

Student engagement is also reflected through attendance. Although average attendance declined during 2025/26, the school continues to place significant emphasis on reducing barriers to attendance through transportation, nutrition, wraparound supports and proactive family engagement. Improving attendance remains an important priority because regular attendance enables students to fully participate in Thrive Elementary School's highly engaging instructional program.

A.7 Lifelong Learning

Measure History

Authority: 2473 Thrive Charter School Society
Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	8	72.7	16	96.5	34	80.9	High	Maintained	Good
Parent	n/a	n/a	n/a	n/a	3	*	7	90.9	23	74.3	High	Maintained	Good
Teacher	n/a	n/a	n/a	n/a	8	72.7	9	100.0	11	87.5	High	Maintained	Good

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 108

Overall satisfaction with the quality of basic education remained consistently high at 92.5%, continuing a stable three-year trend and providing strong evidence that students, parents, and teachers value the quality of education provided at Thrive Elementary School.

In contrast, the Alberta Education and Childcare Assurance Measure related to students demonstrating the knowledge, skills, and attitudes necessary for lifelong learning declined from 95.5% in 2024/25 to 80.9% in 2025/26 (p. 112). While this measure warrants continued monitoring, the available evidence does not identify the reason for the decline. Given the school's relatively small survey population and the year-to-year variability often observed in parent perception data, the result should be interpreted cautiously. During 2026/27, the Board will continue to strengthen authentic STEM learning, inquiry-based instruction, and experiential learning opportunities while enhancing communication with parents regarding how these experiences intentionally support students' development as lifelong learners.

Quality of Basic Education

An important aspect of quality of basic education is that students identify that they are engaged and learning is fun. Data from the provincial survey and school-initiated survey illustrates that most students and parents believe that classroom learning is both fun and engaging. As the data in the chart below illustrates, parents and students identify that they are satisfied with the overall quality of basic education. Part of this success is likely the broad program of studies offered at the school with both STEM and athletics being offered to all students throughout the school day and during Thrive Time.

One of the strongest indicators supporting this outcome continues to be student perceptions of instructional practice. Every student surveyed reported that teachers use a variety of instructional approaches to meet their learning needs. This aligns directly with Thrive Elementary School's commitment to Universal Design for Learning, differentiated instruction, flexible pedagogy and evidence-informed practice. The consistency of this measure over three years suggests these instructional approaches have become embedded within classroom practice rather than representing isolated initiatives.

The Alberta Education and Childcare Assurance Measures Overall Summary indicates a modest increase year over year on education quality. The overall provincial measure for Education Quality is excellent. Furthermore, 84.8% of stakeholders indicate the school has improved or stayed the same over the last two years of operation (Alberta Education and Childcare Assurance Measure Results P. 139).

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Teaching & Leading

A.4 Education Quality - Measure History

Authority: 2473 Thrive Charter School Society
Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	90.2	64	92.0	94	92.5	Very High	Maintained	Excellent
Parent	n/a	n/a	n/a	n/a	3	*	8	81.3	28	82.1	High	Maintained	Good
Student	n/a	n/a	n/a	n/a	27	96.8	47	94.6	57	100.0	Very High	Improved Significantly	Excellent
Teacher	n/a	n/a	n/a	n/a	8	93.8	9	100.0	11	95.5	Intermediate	Maintained	Acceptable

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 43

Data suggests that students consistently report that they are engaged and improving in literacy and numeracy. Student survey results are consistently in the 90 – 99% range. Most parent results are also strong but tend to be in the 80 – 89% range for these same questions.

	23/24	24/25	25/26
I am improving in my reading and writing.	50/51 = 98.0%	93/94= 98.9%	99/101 = 98.0%
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	97/101 = 96.0%

Student responses to the 2026 School-Initiated Survey

	23/24	24/25	25/26
My child is growing and achieving in reading and writing.	47/55 = 85.5%	62/77 = 80.5%	70/79 = 88.6%
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	69/79 = 87.3%

Parent Responses to the 2026 School-Initiated Survey

One interesting parent response result from two years ago was only 74.5% of parents believe their child has access to learning supports needed. This response increased to 80.5% in 2024/25 and 84.5% this year. This positive trend suggests that perhaps parents are beginning to learn about the many learning supports available to their children. It is suspected that many parents perceive support as 1:1 so we will continue to educate parents about what support looks like to supports a student's learning deficit at Thrive.

Provincial engagement data indicates that our school results approximate provincial percentages. All school survey data strongly supports that students are highly engaged at school and in Thrive Time. The table below shows provincial measures on engagement and to clarify the information, school survey data is also included.

Additionally, 88.1% of students, parents and teachers indicate that a broad program of studies is offered. This is down from 95.0% in 2024. This is somewhat confusing as a broader program of studies was offered in STEM, athletics, and program offerings were also increased for Thrive Time in the 2025/26 school year.

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

Authority: 2473 Thrive Charter School Society
Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	79.0	65	86.8	94	84.6	Intermediate	Maintained	Acceptable
Parent	n/a	n/a	n/a	n/a	3	*	8	91.7	26	87.2	Intermediate	Maintained	Acceptable
Student	n/a	n/a	n/a	n/a	27	68.5	48	68.8	57	66.7	Low	Maintained	Issue
Teacher	n/a	n/a	n/a	n/a	8	87.5	9	100.0	11	100.0	Very High	Maintained	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 6

More work is required to meet the goals set for the 2025/26 school year as we were 1.4% below our goal target.

A significant part of building an engaging and quality school program is providing students with hand-on and experiential opportunities to build on their knowledge and skills. One of these ways is providing students with Field Trip during school and Thrive Time. Field trip and Thrive Time activities provide students with unique opportunities to link enjoyment of the activity with learning. Trips include Fort Edmonton Park, Ukrainian Cultural Heritage Village and many other high participation events like roller blading, skating and mini-Olympics. Two years ago, the grade one students spent a week at the Storyland Valley Zoo. This past year, the grade 4 class spent a week at Fort Edmonton Park and the grade 6 class spent a week at the legislature. Both of these were through the inquiring minds program. These proved to be wonderfully unique learning opportunities for students.

Parent responses remained consistently positive throughout the reporting period, with nearly nine out of ten parents indicating that learning activities are engaging and relevant. Parent perceptions of student growth in both literacy and numeracy also reached their highest levels during 2025/26. While parent responses remain somewhat lower than student responses, educational research consistently demonstrates that parents and students evaluate school experiences from different perspectives. Collectively, the data suggest parents continue to recognize strong academic growth while students report exceptionally high levels of day-to-day engagement.

These positive local survey results are reinforced by Alberta Education and Childcare 's provincial Assurance Measures. The School Improvement measure increased from 84.8% in both 2023/24 and 2024/25 to 97.4% in 2025/26, resulting in an overall evaluation of *Excellent* with *Improved Significantly*. This provincial measure provides complementary evidence that students, parents and staff perceive Thrive Elementary as continuing to strengthen its educational program and learning environment over time.

Targets

2024/25 Student Learning Engagement Measure	2025/26 Student Learning Engagement Measure	2026/27 Student Learning Engagement Target

86.8%	84.6%	88%

Next Steps 2026/27

- Continue to strengthen inquiry-based, STEM-integrated and experiential learning opportunities that connect classroom learning to authentic real-world applications and future career pathways.
- Continue implementing Personal Opportunity Plans (POPs) to strengthen student voice, ownership of learning, goal setting and connections between academic learning and future aspirations.
- Further embed Universal Design for Learning, differentiated instruction and flexible pedagogical approaches to ensure every student remains meaningfully engaged and challenged.
- Continue expanding Thrive Time, athletics, leadership opportunities, community partnerships and experiential learning to provide diverse opportunities for students to discover interests, build confidence and develop lifelong learning skills.
- Continue strengthening communication with parents regarding instructional practices, student learning and assessment to further enhance parent understanding of student engagement and academic growth.
- Continue monitoring student, parent and Alberta Education and Childcare Accountability Measures to ensure consistently high levels of engagement are maintained while identifying opportunities for continuous improvement.
- Trauma-informed professional development (September 2026 & March 2027).

Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth

Key Results (2025/26)

- 99.0% of students reported that their teacher talks with them about their learning, including what they are doing well and what they need to improve.
- 99.0% of students reported receiving assistance from teachers and other adults in the school to support their learning.
- Parent agreement that their child receives feedback about learning increased to 92.4%.
- Parent agreement that their child has access to learning supports increased to 84.8%, continuing a three-year upward trend from 80.5% in 2024/25 and 74.5% in 2023/24.
- Full implementation of Personal Opportunity Plans (POPs) occurred during the 2025/26 school year, providing every student with an individualized framework for identifying strengths, establishing goals, monitoring progress, and supporting academic, social-emotional, physical, and personal development.

Source: Appendix 1 – Thrive 3 Year Data Sets 2023-26

Interpretation of Results

The three-year results provide strong evidence that students experience regular feedback about their learning and have access to adults and supports that help them make progress. In 2025/26, 99.0% of students reported that their teachers discussed what they were doing well and what they needed to improve, while 99.0% indicated that they received assistance from teachers and other adults to support their learning. These results demonstrate that feedback and individualized assistance are consistently embedded within students' daily learning experiences.

Parent perceptions also strengthened during the reporting period. Parent agreement that children receive feedback about their learning increased from 84.4% in 2024/25 to 92.4% in 2025/26. Agreement that children have access to learning supports increased for the third consecutive year, from 74.5% in 2023/24 to 80.5% in 2024/25 and 84.8% in 2025/26. Together, these results indicate increasing parent confidence in the school's processes for communicating student progress and providing responsive learning supports.

The difference between student and parent results is understandable. Students experience feedback and support directly during the school day, while parents rely primarily on report cards, conferences, communication from staff, and information shared by their children. The continued improvement in parent results suggests that communication and understanding of the school's individualized supports are strengthening. Nevertheless, the school has identified an ongoing need to enhance communication with families about how students access additional supports, the purpose of Individual Program Plans, and the processes families can use when they have concerns about their child's progress.

Narrative Analysis

Survey results provide strong evidence that students receive regular feedback about their learning and have access to the supports required to make progress. Student perceptions remained exceptionally high, with 99.0% reporting that teachers discussed what they were doing well and what they needed to improve. An equal proportion reported receiving assistance from teachers and other adults in the school. These results indicate that feedback, individualized support, and conversations about learning are embedded within students' daily experiences.

Parent perceptions also strengthened substantially during the 2025/26 school year. Agreement that children receive feedback about their learning increased by eight percentage points, from 84.4% to 92.4%, while agreement regarding access to learning supports increased from 80.5% to 84.8%. Although parent results remain lower than student results, the three-year trend demonstrates increasing parent confidence in the school's processes for communicating student progress and providing appropriate learning support.

Personal Opportunity Plans (POPs) are an integral component of the strategies embedded within Thrive Elementary School's charter goals and individualized approach to student learning. A Personal Opportunity Plan has been developed for every student, providing a structured framework for identifying strengths, establishing individualized learning goals, and supporting growth across multiple domains. The 2024/25 school year was dedicated to designing, refining, and piloting the POP framework to ensure it aligned with the school's charter philosophy and instructional model. Full implementation occurred during the 2025/26 school year, with POPs becoming an integral part of instructional planning, student reflection, and ongoing communication with families. Each POP supports student growth across

the academic, social-emotional, physical, and personal development domains, enabling educators to monitor progress, respond to individual needs, and foster student ownership of learning.

Evidence of POP Implementation includes full implementation of Personal Opportunity Plans during 2025/26 established a consistent school-wide process for documenting student strengths, areas for development, individualized goals, attendance considerations, behavioural or social-emotional needs, and progress in literacy and numeracy. Every student had a POP during the year, demonstrating full implementation across the school. The plans also provided a common structure for communication among students, teachers, families, and members of our Collaborative Response Model team.

During this first full year of implementation, the primary evidence relates to implementation efficacy: POPs were established for all students and incorporated into instructional planning and family communication. While student and parent surveys measure perceptions of feedback and access to support, they do not yet directly measure whether students can independently identify their strengths, articulate areas for growth, establish meaningful goals, or explain the progress they have made. The continued development of the POP process will allow Thrive to collect more direct evidence of student reflection, comprehension of goal attainment, and ownership of learning in future reporting years.

The Collaborative Response Model (CRM) is a foundational component of Thrive Elementary School's integrated educational model and serves as the school's primary process for coordinating evidence-informed student supports. Through regularly scheduled Collaborative Response meetings, the Principal, Learning Intervention Teacher, Emotional Behaviour Specialist, on-site facilitator from the Jasper Place Family Resource Centre (JPFRC), and the Board Vice-Chair collaboratively review the progress of every student to ensure learning needs are identified early and appropriate supports are implemented in a timely manner. This comprehensive review process enables the learning team to proactively identify barriers to learning, coordinate interventions, and monitor student progress through a collaborative, school-wide approach.

The Collaborative Response Model serves as one of the primary operational frameworks through which the Thrive Charter School Concept Model is implemented, ensuring that evidence-informed instruction, Universal Design for Learning, executive functioning, wraparound supports, and meaningful family partnerships are intentionally coordinated to meet the individual needs of every student. Rather than functioning as a stand-alone intervention process, CRM integrates the key elements of Thrive's charter philosophy into a cohesive system of support that promotes equitable access to learning and student well-being and success.

Working closely with classroom teachers, the CRM team develops individualized, evidence-informed intervention plans that respond to each student's unique strengths, needs, and learning profile. Supports may include differentiated classroom instruction, literacy and numeracy interventions, Speech-Language Pathology services, Educational Assistant support, executive functioning strategies, social-emotional programming, family supports, or referrals to community support agencies. The Collaborative Response Model process also considers external factors that may influence student success, including attendance concerns, food insecurity, family circumstances, or other barriers to learning, ensuring that academic, social-emotional, and family supports are coordinated through one integrated system of care.

Student progress is continuously monitored through classroom evidence, assessment information, teacher observations, and intervention outcomes. Strategies are reviewed regularly and refined, adjusted, or intensified in response to student progress, creating a continuous cycle of assessment, intervention, monitoring, reflection, and responsive action. This systematic process enables Thrive to provide timely, individualized, and evidence-informed supports while ensuring that instructional decisions remain responsive to the evolving needs of every learner.

By integrating academic, behavioural, social-emotional, and family supports into one collaborative decision-making process, the Collaborative Response Model functions as Thrive Elementary School's multi-tiered system of supports, ensuring interventions are coordinated, responsive, and increasingly intensive as student needs require. This integrated approach strengthens the school's capacity to identify student needs early, remove barriers to learning, coordinate responsive interventions, and improve student outcomes while advancing Thrive's charter commitment to eliminating opportunity gaps through evidence-informed practice and collaborative decision-making.

Implementation and monitoring is an essential process. The Collaborative Response Model provides the organizational structure through which information from POPs, classroom assessments, teacher observations, literacy and numeracy screening, attendance information, and family circumstances is brought together and reviewed. Through this process, staff identify students requiring additional support, coordinate appropriate interventions, and monitor whether those strategies are producing the intended improvement.

During 2025/26, the school’s coordinated supports included classroom differentiation, Educational Assistant support, literacy and numeracy intervention, Speech-Language Pathology services, Individual Program Plans, executive-functioning and behavioural support, and family/parenting services provided through Jasper Place Family Resource Centre. Seventeen students had Individual Program Plans, while all students had Personal Opportunity Plans.

The current narrative demonstrates that the CRM is operational and that a broad range of supports are available where required.

Targeted Learning Supports include a myriad of available supports that may be provided if they will serve the student’s need effectively. Students requiring additional support also benefited from targeted interventions during the 2025/26 school year. As an example, weekly Speech-Language Pathology services supported students experiencing expressive or receptive communication delays, while students with identified complex learning needs were supported through Individual Program Plans, Educational Assistant assistance, literacy and numeracy interventions, and differentiated classroom programming.

Classroom teachers worked collaboratively with the Learning Intervention Teacher, Speech-Language Pathologist, Emotional Behaviour Specialist, Educational Assistants, and families to align instructional strategies with identified student needs. These supports were intended not only to address learning gaps but also to help students recognize areas for growth, experience measurable success, and build confidence in their capacity to improve.

The school also continued to identify students requiring intensive or specialized support through literacy and numeracy assessments, classroom evidence, teacher observations, and Collaborative Response Model meetings. This coordinated approach is a compound effect for student learning as the approach

ensures that student goals, instructional interventions, and progress-monitoring processes remained connected rather than functioning as separate initiatives.

Interpretation

The combined student and parent results indicate that Thrive has established a strong culture of feedback and individualized support. Near-universal student agreement (AECAM Results p. 82) suggests that students experience regular conversations about their progress and know that assistance is available when needed. The substantial improvement in parent perceptions of feedback provides additional evidence that communication regarding student learning strengthened during the year.

H.1 Access to Supports and Services - Measure History

Authority: 2473 Thrive Charter School Society
Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	79.7	65	85.3	94	93.0	Very High	Improved	Excellent
Parent	n/a	n/a	n/a	n/a	3	*	8	72.5	26	83.6	High	Maintained	Good
Student	n/a	n/a	n/a	n/a	27	82.0	48	83.3	57	97.1	Very High	Improved Significantly	Excellent
Teacher	n/a	n/a	n/a	n/a	8	97.4	9	100.0	11	99.2	Very High	Maintained	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 78

However, the available survey measures primarily evaluate whether students receive feedback and support. They do not yet directly measure the extent to which students independently identify their strengths, articulate areas for growth, or assess their progress toward personal goals. The full implementation of POPs provides an important mechanism for strengthening and documenting these elements of the outcome. Future evaluation should therefore include direct evidence of student reflection, goal attainment, and ownership of learning.

Collectively, POPs, CRM, targeted interventions, meaningful feedback, and family communication create an integrated approach to personalized learning. These strategies support students in understanding themselves as learners, identifying strengths and areas for development, establishing meaningful goals, and taking increasing ownership of their academic and personal growth.

Thrive's Integrated Process for Individualized Student Growth

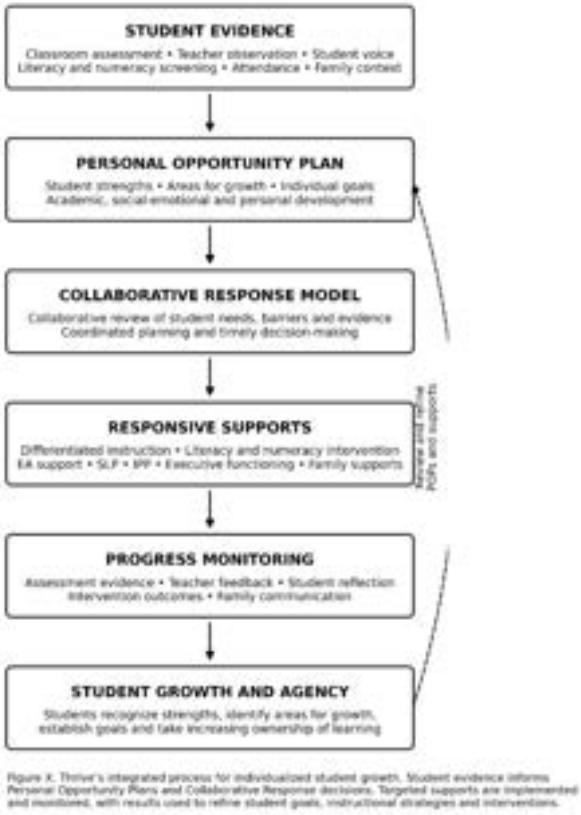


Figure X. Thrive's integrated process for individualized student growth. Student evidence informs Personal Opportunity Plans and Collaborative Response decisions. Targeted supports are implemented and monitored, with results used to refine student goals, instructional strategies and interventions.

This integrated process demonstrates that Thrive's individualized supports do not operate as separate programs. Student evidence informs the development and review of Personal Opportunity Plans; POP goals and identified needs contribute to Collaborative Response Model discussions; and the CRM coordinates the instructional, intervention, social-emotional, and family supports required by each learner. Progress is then monitored through assessment evidence, teacher feedback, student reflection, and intervention outcomes, creating an ongoing cycle of evidence, strategy, action, and refinement.

The strength of this model is its coherence and integrated approach. Students receive regular feedback, participate in conversations about their learning, and have access to increasingly targeted supports when required. In turn, educators are able to connect individual goals with classroom instruction, intervention planning, family communication, and broader wraparound services. This coordinated approach advances Outcome 2 by helping students understand their strengths, recognize areas for development, and make meaningful connections between goal setting, support, effort, and personal growth.

We will also continue to focus on effectively communicating with parents about how and when their child accesses additional learning supports, the purpose of an IPP, and the process for parents to use when they feel their child is struggling or falling behind in meeting set standards.

Thrive staff are also working diligently to help parents understand that support for their child may come in various forms. We also have several adult volunteers who come to the school consistently on a weekly basis to support small groups of learners. To address issues in classroom complexity, an Assistant

Behaviour Specialist was hired in February 2026 and will continue working during the 2026/27 school year.

Students demonstrate continued growth in their learning through effective teacher feedback and goal-setting conversations. Educators use POP conferences and classroom reflection activities to help students understand their strengths and learning targets. Parents increasingly recognize the supports available to their children, indicating a desire for stronger communication around interventions and growth. IPPs provide documented information and support requirements for students with complex learning needs.

Access to supports and services provides students with the opportunity to further engage in school and to develop the knowledge and skills required to be successful. Although parents recognize access for supports at school, for some reason parent responses dropped from 92.9% in 2024/25 to 63.8% in 2025/26. We will need to look closely at this result as student perceptions went from 68.1% to 92.1% over the two years. With the contrast of parent versus student perception, the issue may be ensuring parents are aware of programs and their access points. With access to JPFRC, Kickstand, Alberta Mental Health, Sport Central, City of Edmonton Leirsure Access Pass, Edmonton Public Library and many other community groups, it is likely that we will need to increase our communication to ensure parents understand and take advantage of their children's access to these programs.

B.2 Satisfaction with Program Access

Measure History

Authority: 2473 Thrive Charter School Society
Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	55.1	65	81.1	89	80.1	High	Improved	Good
Parent	n/a	n/a	n/a	n/a	3	*	8	92.9	21	63.8	Intermediate	Declined	Issue
Student	n/a	n/a	n/a	n/a	27	57.4	48	68.1	57	92.1	Very High	Improved Significantly	Excellent
Teacher	n/a	n/a	n/a	n/a	8	52.8	9	82.5	11	84.3	Intermediate	Maintained	Acceptable

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 153

Continued identification of at-risk or complex learners is required to ensure students with learning deficits are adequately supported. Literacy and numeracy assessments are conducted by the intervention teacher and classroom teachers to identify students above, at or below grade level in literacy and or numeracy. Teachers have access to the Collaborative Response Model Meetings to discuss student learning needs that may or may not be able to be fully supported in the classroom. A Speech Language Pathologist also works 1 day a week at the school to identify early learners with speech language issues and to provide intensive remediation. Teachers also work closely with the SLP to provide in-classroom support for these students. The use of Educational Assistants, Emotional Behavioural Specialist, Intervention Teacher, IPPs and SLP support are some of the additional supports provided to students with complex needs.

Next Steps 2026/27

- Continue embedding Personal Opportunity Plans (POPs) across all grade levels to strengthen student goal setting, self-reflection, and ownership of learning.
- Further strengthen the Collaborative Response Model by using multiple sources of evidence to identify
- Establish common school-wide expectations for documenting student voice and evidence of goal attainment within POPs, student conferences, portfolios, or report-card processes.
- Continue to include in each staff meeting time for embedded CRM updates and discussion about top of the pyramid students, literacy updates and weekly communication regarding EBS support tips.
- Continue building staff capacity in assessment for learning, effective feedback, Universal Design for Learning, and differentiated instruction to support individualized learning pathways.
- Expand opportunities for students to engage in self-assessment, reflection, and meaningful conversations about their learning, strengths, and future goals.
- Strengthen collaboration with families by using POPs, parent-teacher conferences, and ongoing communication mechanisms to support shared goal setting and student growth.
- Continue evaluating the effectiveness of individualized supports, interventions, and goal-setting processes through classroom evidence, literacy and numeracy assessments, survey data, and ongoing Collaborative Response reviews to ensure students continue to make meaningful progress toward their learning goals.

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Program of Studies related to literacy and numeracy

Key Results (2024/25)

- 98.0% of students reported they are improving in reading and writing, maintaining exceptionally high levels of confidence in their literacy growth (99/101 students).
- 96.0% of students reported they are improving in mathematics, demonstrating sustained confidence in their numeracy development (97/101 students).
- Parent perceptions of student achievement improved substantially, with 88.6% of parents indicating their child is growing and achieving in reading and writing (up from 80.5% in 2024/25).
- Parent perceptions of student achievement in mathematics increased to 87.3%, representing a notable improvement from 76.6% in 2024/25.
- The school continued strengthening individualized programming, increasing the number of students supported through Individual Program Plans (IPPs) from 15 to 17, while achieving 100% implementation of Personal Opportunity Plans (POPs) during the 2025/26 school year.

Source: Appendix 1 – Thrive 3 Year Data Sets 2023-26

Narrative Analysis

Diagnostic screening and targeted intervention have produced steady gains in core academic skills. The CRM ensures timely identification of students needing support and deploys intervention teachers and EAs accordingly. Speech-Language services and small-group instruction are now systematic. While parent

perceptions of progress are slightly lower, classroom data and student feedback confirm consistent growth and closing learning gaps.

Student and parent responses to the school-initiated survey indicate the following:

Student Perception Data from School-Initiated Survey

	23/24	24/25	25/26
I am improving in my reading and writing.	50/51 = 98.0%	93/94= 98.9%	99/101 = 98.0%
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	97/101 = 96.0%

Parent Perception Data from School-Initiated Survey

	23/24	24/25	25/26
My child is growing and achieving in reading and writing.	47/55 = 85.5%	62/77 = 80.5%	70/79 = 88.6%
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	69/79 = 87.3%

Student data illustrates that almost 100% of students believe that they are improving in reading and writing. Parent perceptions of student growth in reading, writing, and mathematics remained consistently high across the three-year period (77%–89% favourable). Although favourable ratings increased in 2025/26 for both literacy and mathematics, these improvements did not reach statistical significance at the 95% confidence level. Nevertheless, the mathematics measure demonstrated evidence of a meaningful positive trend, approaching statistical significance, suggesting continued improvement in parent perceptions of student achievement.

As identified in the Outcome 2, continued identification of at-risk or complex learners is required to ensure students with complex learning needs are adequately supported using appropriate strategies and programs.

We have made very good progress in addressing literacy and numeracy issues over the course of the school year and significantly reduce the number of students with delays in September assessments as compared to assessments later in the year. Through analysis of our literacy and numeracy assessments, as well as student classroom work, we work to further reduce the number of students with literacy and numeracy delays by the end of the school year. To accomplish this, we will continue with increased focus on literacy at the school for the 2026/27 school year. As a school, we must further analyze what knowledge, skills and attitudes our students are lacking and establish a path forward to address these deficits.

School population data illustrates that many of our students have some form of complex learning need, whether it is speech/language (includes 6 Kindergarten students coded severe, 1 for moderate delay for expressive and receptive delays and in grades 1 – 6, 7 students are coded with mild or moderate communication disability), English as an additional language (86), learning delays in literacy (53 students out of 164 students) and or numeracy (37 students out of 164 students). Kindergarten to grade 3

students were also assessed using the Government of Alberta literacy and numeracy screeners to help us identify some of the at-risk students.

Also discussed in the previous outcome, the Collaborative Response Model (CRM) is an effective and results-based strategy to support teachers who have students who are not meeting learning standards. This strategy enables the teacher to align effective strategies and or programs to support the child and to effectively address the learning need.

Next Steps 2026/27

- Continue strengthening literacy and numeracy instruction through evidence-informed teaching practices, Universal Design for Learning (UDL), and responsive pedagogy.
- Continue strengthening the use of the Collaborative Response Model (CRM) to guide evidence-informed instructional planning, targeted intervention, and ongoing monitoring of student progress.
- Strengthen the use of classroom assessment, literacy and numeracy data, and Provincial Achievement Test results (when available) to inform instructional planning and monitor student growth.
- Continue building teacher capacity in assessment literacy, literacy and numeracy instruction, and effective intervention strategies through ongoing professional learning.
- Monitor the effectiveness of Individual Program Plans (IPPs), Personal Opportunity Plans (POPs), and targeted interventions to support continuous improvement in student achievement.

Outcome 4: Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers

Key Results (2025/26)

- 97.0% of students reported they are confident about their learning at school, maintaining exceptionally high levels of academic self-confidence.
- 98.0% of students reported that their learning is improving, indicating a strong belief in their own academic growth.
- 97.0% of students reported they feel positive about their learning at school, demonstrating a sustained positive disposition toward learning.
- Parent perceptions remained strong, with most parents indicating that their child is confident at school, feels positive about learning, and is developing the confidence needed to succeed in future learning.
- Alberta Education and Childcare Accountability Measures continued to demonstrate strong stakeholder confidence in the school's ability to prepare students for lifelong learning and future success, while local evidence indicated consistently high levels of student confidence and engagement.

Source: Appendix 1 – Thrive 3 Year Data Sets 2023-26

Overview

Building Curious Minds, Confident Hearts, Big Futures

Thrive Elementary Charter School was founded on the belief that student success extends beyond academic achievement alone. Through its vision, mission, values, charter philosophy, and STEM-focused educational model, the school is committed to developing students who are curious, confident, compassionate, and prepared to thrive in an ever-changing world. This commitment is reflected in the school's charter promise of Building Curious Minds, Confident Hearts, Big Futures.

Every aspect of the Thrive educational experience—including engaging STEM learning, Thrive Time, leadership opportunities, individualized supports, and meaningful relationships—is intentionally designed to develop not only academic excellence, but also the confidence, resilience, curiosity, and aspirations that enable students to become lifelong learners and responsible contributors to their communities.

The 2025/26 results demonstrate that Thrive continues to deliver on this commitment. Students reported exceptionally high levels of engagement, confidence, positive attitudes toward learning, and belief in their own growth, providing strong evidence that the school is achieving the outcomes envisioned in its charter.

Narrative Analysis

Student confidence remained one of the school's greatest strengths during the 2025/26 school year. Nearly all students reported feeling confident in their learning, recognized that their learning is improving, and expressed positive attitudes toward school. These consistently high results have remained stable over the past three years and provide evidence that students are developing a strong sense of self-efficacy and ownership of their learning.

	2023/24	2024/25	2025/26
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%
My learning at school is improving.	49/51 = 96.1%	93/94 = 98.9%	99/101 = 98.0%
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%

Students show a strong sense of belonging and self-efficacy. Positive relationships with staff and peers, high expectations and the fully implemented Thrive Student Success Model have helped students develop confidence and resilience. Students openly share that school is a place where they feel capable and valued. Parents note similar growth in their children's attitude toward school and learning. Perhaps, most importantly, students are confident and positive about their learning. This is further corroborated with student perceptions about their improvement in reading, writing and mathematics.

These results reflect more than positive perceptions—they represent the cumulative impact of Thrive's educational model. Engaging STEM learning experiences, Thrive Time, Universal Design for Learning (UDL), evidence-informed instructional practices, the Collaborative Response Model (CRM), and individualized supports such as Personal Opportunity Plans (POPs) work together to create learning environments where students experience success, persevere through challenges, and develop confidence in their abilities.

Teachers employ learning supports and culturally responsive strategies that make learning accessible and authentic for diverse learners. Observation and survey data show that students are highly motivated and perceive clear connections between school learning and their personal goals. Parents affirm that teachers differentiate effectively and use multiple approaches to meet individual learning needs.

	2023/24	2024/25	2025/26
Student Engagement (School Student Survey)	90.2%	97.9%	95.0%
Student Engagement (School Parent Survey)	87.3%	93.5%	89.9%

Parent perceptions continued to support these findings. While parent responses were somewhat lower than student responses, more than four out of five parents agreed that their child demonstrates confidence at school and maintains a positive attitude toward learning. Similar differences between student and parent perceptions have been evident throughout the report and are consistent with educational research demonstrating that students and parents experience school from different perspectives. Together, these complementary perspectives provide a balanced understanding of student growth.

	2023/24	2024/25	2025/26
My child is confident at school.	44/55 = 80%	64/76 = 84.2%	62/77 = 80.5%
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%

Collectively, the evidence demonstrates that Thrive Elementary Charter School continues to fulfill its charter commitment to Building Curious Minds, Confident Hearts, and Big Futures. Students are leaving each school year not only with stronger academic skills, but also with the confidence, curiosity, resilience, and aspirations needed to thrive in future learning and life.

Evidence Summary and 2026/27 Improvement Targets

Building Curious Minds, Confident Hearts, Big Futures	2025/26 Evidence	2026/27 Priority
Curious Minds	98% excited about learning 98% report learning is improving	Sustain exceptionally high engagement (≥98%)
Confident Hearts	97% confident in learning 97% positive about learning 84% parent confidence	Sustain student confidence (≥97%); strengthen parent confidence (≥86%)
Big Futures	97% confident in learning 97% positive about learning 84% parent confidence	Expand leadership, student voice and authentic future-focused learning opportunities

Next Steps 2026/27

- Continue strengthening instructional practices that foster curiosity, confidence and student ownership of learning while ensuring alignment with Thrive Elementary Charter School's Vision, Mission, Values and STEM Charter.
- Continue implementing high-impact instructional strategies, including inquiry-based learning, Universal Design for Learning (UDL), Collaborative Response Model (CRM), Personal Opportunity Plans (POPs), and formative assessment practices to support every learner in achieving success.
- Continue expanding authentic STEM programming, Thrive Time and experiential learning opportunities that cultivate leadership, innovation, problem solving and responsible citizenship, consistent with the Thrive Student Model and Charter Concept Model.
- Continue strengthening student voice, leadership and goal-setting opportunities to support confident, resilient learners who are prepared for future learning and lifelong success.
- Continue monitoring student, parent and school performance measures to ensure continuous improvement and ongoing alignment between the Annual Education Plan, instructional practices and student outcomes.

Through these next steps, Thrive Elementary Charter School will continue to ensure that its Vision, Mission, Values, Charter Concept Model, Student Model and Annual Education Plan remain intentionally aligned, providing a coherent framework that supports high-quality teaching, meaningful learning experiences and improved outcomes for every student.

Goal 1 Summary:

The evidence presented throughout Goal 1 demonstrates that Thrive Elementary Charter School continues to make meaningful progress toward achieving its first charter goal: ensuring that students from low socioeconomic backgrounds thrive in a culture of academic success. Collectively, the four outcomes illustrate a coherent progression from academic achievement and instructional quality to

student engagement, confidence, and future readiness. Provincial Achievement Test results, literacy and numeracy assessments, Alberta Education and Childcare Assurance Measures, classroom evidence, and student and parent perception data demonstrate that students are experiencing high levels of learning, engagement, and personal growth while identifying specific areas for continued improvement.

The results further demonstrate that student success is being achieved through an intentionally aligned educational model. Thrive's Vision, Mission, Goals, Charter School Concept Model, Student Model, and Annual Education Plan continue to provide a coherent framework that guides instructional practice, professional learning, assessment, intervention, and student support. Evidence throughout Goal 1 confirms that research-informed pedagogy, Universal Design for Learning, the Collaborative Response Model, Personal Opportunity Plans, Thrive Time, STEM learning, and comprehensive wraparound supports operate as an integrated system that removes barriers to learning and creates equitable opportunities for every student.

As Thrive continues to mature as a charter school, the Board remains committed to strengthening this integrated approach through evidence-informed decision-making, continuous professional learning, and ongoing evaluation of student outcomes. By maintaining alignment between its charter, educational philosophy, instructional practices, and continuous improvement processes, Thrive will continue to build an accessible and equitable learning environment that empowers every student to develop Curious Minds, Confident Hearts, and Big Futures.

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

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

*To review strategies and identified measures linked to this goal, please see Appendix 1 & 2

Overview

Charter Goal 2 focuses on developing the whole child by ensuring that students acquire the knowledge, skills and attitudes that promote well-being and lifelong learning. Recognizing that students thrive when academic success is supported by strong relationships, positive mental health, and equitable access to opportunities, Thrive intentionally integrates wraparound supports, social-emotional learning, citizenship education, family partnerships, and extended learning opportunities into one cohesive educational model. Progress toward this goal was evaluated using Alberta Education and Childcare Accountability Measures, local student and parent surveys, utilization data from student and family support programs, school climate evidence, and organizational measures. Together, these data provide a comprehensive picture of student well-being, belonging, relationships, and access to integrated systems of support.

Evidence presented throughout Charter Goal 2 demonstrates that Thrive's integrated system of supports continues to reduce barriers to learning while strengthening student well-being, family engagement, and lifelong learning. Student, parent, organizational, and community evidence consistently indicate that students experience a safe, caring, and inclusive learning environment supported by comprehensive academic, social-emotional, and family-focused services. Collectively, these findings demonstrate that

Thrive's charter model extends beyond classroom instruction by intentionally creating the conditions necessary for every student to succeed.

Safe and Caring

Creating a safe, caring, respectful and inclusive learning environment is foundational to Thrive Elementary Charter School's mission of eliminating opportunity gaps for students from low socioeconomic backgrounds. The Board recognizes that students are better able to engage in learning when their basic needs are met and when barriers related to poverty, food insecurity, transportation, access to resources, and social-emotional well-being are intentionally addressed. Consequently, Thrive's educational model extends beyond traditional classroom instruction by integrating comprehensive student and family supports throughout the school day and beyond.

To ensure equitable access to learning opportunities, Thrive provides free transportation, nutritious meals and snacks, school supplies, logo wear, indoor shoes, STEM materials, extracurricular programming, field trips, and integrated family supports. Strong family engagement is fostered through monthly family dinners, student celebrations, parent-teacher conferences, volunteer opportunities, school tours, and regular communication designed to strengthen meaningful partnerships between home and school.

A defining feature of Thrive Elementary School's approach is Thrive Time, the school's extended learning program operating daily until 5:45 p.m. Thrive Time provides students with equitable access to STEM, athletics, leadership development, wellness programming, literacy and numeracy support, and supervised recreation. Together, these opportunities extend learning beyond the traditional instructional day while reinforcing student belonging, confidence, well-being, and lifelong learning.

B.4 Safe and Caring

Measure History

Authority: 2473 Thrive Charter School Society

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	80.3	65	83.4	94	94.6	Very High	Improved Significantly	Excellent
Parent	n/a	n/a	n/a	n/a	3	*	8	80.0	28	93.0	Very High	Improved	Excellent
Student	n/a	n/a	n/a	n/a	27	85.7	48	72.5	57	94.4	Very High	Improved Significantly	Excellent
Teacher	n/a	n/a	n/a	n/a	8	95.0	9	97.8	11	96.4	Very High	Maintained	Excellent

Excerpt from Alberta Education and Childcare Assurance Measure Results P. 142

Safe and caring data indicates significant overall improvement on this Alberta Education and Childcare measure. Both parents and student responses significantly increased over each of the three years of data.

School-Day Programming

Complementing the school program, Thrive Time is an extra-curricular program offered for students from 3:05 pm until 5:45 pm. Thrive Time staff provide a broad range of programming for students including STEM, Fine Arts, Athletics and special events. In addition, students have a designated time for free play, snacks, literacy/numeracy time and social emotional learning. Programming ensures support for students to develop knowledge, skills and attitudes outside of the traditional school day that will support their learning at school, personal well-being and lifelong learning.

The Thrive Time program is offered everyday and on three (3) full days of the approximately 10 non-instructional days. On these 3 days, special events are planned and occur off campus. During the 2025-26 school year events included:

- a field trip to Amazone (indoor playground)
- Sassy G's (outdoor adventure farm), and
- Fitset Ninja.

To further support student programming needs and for students to participate in athletics and sports outside the school, the Board recruited a physical education and wellness teacher for the 2025/26 school year. This strategy provided outstanding success as students had significantly more opportunities to participate in sport and recreation activities but also participated in a wide range of competitive sports including cross-country running, volleyball, basketball and badminton.

Overall results, with few exceptions are strong. Students enjoy school and Thrive Time. Survey results indicate that 99.0% of students enjoy attending Thrive Elementary Charter School and 100% of students like Thrive Time.

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being.

Key Results (2025/26)

- Student access to social-emotional and mental health supports increased to 98.0% (from 84.3% in 2023/24).
- Student enjoyment of Thrive Time reached 100%, reflecting continued engagement in extended learning opportunities.
- Parent confidence that children have access to social-emotional and mental health supports increased to 85.9% (from 78.2%).
- Alberta Education and Childcare Accountability Measures demonstrated continued improvement in student citizenship (89.9%), access to supports (93.0%), and timely services (92.8%).
- JPFRC partnerships continued to expand, with substantial increases in family connections, referrals, and community support connections.

Source: Appendix 1 - Thrive 3-Year Data Sets 2023-26

Narrative Analysis

Outcome 1 demonstrates that the integrated system of supports described within the Thrive Charter School Concept Model is being implemented as intended. The interconnected elements of wraparound supports, interventions, family connections, community partnerships, executive functioning, social-emotional development, positive school climate, and barrier-free access are evident not only in the

school's programming but also in the consistently positive outcomes reported by students, parents, Alberta Education and Childcare Accountability Measures, and organizational evidence.

Evidence collected throughout the year demonstrates that students perceive these supports as both accessible and effective. Student agreement that they had access to supports addressing their social-emotional and mental health needs increased from 84.3% in 2023/24 to 98.0% in 2025/26. Student enjoyment of Thrive Time reached 100%, while positive perceptions of the classroom learning environment increased from 86.3% to 99.0% over the same three-year period. Students also continued to report very high levels of learning related to life skills, health, and social well-being, with 98.0% responding favourably in 2025/26. These results suggest that the school's support structures are visible and meaningful to students and are embedded across both the instructional day and extended learning opportunities.

Parent results demonstrate a similar positive three-year direction. Parent agreement that their child had access to learning supports increased from 74.5% in 2023/24 to 84.8% in 2025/26, while agreement regarding access to social-emotional and mental health supports increased from 78.2% in 2023/24 to 85.9% in 2025/26. Parent satisfaction with the learning environment also increased substantially, from 87.3% to 97.5% over the same period. Although parent ratings remained somewhat lower than student ratings on access to supports, both groups demonstrated positive long-term trends. This provides complementary evidence that the school's integrated, aligned and coherent system of academic, individual, and family-focused supports is becoming increasingly established and accessible.

Alberta Education and Childcare Accountability Measures further reinforce these local findings. Across the three-year reporting period, satisfaction that students model the characteristics of active citizenship increased from 62.2% in 2024/25 to 89.9% in 2025/26; agreement that students have access to appropriate supports and services increased from 79.7% in 2024/25 to 93.0% in 2025/26; and agreement that programs for children at risk are accessible and timely increased from 78.7% in 2024/25 to 92.8% in 2025/26. Satisfaction with the accessibility, effectiveness, and efficiency of community programs and services also increased substantially from 55.1% in 2023/24 to 80.1% in 2025/26. Collectively, these results demonstrate sustained progress in the accessibility and coordination of supports at both the school and community levels.

Data and other evidence from the partnership with the Jasper Place Family Resource Centre provides further confirmation of this positive impact. In-person family connections increased from 60 in 2023/24 to 291 in 2025/26, virtual connections increased from 160 to 684, and off-site connections increased from 10 to 72. Information referrals, supported referrals, Sport Central bike applications, summer supports, parent education, and home supports further extended assistance beyond the classroom and into the family and community contexts. Participant feedback was uniformly positive: all surveyed participants reported that connecting with the Family On-Site Facilitator was easy, that they felt heard and respected, that they received assistance accessing needed resources, and that they would feel comfortable seeking support again. Families also reported increased confidence, stronger support networks, and an improved ability to respond to their children's needs.

This evidence demonstrates the practical implementation of the Thrive Charter School Concept Model. The model's components—particularly wraparound supports, interventions, family connections, community partnerships, positive school climate, and barrier-free access—are visible in the structures students and families experience each day. The results indicate that these elements are functioning

collectively as intended: reducing barriers, strengthening family capacity, improving access to timely supports, and creating the conditions in which students can participate fully in learning.

While many measures have now reached high levels of favourable response, the Board recognizes that continuous improvement will increasingly involve sustaining strong outcomes while refining the responsiveness, coordination, and evaluation of existing supports. Ongoing analysis of student and parent perceptions, service-access data, partnership evidence, and student outcomes will help determine whether the different components of the Concept Model continue to operate coherently and respond effectively to the evolving needs of students and families.

Citizenship, Well-Being and the Thrive Student Success Model

A.6 Citizenship - Measure History

Authority: 2473 Thrive Charter School Society

Province: Alberta

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	62.2	65	77.8	94	89.9	Very High	Improved Significantly	Excellent
Parent	n/a	n/a	n/a	n/a	3	*	8	77.5	26	85.4	Very High	Maintained	Excellent
Student	n/a	n/a	n/a	n/a	27	39.8	48	60.4	57	93.4	Very High	Improved Significantly	Excellent
Teacher	n/a	n/a	n/a	n/a	8	84.6	9	95.6	11	90.9	Intermediate	Maintained	Acceptable

Excerpt from Education and Childcare Assurance Measure Results P. 17

2024/25 Citizenship Measure	2025/26 Citizenship Measure	June 2027 Citizenship Target
77.8%	89.9%	92%

Thrive views citizenship as an essential component of student well-being. Students develop empathy, responsibility, collaboration, leadership, and respect for diversity through intentional classroom instruction, restorative practices, service opportunities, and authentic relationships with peers, staff, families, and community partners.

Following a significant review of the low citizenship scores in 2024/25, further consideration and discussion took place to develop an understanding of why student and parent perceptions scored low.

Significant gains on the questions related to citizenship have been made since opening the school and since we reviewed this issue at the end of the 2024/25 school year. Improvement strategies included increased communication, developing an understanding of citizenship and addressing citizenship through the Thrive Student Success Model. Our survey results in the 2025/26 school year exceeded our goal target set for June 2027. At this time, we will be looking to increase our target for next year by about 2%.

The low active citizenship results in our first two years were somewhat confusing as other focus areas such as student engagement scored high on the provincial survey and on the Annual School Survey. Combining these results with our significant focus on the Thrive Student Success Model, one would expect citizenship scores to be higher in the first two years. Year 3 is now showing more positive results regarding citizenship.

Using the Thrive Student Success Model for supporting student social-emotional learning likely played a role in this improvement. The Thrive Student Success Model provides the behavioural and character foundation that complements the Thrive Charter School Concept Model. While the Concept Model describes the educational structures and supports designed to eliminate opportunity gaps, the Student

Success Model identifies the personal characteristics students are expected to develop as they participate in those experiences. Attributes such as knowledge, ability, control, voice, place, and innovation are intentionally embedded throughout classroom instruction, Thrive Time, restorative practices, service learning, and daily interactions with peers, staff, families, and community partners.



Thrive Student Success Model

The Thrive Student Success Model operationalizes the Charter School Concept Model by defining the learner attributes the school intentionally develops through instruction, relationships, wraparound supports, Thrive Time, and family partnerships. High levels of student belonging, respectful relationships, perceptions of safety, positive school climate, and Alberta Education and Childcare Accountability Measures related to citizenship collectively demonstrate that students are developing not only academic competencies but also the personal and social attributes identified within Thrive Elementary School's charter.

With the focus on student social-emotional learning using the Thrive Student Success Model, and ensuring parents are informed as to how their child is learning these attributes, students and parents may have a better understanding of expectations and demonstrated actions.

One additional strategy developed to support parent engagement in active citizenship during the 2025/26 school year was providing parents with a Thrive Partnership Agreement. This agreement explains how they can become more engaged in supporting their child at school and is explicit on expectations for parents engaging with the school to support their child's education.

The provincial data is supported by the Thrive School student survey data. Although the survey questions do not identify the word citizenship directly, the questions on the survey address specific aspects of citizenship. The results immediately below illustrate that student survey scores are very high.

	23/24	24/25	25/26
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	100/101= 99.0%
My opinion is respected and valued by school staff.	49/51 = 96.1%	89/94 = 94.7%	99/101 = 98.0%
As a student, I always feel welcome at Thrive Elementary.	47/51 = 92.2%	91/94 = 96.8%	97/101 = 96.0%
I feel that Thrive Elementary is a place that is safe and has a caring environment.	48/51 = 94.1%	88/94 = 93.6%	100/101= 99.0%
I have friends at school and understand how to make new friends.	48/51 = 94.1%	90/94 = 95.7%	99/101 = 99.0%

Collectively, these findings demonstrate that citizenship at Thrive extends beyond classroom instruction. Through authentic relationships, leadership opportunities, restorative practices, service learning, and strong partnerships with families and the broader community, students are intentionally developing the knowledge, skills, attitudes, and behaviours necessary to become engaged, responsible, and contributing citizens.

We will need to continue to address citizenship in classrooms and at our Family Dinners to provide for increased understanding about what it is, and what attributes and behaviours exemplify what is a positive understanding of citizenship due to many of our families being new to Canada and there is potentially, due to language differences, a lack of cultural understanding of the word citizenship used in the context of the question.

Access to Supports

Access to supports is another area of focus as some data was concerning. Student survey (Annual School Survey) data was high (98%) and parent survey (Annual School Survey) data was lower (85.9%) about access to supports for emotional and mental health needs. Access to learning supports also increased for parents to 84.8% from 80.3%. Student provincial measures for access to appropriate supports and services increased significantly to 92.1%. These results have increased over each of the last three years.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

B.2 Satisfaction with Program Access

Measure History

Authority: 2473 Thrive Charter School Society

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and ser their community.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	35	55.1	65	81.1	89	80.1	High	Improved	Good
Parent	n/a	n/a	n/a	n/a	3	*	8	92.9	21	63.8	Intermediate	Declined	Issue
Student	n/a	n/a	n/a	n/a	27	57.4	48	68.1	57	92.1	Very High	Improved Significantly	Excellent
Teacher	n/a	n/a	n/a	n/a	8	52.8	9	82.5	11	84.3	Intermediate	Maintained	Acceptable

Excerpt from Education and Childcare Assurance Measure Results P. 153

Results vary significantly across each of the surveyed groups. The parent group was by far the lowest at 63.8%. Lower results for access to support students in the school and community is somewhat confusing given school survey results. Therefore, there is a need to increase the focus about what supports are available through more effective communication with parents and students. For the student population, the school provides a 1.0 FTE Emotional Behavioural Specialist, 1.0 FTE Behaviourist, 0.75 FTE (up from 0.5 FTE in 2023/24) Intervention Teacher, Jasper Place Family Resource Center facilitator (1.0 FTE), 0.2 FTE Speech Language Pathologist and psychological services as needed and a 1.0 FTE Athletics Manager and Teacher to support outside of school sport. In addition, grade 5 and 6 students and their parents are formally connected with Kickstand, a youth mental health and primary care program sponsored by Alberta Mental Health, that provides both mental health and primary health care access for youth. In addition, a survey (see results on page 59) conducted by JPFRC illustrates very high results on access to on-site resources and connections to community wide resources.

Significant gains have been made since the first two years, but more work evidently needs to be done. The Thrive School Student Survey shows significantly higher results. These results are very high.

	23/24	24/25	25/26
I have access to supports to meet my social emotional and mental health needs. (eg. Jasper Place Family Resource Center, Intervention Teacher, Behavioral Specialist, etc.)	43/51 = 84.3%	88/93 = 94.6%	99/101 = 98.0%
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%	90/93 = 96.8%	99/101 = 98.0%

Learning and social-emotional supports extend beyond the school and connects students to out of school camps, special events, access to sports equipment and other programs. It is evident that more work is needed to develop a further understanding of what is required to further address student noted deficiencies. In addition, the CRM is available for all teachers who identify students requiring support.

For the 2026/27 school year, the on-site facilitator (JPFRC) will connect, again, with all families during the early part of the new school year as this was found to be a very successful engagement tool to inform and get supports to families.

These supports illustrate that access at Thrive extends beyond the availability of services. The school's educational model intentionally integrates academic interventions, mental health supports, executive functioning development, family services, community partnerships, and barrier-free programming to ensure that students receive the right support at the right time. This integrated approach continues to distinguish Thrive's charter model from more traditional approaches to student support in the Alberta public school system.

Research Validation

Utilizing research to drive improvement is essential. NorQuest College entered a MOU with the Thrive Charter School Board to undertake extensive research for our charter school. In 2025, NorQuest College's Centre for Higher Education Strategy completed an independent mixed-methods research study examining the early impacts of Thrive Elementary Charter School's educational model on students, families, and educators. The research considered the following topic: “Empowering Underserved Communities to Thrive: Understanding the Early Impacts of a Charter School Model and the Support Needs of Families.”

The research identified positive impacts on educational access, student belonging, socio-emotional development, home-school relationships, and parent satisfaction while highlighting Thrive's holistic educational model as an innovative approach to supporting underserved communities.

The study concluded that Thrive Charter School Society's charter model extends beyond traditional classroom instruction by intentionally integrating high-quality teaching with wraparound supports, community partnerships, professional learning, STEM programming, and family engagement to reduce barriers experienced by students from low socioeconomic and newcomer backgrounds.

The findings of the NorQuest study provide independent validation of many of the outcomes reported throughout Goal 2. Survey results demonstrating high levels of student belonging, safety, family satisfaction, access to supports, and positive school climate are consistent with the external research findings, reinforcing that Thrive's Charter School Concept Model and Student Success Model function together as an integrated educational ecosystem that supports both academic success and student well-being.

This research also provided invaluable data and recommendations to support students and their families. These recommendations have been incorporated into the Annual Education Plan. 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. (p. 43)

Importantly, the convergence of Alberta Education and Childcare Accountability Measures, local survey results, organizational evidence, and independent NorQuest research provides strong assurance that Thrive's integrated charter model is achieving its intended outcomes for students and families.

Research at the school continues. During the 2026/27 school year, the school will also undertake work with the Werklund Institute, NorQuest College and MARCo to research, pilot and implement their social-emotional development and support programs that incorporates MARCo (AI-powered therapeutic robot designed to help children manage stress, anxiety, and loneliness through interactive conversational support).

Next Steps 2026/27

- Continue strengthening Thrive's integrated system of academic, social-emotional, and family supports to ensure equitable access to learning for every student.
- Further embed the Thrive Student Model across instructional programming, Thrive Time, leadership opportunities, and student goal setting to strengthen learner agency and well-being.
- Continue expanding citizenship education through authentic leadership, service-learning, restorative practices, and community partnerships that foster responsibility, empathy, and belonging.
- Strengthen the use of research, including ongoing collaboration with NorQuest College and other post-secondary partners, to evaluate the effectiveness of Thrive's charter innovations and inform continuous improvement.
- Continue monitoring student, parent, community partner, and organizational evidence to evaluate the effectiveness of barrier-reduction strategies and ensure ongoing alignment among the Vision, Mission, Goals, Charter School Concept Model, Student Model, and Annual Education Plan.
- Continue strengthening communication with students and families regarding the full range of available supports, ensuring equitable awareness and access to school and community services.

Through these next steps, Thrive Elementary Charter School will continue strengthening the integrated system that defines its charter. By intentionally aligning barrier-free access, comprehensive systems of support, citizenship development, family partnerships, research-informed practice, and the Thrive Student Success Model, the school will continue advancing its mission of eliminating opportunity gaps while ensuring every student experiences belonging, well-being, and equitable opportunities to achieve success in school and beyond.

Outcome 2: Students maintain strong relationships and a sense of belonging

Key Results (2025/26)

- Students, parents and Alberta Education and Childcare Accountability Measures indicate that Thrive continues to provide a safe, caring and welcoming learning environment. Student perceptions that Thrive is a safe and caring place to learn increased to 99.0% in 2025/26, while 92.4% in 2025/26 of parents agreed their child feels safe and cared for at school. Alberta Education and Childcare Accountability Measures also demonstrated continued improvement in perceptions of welcoming, caring, respectful and safe learning environments.
- Students continued to report a strong sense of belonging and positive relationships within the school community. In 2025/26, 96.0% of students reported feeling welcome at Thrive, 98.0% indicated their opinions are respected by staff, and 99.0% reported having friends at school and understanding how to make new friends. Parent perceptions of belonging also remained consistently high.
- Respect, inclusion and equity remained defining characteristics of the school culture. Nearly all students in 2025/26 (99.0%) reported being taught to respect people of different faiths, cultures, backgrounds and experiences, while 91.1% of parents agreed their child feels equal to all other students at Thrive.
- Alberta Education and Childcare Accountability Measures demonstrated continued improvement in citizenship, access to supports and services, and timely programming for students. Satisfaction that students model the characteristics of active citizenship increased to 89.9% in 2025/26, while agreement that students have access to appropriate supports and services increased to 93.0%, and agreement that programs for children at risk are easy to access and timely increased to 92.8%.

Source: Appendix 1 - Thrive 3 Year Data Sets 2023-26

Narrative Analysis

Educational research consistently identifies belonging as one of the strongest predictors of student engagement, attendance, mental health and academic achievement. Students who experience positive relationships with peers and trusted adults demonstrate greater resilience, stronger motivation to learn and increased persistence when challenged. Thrive's intentional focus on belonging through the Thrive Student Success Model, positive school climate, wraparound supports and strong family partnerships reflects this growing body of research while supporting the school's charter commitment to eliminating barriers for students from low socioeconomic backgrounds.

Thrive Elementary School’s monthly Family Dinners, students eating together at breakfast and lunch, parent-teacher interviews, and other activities have cultivated a cohesive and caring culture. Nearly all students and parents agree the learning environment is respectful and inclusive of diverse cultures, languages, and backgrounds. Staff attribute improved results to intentional relationship-building practices and trauma-informed classroom management.

Research consistently demonstrates that students who experience a strong sense of belonging are more likely to attend school regularly, engage deeply in learning, develop resilience, demonstrate positive

mental health, achieve stronger academic outcomes, and are more likely to continue to through high school and post-secondary. Thrive's emphasis on belonging, relationships and inclusion therefore serves not only as a student well-being strategy, but also as a foundational condition for academic success and lifelong learning.

Building family capacity is an essential outcome for the school. The Thrive Charter School Society has engaged the Jasper Place Family Resource Center to assist in achieving increased familial capacity through full-time on-site support. Families can request from a broad spectrum of supports including parenting courses, support in acquiring community and government support (e.g. Alberta Emergency Benefit, Mental Health) and access to community sport programs and equipment. This past year Jasper Place Family Resource Centre provided Thrive Elementary families with the following:

JPFRC Connections with Students and Families	**2023/24**	**2024/25**	**2025/26**
Number of connections made with families seeking support: In – Person Virtual Connections Off-Site	60 160 10	225 567 34	291 684 72
Requesting Community Support for Families: Information Referrals Sport Central Bike Applications One-on-One Parent Education Supported Referrals Intensive In-Home Supports Families connected to summer supports	 168 33 7 6 3 No data	 286 34 10 25 5 No data	 295 39 No data 58 3 68

Source: JPFRC Annual Report 2026

These numbers illustrate significant year over year increases in in-person connections and in virtual connections between JPFRC staff and Thrive parents.

Parents noted the effect of this increase in contacts. They shared that working with the Family Support Worker made a difference in their lives in the following ways:

- They have more people they can count on to help them.
- They are more confident in their role as a parent/caregiver.
- They are better able to address their child's behaviour challenges.
- They are better able to transfer traditional knowledge or skills.

JPFRC staff have impacted and supported parents in the following ways:

- Registration and school transition support for families and students moving to junior high school.
- Parent and caregiver capacity building support.
- Flexible points of connection offered onsite, offsite and in families' homes to increase access to resources and reducing barriers.
- Family empowerment and resilience to access the supports and programs needed by the family.
- Support to access summer camps and programs.

Partnerships with NorQuest College also provides Child Youth Care (CRC) practicum student placements within our school, increasing educational student to adult contact. These practicum students provide valuable support for two days per week to our students. Practicum students from MacEwan University also participated and provided important support for our students in Thrive Elementary.

Thrive's wraparound framework continues to eliminate systemic barriers for low-SES families. Students and parents report strong satisfaction with the accessibility of supports including the Emotional Behavioural Specialist, Behaviourist, Intervention Teacher, Speech-Language Pathologist, Jasper Place Family Resource Centre (JPFRC) services and Kickstand (Alberta Mental Health).

As illustrated in the chart on the previous page, approximately 1000 family-to-JPFRC connections occurred in 2025/26. Supports now include food security programming, housing referrals, parent coaching, social-skills group facilitation and connecting to families to other community supports and services. These increases demonstrate measurable success in building family capacity and sustaining child well-being.

Next Steps 2026/27

- Continue embedding the Thrive Student Success Model throughout classroom instruction, Thrive Time and school-wide learning experiences to further strengthen belonging, citizenship and positive relationships.
- Expand opportunities for student voice and leadership through collaborative learning, restorative practices and authentic decision-making experiences that strengthen engagement and ownership of learning.
- Continue strengthening home-school-community partnerships through the Jasper Place Family Resource Centre, Family Dinners, School Council and other initiatives that build relational trust and reduce barriers to student success.
- Continue implementing evidence-informed social-emotional learning, executive functioning and trauma-informed practices to strengthen peer relationships, emotional regulation and respectful school culture.
- Continue monitoring student well-being, belonging and relationship data through local surveys, Alberta Education and Childcare Accountability Measures and student voice activities to evaluate the effectiveness of programming and guide continuous improvement.

Outcome 3: Students articulate positive self-concept and empowerment

Key Results (2025/26)

- 96.0% of students reported they are able to express themselves about their learning in the classroom, demonstrating sustained levels of student voice and ownership of learning.
- 88.3% of parents agreed that their child has a voice in decisions and learning that affect them, representing continued improvement from 74.5% in 2023/24.
- 91.1% of parents reported that their child feels positive about learning at school, reflecting growing confidence and engagement.
- 100% of teachers reported implementing the Thrive Student Success Model, and all students were recognized through classroom and assembly celebrations for demonstrating the attributes throughout the school year.

Source: Appendix 1 - Thrive 3 Year Data Sets 2023-26

Narrative Analysis

Evidence from student and parent surveys indicates that students continue to develop a positive self-concept, increasing confidence as learners, and greater ownership of their learning. High levels of student voice, positive perceptions of learning and implementation of the Thrive Student Success Model demonstrate that students are increasingly able to reflect on their learning, recognize personal strengths, establish goals and view themselves as capable learners. These outcomes align directly with Thrive's commitment to developing resilient, confident and engaged learners who are prepared for lifelong learning.

The Thrive Student Success Model provides a common framework for developing resilience, curiosity, empathy, collaboration, responsibility and initiative. These attributes are intentionally reinforced through classroom instruction, Thrive Time, assemblies, recognition programs and daily interactions with staff and peers. Rather than functioning as a stand-alone initiative, the model supports students in developing self-awareness, goal setting, perseverance and confidence while strengthening their capacity to take increasing ownership of their learning.

There has been year-over-year growth in student responses about students feeling that they have a voice in decisions and learning that affects them. This is substantiated by perception surveys of students and parents.

	2023/24	24/25	25/26
I am able to express myself about my learning in the classroom.	49/51 = 96.1%	91/94 = 96.8%	97/101 = 96.0%
My child feels that they have a voice in decisions and learning that affects them.	41/55 = 74.5%	66/76 = 86.8%	68/77 = 88.3%

Source: Appendix 1 - Thrive 3 Year Data Sets 2023-26

Comprehensive wraparound supports provided through the Jasper Place Family Resource Centre, the Emotional Behaviour Specialist, Behaviourist and the Intervention Teacher contribute to students' ability to develop confidence, resilience and social/emotional well-being. By reducing barriers that may interfere with learning, these integrated supports create the conditions in which students are better able to participate fully in learning, establish positive identities as learners and experience success both academically and socially.

Within the Thrive Charter School Concept Model, positive self-concept is closely connected to executive functioning, self-efficacy, social-emotional development and productive instructional strategies. Opportunities for student voice, reflection, authentic leadership, collaborative learning and Personal Opportunity Plans encourage students to become active participants in their own learning while strengthening the confidence, habits and mindsets necessary for future success.

Ultimately, the success of Thrive Elementary School is measured not only by the academic achievement students demonstrate during their elementary years, but by how well they are prepared for future success. Through an intentional focus on academic learning, social-emotional development and the Thrive Student Success Model, the school seeks to ensure that every student completing Grade 6 leaves Thrive with the academic knowledge, personal confidence and learner attributes necessary to thrive in junior high school and beyond. Success is reflected not only in strong academic outcomes, but also in students consistently demonstrating the six Thrive Student Attributes that foster resilience, self-efficacy,

responsibility, curiosity, collaboration and lifelong learning. Together, these competencies reflect Thrive's commitment to developing Curious Minds, Confident Hearts and Big Futures.

Next Steps 2026/27

- Continue embedding the Thrive Student Success Model across classroom instruction, Thrive Time, Personal Opportunity Plans (POPs) and school-wide recognition to further strengthen student confidence, self-efficacy, resilience and ownership of learning.
- Expand authentic opportunities for student voice, leadership and goal setting by increasing student participation in classroom decision-making, self-reflection, collaborative learning and leadership opportunities that promote agency and responsibility.
- Continue strengthening executive functioning and social-emotional learning through explicit instruction and targeted supports that develop self-regulation, perseverance, problem-solving and the habits of successful learners.
- Strengthen the use of student reflection and evidence-informed goal setting by continuing to integrate Personal Opportunity Plans (POPs), formative assessment practices and regular student-teacher conferences to help students monitor their own growth and celebrate progress.
- Continue monitoring student confidence, self-concept and learner agency through local survey data, Alberta Education and Childcare Accountability Measures, classroom observations and student voice activities to evaluate program effectiveness and inform continuous improvement.
- Continue strengthening student agency by expanding opportunities for goal setting, self-assessment, reflection, leadership and authentic decision-making, enabling students to become increasingly confident, independent and self-directed learners.

Outcome 4: Students demonstrate social-emotional competencies and positive attitudes

Outcome 4 focuses on developing the social and emotional competencies that enable students to build positive relationships, regulate emotions, demonstrate resilience, make responsible decisions and maintain positive attitudes toward themselves, others and school. These competencies provide an essential foundation for academic success, student well-being and lifelong learning.

Thrive continues to develop these competencies through an integrated approach that includes explicit social-emotional learning, executive functioning instruction, implementation of the Thrive Student Success Model, targeted mental health supports, restorative practices and comprehensive wraparound services. Progress is evaluated using student and parent perception surveys together with organizational evidence that reflects the implementation of these supports.

	2023/24	24/25	25/26
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	100/101= 99.0%
My child feels positive about their learning at school.	48/55 = 87,3%	68/77 = 88.3%	72/79 = 91.1%
My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	48/55 = 87.3%	73/76 = 96.1%	72/78 = 92.3%

Source: Appendix 1 - Thrive 3 Year Data Sets 2023-26

There is strong alignment between parent and student responses using questions from the Thrive Elementary School Annual Survey. The data indicates a strong sense of student positive perception about their learning and also learning how to be part of the broader school community.

Key Results (2025/26)

- Student perceptions of safety, belonging, respect and positive relationships remained exceptionally high and continued to demonstrate positive long-term trends.
- Student confidence in learning, personal well-being and future success remained consistently high across local survey measures.
- Students reported very positive perceptions of learning related to health, well-being, life skills, and citizenship.
- Alberta Education and Childcare Accountability Measures continued to demonstrate strong results related to welcoming, caring, respectful and safe learning environments, student citizenship, access to supports, and school improvement.
- The continued expansion of the Emotional Behavioural Specialist, Behaviourist, Intervention Teacher, Thrive Time programming and Jasper Place Family Resource Centre partnership strengthened the school's integrated system of academic, behavioural, social-emotional and family supports.
- Independent research conducted by NorQuest College and the Alberta Education and Childcare Charter School Evaluation provided external validation that Thrive's integrated educational model is effectively supporting student well-being, belonging and equitable access to learning.

Source: Appendix 1 - Thrive 3 Year Data Sets 2023-26

Narrative Analysis

Outcome 4 demonstrates that Thrive Elementary Charter School continues to support students in developing and demonstrating social-emotional competencies and positive attitudes that contribute to well-being, engagement and lifelong learning. Within the Thrive Charter School Concept Model, social-emotional development, executive functioning, self-efficacy, positive school climate, mentoring and wraparound supports are intentionally connected. This reflects the school's understanding that students are better prepared to learn when they can regulate emotions, build positive relationships, persist through challenges, make responsible decisions and view themselves as capable learners.

The Thrive Student Success Model further defines the social-emotional competencies and positive attitudes that Thrive seeks to develop in every student. Through classroom instruction, Thrive Time, leadership opportunities, collaborative learning, restorative practices and daily interactions with adults and peers, students are encouraged to demonstrate empathy, responsibility, perseverance, respect, confidence and cooperation. These attributes are not treated as separate from academic learning; they are embedded throughout the educational experience and support students in becoming engaged learners, responsible citizens and positive members of the school community.

During 2025/26, the Emotional Behaviour Specialist, Behaviourist, Intervention Teacher and classroom staff continued to provide targeted supports that strengthened students' emotional regulation, executive functioning, relationship skills and learning readiness. Individual and small-group interventions, collaborative planning, behavioural supports and explicit instruction in self-regulation helped students develop practical strategies for managing emotions, responding to challenges and participating successfully in learning. These supports also strengthened staff capacity to respond consistently and

proactively to students' social-emotional and behavioural needs. The zones of regulation program was introduced and taught in all classes (k-grade 6) by the EBS.

Thrive Time provided additional opportunities for students to apply these competencies and attitudes in authentic settings. Athletics, STEM programming, visual and performing arts, wellness activities and leadership experiences required students to collaborate, communicate, persevere, resolve difficulties and accept responsibility. These extended learning opportunities allowed students to practise the dispositions identified in the Thrive Student Success Model while strengthening confidence, belonging and positive relationships.

The evidence presented throughout Goal 2 indicates that students are demonstrating these competencies and attitudes at consistently high levels. Strong results related to belonging, safety, confidence, relationships, citizenship and access to supports suggest that students experience an environment in which positive social-emotional development is intentionally taught, modelled and reinforced. The NorQuest College research and Alberta Education and Childcare Charter School Evaluation provide further external validation that Thrive's integrated educational model contributes positively to student belonging, social-emotional development and engagement.

Collectively, these findings demonstrate that the interconnected components of the Thrive Charter School Concept Model and Thrive Student Success Model are supporting students to demonstrate the social-emotional competencies and positive attitudes identified in Outcome 4. Continued attention to explicit instruction, targeted intervention, authentic application and evidence-informed monitoring will help ensure that these competencies are increasingly consistent, transferable and sustained as students progress through the school.

Next Steps 2026/27

- Continue explicitly teaching and reinforcing the social-emotional competencies and positive attitudes identified in the Thrive Student Success Model across classroom instruction, Thrive Time, student leadership and goal-setting.
- Strengthen consistent school-wide language and expectations related to emotional regulation, empathy, responsibility, perseverance, collaboration, respectful relationships and positive attitudes toward learning, including continued teacher implementation of Zones of Regulation across classrooms.
- Expand authentic opportunities for students to demonstrate social-emotional competencies and positive attitudes through leadership, service, collaborative problem-solving, restorative practices, athletics, STEM and community engagement.
- Strengthen the collection and analysis of evidence showing how students demonstrate these competencies across settings, including student and parent perceptions, classroom observations, behaviour and intervention data, Thrive Time evidence and student self-reflection.
- Continue aligning the Thrive Charter School Concept Model including tiered intervention and supports, Thrive Student Success Model, instructional practice and intervention systems so that social-emotional development remains embedded within the school's broader approach to student achievement, well-being and lifelong learning.

Through these next steps, Thrive Elementary Charter School will continue creating the conditions in which students develop and demonstrate the social-emotional competencies and positive attitudes necessary for learning, well-being and future success. By aligning explicit instruction, authentic application, targeted supports, the Thrive Student Success Model and the Thrive Charter School Concept Model, the school will continue helping students become confident learners, responsible citizens and positive contributors to their school and community.

Outcome 5: Students demonstrate lifelong learning habits and mindsets

Key Results (2025/26)

- 99.0% of students reported that they enjoy attending Thrive Elementary School, demonstrating exceptionally high engagement in learning.
- Student agreement that classroom learning is engaging increased to 95.0%.
- Parent agreement that classroom learning activities are engaging increased to 89.9%, reflecting continued confidence in the school's educational programming.
- 100% of students reported enjoying Thrive Time, demonstrating sustained engagement in extended learning opportunities.
- The implementation of Personal Opportunity Plans (POPs), expanded athletics, STEM programming, Thrive Time and the Thrive Student Success Model provided additional opportunities for students to develop curiosity, perseverance, goal setting, self-direction and lifelong learning habits.

Source: Appendix 1 - Thrive 3 Year Data Sets 2023-25

Narrative Analysis

Outcome 5 demonstrates that Thrive Elementary Charter School is intentionally developing the lifelong learning habits and mindsets that enable students to remain engaged, curious, resilient and self-directed

learners. Within the Thrive Charter School Concept Model, lifelong learning is viewed not simply as academic achievement, but as the ongoing development of the knowledge, skills, attitudes and dispositions that prepare students to succeed beyond elementary school. High levels of student engagement, positive attitudes toward learning and increasing student ownership of learning provide evidence that these habits are becoming embedded throughout the educational experience.

The Thrive Student Success Model provides the behavioural framework that supports lifelong learning by intentionally developing the learner attributes of Knowledge, Ability, Control, Voice, Place, and Innovation. Through classroom instruction, inquiry-based STEM learning, Thrive Time, collaborative learning experiences and authentic leadership opportunities, students are encouraged to ask questions, solve problems, reflect on their learning and view challenges as opportunities for growth. These experiences help students develop the habits of successful learners while reinforcing the school's commitment to preparing students for future success.

During 2025/26, the continued implementation of Personal Opportunity Plans (POPs) further strengthened this work by providing students with opportunities to identify personal goals, reflect on progress and assume increasing ownership of their learning. POPs support students in developing self-awareness, goal-setting skills and intrinsic motivation while creating meaningful connections between classroom learning, personal aspirations and future success.

Expanded athletics, STEM programming and Thrive Time further contributed to lifelong learning by providing authentic contexts in which students could demonstrate perseverance, collaboration, leadership, creativity and problem-solving beyond the traditional classroom. The enhanced athletics program also introduced students to teamsmanship and competition, providing opportunities to learn how to work toward a common goal, contribute as a member of a team, respond positively to winning and losing, and understand the importance of effort and improvement. Together, these experiences reinforce the understanding that learning occurs across multiple environments and that the knowledge, skills and attitudes associated with lifelong learning are developed through authentic participation, reflection and continuous growth.

Collectively, the evidence demonstrates that the Thrive Charter School Concept Model and Thrive Student Success Model are intentionally cultivating the lifelong learning habits and mindsets identified in Outcome 5. By integrating engaging instructional practices, student voice, inquiry, executive functioning, social-emotional development and authentic learning experiences, Thrive continues to prepare students to become confident, motivated and self-directed learners who are equipped for success in junior high school and beyond.

Next Steps 2026/27

- Continue strengthening instructional practices that foster lifelong learning habits and mindsets, including curiosity, perseverance, creativity, innovation and learner agency.
- Continue Personal Opportunity Plans (POPs) across all grade levels to strengthen student goal setting, reflection, self-assessment and ownership of learning.
- Continue expanding authentic STEM, athletics, Thrive Time and leadership experiences that encourage inquiry, problem solving, collaboration and real-world application of learning (e.g. Seed Packet activity for families).

- Strengthen explicit connections between the Thrive Student Success Model and classroom learning so students increasingly recognize and demonstrate the learner attributes associated with lifelong learning.
- Continue monitoring student engagement, motivation, learner agency and perceptions of classroom learning using local survey data, Alberta Education and Childcare Accountability Measures and classroom evidence to guide continuous improvement.
- Continue strengthening partnerships with families by communicating student goals, Personal Opportunity Plans and learner growth to reinforce lifelong learning beyond the classroom.
- Evolve athletics with increased diversity of sports, more school competitions and teams.

Collectively, the evidence presented throughout Charter Goal 2 demonstrates that Thrive Elementary Charter School continues to create the conditions in which students acquire and apply the knowledge, skills and attitudes that promote well-being and lifelong learning. Through the intentional alignment of the Thrive Charter School Concept Model, Thrive Student Success Model, comprehensive systems of support, family partnerships and engaging educational experiences, the school is reducing opportunity gaps while preparing students to become confident learners, responsible citizens and lifelong learners. The evidence further demonstrates that these integrated components function as a coherent educational ecosystem that advances the Board's charter purpose and informs continuous improvement.

Goal Summary

Evidence presented throughout Charter Goal 2 demonstrates that Thrive Elementary Charter School continues to make substantial progress toward ensuring students from low socioeconomic backgrounds acquire and apply the knowledge, skills and attitudes that promote well-being and lifelong learning. Through the intentional alignment of the Thrive Charter School Concept Model, the Thrive Student Success Model, comprehensive wraparound supports, family partnerships, Thrive Time, and evidence-informed instructional practices, the school has established an integrated educational ecosystem that reduces barriers to learning while strengthening student engagement, belonging, citizenship, social-emotional development and learner confidence.

Evidence from Alberta Education and Childcare Accountability Measures, local student and parent surveys, organizational indicators, community partnerships and independent NorQuest research consistently demonstrates positive outcomes across student well-being, access to supports, positive relationships and lifelong learning. Significant improvements in citizenship, access to supports, family engagement and community partnerships further demonstrate that Thrive's charter innovations are producing meaningful outcomes for students and families.

As the school continues to mature, its focus will increasingly shift from establishing systems of support to refining and strengthening their effectiveness. Priorities for continuous improvement include strengthening explicit citizenship education, further embedding the Thrive Student Success Model and social-emotional learning across all learning environments, expanding the implementation of Personal Opportunity Plans, enhancing communication with families regarding available supports, and continuing to evaluate the effectiveness of the school's integrated educational model through multiple sources of evidence. These priorities will further strengthen alignment with Alberta Education and Childcare 's Assurance Domains of Local and Societal Context and Student Well-Being, while continuing to advance

Thrive's mission of eliminating opportunity gaps and preparing students to become confident learners, responsible citizens and lifelong learners.

Data and Analysis for Charter Goal 3: Students from low-SES backgrounds develop core STEM skills and competencies that prepare them to excel in high school and beyond.

Charter Goal is linked to Provincial Domain: Teaching and Leading

This goal is central to ensuring that Thrive Elementary is successful in providing quality STEM learning in the school.

Overview

STEM programming is an essential element of differentiation nested in the Thrive Charter that was approved by the Minister of Education in 2023. STEM is foundational and is integrated into the curriculum across all Kindergarten through grade 6 programs. Data collected and noted in the appendices indicates that 97% of students and 89.9% of their parents responding to surveys feel that students are developing STEM skills and competencies. This is particularly exciting when we consider that Thrive Elementary Charter School is just entering its fourth year of operation.

Key to this STEM goal is to get students interested early in the domains/fields of STEM to motivate them to continue on with post-secondary education and fulfill their desire to be inventors, creators and problem solvers of the future.

Thrive Elementary's distinctive STEM charter is supported by an intentionally designed instructional framework that ensures authentic STEM learning experiences are consistent across classrooms and grade levels. Rather than approaching STEM as isolated projects or enrichment activities, teachers implement a coherent inquiry and engineering design process through the locally developed QICS (Question–Imagine–Create–Share) Steps to STEM, comprehensive STEM curriculum, STEM Integration Assessment Tool, developmental assessment rubrics, and ongoing professional learning. Together, these tools provide a common instructional language that supports planning, implementation, assessment, reflection and continuous improvement across the school.

The QICS process guides students through authentic inquiry by encouraging them to identify meaningful questions, investigate existing knowledge, generate innovative solutions, create and test prototypes, and reflect upon feedback to improve their thinking. Reflection is intentionally embedded throughout the process, recognizing that learning occurs not only through successful solutions but also through iterative design, constructive feedback and continual refinement. This structured approach develops the dimensions of the Thrive Student Success Model—Knowledge, Ability, Control, Voice, Place and Innovation—while reinforcing future-ready competencies such as critical thinking, collaboration, communication and creative problem solving.

To ensure consistent implementation, the school has also developed a STEM Integration Assessment Tool that evaluates instructional quality across seven evidence-informed domains, including authentic engineering design, real-world problem solving, interdisciplinary STEM integration, collaboration, future-

ready skills and STEM career awareness. This tool supports classroom observations, professional learning and instructional refinement, providing another source of evidence that informs continuous improvement within the school's charter model.



Kindergarten Experiencing STEM Learning



Grade 5 Buoyancy and Boat Building

Since the inception of Thrive Elementary Charter School, development of STEM programming has been a priority. Today, we have a rigorous STEM Curriculum, STEM QICS Steps and STEM Assessment Tools to ensure teachers have a comprehensive package of tools to support planning, teaching (pedagogy) and assessment for STEM learning.

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

Key Results (2025/26)

- Thrive implemented a comprehensive Kindergarten to Grade 6 STEM instructional framework that provides a consistent approach to planning, teaching, assessment and continuous improvement across all grade levels.
- Teachers implemented a common inquiry-based instructional process using the locally developed **QICS (Question–Imagine–Create–Share)** framework, supporting authentic problem solving, engineering design and student reflection.
- A comprehensive suite of STEM planning, instructional and assessment tools—including the STEM Curriculum Framework, STEM Integration Assessment Tool, common assessment rubrics and professional learning resources—was implemented to strengthen consistency, instructional quality and organizational capacity across the school.
- STEM learning continued to expand through authentic inquiry, interdisciplinary learning, community partnerships and real-world problem solving, providing students with meaningful opportunities to apply their learning in increasingly complex contexts.
- Professional learning continued to strengthen teacher capacity in STEM pedagogy, engineering design, authentic assessment and inquiry-based learning while supporting continuous refinement of classroom practice.
- January Family Dinner had the STEM Challenge for families to be able to work through the QICS Steps.
- A student team participated in the APEGA Science Olympics.

Source: Appendix 1 – Thrive 3 Year Data Sets 2023-26

Narrative Analysis

Inquiry-based learning through the QICS (Question–Imagine–Create–Share) framework continues to strengthen students' ability to investigate authentic questions, solve complex problems, think creatively and communicate their learning. Teachers intentionally integrate engineering design, scientific inquiry and interdisciplinary STEM experiences across the curriculum, providing students with meaningful opportunities to apply their learning in authentic contexts. As a result, students increasingly demonstrate collaboration, critical thinking, creativity and reflective thinking through STEM projects, classroom inquiry, student showcases and authentic presentations.

Although the QICS process concludes with students sharing their learning, the feedback and reflection that occur during this stage become the foundation for metacognitive thinking, continuous improvement and the transfer of learning to future STEM and cross-curricular experiences. The QICS framework has also become a defining element of Thrive's distinctive STEM charter and serves as the common pedagogical framework for inquiry-based learning across the school. While originally developed to support STEM education, its application has expanded beyond individual STEM projects to provide students with a consistent framework for metacognitive thinking and learning across all curricular areas. By guiding students through the processes of Question, Imagine, Create and Share, QICS encourages students to create, investigate, generate ideas, test solutions, reflect on their learning and communicate their thinking. This consistent instructional approach strengthens not only STEM competencies but also the six dimensions of the Thrive Student Success Model - Knowledge, Ability, Control, Voice, Place and Innovation - while supporting the school's broader commitment to developing independent, reflective and future-ready learners.

To ensure consistent implementation, QICS is supported by a comprehensive suite of locally developed STEM resources, including the kindergarten to Grade 6 STEM Curriculum Framework, STEM Integration Assessment Tool, student assessment rubrics and ongoing professional learning. Together, these interconnected tools provide teachers with a common framework for planning, pedagogy, assessment, reflection and continuous improvement, ensuring that Thrive's distinctive STEM charter is implemented consistently across classrooms and grade levels while strengthening instructional quality and supporting the development of the Knowledge, Ability, Control, Voice, Place and Innovation identified within the Thrive Student Success Model.



Kindergarten Students Working Through QICS

Next Steps 2026/27

- Implement structured student STEM reflections that strengthen self-evaluation, goal setting and metacognitive thinking, enabling students to intentionally reflect on, apply and transfer their learning across curricular areas.
- Continue using the STEM Integration Assessment Tool, STEM curriculum framework and common assessment rubrics to strengthen instructional consistency, monitor implementation and inform professional learning and continuous improvement.
- Further strengthen connections between the QICS framework and the Thrive Student Success Model by intentionally developing the dimensions of Knowledge, Ability, Control, Voice, Place and Innovation through authentic STEM learning experiences.
- Continue to implement a STEM activity at the Family Dinner.
- Continue with STEM Coach and teacher collaboration blocks (1 per week) to infuse STEM into cross-curricular engagement experiences.

Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.

Key Results (2025/26)

- Thrive fully implemented a comprehensive STEM planning, teaching and assessment framework that reflects a continuous improvement cycle of planning, implementation, assessment, reflection and instructional refinement.
- 100% of students participated in STEM special days and authentic interdisciplinary learning experiences that reinforced inquiry, creativity, problem solving and real-world application of learning.
- The QICS (Question–Imagine–Create–Share) inquiry framework was consistently observed in classroom practice (100%), demonstrating school-wide implementation of Thrive's common STEM pedagogical model.
- Teachers implemented a common suite of locally developed STEM curriculum, instructional and assessment resources that strengthened consistency in STEM pedagogy across Kindergarten to Grade 6.
- Create readiness for continued STEM learning programs in middle school, high school and post-secondary school by building and embedding the STEM foundations for future involvement and learning.
- Student participation at the APEGA Science Olympics.

Source: Appendix 1 – Thrive 3 Year Data Sets 2023-26

Narrative Analysis

During 2025/26, teachers continued strengthening the implementation of Thrive's STEM charter through the consistent use of the QICS (Question–Imagine–Create–Share) instructional framework. Supported by collaborative planning, instructional coaching and ongoing professional learning, staff increasingly integrated inquiry, engineering design and authentic problem solving into classroom instruction. The result has been a common pedagogical approach that promotes consistency across classrooms while providing students with increasingly authentic and engaging STEM learning experiences.

Although the QICS process concludes with students sharing their learning, the feedback and reflection that occur during this stage provide the foundation for metacognitive thinking, continuous improvement and the transfer of learning to future STEM and cross-curricular experiences. Rather than functioning solely as an instructional sequence for STEM projects, QICS has become a common learning framework

that students increasingly use to investigate questions, generate ideas, evaluate evidence, reflect upon their thinking and apply learning in new situations across the curriculum.

To support consistent implementation, Thrive continued refining a comprehensive suite of locally developed STEM resources. The kindergarten to Grade 6 STEM Curriculum Framework, STEM Integration Assessment Tool, common assessment rubrics, classroom STEM visuals and ongoing professional learning provide teachers with a coherent framework for planning, pedagogy, assessment and instructional reflection. Collectively, these resources strengthen instructional consistency while supporting evidence-informed professional practice and continuous improvement across the school.

Students experienced these instructional practices through authentic STEM learning opportunities that connected classroom learning with meaningful real-world applications. Experiences such as Kite Day required students to investigate design challenges, develop and test prototypes, evaluate outcomes and refine their thinking using the QICS framework. Similarly, learning experiences at the TELUS World of Science extended inquiry beyond the classroom and provided authentic opportunities for students to apply STEM knowledge and skills in engaging environments. These experiences strengthened students' confidence, engagement and understanding while reinforcing the practical application of STEM learning.

The high levels of student (97.0%) and parent (89.9%) satisfaction with STEM learning, together with school-wide implementation of the QICS framework and universal participation in authentic STEM experiences, demonstrate that Thrive continues to provide students with engaging, consistent and high-quality STEM learning opportunities that support the successful implementation of its charter.

Next Steps 2026/27

- Continue strengthening the implementation of Thrive's STEM instructional model through weekly collaborative planning, instructional coaching, classroom observations and ongoing professional learning focused on authentic inquiry, engineering design and the QICS framework.
- Implement structured student STEM reflection and self-assessment processes that strengthen metacognitive thinking, support continuous improvement and encourage students to intentionally transfer learning across STEM and other curricular areas.
- Expand authentic STEM learning opportunities through community partnerships, STEM professionals, STEM – Innovation Showcase events and career-connected learning experiences that strengthen students' awareness of future STEM education pathways and careers.
- Continue refining the Kindergarten to Grade 6 STEM Curriculum Framework, STEM Integration Assessment Tool and common assessment resources using classroom evidence, teacher collaboration and student learning data to strengthen the consistent implementation of STEM.
- Provide opportunities for student participation in individual and group STEM competitions.
- Showcasing STEM activities in the morning announcements.

Outcome 3: Students connect STEM learning to curiosity, career pathways, and future studies

Key Results (2025/26)

- 100% of students participated in authentic STEM projects and inquiry-based learning experiences that strengthened curiosity, creativity and real-world application of learning.
- of parents agreed that their child enjoys participating in STEM learning, demonstrating continued confidence in Thrive's distinctive STEM program.
- Students developed and implemented the "ABCs of STEM Careers" display in the Learning Commons, strengthening awareness of the diversity of STEM education and career pathways.
- Family engagement in STEM learning expanded through the introduction of the QICS framework during a Family Dinner event, strengthening connections between home, school and future-focused learning.

Source: Appendix 1 – Thrive 2 Year Data Sets 2023-25

Narrative Analysis

During the 2025/26 school year, students continued connecting STEM learning with authentic inquiry, curiosity and future possibilities through meaningful classroom experiences, interdisciplinary projects and community partnerships. STEM learning was intentionally designed to extend beyond the acquisition of scientific and technical knowledge by encouraging students to investigate meaningful questions, solve authentic problems and recognize how STEM learning influences everyday life, future education and career opportunities.

Authentic learning experiences, including classroom STEM projects, Thrive Time activities, Kite Day, visits to the TELUS World of Science enabled students to apply STEM knowledge and skills in engaging real-world contexts. These experiences strengthened student curiosity while helping students make meaningful connections between classroom learning, innovation, post-secondary education and the diverse range of careers available within STEM disciplines.

Career awareness also continued to develop through intentional exposure to STEM pathways. Student-created initiatives such as the ABCs of STEM Careers displayed in the Learning Commons, together with classroom discussions and authentic learning experiences, encouraged students to explore the diversity of STEM occupations and recognize how their current learning may connect to future studies and employment opportunities. These experiences support Thrive's commitment to helping students view themselves as future innovators, creators and problem-solvers.

Evidence indicates that students continue to value these opportunities. Parent perceptions remained very positive, with 89.9%% in 2025/26 agreeing that their child enjoys participating in STEM learning. Alberta Education and Childcare 's Work Preparation measure further supports this outcome, with 80.2% of respondents agreeing that students are taught the attitudes and behaviours necessary to be successful in future work and learning. Together, these findings suggest that students are not only engaged in STEM learning but are also developing an awareness of how STEM knowledge, skills and dispositions connect to future education and career pathways.

Recognizing that families play an important role in supporting student learning, Thrive also expanded parent engagement and knowledge of STEM during 2025/26 by introducing the QICS (Question–Imagine–Create–Share) framework through a parent/student STEM activity during a Family Dinner event. This initiative provided parents with practical strategies for supporting inquiry, problem solving and metacognitive thinking at home while strengthening home-school connections. Continued work will focus on helping families better understand Thrive's distinctive STEM charter and the important role STEM education plays in preparing students for future learning, careers and an increasingly innovative world.

A.8 Work Preparation

Measure History

Authority: 2473 Thrive Charter School Society
Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Thrive Charter School Society										Measure Evaluation		
	2022		2023		2024		2025		2026				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	8	100.0	15	91.7	34	80.2	High	Declined	Acceptable
Parent	n/a	n/a	n/a	n/a	3	*	6	83.3	23	69.6	High	Maintained	Good
Teacher	n/a	n/a	n/a	n/a	8	100.0	9	100.0	11	90.9	Intermediate	Maintained	Acceptable

Excerpt from Education and Childcare Assurance Measure Results P. 181

Next Steps 2026/27

- Expand career exploration by integrating STEM career awareness, post-secondary pathways and authentic workplace connections within STEM inquiry units, while strengthening parent understanding of how Thrive's STEM program prepares students for future studies and the world of work.

- Expand partnerships with post-secondary institutions, industry professionals and community organizations to provide students with authentic learning experiences, guest speakers and mentorship that broaden awareness of STEM careers and future opportunities.
- Develop longitudinal STEM learning portfolios that document student inquiry, innovation, reflection and the progressive development of STEM competencies, enabling students to connect their learning to future educational and career aspirations.

Goal 3 Summary

Evidence presented throughout Charter Goal 3 demonstrates that Thrive Elementary Charter School continues to successfully implement its distinctive STEM charter through a coherent and integrated educational model that prepares students for future learning, careers and innovation. Rather than functioning as a stand-alone subject, STEM has become embedded throughout classroom instruction, interdisciplinary inquiry, Thrive Time and authentic learning experiences, providing students with meaningful opportunities to apply their learning in real-world contexts while strengthening curiosity, creativity, critical thinking and problem solving.

During 2025/26, Thrive continued strengthening organizational capacity for STEM education through the implementation of a comprehensive Kindergarten to Grade 6 instructional framework that includes the STEM Curriculum Framework, **QICS (Question–Imagine–Create–Share)** inquiry process, STEM Integration Assessment Tool, common assessment rubrics, instructional coaching and ongoing professional learning. Together, these interconnected components provide teachers with a consistent framework for planning, pedagogy, assessment, reflection and continuous improvement while ensuring the sustainable implementation of Thrive's distinctive STEM program.

Students continued to demonstrate high levels of engagement in STEM learning through authentic inquiry projects, engineering design challenges, Thrive Time, community partnerships and experiential learning opportunities such as Kite Day and the TELUS World of Science. These experiences strengthened students' understanding of STEM pathways while helping them connect their current learning with future studies, innovation and the world of work. Positive student and parent perceptions, together with school-wide implementation of the QICS framework, provide strong evidence that Thrive's STEM program continues to engage learners while preparing them for future success.

STEM implementation at Thrive is well-established and evidenced by high student engagement and teacher confidence. Inquiry and design projects build core competencies essential for secondary success and future careers. Next steps focus on formalizing longitudinal tracking, deepening teacher collaboration, and expanding community visibility through annual innovation exhibitions.

As the school continues to mature, its focus will increasingly shift from establishing organizational systems to refining, evaluating and extending their impact. Priorities for continuous improvement include expanding authentic career exploration, strengthening family understanding of Thrive's distinctive STEM charter and how to apply and extend STEM approaches to activities at home, embedding metacognitive reflection through student STEM portfolios, and continuing to refine the instructional framework through evidence-informed practice and ongoing collaboration.

Data and Analysis of Governance

Provincial Domain: Governance

Key Results (2025/26)

- Alberta Education Charter School Evaluation concluded that Thrive is governed effectively and operates in strong alignment with its Charter, the Education Act and ministerial expectations.
- All governance, assurance, financial reporting and legislative requirements were completed within provincial timelines.
- Board policies and administrative procedures continued to be reviewed and updated to maintain compliance with provincial legislation.
- Parent involvement remained comparable to provincial results and continued to be rated Excellent on Alberta Education and Childcare Assurance Measures.
- Work commenced toward establishing a formal School Council in response to the Charter School Evaluation.
- Financial audits continued to demonstrate sound fiscal stewardship and responsible management of public resources.

Narrative Analysis

Effective governance provides the foundation upon which student success is achieved. The Board of Directors is responsible for ensuring Thrive Elementary Charter School operates in accordance with its charter, the *Education Act*, provincial legislation, regulations and Board policy while maintaining a clear focus on student learning, well-being and continuous improvement. Governance at Thrive extends beyond legislative compliance by ensuring that strategic planning, organizational decision-making, financial stewardship and stakeholder engagement remain closely aligned with the Board's Vision, Mission, and Goals. Throughout the 2025/26 school year, the Charter continued to function as a governance framework that informed Board decisions, organizational planning, resource allocation, policy development and continuous improvement. This approach was independently validated through the 2025/26 Alberta Education and Childcare Charter School Evaluation, which concluded that Thrive is governed effectively and operates in strong alignment with its approved charter, the *Education Act* and ministerial expectations.

The Board continued to meet all provincial governance, assurance and financial reporting requirements throughout the year. The annual budget, audited financial statements, Annual Education Plans, Annual Education Results Reports and other required governance documents were completed, approved and submitted in accordance with provincial timelines. Financial audits continued to demonstrate responsible stewardship of public resources, while Board policies and administrative procedures were reviewed and updated to ensure ongoing alignment with legislative and regulatory requirements. These governance practices provide the organizational foundation necessary to support effective educational programming and long-term sustainability.

Provincial funding, together with financial support provided through the Thrive Foundation, enables the Board to fully implement the Thrive Charter School Concept Model and deliver the comprehensive educational programming envisioned within the Charter. Foundation resources complement provincial funding by supporting Thrive Time, student transportation, nutrition programming, specialized STEM initiatives, athletics, student learning materials, school clothing, extracurricular opportunities and

additional wraparound supports that remove financial barriers to participation. Collectively, these investments strengthen the Board's commitment to providing an accessible and equitable educational environment where every student can participate fully in all aspects of school life regardless of financial circumstance.

Governance is further strengthened through a highly collaborative leadership model involving the Board Vice-Chair, Superintendent and Principal. Weekly strategic meetings ensure that Board direction is translated into operational practice while enabling ongoing monitoring of Charter goals, student outcomes, organizational priorities and emerging needs. This flat organizational structure promotes timely communication, responsive decision-making and strong alignment between governance and school operations. Ongoing collaboration with Alberta Education and Childcare Field Services further strengthens this work by ensuring provincial legislation, regulations and ministerial expectations continue to be reflected within Board policy, administrative procedures and organizational planning. The Alberta Education and Childcare Charter School Evaluation recognized this governance model as a significant organizational strength that supports timely, informed decision-making and continuous improvement.

Consistent with Alberta's Assurance Framework, the Board continues to place significant emphasis on meaningful stakeholder engagement. Parents and students contribute to school improvement through annual assurance surveys, direct communication with school leadership, monthly Family Dinners and ongoing collaboration with the Jasper Place Family Resource Centre. These opportunities provide valuable insight into student and family needs while informing educational programming, Board planning and organizational decision-making. Family Dinners, in particular, have become an important mechanism for sharing information about school programs, community supports and student learning while strengthening relationships between families, staff and community partners.

Parent involvement, as measured through the Alberta Education and Childcare Assurance Measures, continues to remain comparable with provincial results and is rated Excellent. During the 2025/26 Alberta Education and Childcare Charter School Evaluation, Alberta Education and Childcare recommended that Thrive continue its efforts to establish a formal School Council. In response, the Principal initiated action by transitioning the existing Advisory Council toward a School Council structure while continuing to strengthen parent engagement through multiple complementary feedback opportunities. These actions demonstrate the Board's commitment to responding proactively to evaluation findings while continuing to strengthen governance practices and stakeholder representation.

The evidence presented throughout this report demonstrates that governance at Thrive Elementary Charter School extends well beyond legislative compliance. Governance serves as the mechanism that aligns the Board's Vision, Mission, Goals, Charter School Concept Model and organizational decision-making into one coherent system focused on improving outcomes for students and families. The findings of the Alberta Education and Childcare Charter School Evaluation further validate that governance, financial stewardship, policy development, stakeholder engagement and continuous improvement are functioning together as an integrated framework that supports the successful implementation of Thrive's charter. By ensuring that planning, programming and resource allocation remain focused on eliminating opportunity gaps, the Board continues to advance its vision of creating an accessible and equitable educational ecosystem that eliminates opportunity gaps, empowers students to realize their extraordinary potential and gives rise to positive multigenerational change.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Thrive Charter School Society												
	2022		2023		2024		2025		2026		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	8	75.0	17	71.3	37	75.4	Intermediate	Maintained	Acceptable
Parent	n/a	n/a	n/a	n/a	3	*	9	77.5	26	74.4	Very High	Maintained	Excellent
Teacher	n/a	n/a	n/a	n/a	8	75.0	9	65.1	11	76.4	Very Low	Maintained	Concern

Excerpt from Education and Childcare Assurance Measure Results P. 89

Parent Involvement Target

2023/24 Overall Parental Involvement Measure	**2024/25 Overall Parental Involvement Measure**	**2025/26 Overall Parental Involvement Measure**	**2026/27 Parental Involvement Target**
75.0%	71.3%	75.4%	77.0%

Overall, parents continue to demonstrate positive levels of satisfaction with opportunities to be involved in their child's education. Meaningful parent involvement depends upon the school providing multiple and accessible opportunities for families to engage, including parent-teacher interviews, survey participation, Family Dinners, school events and formal processes such as School Council. It also depends on each parent's receptiveness to engaging. It is anticipated that as parents become more comfortable being involved in the school, parent perceptions will increase. As an example, we reduce hierarchies and formalities by staff going by a salutation (Ms or Mr) and first name rather than last name, An important part of Thrive's Charter is building family capacity and strengthening the connection between home and school. As a result, the school will continue to explore new ways to engage parents both in their child's education and in the ongoing improvement of the school.

Next Steps (2026/27)

- Maintain strong governance practices that ensure continued alignment between the Board's Vision, Mission, Goals, Charter School Concept Model and organizational decision-making.
- Strengthen stakeholder engagement by fully implementing a School Council while continuing to expand meaningful opportunities for parent, student and community voice in Board planning and continuous improvement.
- Continue reviewing Board policies, administrative procedures and governance practices to ensure ongoing compliance with provincial legislation, Alberta Education and Childcare requirements and emerging best practices.
- Grow the Board's use of evidence-informed governance by continuing to monitor organizational performance, student outcomes, financial stewardship and Charter implementation to inform strategic planning and decision-making.

Data and Analysis of First Nations, Métis and Inuit Student Success

Provincial Domain: First Nations, Métis and Inuit Student Success

Key Results (2025/26)

- First Nations, Métis and Inuit perspectives continued to be intentionally integrated across grade levels and curricular areas through authentic learning experiences and classroom instruction.
- Approximately 20% of Thrive students self-identify as First Nations, Métis or Inuit, reinforcing the importance of culturally responsive teaching and inclusive educational practices.
- Grade 4 students participated in Fort Edmonton Park's Indigenous Education Program, strengthening understanding of Indigenous histories, cultures and perspectives through experiential learning.
- The school's collection of Indigenous learning resources continued to expand, strengthening the integration of Indigenous ways of knowing, perspectives and authentic learning opportunities across the curriculum.
- Grade 3 students participated in an experiential learning opportunity at the John Walter Museum that supported their understanding of local history and early settlement experiences.

Narrative Analysis

Thrive Elementary Charter School remains committed to fostering a learning environment that honours First Nations, Métis and Inuit histories, cultures, languages and ways of knowing while promoting understanding, respect and reconciliation for all students. Consistent with Alberta's curriculum and the Board's commitment to providing an accessible and equitable educational environment, Indigenous perspectives continue to be intentionally integrated across grade levels and subject areas through authentic learning experiences rather than isolated events.

Approximately **20%** of Thrive students self-identify as First Nations, Métis or Inuit, making culturally responsive teaching an important component of the school's educational program. Alberta Education 2025-26 allocated funding for FNMI was $30,297. These funds were used to support FNMI learning and activities. Throughout 2025/26, students engaged in learning experiences that deepened their understanding of Indigenous histories, cultures and contributions, including Orange Shirt Day, National Day for Truth and Reconciliation learning activities, classroom studies of Indigenous artists, traditional and contemporary Indigenous art forms, Indigenous games within Physical Education and Wellness, and the continued integration of Indigenous literature and learning resources across the curriculum.

Authentic experiential learning continued to strengthen students' understanding of Indigenous perspectives. Grade 4 students participated in the Fort Edmonton Park Program, where they explored Indigenous histories, perspectives and contributions through immersive learning experiences. Classroom celebrations of the diverse cultures represented within the school community, together with the participation of First Nations, Métis and Inuit families who shared cultural traditions, stories and foods such as bannock, further enriched student learning while strengthening relationships between the school and community.

These experiences extend beyond developing historical knowledge by encouraging students to build empathy, cultural understanding and respect for diverse perspectives. By embedding Indigenous perspectives throughout the curriculum and creating opportunities for authentic cultural engagement, Thrive continues to strengthen students' understanding of reconciliation while fostering an inclusive learning environment in which all students see themselves and their communities reflected within the educational experience.

Recognizing the educational importance of the National Day for Truth and Reconciliation, Thrive intentionally schedules learning opportunities that enable students to engage in age-appropriate discussions and activities focused on the history and ongoing significance of Truth and Reconciliation in Canada. This approach reinforces the Board's commitment to ensuring that reconciliation is understood as an ongoing learning journey.

Next Steps (2026/27)

- Continue strengthening the integration of First Nations, Métis and Inuit histories, perspectives and ways of knowing across all curricular areas through authentic, year-round learning experiences.
- Expand opportunities for meaningful engagement with First Nations, Métis and Inuit Elders, Knowledge Keepers, families and community partners to enrich classroom learning and strengthen cultural understanding.
- Continue growing the school's collection of authentic Indigenous learning resources and professional learning opportunities to support culturally responsive teaching and the meaningful integration of Indigenous perspectives.





Every Child Matters – Grade 2 Orange Shirt Day – Grade 1

Monitoring of the AEP Implementation

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

Appendix 1 Data

Goal 1 – Outcome 1

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences.			
Measures			
School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
I am improving in my reading and writing.	50/51 = 98.0%	93/94= 98.9%	99/101 = 98.0%
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	97/101 = 96.0%
Learning is fun and engaging in my classroom.	46/51 = 90.2%	92/94= 97.9%	96/101 = 95.0%
My teacher uses many different approaches to meet my learning needs.	50/51 = 98.0%	94/94= 100%	101/101= 100%

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child is growing and achieving in reading and writing.	47/55 = 85.5%	62/77 = 80.5%	70/79 = 88.6%
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	69/79 = 87.3%
My child's learning activities are engaging and relevant.	47/55 = 87.3%	72/77 = 93.5%	71/79 = 89.9%
My child's teacher uses many different approaches to meet my child's learning needs.	44/55= 80%	67/76 = 88.2%	67/77 = 87.0%

Outcome 1: Students are engaged in learning and recognize connections to their own lives and experiences.			
Alberta Education and Childcare Accountability Measures			
	2023/24	24/25	25/26
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.2%	92.0%	92.5%

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

Goal 1 – Outcome 2

Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.			
Measures			
School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
My teacher talks to me about my learning (eg. report cards and verbal or written feedback) and what I am doing well and what I need to improve.	48/51 = 94.1%	92/94 = 97.9%	100/101= 99.0%
I get help from my teacher and other adults in the school to assist my learning. (eg. EA assistance, Intervention Teacher, Speech Language, etc.)	50/51 = 98.0 %	91/94 = 96.8%	100/101= 99.0%

Outcome 2: Students are able to identify their strengths and areas for growth and can make relevant connections with goal-setting and personal growth.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child receives feedback (e.g. report cards and verbal or written feedback) about their learning.	47/55 = 85.5%	65/77 = 84.4%	73/79 = 92.4%
My child has access to learning supports if needed. (e.g. EA assistance, Intervention Teacher, Speech Language, etc.)	41/55 = 74.5%	62/77 = 80.5%	67/79 = 84.8%

Goal 1 – Outcome 3

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.			
Measures			
School Survey – Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
I am improving in my reading and writing.	50/51 = 98.0%	93/94= 98.9%	99/101 = 98.0%
I am improving in mathematics.	50/51 = 98.0%	92/94= 97.9%	97/101 = 96.0%

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child is growing and achieving in reading and writing.	47/55 = 85.5%	62/77 = 80.5%	70/79 = 88.6%
My child is growing and achieving in mathematics.	46/55 = 83.6%	59/77 = 76.6%	69/79 = 87.3%

Outcome 3: Students demonstrate year-over-year improvement in the areas of the Alberta Programs of Study related to literacy and numeracy.			
Other Data			
	2023/24	24/25	25/26
Number of students with individual program plans.		15	17
Number of students with Personal Opportunity Plans.	*	*	100%

Implementation started.

Goal 1 – Outcome 4

Outcome 4: Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers.			
Measures			
School Survey – Student	Results		
	2023/24	24/25	25/26
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%
My learning at school is improving.	49/51 = 96.1%	93/94 = 98.9%	99/101 = 98.0%
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%

Outcome 4: Students express confidence in their ability to excel in school, have a positive disposition towards lifelong learning and maintain high aspirations for their future studies and careers.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child is confident at school.	44/55 = 80%	64/76 = 84.2%	62/77 = 80.5%
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%

Charter Goal 1: Students from low-SES backgrounds thrive in a culture of academic success.			
Alberta Education and Childcare Accountability Measures			
	2023/24	24/25	25/26
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	76.5%	100%	93.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	72.7% **	95.5%	80.9%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	95.0% **	88.1%	88.8%

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.9% *	84.8%	97.4%
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	100.0%	91.7%	80.2%

* Thrive School's first year of operation was 2023/24.

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

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

Goal 2 – Outcome 1

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

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
Measures			
School Survey – Student	Results (☺ and 😐)		
	2023/24	24/25	25/26
I have access to supports to meet my social emotional and mental health needs. (eg. Jasper Place Family Resource Center, Intervention Teacher, Behavioral Specialist, etc.)	43/51 = 84.3%	88/93 = 94.6	99/101 = 98.0%
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%	90/93 = 96.8%	99/101 = 98.0%
I enjoy attending and participating in Thrive Time (after school programming).	48/51 = 94.1%	92/94 = 97.9%	101/101= 100%
My classroom is enjoyable for learning at Thrive Elementary.	44/51 = 86.3%	90/94 = 95.7%	100/101= 99.0%

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child has access to learning supports if needed. (e.g. EA assistance, Intervention Teacher, Speech Language, etc.)	41/55 = 74.5%	62/77 = 80.5%	67/79 = 84.8%
My child has access to supports to meet their social emotional and mental health needs. (e.g. Jasper Place Family Resource Center, Intervention Teacher, etc.)	43/55 = 78.2%	61/76 = 80.3%	67/78 = 85.9%
My child enjoys Thrive Time (extra curricular programming).	51/55 = 92.7%	69/76 = 90.8%	70/78 = 89.7%
My child enjoys the learning environment at Thrive Elementary.	48/55 = 87.3%	73/76 = 96.1%	77/79 = 97.5%

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
Alberta Education and Childcare Accountability Measures			
	2023/24	24/25	25/26
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	62.2%	77.8%	89.9%
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	79.7%	85.3%	93.0%
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	78.7%	86.1%	92.8%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	55.1%	81.1%	80.1%

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

Outcome 1: Students access integrated systems of supports that enable learning and holistic well-being (including academic, social and emotional components).			
Other Data			
	2023/24	24/25	25/26
JPFRC Number of connections made with families seeking support: In – Person Virtual Connections Off-Site	 60 160 10	 225 567 34	 291 684 72
JPFRC Requesting Community Support for Families: Information Referrals Sport Central Bike Applications One-on-One Parent Education Supported Referrals Intensive In-Home Supports Families connected to summer supports	 168 33 7 6 3 No data	 286 34 10 25 5 No data	 295 39 No data 58 3 68
JPFRC Developed Family Engagement Strategies for Summer including access to free/low cost children programs, distribution of family / student activity kits and continued touch point for families with Jasper Place Family Resource Centre.	✓	✓	✓

Survey Highlights from 2025-26

100% of participants surveyed agreed or strongly agreed that …

- It was easy to connect with the Family Support Worker (FSW).
- They were heard and respected in their experience with the FSW.
- They were supported in connecting to the resources they were looking for.
- They were comfortable to reach out to the FSW in the future.

Participants shared that working with the Family Support Worker made a difference in their lives in the following ways:

- They have more people they can count on to help them.
- They are more confident in their role as a parent/caregiver.
- They are better able to address their child's behaviour challenges.
- They are better able to transfer traditional knowledge or skills.

Jasper Place Family Resource Center staff have impacted and supported parents in the following ways:

- Registration and school transition support for families and students moving to junior high school.
- Parent and caregiver capacity building support.
- Flexible points of connection offered onsite, offsite and in families' homes to increase access to resources and reducing barriers.
- Family empowerment and resilience to access the supports and programs needed by the family.
- Support to access summer camps and programs.

Goal 2 – Outcome 2

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
Measures			
School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
Students at my school are respectful of each other.	39/51 = 76.5%	75/94 = 79.8%	84/101 = 83.2%
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	100/101= 99.0%
My opinion is respected and valued by school staff.	49/51 = 96.1%	89/94 = 94.7%	99/101 = 98.0%
As a student, I always feel welcome at Thrive Elementary.	47/51 = 92.2%	91/94 = 96.8%	97/101 = 96.0%
I feel that Thrive Elementary is a place that is safe and has a caring environment.	48/51 = 94.1%	88/94 = 93.6%	100/101= 99.0%
I feel that I am equal to all other students at Thrive Elementary.	45/51 = 88.2%	83/94 = 88.3%	89/101 = 88.1%
I have friends at school and understand how to make new friends.	48/51 = 94.1%	90/94 = 95.7%	99/101 = 99.0%

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
Students at my child's school are respectful of each other.	33/55 = 60%	53/76 = 69.7%	52/78 = 66.7%

My child's opinions are respected and valued by school staff.	47/55 = 85.5%	70/76 = 92.1%	70/79 = 88.6%
As a parent, I always feel welcome at Thrive Elementary.	49/55 = 89.1%	74/76 = 97.4%	74/79 = 93.7%
My child feels that Thrive Elementary is a place that is safe and has a caring environment.	49/55 = 89.1%	72/77 = 93.5%	73/79 = 92.4%
My child feels that they are equal to all other students at Thrive Elementary.	45/55 = 81.8%	69/77 = 89.6%	72/79 = 91.1%
My child has friends at school and understands how to make new friends.	48/55 = 87.3%	67/77 = 87.0%	70/79 = 88.6%

Outcome 2: Students maintain strong relationships with their peers, teachers and other members of the school community and report a strong sense of belonging.			
Alberta Education and Childcare Accountability Measures	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. *	73.9%	79.1%	94.0%
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. *	80.3%	83.4%	94.6%

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

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

Goal 2 – Outcome 3

Outcome 3: Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.			
Measures			
School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
I am able to express myself about my learning in the classroom.	49/51 = 96.1%	91/94 = 96.8%	97/101 = 96.0%

Outcome 3: Students articulate a positive self-concept, take ownership in their learning and feel empowered to succeed.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child feels that they have a voice in decisions and learning that affects them.	41/55 = 74.5%	66/76 = 86.8%	68/77 = 88.3%
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%

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

Celebration of Learning and Assemblies – take numbers of students recognized for the Thrive Student Success Model

Goal 2 – Outcome 4

Outcome 4: Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.			
Measures			
School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
I enjoy attending Thrive Elementary.	49/51 = 96.1%	93/94 = 98.9%	99/101 = 99.0%
I enjoy attending and participating in Thrive Time (extra curricular programming).	48/55 = 94.1%	92/94 = 97.9%	101/101= 100%
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%
I am taught to show respect for people of all different faiths, cultures, backgrounds, and experiences.	51/51 = 100%	94/94 = 100%	100/101= 99.0%

Outcome 4: Students demonstrate social and emotional competencies and develop positive attitudes about school, self and others.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys attending Thrive Elementary.	52/55 = 94.5%	73/76 = 96.1%	75/78 = 96.2%
My child enjoys Thrive Time (after school activity programming).	52/55 = 94.5%	69/76 = 90.8%	70/78 = 89.7%
My child feels positive about their learning at school.	48/55 = 87,3%	68/77 = 88.3%	72/79 = 91.1%
My child's school teaches my child to show respect for people of all different faiths, cultures, backgrounds, and experiences.	48/55 = 87.3%	73/76 = 96.1%	72/78 = 92.3%

Goal 2 – Outcome 5

Outcome 5: Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.
Measures

School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
My classroom is enjoyable for learning at Thrive Elementary.	44/51 = 86.3%	90/94 = 95.7%	100/101= 99.0%
Learning is fun and engaging in my classroom.	46/51 – 90.2%	92/94 = 97.9%	96/101 = 95.0%
I am confident about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%
I feel positive about my learning at school.	48/51 = 94.1%	92/94 = 97.9%	98/101 = 97.0%

Outcome 5: Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys the learning environment at Thrive Elementary.	48/55 = 87.3%	73/76 = 96.1%	77/79 = 97.5%
My child's learning activities are engaging and relevant.	48/55 = 87.3%	72/77 = 93.5%	71/79 = 89.9%
My child is confident at school.	44/55 = 80.0%	64/76 = 84.2%	62/77 = 80.5%
My child feels positive about their learning at school.	48/55 = 87.3%	68/77 = 88.3%	72/79 = 91.1%

Outcome 5: Students demonstrate developmentally appropriate skills, habits and mindsets that support well-being, lifelong learning, and limitless goals and aspirations.			
Alberta Education and Childcare Accountability Measures	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
The percentage of teachers, parents and students who agree that students are engaged in their learning at school. *	78.0	86.8%	84.6%

* 2023/24 Parent Data is suppressed as less than 6 respondents.

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

Goal 3 – Outcome 1

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

Outcome 1: Students demonstrate superior STEM knowledge, skills and competencies.			
Measures			
School Survey	Results (😊 and 😐)		
	2023/24	24/25	25/26
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.	48/51 = 94.1%	91/94 = 96.8%	98/101 = 97.0%

Outcome 1: Students demonstrate superior STEM knowledge, skills and competencies.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.	52/55 = 94.5%	72/76 = 94.7%	71/79 = 89.9%

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

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

Goal 3 – Outcome 2

Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.			
Measures			
School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.	48/51 = 94.1%	91/94 = 96.8%	98/101 = 97.0%
I am learning about life skills that I need to develop my health and social well-being.	51/51 = 100%	91/94 = 96.8%	99/101 = 98.0%

Outcome 2: Students convey understanding and awareness of the wide variety of STEM pathways and make connections between their learning and future STEM education and future careers.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.	52/55 = 94.5%	72/76 = 94.7%	71/79 = 89.9%
My child is learning about life skills they need to develop their health and social well-being.	47/55 = 85.5%	68/76 = 89.5%	71/79 = 89.9%

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

STEM curriculum used in all classrooms for STEM Learning: Appendix

Goal 3 – Outcome 3

Outcome 3: Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.			
Measures			
School Survey - Student	Results (😊 and 😐)		
	2023/24	24/25	25/26
I enjoy participating in activities for Science, Technology, Engineering and Mathematics (STEM) learning.	48/51 = 94.1%	91/94 = 96.8%	98/101 = 97.0%

Outcome 3: Students exhibit a strong sense of self-efficacy in STEM and self-identify as scientists, technology creators, engineers and mathematicians.			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
My child enjoys participating in activities for Science, Technology and Mathematics (STEM) learning.	52/55 = 94.5%	72/76 = 94.7%	71/79 = 89.9%

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

List of STEM Related Special Activities

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

Governance

Provincial Domain: Governance	
Measures	
School Survey - Student	Results (😊 and 😐)

	2023/24	24/25	25/26
I feel that I am equal to all other students at Thrive Elementary.	47/51 = 92.2%	83/94 = 88.3%	89/101 = 88.1%

Provincial Domain: Governance			
School Survey – Parent	Results Strongly Agree or Agree		
	2023/24	24/25	25/26
As a parent, I always feel welcome at Thrive Elementary.	49/55 = 89.1%	74/76 = 97.4%	74/79 = 93.7%
I am active in supporting my child's learning and education. (e.g. Read at night together, help my child with after school work.)	53/55 = 96.4%	68/77 = 88.3%	73/79 = 92.4%
My attending the monthly family dinners helps me to learn more about the school and resources available for my child and our family.	50/55 = 90.1%	69/77 = 89.6%	72/79 = 91.1%

Provincial Domain: Governance			
Alberta Education and Childcare Accountability Measures			
	2023/24	24/25	25/26
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.0%	71.3%	75.4%

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

Parent engagement continues to be a focus into year 4 of operations. School monthly Family Dinners provide parents the opportunity to get together with other parents and families. These dinners also help school and system leadership glean information from parents about what is working well and what requires improvement in the school. Family Dinners also serve the school leadership to provide programs and learning and capacity-building opportunities for families. Jasper Place Family Resource Center also

uses these dinners to connect with families and to make them aware of available programs and resources.

First Nations, Métis and Inuit Student Success

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

Appendix 2 Literacy and Numeracy Data

Data Comparison Year Over Year

LITERACY						
Grade	**Fall 2024 Students AT RISK**	**Winter 2025 Students AT RISK**	**Spring 2025 AT RISK**	**Fall 2025 Students AT RISK**	**Winter 2026 Students AT RISK**	**Spring 2026 AT RISK**
Kindergarten		7/21			6/22	
Grade 1	8/26	17/26	12	7/31	12/32	8/32
Grade 2	14/21	16/24	11	11/30	6/30	4/30
Grade 3	7/26	10/26	6	11/31	12/31	11/32

NUMERACY						
Grade	**Fall 2024 Students AT RISK**	**Winter 2025 Students AT RISK**	**Spring 2025 AT RISK**	**Fall 2025 Students AT RISK**	**Winter 2026 Students AT RISK**	**Spring 2026 AT RISK**
Kindergarten		4/21			3/22	
Grade 1	8/25	14/26	9	3/31	7/32	7/32
Grade 2	15/24	13/24	10	9/30	10/30	5/30
Grade 3	12/26	12/26	8	9/31	9/31	8/31

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

Assessment Tools Used For Administrations of Tests

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

Appendix 3

THRIVE ELEMENTARY

STEM Curriculum

2024-2025

Scientific Inquiry

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

Technology

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

Engineering

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

Mathematics

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

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

Scientific Inquiry

Kindergarten

- Encourage curiosity and exploration by providing opportunities for students to observe and investigate the world around them using their senses.
- Introduce the concept of using experiences to make predictions by engaging students in activities that involve making educated guesses based on prior knowledge and observations.
- Promote hands-on exploration and inquiry-based learning through activities that encourage experimentation, observation, and discovery.

Grade 1

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

Grade 2

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

Grade 3

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

Grade 4

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

Grade 5

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

Grade 6

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

Technology

Kindergarten

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

Grade 1

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

Grade 2

- Introduce pattern recognition by identifying and creating simple patterns using colors, shapes, and numbers.
- Develop problem-solving skills through robotics challenges, working collaboratively to program a robot for increasingly complex tasks.
- Expand storytelling skills through multimedia by creating digital stories with multiple scenes, characters, and plot elements.

Grade 3

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

Grade 4

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

Grade 5

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

Grade 6

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

Engineering

Kindergarten

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

Grade 1

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

Grade 2

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

Grade 3

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

Grade 4

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

Grade 5

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

Grade 6

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

Mathematics

Kindergarten

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

Grade 1

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

Grade 2

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

Grade 3

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

Grade 4

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

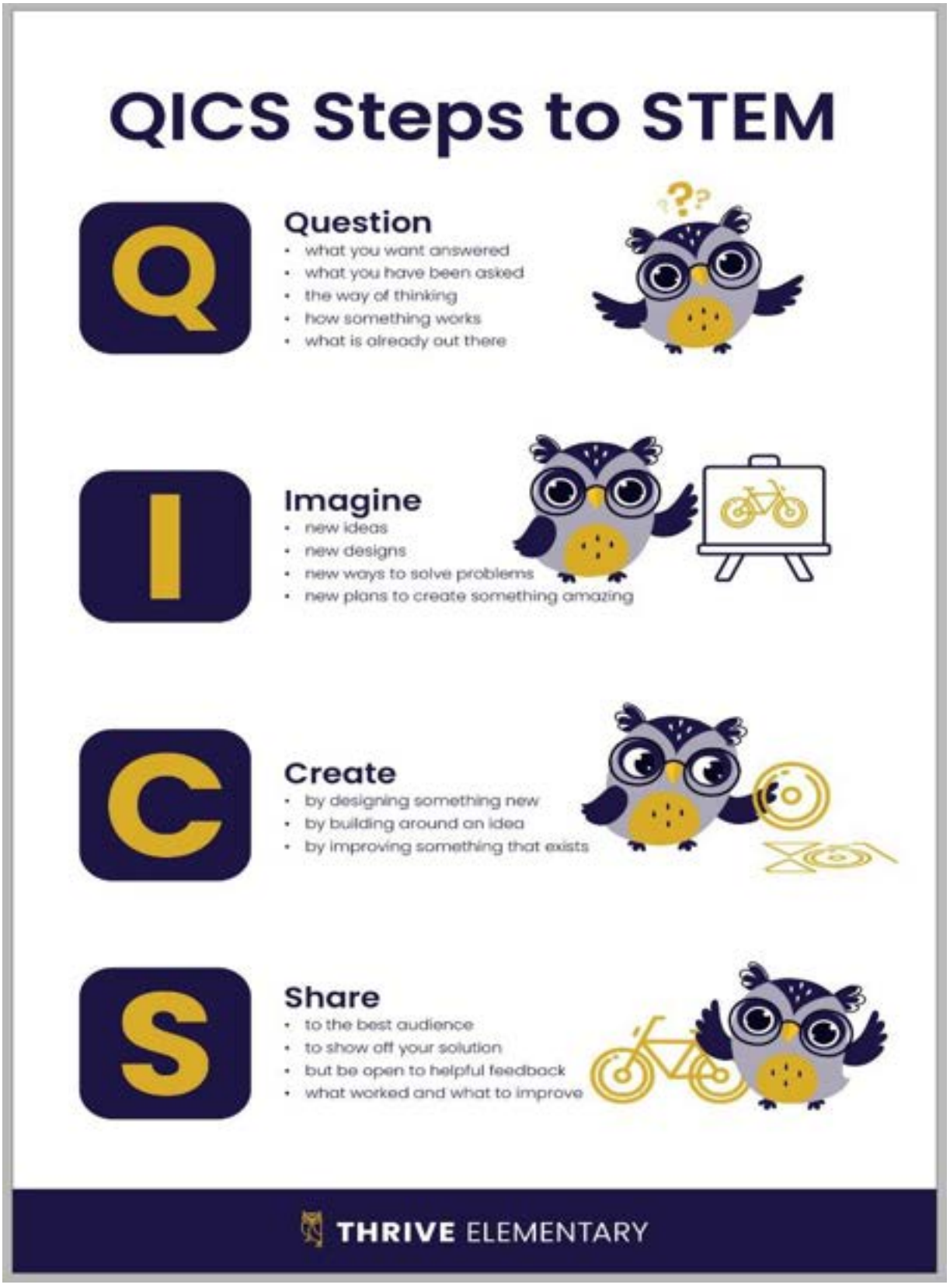
Grade 5

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

Grade 6

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

Appendix 4 QICS



Appendix 5 STEM Integration Assessment Tool

1	**Real-World Problems**	*Ensure lessons reflect students' diverse backgrounds and real-life experiences, making STEM relevant and engaging.*			
		Extends Beyond Standard	**Meets Standard**	**Developing Standard**	**Getting Started**
		Deep, inclusive understanding of students' backgrounds, fostering strong STEM engagement.	Regular integration of students' backgrounds into lessons.	Inconsistent connections to students' experiences.	Little consideration of students' backgrounds, creating disconnected lessons.
2	**Engineering Design**	*Guide students to explore multiple solutions, engage in the QICS Steps to STEM, and improve using data.*			
		Extends Beyond Standard	**Meets Standard**	**Developing Standard**	**Getting Started**
		Comprehensive exploration, evaluation, and reflection with detailed documentation.	Multiple solutions evaluated with guidance; thorough documentation.	Some solutions developed, but documentation lacks detail.	Limited engagement in design evaluation; minimal documentation.
3	**Context Integration**	*Connect real-world problems to lesson content and students' lives, emphasizing meaningful learning over activity.*			
		Extends Beyond Standard	**Meets Standard**	**Developing Standard**	**Getting Started**
		Deep integration with reflective, evidence-based reasoning.	Clear, consistent connection between real-world problems and content.	Occasional, vague connections to content.	Minimal connection between real-world problems and content.
4	**STEM Content Integration**	*Link multiple STEM disciplines to show their interconnectivity and engage students at various cognitive levels.*			
		Extends Beyond Standard	**Meets Standard**	**Developing Standard**	**Getting Started**
		Deep, interdisciplinary integration with all cognitive levels engaged.	Clear connections with regular high-level thinking.	Some connections highlighted; inconsistent engagement.	STEM subjects included but loosely connected; limited critical thinking.

5	**Authentic STEM Practices**	*Encourage active participation in real-world STEM practices using technology and open-ended tasks.*			
		Extends Beyond Standard	**Meets Standard**	**Developing Standard**	**Getting Started**
		Independent, creative integration of technology with data-driven solutions.	Active, guided use of technology with self-driven solutions.	Basic exploration with some teacher support.	Minimal, structured use of technology.
6	**Collaboration & Future-Ready Skills**	*Foster critical thinking, collaboration, and creativity in group activities.*			
		Extends Beyond Standard	**Meets Standard**	**Developing Standard**	**Getting Started**
		High-level collaboration and creativity, with full engagement.	Strong collaboration, with effective participation and idea sharing.	Some collaboration, with most students participating.	Weak collaboration with uneven participation.
7	**STEM Career Awareness**	*Introduce students to STEM careers through role models and relevant activities.*			
		Extends Beyond Standard	**Meets Standard**	**Developing Standard**	**Getting Started**
		Thorough career exploration with deep engagement in real-world problems.	Clear career connections with active exploration.	Some career examples and role models introduced.	Rare mention of STEM careers.

Appendix 6 Financial Information and Report of Disclosures

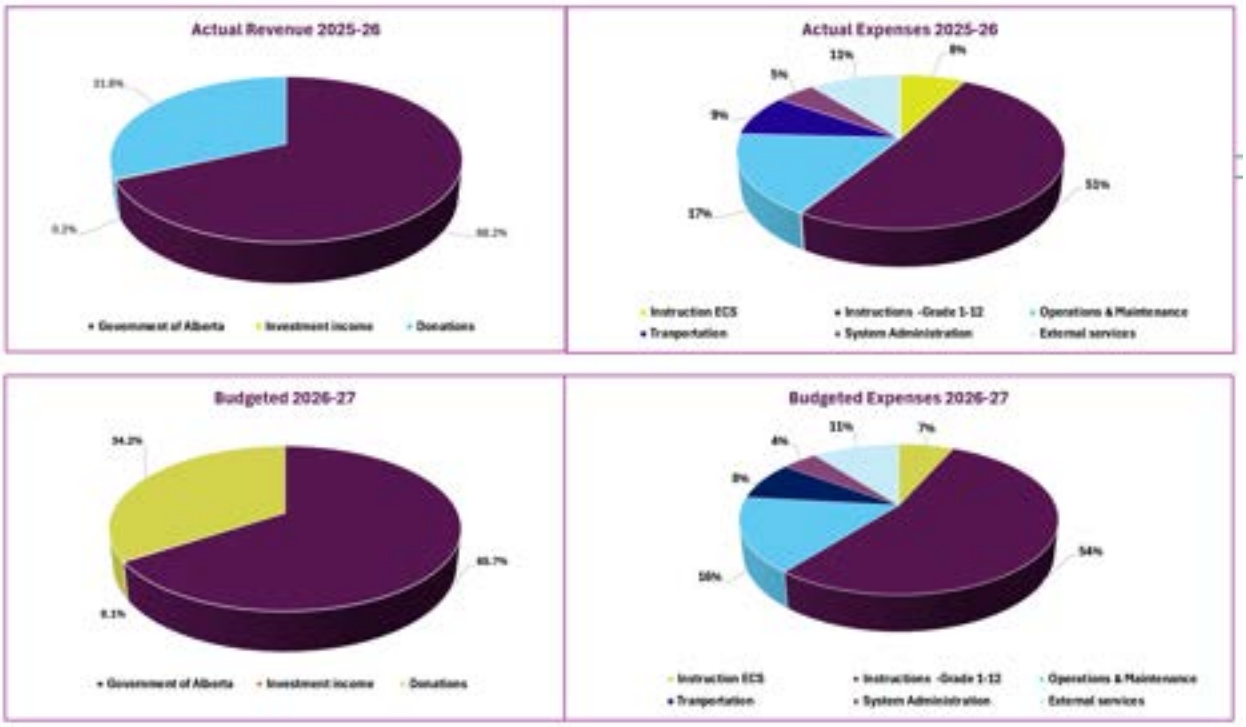
Financial Information

Click here to review the 2025/26 Audited Financial Statements.

MULTI-YEAR FINANCIAL STATEMENTS

STATEMENT OF OPERATIONS

		Comaparable	
		2025-26 Actuals	2026-27 Budget
REVENUE			
	Governemnt of Alberta	2,977,457	3,010,161
	Fees	-	-
	Investment Income	7,632	5,000
	Donations and Other Contributions	1,382,101	1,565,450
	Other Revenue	-	-
	TOTAL REVENUE	4,367,190	4,580,611
EXPENSES			
	Instruction - ECS	328,102	305,444
	Instruction - Grade 1-12	2,202,130	2,474,048
	Operations and Maitenence	734,595	738,688
	Transportation	378,777	380,410
	System Administration	199,772	200,000
	External Services	459,966	482,021
	TOTAL EXPENSES	4,303,342	4,580,611
ANNUAL SURPLUS		63,848	-



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

- There were no disclosures made in the 2025-26 school year.

Link to 2025/26 Annual Education Results Report on the Thrive Elementary School Web Page