



SCHOOL EDUCATION PLAN and ASSURANCE REVIEW for the 2022-23 SCHOOL YEAR

SCHOOL: Pine Street Elementary School **PRINCIPAL:** Tracey Arbuthnott

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Administrative Staff:

Principal: Tracey Arbuthnott

Assistant Principal: Murray Howell

Counselor: Kayla Rusnell – 0.5 full time equivalent (FTE)

Pine Street Elementary Overview:

- Pine Street Elementary School opened in September 1963.
- Pine Street Elementary School is an open boundary school for the 2022/23 school year.
- Regular inclusive programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- Our 2022-2023 enrolment is approximately 360 students, which includes 67 students in Division Programs (described below).
- The school staff is comprised of 18 certificated teachers and 15 classified support staff.
- We offer Four Division Special Needs Programs, PALS (Play And Learn at School) and Connections Program (Autism Program)

School Motto:

- "A School of Dignity and Respect"



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Our Mission:

- Our safe and caring school community is built upon meaningful relationships and is committed to providing quality learning opportunities where students achieve academic excellence and become responsible global citizens.

Our Vision:

- We act in a manner that models respect and responsibility and recognizes the inherent dignity and worth of all individuals.
- We endeavor to create confident, caring children through meaningful relationships that are founded upon a belief in empowerment and trust.
- We work collaboratively as a professional learning community building upon a tradition of best practices, so that all students can achieve high standards academically, socially, and behaviorally.
- We interact with students in a manner that promotes creative and critical thinking skills.
- We share and celebrate student, staff, and community accomplishments with pride.
- We welcome students, parents, and community members to be active participants of our learning community.

Our Beliefs:

- All children can grow and experience success when provided with meaningful and engaging ways to learn.
- Children have the best opportunity for growth when home and school work together collaboratively.
- The inclusion of 'student voice' contributes to the overall positive learning environment.
- The most successful children are those who take responsibility for their learning and for their actions.

Programming Highlights:

- The school offers two full-day kindergarten programs. The first is scheduled on Mondays, Wednesdays, and alternating Fridays, and the second is on Tuesdays, Thursdays, and alternating Fridays.
- Pine Street Elementary School has four PALS programs. PALS is early intervention pre-kindergarten programming at EIPS, designed to support children between the ages of two years, eight months and four years, eight months (by September 1 annually) in reaching emotional, social, intellectual,



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and physical developmental milestones. PALS programs are founded on three principles: play-based learning, literacy-rich environments, and emergent curriculum.

- We also have a Connections Program for students in grades one through three. The Connections Program is for students who have been identified with autism spectrum disorder (ASD). ASD can result in difficulties in communication, social relationships, behavior, or learning. Although some students with ASD achieve at or above grade level, many have an uneven or delayed achievement or have difficulty communicating their level of understanding with others. This program is designed to support the academic, social-emotional, and self-regulation needs of students with the diagnosis of ASD. The classroom teacher receives consultative support from a multidisciplinary team and creates differentiated programming supported by an Instructional Support Plan (ISP).
- All kindergarten to grade 6 classes are inclusive where students with diverse learning needs are integrated into their grade peer group specific classrooms.

EIPS' PRIORITY: Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: More students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments.

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidenced-based practices to enhance the quality of teaching, learning and leading.

SCHOOL GOAL 1: By building capacity for all teachers to implement research-based instructional practices in their classes with a focus on incorporating the techniques supported by the educational research of Marzano "Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement" all classes will demonstrate growth through STAR Reading and STAR Math, teacher assessments, and student portfolios.

STRATEGIES:

FOCUS YEAR: 2022-23



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- This goal centres on research-based effective teaching practices and implementing these techniques throughout the school community. We will continue our journey with a focus on incorporating the teaching techniques supported by the educational research of Marzano “Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement,” which focuses on implementing research-based strategies for classroom instruction and correlates directly with increasing student achievement.
- We will also focus on the work of Shelley Moore and her differentiation and inclusion models, as well as the use of Universal Design for Learning aspects to refine and enhance teaching and learning practices. Our goal is to create effective learning environments where all students experience growth in achievement and great success.
- Conversations will continue around the implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, meditative questioning, etc.
- Staff will focus on asset/strength-based approaches to empower our students’ learning and teach to students’ strengths using multiple intelligences strategies and learning and teaching styles.
- We are a student-achievement and data-informed school. We use standardized tests for the assessment of reading (STAR Reading), Math (STAR Math), and Provincial Achievement Test (PAT) measures. We also use teacher insights, experience, and professional judgment to drive and guide our educational practices to meet the diverse needs of our students.
- We will continue to support staff training and promote the implementation of the Fountas and Pinnell: Leveled Literacy Intervention program, math benchmarking, the Math Equals manipulatives kits, along with the continued use of the Division’s writing continuum throughout our classrooms.
- Staff will employ a variety of technological resources (i.e., Chromebooks, iPads, Google Apps for Education, Brightspace, Learn Alberta, Raz Kids, etc.) to assist with differentiating instruction and finding appropriate levelled resources and modifications for our emergent learners.
- Staff will utilize and refine the methodologies of Readers’ and Writers’ workshop using strategies and techniques suggested in resources such as the Program of Studies, EIPS Writing Continuum, Daily 3 for Mathematics, Daily 5 for Literacy, and Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFE) techniques in classrooms to meet the learning needs of our students and complement the professional practices and preferences of our teaching staff.



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- Staff will engage students in mathematical thinking by utilizing resources such as Math Makes Sense along with Number Talks, Math Warmups, hands on activities, Daily 3, Math Journaling, etc.
- Promoting staff involvement in professional learning community (PLC) meetings and developing mentor/grade level cohorts that encourage staff collaboration and collegial support. In addition, certificated staff will share research-based effective teaching and best practices with one another at staff meetings and during grade group collaboration.
- Build consistent procedures throughout the school to improve transitions from classroom to classroom from year to year.

MEASURES:

- 5% improved overall student achievement on the STAR Reading and Math in all grades and PATs in Grade 6 over the next 2 years.
- Use the STAR and PAT results, as well as classroom assessments, to guide teaching practices and programming decisions that allow for differentiation of instruction for our students.
- 5% increase in student engagement via the Alberta Assurance Survey.
- Common school-based practices and procedures throughout the school. For example, hallway behavior, classroom sign out, etc.
- Build a collaborative school culture where all staff feel comfortable actively seeking advice and expertise from one another.
- 3% increase in staff/parent satisfaction performance measure on the Alberta Assurance Survey.
- 100% of staff will create their Professional Growth Plan (PGP) and meet with administration at the beginning, middle, and the end of the year to review and reflect on their individual professional practices.
- Increase the use of student self-evaluation, reflection, and feedback tools to assess individual academic performance.
- Implementation of student portfolios to show evidence of growth throughout the year.



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- Every student will do a writing sample at the beginning, middle, and end of the year to highlight their growth and writing gains throughout the school year.
- We will continue to use the STAR Reading assessment three times a year to gather data on student growth and literacy development.
- We will implement the new STAR Math assessment three times a year to gather data on student growth and numeracy development.

RESULTS:

Pine Street Elementary has enhanced student learning by focusing on research-based teaching practices. We did this through a book study with staff that occurred during our staff meetings. Last year’s (2022-23) book was Classroom Instruction that Works “Research Based Strategies for Increasing Student Achievement” Second Edition, Based on Marzano’s work and updated by Ceri Dean, Elizabeth Hubbel, Howard Pitler and Bj Stone. This has had a positive impact on our student’s achievement via multiple school assessments as well as the Provincial Achievement results. This year’s (2023-24) book study is ‘What Great Teachers do Differently’ by Todd Whitaker.

We have defined research-based classroom and school procedures to create consistency for students throughout the school. We have also used cross grade collaboration such as classroom buddy activities, special events such as subject specific activities (Book Bistro) as well as opportunities for teachers to share best practices through peer classroom observations and staff meeting peer sharing presentations. We also do a weekly (Friday) Current Educational article that go into all staff’s mailboxes dealing with updated educational practices and research related to our school goals.

Assurance Survey Spring 2023 School Results Pine Street School

Student Growth and Achievement S.1 Student Learning Engagement Detail Parents response	2022	2023
The literacy skills your child is learning at school are useful	88	100



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The numeracy skills your child is learning at school are useful	75	96
Teaching & Leading A.4 Education Quality Detail Parents response	2022	2023
Your child clearly understands what they are expected to learn at school	63	79
Your child finds school work challenging	88	88
Your child finds school work interesting	75	75
Your child is learning what they need to know	63	75

2022-2023 EIPS Annual Feedback Survey: Parents and Caregivers

Parents Agree or Strongly Agree - top two responses.

	2021-2022	2022-2023
Q10 My child's learning the knowledge, skills and attitudes necessary to be successful in life.	78.49	82.22
Q12 How satisfied are you with the quality of teaching at your child's school?	87.02	93.34
Q22 The school keeps me informed about my child's progress and achievement.	84.93	88.64

Provincial Achievement Exams		Pine Street	EIPS	Prov
Grade 6 English	Acceptable Standard	100	91.3	76.2
	Standard of Excellence	20.5	27.7	18.4
Grade 6 Math	Acceptable Standard	86.4	84.4	64.4
	Standard of Excellence	34.1	26.5	15.8



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Grade 6 Science	Acceptable Standard	88.6	83.8	66.7
	Standard of Excellence	43.2	34.9	22.5
Grade 6 Social	Acceptable Standard	77.3	79.5	66.3
	Standard of Excellence	29.5	28.6	18.5

Star Literacy and Numeracy

Literacy

Grade ones had an overall growth in Grade level of achievement of 2.04.
 Grade twos had an overall growth in Grade level of achievement of 1.11.
 Grade threes had an overall growth in Grade level of achievement of 0.73.
 Grade fours had an overall growth in Grade level of achievement of 1.0.
 Grade fives had an overall growth in Grade level of achievement of 1.51.
 Grade sixes had an overall growth in Grade level of achievement of 0.62.

Numeracy

Grade ones had an overall growth in Grade level of achievement of 1.93.
 Grade twos had an overall growth in Grade level of achievement of 0.93.
 Grade threes had an overall growth in Grade level of achievement of 0.72.
 Grade fours had an overall growth in Grade level of achievement of 1.0.
 Grade fives had an overall growth in Grade level of achievement of 1.06.
 Grade sixes had an overall growth in Grade level of achievement of 1.43.

(EYE-TA) Early Years Evaluation Kindergarten

- Awareness of Self and Environment Pretest 77.5% Posttest 95.5%
- Social Skills and Approaches to Learning Pretest 78.5% Posttest 86%
- Cognitive Skills Pretest 62% Posttest 96%
- Language and Communication Pretest 86.5% Posttest 91.5%
- Physical Development Fine Motor: Pretest 77% Posttest 98%
- Gross Motor: Pretest 91% Posttest 96%



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- Responsive Tiered Instruction Pretest 54.5% Posttest 89.5%

EIPS' PRIORITY: Priority 1: Promote growth and success for all students.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: More students are supported and prepared for life beyond high school.

Priority 2: Enhance high-quality learning and working environments.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, management, and investment in Division infrastructure.

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL 2: Building capacity for all teachers to implement critical thinking, problem solving, and creativity teaching strategies in ELA and Math, so that all students demonstrate growth through STAR Literacy and Numeracy as well as teacher assessments and student portfolios.

STRATEGIES:

FOCUS YEAR: 2022-23

- Focusing on the cognitive, affective, and sensory domains as outlined in Bloom's Taxonomy of cognitive learning and thinking. Bloom's Taxonomy is displayed in all the classrooms and referenced with grade specific explanations, definitions, and wording. This facilitates and enhances student metacognition by promoting higher levels of processing and parsing learning objectives into levels of complexity.
- Using cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.
- Continued use of Fountas and Pinnell intervention tools and Leveled Literacy Intervention kits to promote literacy development and student growth.



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- Implement a fall, winter, and spring writing sample for all student's classroom portfolios and reference the Elk Island Public Schools (EIPS) writing continuum to assist with leveling our student's writing and showing individual gains throughout the school year.
- Using rubrics and exemplars when developing students' learning expectations by co-constructing assessment criteria and self-assessments with our students (Sandra Herbst).
- Implementing a variety of web-based applications and technologies in classrooms and individual lessons to enhance inquiry methods (i.e. Google Apps for Education, Raz Kids, Brightspace, etc.).

MEASURES:

- 5% increase in student achievement as seen through the STAR Literacy and Numeracy and the Grade 6 PATs.
- 90% of students will be able to identify levels of Bloom's Taxonomy in accordance with their thinking strategies.
- Individual student portfolios will demonstrate student growth throughout the year.
- School and classroom assessments will be adapted to incorporate Bloom's Taxonomy, higher levels of thought, and metacognition processes.
- The school will use a common language of thought processes based on Bloom's taxonomy and metacognition processes.
- Promote professional development sessions in critical thinking, reasoning, and problem-solving. Students will be able to use metacognition strategies to verbalize their thinking skills as they are solving problems.
- In applicable situations every class will participate in co-constructing criteria and self-assessment with their students (Sandra Herbst).
- Linking STAR results, Guided Reading Levels, Fountas and Pinnell benchmarks, and Raz Kids to accurately assess student achievement levels.

RESULTS:

Pine Street Elementary has enhanced student critical thinking and problem solving by implementing the use of Bloom's Taxonomy and metacognition strategies in every classroom. We have made Bloom's Taxonomy accessible to all learners by scaffolding learning opportunities and focusing on age-appropriate language and visual cues. We have



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linked real world experiences to the learning objectives being taught through the use of technology and inquiry-based instruction.

Last year (2022-23), we had Nadine Silveira come in during a PL day to talk about mathematical thought processes and how to facilitate higher levels of mental processing in our students. We are having her back this January (2023-24) to continue building this capacity with our staff. The staff have structured questions to be open-ended, evoking more thoughtful and higher-level responses from students. Lesson delivery is focused on increasing student inquiry and level of critical thought. Students are encouraged to stretch their thinking skills, explore various strategies, and generate individual solutions to enhance their understanding. This year (2023-24), all our teachers signed up for their appropriate level of Early and Middle Literacy intervention in-servicing with Tamara Martin Spady and Kristen Rosato.

Assurance Survey Spring 2023 School Results Pine Street School

Student Growth and Achievement S.1 Student Learning Engagement Detail Parents response	2022	2023
Your child is learning what they need to know	63	75

Teaching & Leading A.4 Education Quality Detail Parents response	2022	2023
Your child clearly understands what they are expected to learn at school	63	79
How satisfied or dissatisfied are you with the quality of education your child is receiving at school	75	88
How satisfied or dissatisfied are you with the quality of teaching at your child's school	75	83



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2022-2023 EIPS Annual Feedback Survey: Parents and Caregivers

Parents Agree or Strongly Agree - top two responses.

	2021-2022	2022-2023
Q10 My child's learning the knowledge, skills and attitudes necessary to be successful in life.	78.49	82.22
Q12 How satisfied are you with the quality of teaching at your child's school?	87.02	93.34

EIPS' PRIORITY: Priority 2: Enhance high-quality learning and working environments.

GOAL 1: POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful, and safe.

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

Priority 3: Enhance public education through effective engagement.

GOAL 1: CAREGIVER ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

SCHOOL GOAL 3: By providing meaningful regular opportunities to engage in supporting student learning through positive school culture events that promote the academic, emotional, and social needs of students, Pine Street School will see a growth in staff and student engagement in school and parent/caregivers satisfaction with the quality of education their children experience as measured through the annual Provincial Assurance and EIPS surveys.

STRATEGIES:

FOCUS YEAR: 2022-23



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- Promote a liberal art (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.
- Continue the recognition system for the students who demonstrate positive role modeling within the school by having staff “catch” students doing the right thing and highlighting these positive behaviors with sunshine calls home and motivational promotional items.
- Continue the multi-prong approach to our First Nations, Métis and Inuit education to promote cultural exposure and acceptance of diversity within our student population (i.e. blanket exercises, land-based learnings, author visits, EIPS’ consultant visits, referencing the Seven Sacred Teachings in our character education and school community, incorporating Indigenous games and literature, implementing Edu-Kits and Indigenous resources in the classroom setting, etc.).
- Continue to build student resources to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGBTQ using the Altview organization and their presentations on acceptance (diversity, equality, human rights, etc.).
- Encourage community involvement that will have a positive impact on our students’ learning and sense of school community by inviting community members into the school and promoting special visits to and from senior’s lodges, Capital Health facilities, Drug Abuse Resistance Education (DARE), Saffron, Altview organizations, Linking Generations programing with seniors, etc.
- Provide opportunities for students and staff to be involved in planning various leadership school activities, such as the March Madness reading competition, EIPS Speech Competition, Food Bank drives, athletic clubs, Christmas concert, Terry Fox Run, Read-in-Week, volunteer appreciation, classroom buddies, etc.
- Utilize Strathcona Family and Community Services Solutions Navigators for those families facing life challenges and requiring support outside of the school’s responsibilities.

MEASURES:

- 2% increase in staff engagement via the Alberta Assurance survey.
- 2% increase in student engagement via the Alberta Assurance survey.



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- 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Assurance survey.
- All staff will have a better understanding of the cultural direction of the school and contribute to the overall positive climate and welcoming approach. Staff are focused on their strengths and are encouraged to share their ideas and be actively involved in creating a safe and positive learning and working environment.
- Promotion of Professional Learning Communities (PLCs), grade cohorts, Brightspace cohorts, etc.
- Staff feel more comfortable seeking guidance from other staff members who have specific experience or expertise to share.

RESULTS:

Pine Street Elementary has continued to build on its safe, nurturing, and motivating school culture using community and school-based events such as the Christmas Concert, family dances, a family movie night, volunteer appreciation events, Terry Fox Run, community cleanup, monthly hot lunch program, choir visiting senior community groups, and working with the Adopt a Grandparent program with our Grade 3 class. Daily, we have numerous volunteers in our building working with our students with many classroom activities and giving our students opportunities for individual and small group activities and practice.

The philosophy that Pine Street Elementary is a school of dignity and respect continues to be reinforced daily not only in the mantra repeated on our announcements but also has been incorporated into a variety of interactions, procedures, and physical structures throughout the school. We continue to build on our positive school atmosphere through character education and student leadership opportunities. We have a positive office referral program where students who are living the mantra of dignity and respect are positively recognized. Last year, we had 410 positive office referrals and 30 negative office referrals.

As a school community, we have and will continue to implement First Nations, Métis and Inuit culture through FNMI consultant visits, Blanket Exercises, and the Seven Sacred Teachings programming. We also have had a monthly smudge with Jeremy Albert and our Indigenous students. We also added 'First Nations' Friday' this past year, providing weekly teachings and understandings to the students and families through morning announcements and the



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school blog. We also had our first Tea and Bannock Night where Jeremy Albert facilitated a smudge and walked our attending Indigenous families through the Indigenous floor map in our gym.

Although we certainly have come a long way with our third goal we certainly still have areas of growth dealing with parental involvement or at least that perception when looking at Satisfaction with Program Access and At-Risk Students Supports. We have started inviting Strathcona Family and Community Services to attend our Parent Teacher interview nights to help support families that are needing other supports outside of what the school can offer.

Assurance Survey Spring 2023 School Results Pine Street School

Student Growth and Achievement A.6 Citizenship Detail Parents response	2022	2023
Students at your child's school follow the rules	63	100
Students at your child's school respect each other	63	83
Your child is encouraged at school to try their best	75	92

Learning Supports W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail Parents response	2022	2023
Students at your child's school care about each other	63	75
Students at your child's school respect each other	63	83
Students treat each other well at your child's school	63	88
Teachers care about your child	75	92
Your child is safe at school	63	100
Your child is treated fairly by adults at school	63	88



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Your child's school is a welcoming place to be	75	88
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B.4 Safe and Caring	2022	2023
Parents response		
Students treat each other well at your child's school	63	88
Teachers care about your child	75	92
Your child is safe at school	63	100
Your child is safe on the way to and from school	100	100
Your child is treated fairly by adults at school	63	88

2022-2023 EIPS Annual Feedback Survey: Parents and Caregivers

Parents Agree or Strongly Agree - top two responses.

	2021-2022	2022-2023
Q6 My child's encouraged to do their best.	87.34	88.89
Q9 My child has an understanding of First Nations, Métis and Inuit culture and history.	70.89	82.22
Q14 My child's school encourages my child to be a responsible, respectful and engaged citizen.	77.92	88.89
Q15 School staff care about my child. 93.34%	84.42	93.34
Q17 My child's school is safe.	89.61	95.55
Q22 The school keeps me informed about my child's progress and achievement.	84.93	88.64
Q23 There is open and honest communication within my child's school.	76.72	84.09
Q26 Elk Island Public Schools appreciates the opportunity to stay connected with parents about news, activities, programs and other matters	76.72	93.19



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of importance. What is your impression of the communication you receive from your child's school?			
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