



ÉCOLE OUR LADY OF THE ROSARY SCHOOL

2017 - 2018

SCHOOL IMPROVEMENT PLAN

Principles of Practice

- We honour our children.**
- We provide a safe and secure environment.**
- We live and proudly proclaim our Catholic Christian faith.**
- We provide quality education in a Catholic environment.**
- We pray as an educational community.**
- We practice servant-leadership.**
- We focus on our mission through clarity of purpose.**
- We value our staff.**

Vision:

Learning, Listening and Following Jesus!

Mission:

École Our Lady of the Rosary School, in partnership with home, church and community, is committed to making Christ known to children through a variety of rich learning opportunities in French or English. We provide all students with a safe and nurturing environment that develops the whole child, fostering their intellectual, social, physical and spiritual growth.

School Profile

École Our Lady of the Rosary School doors opened in November 2007. It is located in the growing resort town of Sylvan Lake. As of September 2017, 382 students are enrolled from Pre-K to Grade Three in this dual track school. An increase of 80 students. Sylvan Lake is a growing, young community. Many services are needed and offered by our school and the community to support young children. Connections between the church, community and the various agencies serve our school and the families well.

École Our Lady of the Rosary is a community that welcomes all students, celebrating their individual strengths and gifts. We strive for academic excellence. Opportunities are provided for varied learning experiences, the focus being to help all reach their fullest potential, using the gifts provided by God. We recognize the need for collaboration between home, school and parish to ensure that programming meets spiritual, social and academic needs. As a school team we will be focused on ensuring that our belief that all children can learn will be reflected in the ways in which we provide instruction and modify activities to meet changing needs. A key element will be increasing opportunities for staff teams to work together in a differentiated learning model, focusing on the gradual release of responsibility. This model encourages us to have necessary supports such as materials, knowledge and skills to ensure that all students are successful.

Sylvan Lake has one Catholic church, Our Lady of the Assumption, serving École Our Lady of the Rosary School and École Mother Teresa School. We have a number of committed families who attend regularly providing strong leadership in the parish. We are blessed with many community connections to draw on

as we strengthen our connections between school and parish.

Trends & Issues at a Glance

One challenge that impacts Ecole Our Lady of the Rosary School is yearly student enrollment increases. Due to lack of space we are required to continue to use our Learning Commons area as a classroom.

We focus on healthy, active living. Our students experience a connection to growing their own whole foods, both in our school garden boxes, and at Hidden Valley Gardens. We focus on the "Zones of Regulation" as a manner of developing problem solving and leadership skills. We also build collaboration, creativity, communication, initiative, productivity, accountability, and responsibility.

We are continuing to expand our knowledge of best teaching practices through the use of the Daily 5 framework, an approach to teaching reading and writing. As well as acquiring a deeper understanding of the Mathematical processes, the nature of math and the use of manipulatives. As a school community we look toward using assessments effectively to plan for varied teaching and learning opportunities that meet the targeted needs of students. Opportunities to work collaboratively will result in a learning environment in which all can be successful. We look forward to Making Christ Known to all students through inclusive education; our community members will know "All are Welcome, All Belong".

Accountability Report Card

Measure Category	Measure	Our Lady of the Rosary 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
Safe and Caring Schools	Safe and Caring	98.8%	100%	100%	89.5%	89.5%	89.3%	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	100%	97.2%	96.6%	81.9%	81.9%	81.5%	Very High	Maintained	Excellent
	Education Quality	100%	100%	100%	90.1%	90.1%	89.6%	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3%	3.2%	3.3%	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9%	76.5%	76.1%	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4%	73.6%	73.2%	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5%	19.4%	18.8%	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83%	82.7%	83.1%	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2%	21.2%	21.5%	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9%	54.6%	53.1%	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3%	60.8%	60.8%	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9%	59.4%	59.3%	n/a	n/a	n/a
	Work Preparation	100%	100%	97.8%	82.7%	82.6%	81.9%	Very High	Maintained	Excellent
	Citizenship	100%	100%	100%	83.7%	83.9%	83.6%	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	98.8%	100%	97%	81.2%	80.9%	80.7%	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	94.1%	100%	92.3%	81.4%	81.2%	80.2%	Very High	Maintained	Excellent

Division Goal: Nourished by grace and a personal relationship with Jesus Christ , we joyfully embrace, live, and teach the Gospel spirit.

What this goal means for our jurisdiction:

Shout joyfully to God, all you on earth. Sing of his glorious name; give him glorious praise. (Psalm 66:2)

Division Outcome D1: Each individual in our school community is immersed in a spirit of Communion with Christ and through catechesis, experience a maturation in his or her profession of faith.

Performance Measures:	Current Results	Average
D.1.1 I believe that all members of our community are provided with opportunities to learn about the Catholic Faith.	100%	100% (2 Yr)
D.1.2 I believe that members of our community have gained an understanding of Sacramental Life and the meaning of Liturgy.	100%	100% (2 Yr)
D.1.3 I believe that our schools promote moral formation in response to the message of the Gospel.	100%	100% (2 Yr)
D.1.4 I believe that our school communities have brought members to a deeper relationship to God through an understanding and participation in prayer.	100%	100% (2 Yr)
D.1.5 I believe that our school communities demonstrate Christian Community.	100%	100% (2 Yr)
D.1.6 I believe our students are empowered with a 'missionary spirit' to be transformational in our society.	100%	100% (2 Yr)

AERR Comments

During the 2016-17 school year the staff decided to the focus on Task 6:"Living in Solidarity: Our students are empowered with a "missionary spirit" to be transformational in our society" during the 2017-18 school year. There is a difference between a school that offers charity and one that focuses on ensuring the students leave our school community with a missionary spirit that enables them to witness their faith through their actions. Through our work with our Parish, our Faith Coach, and the RDCRS school division, staff and students will continue to improve in this area and truly offer a Catholic Educational environment where everything is Christ centered.

Strategies:	Evidence:	Next Steps:
• Students are empowered to live in solidarity by participating in social justice projects that will focus on	• October, 2017 Faith Coach led a collaborative brainstorming session to generate ideas for social justice	• Administration will review the schedule and content of the social justice plan and provide feedback

witnessing our faith with a missionary spirit.	<p>projects.</p> <ul style="list-style-type: none"> • October, 2017 classroom teachers identified with their students a social justice project. • November, 2017 whole school social justice project organized by school council to support families in our community for Christmas. • 1/17 classes completed their social justice project. 	<p>before project is initiated.</p> <ul style="list-style-type: none"> • Each classroom will promote their social justice project through classroom newsletters and our school email. • Celebrate the impact of the social justice projects on social media. • Explore asking our Catholic Women's League to present on missionary experiences during Lent.
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Division Outcome D2: All of our school communities are authentically Catholic.

Performance Measures:	Current Results	Average
D.2.1 I believe that I am a child of God and seek Him in my life.	100%	100% (2 Yr)
D.2.2 I believe the Catholic Faith provides a framework for life and learning.	100%	100% (2 Yr)
D.2.3 I believe the Catholic Faith is permeated into our curriculum so that contemporary culture is critically evaluated in light of 'the truth'.	100%	100% (2 Yr)
D.2.4 I believe the staff of RDCRS witness to others a life lived in relationship with Jesus Christ.	100%	100% (2 Yr)
D.2.5 I believe our students, staff, and parents are honored as distinct and unique but brought together in a spirit of communion.	100%	100% (2 Yr)

AERR Comments

During the 2016-17 school year an awareness and understanding of The Five Marks of Authentically Catholic Schools allowed EOLRS to articulate the extent to which we successfully permeated our faith. We demonstrated that we are distinctly different than our public counterparts. These marks provided us with the necessary criteria to ensure that we continued to grow as an authentically Catholic school.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Ensure teachers are proficient in intentional permeation using the 8 Characteristics of Catholic Identity. 	<ul style="list-style-type: none"> • September, 2017 Faith Coaches received professional development on intentional permeation using the 8 Characteristics of Catholic Identity. 	<ul style="list-style-type: none"> • Administration on December 4th PD will outline the expectations for bi-monthly lessons that identifies one of the 8 characteristics.
	<ul style="list-style-type: none"> • September, 2017 Administrators received professional development on intentional permeation using the 8 Characteristics of Catholic Identity. • All teachers attended Fall LIFT and received professional development 	<ul style="list-style-type: none"> • Administration during collaboration meetings will continue to support the development of the 8 characteristics in the bi-monthly lessons. • Faith Coach will work with each teacher in planning, co-teaching or

	<p>on intentional permeation using the 8 Characteristics of Catholic Identity.</p> <ul style="list-style-type: none"> • October, 2017 our Faith Coach provided all teachers with a lesson plan and the connection to the 8 Characteristics of Catholic Identity. • November, 2017 staff identified how the 8 Characteristics of Catholic Identity support the development of the internal 44 Developmental Assets. 	<p>modeling the use of the 8 characteristics within the classroom.</p> <ul style="list-style-type: none"> • As a staff define proficiency in intentional permeation. • Through walkthroughs look for proficiency in intentional permeation.
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Outcome 1: Alberta’s students are successful

Performance Measure	Results (in percentages)					Evaluation		
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	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	Results (in percentages)					Evaluation		
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	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	98.8%	100%	100%	100%	100%	Very High	Maintained	Excellent
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.	93.3%	93.3%	100%	100%	100%	Very High	Maintained	Excellent

AERR Comments

Ecole Our Lady of the Rosary School continued to provide excellent literacy and numeracy instruction to all learners from Prekindergarten to Grade 2. Professional conversations occurred at all grade levels to ensure that teachers collaboratively used strategies, programs and teaching techniques to meet the needs of all students. In order to know, understand and respond to the diverse learners’ needs and create engaging learning environments, teachers developed and updated student learner profiles

throughout the 2016-17 school year.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Deepen our understanding and implementation of evidence-based instructional strategies in the area of literacy. 	<ul style="list-style-type: none"> • August, 2017 EOLRS French Lead Teacher provided our French Immersion teachers (5 teachers) with an introduction to AIM (Actions in Motion) Language Learning. • August, 2017 our Grade 1 French Immersion Teachers were provided the time to learn about the new Grade 1 French Language Arts program, Lecture en Sante. • EOLRS French Lead Teacher has modeled AIM (Actions in Motion) Language Learning 65 times within our Kindergarten to Grade 3 classrooms. • French Lead Teacher met with our new French Immersion Teachers (4 teachers) 8 times to provide additional support specific to AIM. • 9/19 teachers are using reciprocal teaching as a reading strategy. • October, 2017 we started our first round of LLI in grade 1, 2 and 3. • November, 2017 based on our LLI data we have readjusted our targeted groups. 	<ul style="list-style-type: none"> • EOLRS French Lead Teacher will co-teach weekly AIM lessons in the K-3 classrooms. • Our Grade 1 French Immersion teachers will implement Lecture en Santé. • Grade 1,2 & 3 French Immersion students will demonstrate oral french skills by performing a French play in May. • EOLRS French Lead Teacher will continue to meet with our new French Immersion teachers bi-monthly through our mentorship program. • All teachers (17) will use reciprocal teaching for reading comprehension by June in all subjects. • Continue to provide LLI to students who require intervention. • February, 2018 identify grade 1, 2 & 3 essential writing outcomes.
<ul style="list-style-type: none"> • Deepen our understanding and implementation of evidence-based instructional strategies in the area of numeracy. 	<ul style="list-style-type: none"> • August 2017 Math Lead Teacher provided teachers with the book "Mathematical Mindset" by Jo Boaler. • August 2017 Division Math Lead Teacher reviewed how to implement the MIPI (Math Intervention Programming Instrument). • Grade 2 & 3 teachers (8 teachers) completed the MIPI (Math Intervention Programming Instrument) with their students by September 29, 2017. • October 2017 the Division Math Lead Teacher led professional development using the book "Mathematical Mindset" by Jo Boaler specific to Growth Mindset and 	<ul style="list-style-type: none"> • Continue to use MIPI data to inform classroom instruction for students who require intervention. • Continue the book study using the book "Mathematical Mindset" by Jo Boaler January, February, April and May. • February, 2018 teachers will be informed about the expectation to demonstrate 2 number talk lessons to administrators before the end of June. • In January and February, 2018 Division Math Lead Teacher will provide professional development specific to open ended questions and the use of manipulatives. • Explore how to build capacity with

	<p>number sense.</p> <ul style="list-style-type: none"> • October 2017 Grade 2 & 3 teachers reviewed their MIPI (Math Intervention Programming Instrument) data and identified students in need of intervention. • October 2017 Division Math Lead Teacher modeled math talks for 7 teachers. • November 2017 the Division Math Lead Teacher led professional development using the book "Mathematical Mindset" by Jo Boaler specific to the power of mistakes and struggles and creativity and beauty in mathematics. • November 2017 the Division Math Lead Teacher modeled math talks for 11 teachers. • 	<p>our Math Lead teachers at EOLRS during our April and May PD.</p>
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Outcome 2: The systemic education achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

No Data Available

AERR Comments

We continued to build awareness and celebrate the First Nations, Métis and Inuit culture. With the support of our First Nations, Métis and Inuit team we integrated many different experiences throughout all areas of the curriculum throughout the 2016-17 school year including the 7 Sacred Teachings.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Gain a deeper understanding of First Nations, Métis and Inuit culture. 	<ul style="list-style-type: none"> • August 29, 2017 our staff decided to implement the 7 Sacred Teachings as our school wide monthly celebrations. • October 5, 2017 our First Nations, Métis and Inuit team presented the Sacred Teaching Truth to our PreK to Grade 3 classes. • October 16, 2017 we celebrated our first 7 Sacred Teaching - Truth as a school community. • November 15, 2017 our First Nations, Métis and Inuit team presented the Sacred Teaching 	<ul style="list-style-type: none"> • Our First Nations, Métis and Inuit team will present on the remaining 7 Sacred teachings. • Continue to acknowledge treaty land at our assemblies. • January, 2018 staff will have the opportunity to ask questions to our First Nations, Métis and Inuit team specific to their Social Studies curriculum. • March 5, 2018 our First Nations, Métis and Inuit team will provide PD on residential schools. • 4/1/2018 our First Nations, Métis

	<p>Humility to our PreK to Grade 3 classes.</p> <ul style="list-style-type: none"> • November 20, 2017 we celebrated our first 7 Sacred Teaching-Humility as a school community. • Acknowledgement of treaty land was shared at our Truth and Humility assemblies. • November 27, 2017 our First Nations, Métis and Inuit team presented TQS First Nations, Métis and Inuit Awareness and History to our staff. 	<p>and Inuit team will teach Inuit games to our Pre K to Grade 3 teachers and students.</p> <ul style="list-style-type: none"> • Continue to access the Division First Nations, Métis and Inuit team during the 2017-18 school year. • Continue to align the 7 Sacred Teachings with our virtue assemblies that will take place on; January 15, February 5, March 12, April 16 and May 7, 2018.
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Outcome 3: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	98.8%	100%	100%	100%	98.8%	Very High	Maintained	Excellent

AERR Comments

Ecole Our Lady of the Rosary School created a safe and healthy learning environment by focusing on the needs of our students. We looked at different ways to encourage the students, staff and parents to embrace and apply the 7 Habits of Happy kids at school, home and in the community. We provided our students with opportunities to increase their leadership and citizenship skills. Staff also implemented the "Zones of Regulation" within their classrooms; strategies geared towards helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Create an environment of positive mental health. 	<ul style="list-style-type: none"> • Our Grade 3 students visited our Bethany Buddies 2 times. • Our Grade 1 students visited our Bethany Buddies 2 times. • Our Grade 2 students visited our Bethany Buddies 2 times. • Our Kindergarten students visited our Bethany Buddies 1 time. • September 22, 2017 Kari Lotzien provided professional development to review "Zones of Regulation" with 	<ul style="list-style-type: none"> • Continue with our positive mental health project - "Grass roots of empathy through random acts of kindness- Bridging the Gaps." • Continue to support students in identifying and implementing effective regulation strategies with the support of staff. • A "Zones of Regulation" parent night is scheduled for March, 2018.

	<p>all staff.</p> <ul style="list-style-type: none"> • "The Zones of Regulation" common language is displayed in every classroom and used by staff and students. • Self regulation tools are being used by students. 	
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Outcome 4: Alberta has excellent teachers, and school and school authority leaders

No Data Available

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	99.2%	94.4%	98.1%	97.2%	100%	Very High	Maintained	Excellent

AERR Comments

Our teachers attended two PD sessions throughout the year which allowed for continuity of messaging within District LIFT priorities. The outcome was the continuity and implementation of LIFT session goals in the classroom and our school community. We continued to establish the importance of literacy structures and strategies. In the area of numeracy, teachers learned the overarching concepts of teaching math versus numeracy. Our Tech Coach supported teachers to enhance technology integration. As well, in order to support our new teachers, our Assistant Principal provided a weekly Mentorship program throughout the 2016-17 school year. New teachers were also supported by our Faith Coaches throughout the year.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Through the Leadership for Learning opportunity teachers continue to be provided with embedded time to meet and collaborate. 	<ul style="list-style-type: none"> • Our grade 3 teachers collaborated 12 times to discuss effective instructional practices. • Our grade 2 teachers collaborated 12 times to discuss effective instructional practices. • Our grade 1,2 & 3 French Immersion teachers collaborated 12 times to discuss effective instructional practices. • Our grade 1 teachers collaborated 12 times to discuss effective 	<ul style="list-style-type: none"> • Our PreKindergarten, Kindergarten, Grade 1, 2 & 3 teachers will continue to meet to discuss best practices and analyze data during the 2017-18 school year. • Administration will continue to join grade teams during collaboration.

	<p>instructional practices.</p> <ul style="list-style-type: none"> • Our Kindergarten teachers collaborated 12 times to discuss effective instructional practices. • Our Pre K teachers collaborated with their Pre K colleagues in our Division on October 30, 2017 to discuss effective instructional practices. 	
<ul style="list-style-type: none"> • Support excellence among teachers through continued implementation of our Mentorship Program. 	<ul style="list-style-type: none"> • Our Vice Principal met with our new teachers 8 times. • Weekly individual conversations have occurred between our Vice Principal and new teachers. 	<ul style="list-style-type: none"> • Bi-monthly meetings will continue to occur throughout the 2017-18 school year. • Weekly individual conversations will continue to occur between our Vice Principal and new teachers.
<ul style="list-style-type: none"> • Provide students with opportunities to enhance and be exposed to Fine Arts, Leadership and Active Living. 	<ul style="list-style-type: none"> • October, 2017 students from Grades 1, 2 and 3 were invited to join our school choir. • October 5, 2017 interactive games were painted on our playground sidewalks. • October and November, 2017 our choir met 7 times. • October, 2017 Intramurals began for our Grades 1,2 and 3 students. • October 24, 2017 Grade 3 students were invited to become a "Recess Ranger". • October 24, 2017 Grade 3 students were invited to apply to be a part of our EOLRS "Leadership" team. 	<ul style="list-style-type: none"> • EOLRS choir will perform at our Advent mass, Advent concert and perform a Spring concert. • Intramurals will continue to be offered to our students throughout the 2017-18 school year. • "Recess Rangers" will provide various games for students at recess. • EOLRS "Leadership" team will be present at school events.

Outcome 5: Alberta's education system is well governed and managed.

Performance Measure	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
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.	100%	76.9%	100%	100%	94.1%	Very High	Maintained	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.9%	90.9%	100%	100%	98.8%	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.9%	100%	100%	100%	100%	Very High	Maintained	Excellent

AERR Comments

School Council continued to be extremely involved in the planning and organizing of events during the 2016-17 school year. We continued to provide parents and teachers with many opportunities to give input on school based decisions through conversations, monthly staff meetings, and monthly School Council meetings.

Strategies:	Evidence:	Next Steps:
<ul style="list-style-type: none"> • Provide opportunities for parents and teachers to share thoughts and feedback on events and learning opportunities that impact the school community of ELORS. 	<ul style="list-style-type: none"> • Invitation via email, Facebook and Twitter was sent to all parents September 12, 2017 to attend our September 18, 2017 school council meeting. • School council had their budget meeting October 14, 2017. • School council has had 4 meetings. • November 20, 2017 parent council was invited to complete the Red Deer Catholic Schools parent survey. • November 20, 2017 staff were invited to complete the Red Deer Catholic Schools staff survey. 	<ul style="list-style-type: none"> • Continue to invite and encourage parents to participate in school events and decision making. • Continue to invite parents to our monthly school council meetings. • March 2018, a survey will be sent to parents. • Through our open-door policy, continue to listen and take into account the ideas and feedback provided by our school community.
<ul style="list-style-type: none"> • Continue to provide parents, trustees and Senior Administrators with timely information and invitations to attend events at EOLRS. 	<ul style="list-style-type: none"> • August 30, 2017 parents and students were invited to "Meet the Staff" prior to the beginning of the school year. • Our school office created a parent group email to send all reminders and events occurring in our school. • Parent council offered an online hot lunch program for the 2017-2018 school year starting October 5, 2017. • EOLRS has sent 12 "Week at a Glance" emails to our parent community. • Teachers are using Remind 101, email and monthly newsletters as a form of communication with their parents. • School Appointments Online was used to book November, 2017 parent/teacher interviews. • Our social media team posted school events on a weekly basis on Social Media. • November 20, 2017 parent council was informed of our new reporting 	<ul style="list-style-type: none"> • Invite our parents to "Meet the Staff" August 30, 2018. • Continue sending reminders and events via email, Facebook, Twitter and Instagram to our parents. • Meet with our Division's Communications Department in the Spring to discuss effective means of communication. • Keep our school trustee and Senior Administration informed on the events and celebrations happening within our school community. • Continue to send our "Week at a Glance" each Friday. • Teachers will continue to use the Remind 101, weekly emails or monthly newsletters to communicate with and inform parents about events in their classrooms.

	program Edsby to be implemented in 2018.	
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