



**Central Okanagan
Public Schools**

Together We Learn

School Community Student Learning Plan

Vision:

Together We Learn.

Purpose:

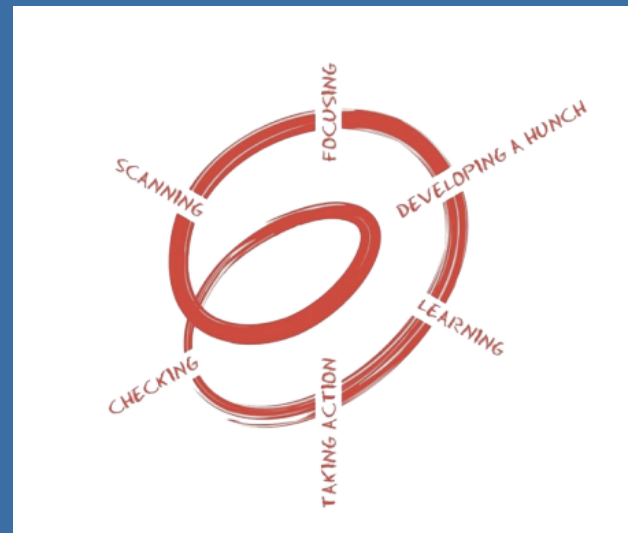
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

- [District Strategic Plan](#)
- [Spirals of Inquiry Playbook](#)
- [Equity in Action Agreement](#)



**Equity in Action Agreement
for Truth & Reconciliation**

2020 - 2025

Lil'wat - Sg'kw Resilience
Sheldon Lewis / KSS Art Students / Timothy Moore, Art Teacher
KSS Moral Project

Fostering Indigenous student success through the lens of equity



School Community Student Learning Plan



Central Okanagan
Public Schools
Together We Learn

School

Dr. Knox Middle School

School Year

2025-2026

Principal

Nina Ferguson

Vice Principal

Kevin Auclair
Rebecca Austin



Student Population

1,062



ELL

89



Indigenous

119



Children in Care

10



SPED

168



School Level

Middel School



Grades

Gr.7 Gr.8 Gr.9



School Based Teachers

62



Family of Schools

Central Family of Schools



School Type

Dual Track French Immersion



Administrators

3



School Based Support Staff

40



School Learning Story

Background

Dr. Knox Middle School Learning Priorities

Aligned with the district's vision "Together We Learn," École Dr. Knox Middle School remains committed to providing a safe, inclusive, and equitable learning environment where all students are supported to thrive as global citizens.

At DRK, each year is not a fresh start, but an opportunity to go deeper in our collective learning. Our work continues to build intentionally on prior years, strengthening both our instructional practices and our connected school culture.

School Learning Story: Key Priorities

1. Strengthening Literacy Across the Curriculum

Our focus on literacy has evolved from building awareness to deepening practice. This year, through staff meetings, Implementation Day, and ongoing collaborative structures such as Literacy in Action, we have strengthened our shared understanding that we all teach literacy.

Grounded in student data, our work has shifted toward explicitly developing thinking for understanding ("brain reading") alongside already strong decoding skills.

Actions Implemented:

School-wide focus on the 5 Thinking Strategies (Connect, Question, Visualize, Infer, Transform) as a common instructional framework across subject areas.

Implementation Day learning connecting literacy, Indigenous perspectives, and student data to instructional practice.

Ongoing professional learning through:

Staff meetings (mini learning cycles and "Little Bit of Lit" sessions)

Literacy in Action collaborative sessions focused on planning from data and deepening practice

Increased focus on reading identity, helping students see themselves as capable, developing readers across disciplines.

Evidence of Impact:

Staff using a common language and shared strategies across curricular areas

Increased alignment between assessment data and instructional responses

Strong foundational reading skills with growing emphasis on higher-order thinking and comprehension

Next Steps:

Continue embedding thinking strategies consistently across all subject areas

Use literacy data more precisely to target "brain reading" instruction

Expand opportunities for collaborative inquiry and classroom-based application

2. Fostering an Inclusive and Social-Emotional Learning (SEL) Culture

Our SEL work has deepened from awareness to intentional, school-wide integration. Using the CASEL framework, we have focused on embedding SEL both explicitly and through daily classroom practice.

This year, our efforts have been anchored in creating connections—within classrooms, across grade levels, and throughout the school community.

Actions Implemented:

Implementation of a structured SEL and literacy learning sequence across the year, aligning CASEL competencies with classroom practice

Ongoing staff learning through Implementation Day and staff meetings focused on:

CASEL competencies

Classroom integration of SEL

Creating supportive and inclusive learning environments

Expansion of Falcon Flocks as a key structure to:

Build cross-grade relationships

Strengthen belonging and identity

Create consistent opportunities for connection and community

Continued use of school-wide SEL lessons, shared language, and reflection practices

Evidence of Impact:

Increased student sense of belonging and connection across the school

Stronger alignment of SEL language and practices across classrooms

Growth in student participation, leadership, and positive peer interactions

Next Steps:

Continue strengthening the connection between SEL and academic learning

Deepen student voice and reflection within SEL experiences

Further embed Falcon Flocks and school-wide structures to sustain belonging



School Scan

How we will gather Evidence

School-Wide Evidence Collection

At DRK, evidence collection is an ongoing process that supports inquiry, connection, and responsive instruction.

Assessment Data

We review school-wide reading and writing data, report card information, and assessment trends. This year, we have focused more intentionally on the distinction between foundational reading skills and higher-order comprehension to better target instruction.

Classroom-Based Evidence

Teachers use formative and summative assessments to guide instruction, with increasing emphasis on how students apply the five thinking strategies across subject areas.

Student Voice

Student voice is gathered through surveys, reflections, and SEL structures, helping us understand student engagement, sense of belonging, and developing learner identity.

Staff Collaboration and Professional Learning

Staff meetings, Implementation Day, and Literacy in Action sessions support collaborative analysis of evidence and alignment of instructional practices.

Focused Evidence for Priority Groups

We continue to prioritize equitable outcomes through targeted evidence collection:

Indigenous Learners: Engagement, achievement, and connection to learning, guided by First Peoples Principles

Learners with Diverse Needs: IEP goals, progress monitoring, and classroom-based supports

Learners in Care or with Complex Needs: Ongoing communication with district teams to monitor well-being, attendance, and progress

English Language Learners: Language acquisition data and classroom evidence to guide supports

Ongoing Reflection and Responsiveness

Our learning plan builds over time. We use evidence to reflect, refine, and respond to the evolving needs of our learners, ensuring each student feels connected, capable, and supported.

Type of Student learning	Description	Trends and Patterns
Student Learning Surveys	Student scan	Students seeking connection and sense of belonging Some decrease in number of students identified in the Upstream Scan
Other	Staff scan(s) School Learning Priority Scan Middle School Attributes Scan	<p>Intentional Literacy Focus Staff are aligned around the five thinking strategies, with a clear shift toward teaching thinking for understanding through staff meetings, Implementation Day, and Literacy in Action.</p> <p>Data-Informed Instruction Assessment data is being used more precisely to target "brain reading," guiding instructional responses across classrooms.</p> <p>Structured SEL Integration A school-wide SEL learning sequence aligned with the CASEL competencies is supporting consistent, embedded practice.</p> <p>Falcon Flocks and Connection Falcon Flocks are strengthening belonging, cross-grade relationships, and overall student connection.</p> <p>Aligned Professional Learning Staff learning is cohesive and ongoing, connecting Implementation Day, staff meetings, and collaborative literacy sessions to classroom practice.</p> <p>Consistency and Shared Language Increased alignment in literacy and SEL is creating more predictable and supportive learning environments.</p>
Empathy Interviews	Empathy interviews with student groups. Framed as fireside lunch chats. Staff interviews	<p>Focus on Identity and Belonging Greater emphasis on reading identity and student belonging is supporting engagement and confidence.</p> <p>Collaborative Staff Culture Staff continue to reflect, collaborate, and refine practice based on evidence of student learning.</p>



Student Learning Priority 1

Focusing

▲ Patterns and Trends from the School Scan

Our school scan continues to affirm our established learning priority of fostering a culture of literacy across our school community. While this priority remains unchanged, our understanding has deepened.

Assessment data shows that while many students demonstrate strong foundational reading skills, there is an ongoing need to strengthen comprehension and thinking for understanding. This reinforces the importance of literacy as a cross-curricular responsibility.

Staff feedback continues to identify literacy as a key priority, with growing alignment around consistent, school-wide strategies. PAC input similarly highlights literacy as essential for both academic success and lifelong learning.

These trends reinforce the need to deepen consistent practice across all classrooms. Our focus is now on strengthening both the quality and coherence of literacy instruction to support confident, capable communicators.

▲ Student Learning Goal 1:

Dr. Knox will foster a culture that promotes literacy throughout our school community to communicate and connect with the world around us effectively.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

▲ Foundational Skills

Literacy



Evidence of Impact

What evidence will we collect?

Type of Evidence Short Description

Consideration of Equality Inclusion

Qualitative	Student voice (surveys, reflections, reading identity work, classroom discussions).	<p>Students are increasingly able to describe themselves as readers and articulate their thinking, though confidence and depth vary.</p> <p>Engagement in reading improves when students see relevance and have opportunities for choice and connection.</p>
Qualitative	Staff collaboration, classroom observations, and artifacts from staff meetings, Implementation Day, and Literacy in Action.	<p>Staff are showing increased consistency in using the five thinking strategies across subject areas.</p> <p>There is a shift toward explicitly teaching thinking for understanding, though continued focus is needed to deepen and sustain practice across all classrooms.</p>
Quantitative	Written Learning Update (WLU) data, IEPs, SSPs, and AIPs related to written output and supports.	<p>Many students require accommodations such as speech-to-text, graphic organizers, and visual supports to access writing tasks.</p> <p>Data shows ongoing needs in idea organization, task initiation, and written expression across a range of learners.</p> <p>Students demonstrate stronger outcomes with structured supports, alternate settings, and small group or 1:1 assistance.</p> <p>Collaboration with Indigenous Advocates and support staff highlights the value of trusted adults and flexible environments in increasing student confidence and success.</p>
Quantitative	School-wide write assessments, reading assessment data (fluency, comprehension), and progress monitoring from targeted reading supports.	<p>Many students demonstrate strong foundational reading skills, particularly in fluency and accuracy. However, data continues to show variability in comprehension, analysis, and written communication.</p> <p>Gaps remain in vocabulary development and the ability to apply thinking for understanding in both reading and writing tasks.</p> <p>Targeted intervention data shows measurable growth for supported students, yet a significant number of learners continue to require support.</p> <p>These trends reinforce the need for a consistent, school-wide approach, with increasing emphasis on embedding literacy and thinking strategies across all subject areas.</p>



Taking Action and Learning

Leading Professional Learning

Our focus this year has been on deepening literacy as a shared, school-wide responsibility, with an intentional shift toward teaching thinking for understanding. Through aligned and ongoing professional learning, we are building consistency in both language and instructional practice across all subject areas.

Staff learning has been structured to move beyond awareness toward application. Using the five thinking strategies (Connect, Question, Visualize, Infer, Transform), educators are increasingly embedding literacy into daily instruction, supporting students in developing comprehension, analysis, and communication skills.

Professional learning has also emphasized responsive and inclusive practice. Staff are using literacy data more precisely to inform instruction, while continuing to support diverse learners through differentiation, assistive tools, and culturally responsive approaches, including the integration of Indigenous perspectives and texts.

This work reflects a continued commitment to coherence, collaboration, and collective responsibility, ensuring that literacy development is intentionally supported in every classroom.

School Level Strategies Structures

Coordinated school-wide literacy focus with regular, embedded opportunities for staff and students

Staff meetings, Implementation Day, and Literacy in Action aligned to support literacy development

Consistent use of the five thinking strategies across all subject areas (Connect, Question, Visualize, Infer, Transform) providing a common language for literacy instruction across subject areas, supporting consistency for students as they move between classes.

School-wide reading and writing data used to guide instruction and monitor progress

Increased focus on comprehension and thinking for understanding

Growing consistency and visibility of literacy across classrooms



Taking Action and Learning (cont)

Classroom level Instructional Strategies

Use of the five thinking strategies (Connect, Question, Visualize, Infer, Transform) to support comprehension across subject areas

Explicit teaching of thinking for understanding, not just task completion

Intentional vocabulary instruction within each discipline

Use of school-wide reading assessment data to inform instruction and target areas of need

Integration of reading identity through choice, reflection, and discussion

Increased modeling of thinking processes during reading and learning tasks

Opportunities for reading, discussion, and written response across subject areas

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities

Description

District Strategic Plan - Transformative Leadership

Literacy is central to building foundational skills and core competencies, as outlined in the district's vision. Our approach—embedding literacy across all subjects—aligns with the district's emphasis on intentional design of learning and ensuring each learner can thrive holistically.

Our SEL priority reflects the district's commitment to inclusive learning cultures, well-being, and belonging. By fostering empathy, resilience, and connection, we uphold the belief that equity empowers each learner and that students thrive when they feel safe, valued, and supported.

District Strategic Plan - Equity & Excellence in Learning

Our literacy focus emphasizes the importance of voice, identity, and access. By embedding literacy across all subject areas and incorporating First Peoples principles of learning and storytelling traditions, we honour Indigenous ways of knowing and support meaningful, culturally relevant learning experiences.

Our SEL initiatives are grounded in creating a sense of belonging, well-being, and relational connection, which directly supports Indigenous learners. We work closely with our Indigenous Advocates to provide space, support, and choice in learning, including options for alternate locations, mentorship, and emotional regulation.

These priorities reflect the heart of the Equity in Excellence vision: to create inclusive, safe, and identity-affirming environments where Indigenous students are empowered to thrive—academically, emotionally, and culturally.

Resource Type

Resource Description

Estimated Budget

Professional Learning

Professional Learning Community, Adrienne Gear

6000-8000



Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

Our work this year reflects a continued deepening of our multi-year commitment to literacy as a shared responsibility across all subject areas. Rather than introducing new initiatives, our focus has been on strengthening alignment, consistency, and application in practice.

Key highlights from this year include:

- Implementation Day and ongoing staff meetings that moved literacy learning from awareness to classroom application, with a focus on thinking for understanding
- Consistent use of the five thinking strategies across subject areas, establishing a shared language for teaching and learning
- Increased use of school-wide reading assessment data to guide instruction, with a clearer focus on supporting comprehension and “brain reading”
- Literacy in Action sessions providing opportunities for staff to collaborate, plan from data, and deepen practice
- Greater consistency in embedding literacy strategies across classrooms, supported by ongoing collaboration and sharing of practice

Together, these actions demonstrate a shift toward more intentional, data-informed, and cohesive literacy instruction. Our impact is evident in stronger alignment across the school and an increased focus on developing thoughtful, capable readers and communicators.

Recommendations for next steps for this School Student Learning Priority

Deepen student agency in literacy by increasing choice in reading, writing, and demonstration of learning, including opportunities for students to set goals, reflect, and track their own progress

Strengthen differentiated literacy instruction through flexible grouping, tiered tasks, and targeted supports that respond to varied readiness levels, interests, and learning profiles

Expand use of reading assessment data at the classroom level to co-create learning goals with students and guide more personalized instruction

Increase opportunities for student voice and ownership in literacy, including reflection on reading identity and engagement in meaningful, relevant texts

Continue building staff capacity to design inclusive, accessible tasks that allow multiple entry points and varied ways for students to demonstrate understanding

Further embed the five thinking strategies in ways that support independence and transfer of learning across subject areas



Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan

Survey data (student, staff, and parent) continues to identify SEL as a priority, particularly in belonging and connection.

While many students report feeling connected, there is variability across groups.

Student responses highlight a need for continued focus on self-awareness, relationship skills, and emotional regulation.

Attendance data shows ongoing patterns of non-attendance, reinforcing the importance of connection and engagement.

Overall, progress is evident, with a continued need to strengthen consistency and student voice.

Student Learning Goal 2

Dr. Knox strives to be an inclusive community that fosters empathy, resilience, and appreciation for all of its members.

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

Foundational_Skills

Literacy



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description	Consideration of Equality Inclusion
Qualitative	Student surveys, reflections, and classroom discussions	Students report a growing sense of connection and belonging, though experiences vary across groups. Students continue to identify relationships and trusted adults as key to feeling supported.
Qualitative	Staff and parent satisfaction surveys	Staff and parents continue to identify SEL, particularly belonging and inclusion, as a priority. There is increasing alignment around the importance of consistent, school-wide approaches to supporting student well-being.
Qualitative	Student feedback, observations, and participation in multi-grade groupings (Falcon Flocks) and non-curricular connection activities	<p>Multi-grade groupings and structured connection opportunities are strengthening student relationships and sense of belonging.</p> <p>Students report increased connection to peers and staff beyond their immediate classes.</p> <p>These structures are contributing to a more inclusive and connected school culture, with positive impacts on engagement and overall well-being.</p>
Quantitative	Connect Room Data, gathering room data, resource room data	<p>Data shows consistent student use of support spaces, indicating ongoing needs related to regulation, connection, and academic support.</p> <p>Patterns suggest that access to structured, supportive environments and trusted adults helps students re-engage and return to learning more successfully.</p> <p>Frequent use by some students highlights the importance of proactive supports and continued focus on building independence and regulation strategies.</p>
Qualitative	Attendance data (including patterns of non-attendance and lates)	Attendance data shows ongoing patterns of non-attendance. Students with stronger connections to peers, staff, and school structures demonstrate more consistent attendance.



Taking Action and Learning

Leading Professional Learning

Staff learning focused on building a shared understanding of SEL through the CASEL competencies
Ongoing collaboration during staff meetings to strengthen consistent language and practice
Professional learning shifting from awareness to application in supporting regulation, relationships, and inclusive environments

School Level Strategies Structures

Implementation of SEL X-Block lessons to explicitly teach SEL skills across grades
Falcon Flocks to support multi-grade connections and a sense of belonging
Consistent school-wide focus on connection, inclusion, and relationship-building
Use of survey and attendance data to guide SEL focus and monitor impact



Taking Action and Learning (cont)

Classroom level Instructional Strategies

- Explicit teaching and modeling of SEL skills within daily classroom routines
- Integration of relationship-building and community circles
- Opportunities for student voice, reflection, and connection
- Creation of predictable, supportive classroom environments that foster belonging

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities

Description

Equity in Action Agreement - Learning Environment (School Culture)

District Strategic Plan - Equity & Excellence in Learning

Resource Type

Resource Description

Estimated Budget

Professional Learning

CASEL - PBIS, Connect~Counselling=SEL Dept

5000



Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

Our work this year reflects a continued commitment to strengthening a connected and inclusive school community. Rather than introducing new initiatives, we have focused on building consistency and depth in our SEL practices across the school.

Key highlights include:

- Implementation of SEL X-Block lessons providing structured, explicit instruction in key competencies
- Falcon Flocks strengthening cross-grade relationships and increasing students' sense of belonging
- Increased consistency in SEL language and practices across classrooms
- Use of survey and attendance data to better understand student connection and engagement

Evidence suggests that many students are experiencing stronger connections to peers and trusted adults, with positive impacts on engagement and well-being. At the same time, variability remains, reinforcing the need to continue deepening consistent practice.

Overall, our impact is reflected in a more intentional, aligned approach to SEL, with growing strength in creating a school environment where students feel known, supported, and connected.

Recommendations for next steps for this School Student Learning Priority

Deepen consistency in SEL implementation across all classrooms to ensure all students experience predictable and supportive environments

Strengthen student voice and agency through increased opportunities for reflection, leadership, and connection

Continue to use survey and attendance data to identify and respond to students who may feel less connected

Enhance classroom integration of SEL to further connect skill development with daily learning experiences

Provide continued professional learning to deepen staff understanding of the purpose, intention, and impact of Falcon Flocks, reinforcing their role in building belonging and connection, and ensuring consistent staff engagement so all students fully benefit from these structures

School

Dr. Knox Middle School

School Community Student Learning Plan



Central Okanagan
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Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan

Student Learning Goal 3

Connections to [BC Curriculum](#) and our [Central Okanagan Public Schools Strategic Plan](#)

Foundational Skills

School

Dr. Knox Middle School 

**School Community Student
Learning Plan**



**Central Okanagan
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Evidence of Impact

What evidence will we collect?

Type of Evidence **Short Description**

Consideration of Equality Inclusion

School

Dr. Knox Middle School 

*School Community Student
Learning Plan*



**Central Okanagan
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Taking Action and Learning

Leading Professional Learning

School Level Strategies Structures

School

Dr. Knox Middle School

School Community Student Learning Plan



Central Okanagan
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Taking Action and Learning (cont)

Classroom level Instructional Strategies

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities Description

Resource Type

Resource Description

Estimated Budget



Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority

Recommendations for next steps for this School Student Learning Priority

School

Dr. Knox Middle School

Student Learning Priority 4



Central Okanagan
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Foundational Skills

Patterns and Trends from the School Scan

Student Learning Goal 4

School

Dr. Knox Middle School

Evidence of Impact for Priority 4



Central Okanagan
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Type of Evidence **Short Description**

Consideration of Equality Inclusion



Leading Professional Learning

School Level Strategies Structures

Classroom level Instructional Strategies

District Strategic Plan - Priorities



Description

Resource Type

Resource Description

Estimated Budget



School

Dr. Knox Middle School 

Checking for Impact for Priority 4



**Central Okanagan
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Reflection on our collected evidence on our impact for this School Student Learning Priority

Recommendations for next steps for this School Student Learning Priority



Principal Reflection

This year, our school-wide focus on literacy and social-emotional learning has made a meaningful impact on instructional practices and school culture. The intentional, multi-year approach, grounded in collaboration, data, and professional learning, has elevated literacy as a shared responsibility across all subject areas. Our ongoing partnership with Adrienne Gear and cross-curricular integration efforts are showing early signs of success, with growing staff confidence and student involvement.

We've made clear progress in building a literacy-rich environment and increasing SEL visibility across classrooms. However, data from reading assessments indicate that many students remain below grade level, reinforcing the need to deepen our instructional precision, particularly in vocabulary and reading comprehension. Similarly, while SEL efforts are gaining traction, we must continue to amplify student voice and participation data to better tailor supports.

Looking ahead, our next steps include: refining literacy instruction using school-wide assessment data, expanding teacher collaboration time, building a practical literacy toolkit, and continuing SEL culture-building with increased student-led initiatives and school-wide systems. With a strong foundation in place, we remain committed to responsive, inclusive, and evidence-informed growth in the year ahead.

This year, our continued focus on literacy and social-emotional learning has strengthened both instructional practice and school culture. Building on our multi-year foundation, our work has shifted toward greater alignment, consistency, and application across the school.

In literacy, we are seeing increased coherence in both language and practice, particularly through the use of the five thinking strategies and a stronger focus on comprehension and thinking for understanding. Staff are increasingly using assessment data to inform instruction, with growing attention to meeting the diverse needs of learners.

In SEL, intentional structures such as X-Block lessons and Falcon Flocks have supported increased connection and belonging for many students. These structures have created meaningful opportunities for relationship-building and have contributed to a more inclusive and supportive school environment.

At the same time, our evidence highlights important next steps. Variability in both literacy outcomes and student experiences of belonging indicates a need to deepen our focus on student agency and differentiation. Students benefit when they have voice, choice, and ownership in their learning, and when instruction is responsive to their individual strengths and needs.

Looking ahead, our focus will be on embedding student agency more intentionally within literacy instruction, while strengthening differentiated practices to support all learners. In SEL, we will deepen staff understanding of the purpose, intention, and research behind Falcon Flocks, ensuring these structures are implemented with consistency and fidelity to maximize their impact on belonging and community.

With a strong foundation in place, we remain committed to ongoing, evidence-informed growth that prioritizes both academic success and a deep sense of connection for every student.

April 29, 2025

At Dr. Knox Middle School, we are proud to align with the district's vision of "Together We Learn" by fostering a safe, inclusive, and equitable environment where all students thrive. This year, we focused on two key student learning priorities: enhancing school-wide literacy and deepening our inclusive, social-emotional learning (SEL) culture.

Through initiatives like cross-curricular literacy integration, professional development with Adrienne Gear, and school-wide reading/writing assessments, we have built strong momentum in embedding literacy across all subject areas. Feedback from staff, students, and parents reaffirms that literacy remains a critical need and a collective responsibility.

In parallel, our SEL efforts—supported by targeted staff training, student mentorships, and positive culture initiatives—have strengthened belonging and resilience in our school community.

Evidence-based reflection through assessment data, student voice, and staff collaboration continues to guide our next steps. Moving forward, we are committed to refining literacy instruction, expanding cross-curricular strategies, deepening SEL practices, and maintaining a responsive, student-centered approach to learning and growth.