

## École Corinthia Park School



*École Corinthia Park School*

## École Corinthia Park School Assurance Plan 2025-26

127 Corinthia Drive, Leduc, AB, T9E 7J2

Phone: 780-986-8404 <https://ecps.blackgold.ca>

**Principal:** Rachel Djordjevic    **Assistant Principal:** Monica Polanica



### **School Profile:**

- École Corinthia Park School is located in Leduc, AB and is a part of the Black Gold School Division. The school is home to 372 students from Pre-Kindergarten to Grade 6.
- ÉCPS is a dual-track school offering programming to students from Kindergarten to Grade 6 in both English and French Immersion.
- Our Pre-K program is known as the EI Program (or Early Intervention Program) which provides three and four-year-olds, with significant learning needs, the opportunity to learn through structured play, experiential lessons and a language-rich environment. The PreK program is also supported by resident Speech Language Pathologists, Occupational Therapists and Youth Care Workers.
- The school's attendance boundaries include Corinthia Park and Phase 11 of Southfork for English students, and for French Immersion, the catchment includes any students who reside on the east side of Highway 2.
- The vast majority of students reside in the urban setting of Leduc; most students are bused to school or take daycare vans, other than those that live in the Corinthia Park area who may walk, and/or those PreK students who are transported by parents.
- At ÉCPS, we strive to learn, play, and foster relationships daily through following the 3 R's: Respect for Ourselves, Respect for Others, and Respect for the Environment.
- ÉCPS has a dedicated staff of two administrators, 17 teachers, 14 Education Assistants, 2 secretares, 1 librarian, 3 custodians, 4 OT's, 4 SLP's, 1 Family School Liaison Worker, and 3 Youth Care Workers who model the Cougar Values to ensure that students feel safe, feel welcome, and are given the opportunities to reach their full potential.
- Enrollment at ÉCPS has been on a decline for the past several years due to an aging community in Corinthia Park and a lack of new move-ins in Phase 11 of Southfork.
- Currently, our EAL population consists of 29 students, and our identified FNMI population includes 33 students.

## **Celebrations:**

- During 2025-26, our school has been undergoing a modernization of several classrooms, the learning commons, the gymnasium, the washrooms and the main office, which has improved the overall functionality and security of our school.
- Our students and staff enjoy the benefits of a very active and dedicated group of parent volunteers who, through the Parents' Association, provide funds for extras like Dance Ed., Duffle Bag Theatre, and Camp Yowachas, as well as run monthly hot dog days, bake sales, popcorn days, and weekly hot lunches. The PA plans amazing all-school events like the Halloween and Spring dances, in addition to providing support to our sports teams, the Arts, and organizing Parent Engagement events on relevant topics such as ADHD and Online Security.
- The Administration, along with the FNMI Lead Teacher, continues to provide PLC time to teachers during our bi-monthly Friday student Assemblies. Assemblies are based on the Seven Grandfather Teachings of the First Nations, Inuit, and Métis people and celebrate virtues such as truth, honesty and respect. Each month Administration and staff provide Character Education to our students through the Grandfather teachings, and once a month, an all-school assembly occurs to celebrate those students who have exemplified the selected Grandfather teaching. Reflection on truth and reconciliation has become a part of all our assemblies.
- With the work of our FSLW (Family School Liaison Worker) and our YCW (Youth Care Worker), along with the Admin team, ÉCPS is able address the continued need for social and emotional supports for our students. This includes collaboration with families and community agencies to provide assistance to students who require it. Often, specialized programming in classrooms as universal supports can also be implemented, such as Kimochis, SuperFlex, and the Zones of Regulation.
- Our students and staff continue to support worthwhile causes such as the Terry Fox Walk and Movember in raising funds for Cancer awareness, research and treatment.
- Through the Leadership Program, students in Grades 4, 5, & 6 are given the opportunity to plan and participate in activities and initiatives that benefit the entire school community.
- École Corinthia Park has a strong athletic program, and many students are eager to participate in sports teams.

### **Celebrations (cont.):**

Cross Country, Basketball, Volleyball, Floor Hockey, Track and Field, and Soccer teams continue to be supported, and our student athletes developed.

- Our staff takes pride in our school and school activities, shown by engaging in a high level of volunteerism (coaching, clubs, events).
- The tradition of Carnaval celebrates the French language and Culture, and takes place in the month of February. Hands-on stations like La tire sur la neige and fun indoor/outdoor activities, such as snow shoe racing, snow painting, and sled racing, are planned for all students of ÉCPS. In addition, French language focused cultural activities are planned throughout the year by a dedicated group of French Immersion teachers. This includes French stations, sampling of authentic foods, and French/bilingual presentations.
- The school continues to provide unique opportunities for students, such as specialized programming in Music and Choir, and fun learning activities such as sledding on our hill during the winter and outdoor education.
- Both the Kindergarten and Grade 6 students take part in a semi-formal Graduation ceremony in June for students and families to enjoy.
- Our Grade 6 students participate in the D.A.R.E. program led by the Division's linked Community Peace Officer.
- Our school's nutrition program continues to provide breakfast snacks and snacks throughout the day for all of our students in the school, as well as lunches for students who experience greater food insecurity.

## Alberta Education Assurance Measures - École Corinthia Park School

### Required Alberta Education and Childcare Assurance Measures - Overall Summary Fall 2025

School: 3211 Ecole Corinthia Park School

Assurance Domain	Measure	Ecole Corinthia Park Sch.			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	<b>86.5</b>	93.3	89.7	<b>83.9</b>	83.7	84.4
	<a href="#">Citizenship</a>	<b>84.3</b>	89.4	89.7	<b>79.8</b>	79.4	80.4
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	<b>81.4</b>	80.4	81.4
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	<b>87.1</b>	88.1	87.9
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	<b>62.5</b>	62.5	62.6
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	<b>15.6</b>	15.4	15.5
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	<b>82.0</b>	81.5	80.9
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	<b>23.0</b>	22.6	21.9
Teaching & Leading	<a href="#">Education Quality</a>	<b>90.4</b>	93.4	93.5	<b>87.7</b>	87.6	88.2
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	<b>89.6</b>	92.3	92.6	<b>84.4</b>	84.0	84.9
	<a href="#">Access to Supports and Services</a>	<b>82.2</b>	83.7	84.4	<b>80.1</b>	79.9	80.7
Governance	<a href="#">Parental Involvement</a>	<b>67.2</b>	82.2	77.4	<b>80.0</b>	79.5	79.1

**Comments on Alberta Education Assurance Measures Results for École Corinthia Park School:**

- ÉCPS continues to achieve results that are above Provincial averages in all categories other than Parental Involvement in completing the survey. We are proud of our teachers and students' efforts in creating a positive environment for learning, growth and development.
- In the spring of 2025, 10 parents completed the Assurance Parent Survey which was a decline from past years (2024 - 12 parents, and 2023 - 12 parents). This year, our Grade 4 team, along with Administration, will promote participation in parent completion of the survey to an even greater extent than previously.
- With the addition of a 0.3FTE Youth Care worker in the school, to service students from Grades K - 6, we foresee an increase in the ability to support our students' emotional needs and promote a greater sense of belonging and safety.
- Through our continued Character Education assemblies and promotion of Truth, Respect, Kindness, and Reconciliation, our students and families will experience a greater common connection and grounding in important principles to be practiced.
- The implementation of visible and targeted professional development opportunities for teachers, in aligning with Division priorities, will support in providing an engaging learning experience for students resonating with personal connection and meaning.

[Black Gold School Division Priorities Document.](#)

Priority Focus 2024-2027						
School Goal 1: Improved Literacy-French /English	** Indicate Alignment with Division Priorities (Success)	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
Grades K-6	All students in Grades K - 6 demonstrate developmentally appropriate knowledge of targeted vocabulary in English or French and are able to read those words, with fluency, using reading strategies that they have learned.	Teachers co-creating learning intentions and success criteria for the focusing on phonics and explicit vocabulary instruction.	Use our Assessment Framework as a guiding document, more opportunities will be created for all-school literacy intervention groups, and targeted vocabulary learning.	Students will be able to read unfamiliar words and improve their reading skills in all subject areas. Consistent review of vocabulary to increase recognition and attach meaning. This knowledge will be displayed in classrooms and hallways.	Evidence of student growth through reading assessments, overall vocabulary knowledge, and student ability to use/understand vocabulary in other domains such as speaking, writing and problem solving. This will be reflected in screener data and PAT results.	Visit another school that does all-school literacy intervention groups. Monitor student growth in phonics and vocabulary. Professional learning related to identifying learning goals, success criteria related to phonics and vocabulary.

Priority Focus 2024-2027						
School Goal 1: Improved Numeracy- French/English	<b>** Indicate Alignment with Division Priorities (Success)</b>	<b>A significant area of concern, need or desire for improvement</b>	<b>What we need to do to address this</b>	<b>What our students will be able to do if we are successful</b>	<b>How we will know we are making progress</b>	<b>Actions we are taking in 2024-2027</b>
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
English K-6	All students in grades K - 6 demonstrate developmentally appropriate knowledge of number sense and basic facts.	Teachers co-creating learning intentions and success criteria for the learning of number sense and basic facts.	Use our Assessment Framework as a guiding document, to create more opportunities for review/ repetition in number sense and practice of basic facts, along with explicit vocabulary instruction in Math. Provide the opportunity for an all-school basic facts practice time.	Students will be able to apply their knowledge of number sense and basic facts, as well as learned math vocabulary (literacy goal), to successfully complete daily math tasks and problem solving. This knowledge will be displayed in classrooms and hallways.	Evidence of student growth and understanding through screener data, assessments and PAT results.	Monitoring student growth in number sense and basic facts. Professional learning related to identifying learning goals, and success criteria for the mathematical basics.

Priority Focus 2024-2027						
School Goal 2: Provide social/emotional support through YCW position	** Indicate Alignment with Division Priorities (Wellness/Engagement and Partnerships)	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
Grades K-6	All Students Grades K-6 have the opportunity for developmentally appropriate support, at school, in furthering their growth of both emotional and social capacities.	Ensure that the YCW's time/ resources are planned strategically to best support the highest areas of need (identified classes & students: daily soft starts, small group work, all class presentations & universal supports, etc.), and to provide opportunities for connection with the general student population.	Administration, FSL and YCW will meet on a regular basis (once per week) to review, plan and discuss the needs of the school and student population to ensure adequate support is provided.	Students/families will develop a greater sense of connection to the school and to school staff. Students will learn new skills in resiliency and strategies in dealing with both conflict and anxiety.,	Students will have a greater capacity for problem solving and exercising resilience. Classroom management and Administrative referrals will be less. Fewer student suspensions will be recorded.	Continue to implement our strategic plan with our YCW in implementing daily soft starts, small group work and all-class presentations/universals in specific and targeted topics of importance (for eg. We Thinkers).



ÉCPS

Goals

2025/2026