



Holy Spirit Catholic School

2025-2026 School Education Assurance Plan

2022 -2026 Division Education Assurance Plan

Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
Goal	Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.	Our students and staff will develop to their fullest potential through multiple pathways.	Staff and student well-being, in mind, body and spirit, will be supported through programming and education.	EICS provides enhanced opportunities to support student success through communication, engagement and partnership.
Division Outcome	Students are provided relevant religious education and faith integration in all curricula.	Students access learning opportunities and supports that address their diverse learning needs.	Support holistic well-being through education and professional development.	Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.
School Strategy	Through sharing and working with grade level partners, teachers will integrate faith into all curriculum areas so that students may understand how God works through us and everything.	Applying the school based Continuum of Supports to support all students learning needs.	Create a common language for students, staff, and families to use to identify and support our holistic wellness (body, mind, and spirit).	Continue to engage volunteers and parents with School Council, School Council activities, and building capacity amongst the roles.
Division Outcome		Students achieve acceptable and excellence in literacy and math/numeracy.	Provide faith filled proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.	
School Strategy		Work with teachers to develop their capacity and understanding to accommodate, adapt and modify specifically in areas of literacy and numeracy.	Build the efficacy of our school staff in responsive interventions and coordination of services for responding to mental health, behaviour and co-regulation needs.	