School Community Student Learning Plan

School: DRK

District Overview

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

- Central Okanagan Public Schools Strategic Plan 2021 - 2026
- Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
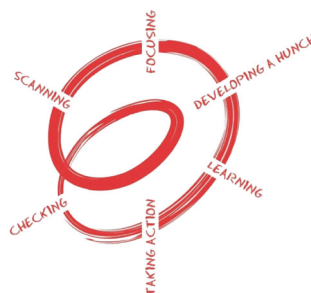- SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025

School Overview

School Information

School *
Dr. Knox Middle

School Year
2024-2025

School Level
Middel School

School Type
Dual Track French Immersion

Family of Schools *
Central Family of Schools

Overall Student Population
1,006

Student Population Indigenous
93

Student Population, Children in Care
10

Student Population, SPED
169

Student Population, ELL
77

Principal
Nina Ferguson

Vice Principal

Vice Principal
Kevin Auclair

Vice Principal
Rebecca Austin

Grade

☐ K ☐ Gr.1 ☐ Gr.2 ☐ Gr.3 ☐ Gr.4 ☐ Gr.5
☐ Gr.6 ☑ Gr.7 ☑ Gr.8 ☑ Gr.9 ☐ Gr.10 ☐ Gr.11
☐ Gr.12

Number of Administrators
3

Number of School-Based Teachers
62

Number of School-Based Support Staff
40

Additional Staff

Staff   **#**

Additional School Information

Background

Dr. Knox Middle School aligns with the district's vision: "Together We Learn," aiming to educate students in a safe, inclusive, and equitable environment that fosters their ability to thrive as global citizens.

Student Learning Priorities:
Dr. Knox Middle School's learning story centers around two key priorities:

1. Enhancing Literacy Across the School - We prioritize the fostering of a culture of literacy to improve communication and connection in the school community as a response to data from reading assessments, student achievement and staff/parent feedback.
Actions Taken:
• School-wide literacy initiatives, including direct vocabulary instruction, First Peoples storytelling, and cross-curricular literacy engagement.
• Establishing a literacy-rich environment (e.g., visual literacy displays, fun reading clubs, and competitions like Battle of the Books).
• School-wide reading and writing assessments to track progress.
Evidence of Impact:
• Data from assessments, library usage, and student engagement in literacy activities.
• Surveys and reflections from students, staff, and parents.
Next Steps:
• Analyzing reading/writing assessment data to refine focus areas.
• Conducting surveys to gather feedback on literacy interventions.

2. Fostering an Inclusive and Social-Emotional Learning (SEL) Culture - We We prioritize the building of an inclusive community that nurtures empathy, resilience, and appreciation among students as supported by evidence gathered in surveys and school data tracking absenteeism and a need for stronger social-emotional learning (SEL) support.
Actions Taken:
• Professional Learning: SEL training for staff, including cultural sensitivity and restorative justice.
• School-Wide Strategies: Displaying shared SEL language, multi-grade mentorship programs, and positive reinforcement (e.g., GWIC slip rewards).
• Classroom-Level Strategies: SEL-embedded lessons, randomized seating plans, peer mentorship programs.
Evidence of Impact:
• Participation in clubs and leadership events.
• Student feedback on SEL strategies.
• Engagement with counseling and support services.
Next Steps:
• Collect more detailed data on club participation.
• Increase SEL-related visual materials and student-created work in classrooms.

Dr. Knox Middle School's learning journey focuses on building strong literacy skills and nurturing an inclusive culture through SEL initiatives. The school actively tracks its progress through assessments, feedback, and engagement strategies, ensuring a responsive and student-centered approach to learning.

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

School-Wide Evidence Collection
Assessment Data: We review school-wide reading and writing assessment results, report card data, and standardized assessment trends to identify patterns and gaps in learning.

Classroom-Based Evidence: Teachers analyze formative and summative assessments to understand student progress on core competencies and curricular outcomes.

Student Voice: We regularly conduct student surveys and focus groups to gain insight into student engagement, learning experiences, and social-emotional well-being.

Staff Collaboration: Through professional learning communities (PLCs), staff collaboratively review evidence of learning, identify trends, and co-plan targeted interventions.

Focused Evidence for Priority Groups
Indigenous Learners: In partnership with our Indigenous advocates, we track participation, engagement, and academic achievement data, while also gathering qualitative evidence through talking circles, student reflections, and cultural program involvement.

Learners with Diverse Needs: Our Learning Support and Inclusion teams analyze Individual Education Plans (IEPs), progress monitoring tools, and anecdotal records. We also track support service access and student goal attainment.

Learners in Care or with Complex Needs: We maintain close communication with district support teams and external agencies to ensure a coordinated approach to monitoring well-being, academic growth, and attendance patterns.

English Language Learners: We monitor progress through ELL benchmarks, classroom assessments, and language acquisition data, adapting supports as needed.

Ongoing Reflection and Responsiveness
Our learning plan is iterative. We use evidence to reflect, refine, and adjust our strategies—ensuring our approach remains responsive to the lived experiences and evolving needs of our students, especially those from historically underserved populations.

Breakdown of Student Learning Evidence Collected During the School Student

Learning Scan:

Type of Student Learning Evidence	Description of Evidence	Describe Trends and Patterns
Student Learning Surveys	Student scan	Students seeking connection and sense of belonging

Other	Staff scan(s)	Summary of Emerging Trends
	School Learning Priority Scan	Engaging Opportunities: Students are involved in a wide range of clubs, hands-on experiences, and real-world learning like cooking, gardening, and field trips.
	Middle School Attributes Scan	

Summary of Emerging Trends

Engaging Opportunities: Students are involved in a wide range of clubs, hands-on experiences, and real-world learning like cooking, gardening, and field trips.

Student Voice & Agency: Learners have choice and ownership in their learning through inquiry-based approaches and valued input from families and students.

Collaborative Classrooms: Learning environments emphasize teamwork, current content, and active participation.

Diverse & Inclusive Activities: Multicultural lessons, themed events, and experiential learning keep students motivated and connected.

Community Partnerships: Strong connections with local organizations enrich learning and foster a broader sense of engagement.

Dedicated Staff: Teachers bring energy, passion, and innovation, continually enhancing learning experiences.

Positive Culture: Communication tools and student-led initiatives support a welcoming, informed, and connected school community.

Commitment to Growth: Staff collaborate regularly to refine teaching practices and increase student engagement through creativity and innovation.

| Empathy Interviews | Empathy interviews with student groups. Framed as fireside lunch chats. |

Focusing

| Learning Priority 1 | Learning Priority 2 | Learning Priority 3 | Learning Priority 4 | Learning Priority 5 |

| Learning Priority 6 |

School Student Learning Priority 1

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

Our school scan reveals a continued and pressing need to prioritize literacy across all grade levels and subject areas. School-wide reading assessments, including fluency and comprehension measures, indicate that a significant number of students are reading below grade level. This reinforces the importance of sustaining our focus on literacy instruction, not only within Language Arts but as an embedded, cross-curricular competency critical to student success in every learning area.

Feedback from our staff ThoughtExchange highlighted literacy as a top learning priority, with educators expressing the need for consistent and intentional strategies that foster reading, writing, and vocabulary development across all subject disciplines. Similarly, discussions with our PAC confirmed that families also view literacy as an essential skill that underpins both academic achievement and lifelong learning.

These trends point to a need to deepen our collective understanding that literacy is not the responsibility of a single department, but rather a foundational element of our entire school culture. Moving forward, we will continue to build a literacy-rich environment, where every classroom and learning experience contributes to the development of confident, capable communicators.

School Learning Priority 1 (?)

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

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)

☑ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)

☑ Meaningful - is a key area of priority for student learning connected to the district's overarching goal

☑ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development

☑ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies

☑ Triangulated - involves collecting a variety of evidence to inform our progress

Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026

Core Competencies

☑ Communication

  ☑ Connect and engage with others
  ☑ Aquire interpret, and present information
  ☑ Collaborate to plane, carryout, and review constructions and activites
  ☑ Explain/recount and reflect on experience and accomplishments

☑ Creative Thinking

  ☑ Novelty and value
  ☑ Generating ideas
  ☑ Developing ideas

☑ Critical Thinking

  ☑ Analyse and critique
  ☑ Question and investigate
  ☑ Develop and design

☑ Positive and Personal Cultural Identity
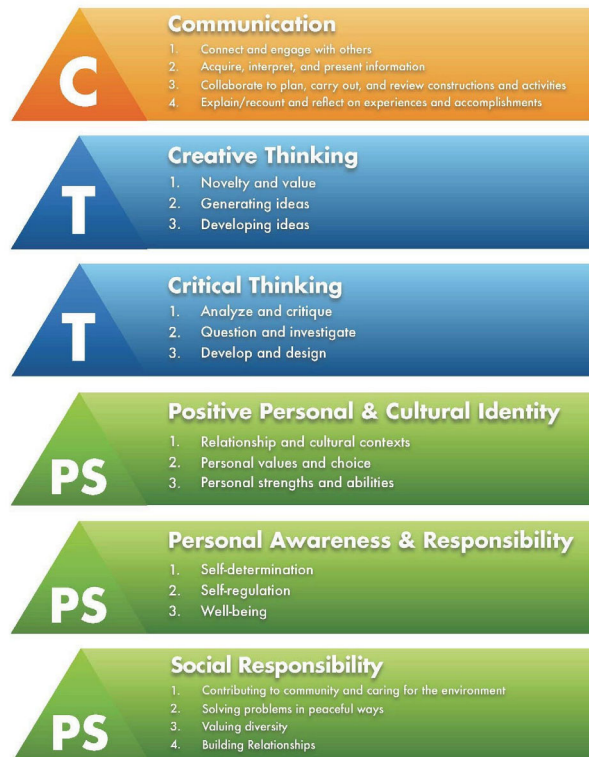
  ☐ Relationship and cultural contexts
  ☐ Personal values and choice
  ☑ Personal strengths and abilities

☑ Personal Awareness and Responsibility

  ☑ Self-determination
  ☐ Self-regulation
  ☐ Well-being
  ☑ Explain/recount and reflect on experience and accomplishments

☑ Social Awareness and Responsibility

  ☐ Contributing to community and caring for the environment

- ☐ Solving problems in peaceful ways
- ☑ Valuing diversity
- ☐ Building Relationships

Evidence of Impact

Learning Priority 1	Learning Priority 2	Learning Priority 3	Learning Priority 4	Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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

What evidence will we collect?

	Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1	Quantitative	School-Wide Write assessments, reading assessment data, and progress tracking from our targeted reading intervention programs (including number of students supported and measurable growth over time).	Many students are reading and writing below grade level based on School-Wide Write and reading assessments. Gaps identified in vocabulary, fluency, and written communication. Intervention program data shows progress, but a high number of students still require support. Literacy needs to be addressed systemically, not just through targeted supports. Emphasis needed on embedding literacy across all subjects and learning environments.

| 2 | Quantitative | Written Learning Update data | An increasing number of students require accommodations or modifications to access written tasks, including scribing, speech-to-text, graphic organizers, and visual prompts. |

IEP and SSP data reflect a broad range of written output goals, often focused on task initiation, idea organization, and reducing writing-related anxiety.

Students with AIPs often benefit from structured scaffolds and co-regulation strategies to support written expression.

Written output challenges are common across multiple learner profiles, not limited to one designation group.

Many students demonstrate stronger outcomes when provided alternate settings and 1:1 or small group support during writing assessments.

Collaboration with Indigenous Advocates and Support Teachers has identified students who would benefit from alternate locations and trusted adult support during writing tasks. These adjustments contribute to greater comfort, focus, and self-confidence.

3	Quantitative	Library data (number of books signed out, number of students accessing library, number of teachers collaborating with librarian)	Book Circulation: A strong number of books are being signed out, indicating consistent student engagement with independent reading. Student Access: High numbers of students are accessing the main library regularly, both during scheduled class visits and flex times. Staff Collaboration: Several teachers are actively collaborating with the librarian to support cross-curricular literacy and promote genre exploration. Distributed Access: Literacy is being supported beyond the main library through books and reading materials available in alternate spaces: Resource Room and Learning Assistance Room: Targeted leveled texts and decodable books are accessed regularly to support intervention. Gathering Room: Culturally relevant texts and First Peoples literature are used to promote inclusive learning. ELL Support Room: Multilingual and leveled English texts are accessed to support language acquisition. These trends demonstrate that reading is being meaningfully embedded across learning environments, not confined to the main library space.
4	Qualitative	visual evidence of literacy on walls of classroom/school (ex: word walls)	considerations for languages being represented
5	Qualitative	surveys, reflections from school community (students, staff, and parents)	Considerations for languages and the technology needed to access

Taking Action and Learning

Learning Priority 1   Learning Priority 2   Learning Priority 3   Learning Priority 4   Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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

Leading Professional Learning (?)

Embed literacy as a shared responsibility across all subject areas, while supporting the diverse needs of learners and fostering an inclusive, culturally responsive school culture.

Focus Areas:

Cross-Curricular Literacy
Train all staff to integrate reading, writing, and vocabulary strategies into every subject area.

Inclusive Instruction
Build capacity to support students with IEPs, SSPs, AIPs, and ELL needs through differentiation and assistive tools.

Assessment for Learning
Use literacy data (e.g., School-Wide Write, reading assessments) to inform responsive instruction.

Culturally Responsive Literacy
Partner with Indigenous Advocates and use diverse, inclusive texts that reflect student identities and experiences.

Professional Learning Structures:

Collaboration during Pro-D Days and staff meetings

Literacy leadership team (Department Heads) to guide and model practices - Adrienne Gear Sessions

Coaching, co-teaching, and resource sharing

Student voice and data to drive adjustments

Progress Monitoring:

Student literacy data and IEP/AIP goal tracking

Teacher reflections and feedback loops

Increased confidence and strategy use across disciplines

School Level Strategies and Structures (?)

Library as a Literacy Hub: Centralize literacy through the library to support both classroom and extracurricular engagement.

Adrienne Gear Professional Learning: Host targeted sessions on Reading/Writing Power to align school-wide literacy practices.

Literacy Goals & Planning: Set school-wide and grade-aligned goals with a multi-year plan to build student momentum.

Student Voice & Motivation: Use student feedback to offer relevant reading materials and choice-based writing opportunities.

Literacy for Fun: Run clubs, journaling, and events like Battle of the Books to make reading enjoyable.

Diverse Reading Access: Provide inclusive, identity-reflective texts across classrooms and support rooms.

Community Literacy Projects: Connect with the broader community through pen pals, cards, and service-based writing.

Cross-Curricular & Cross-Grade Integration: Embed literacy into all subjects and foster collaboration across grades.

Classroom-level Instructional Strategies (?)

Adrienne Gear Sessions: Apply Reading/Writing Power strategies to strengthen cross-curricular literacy.

Explicit Literacy Instruction: Define and discuss literacy across all subjects.

Vocabulary Focus: Teach subject-specific vocabulary intentionally and consistently.

Multimodal Literacy: Use storytelling, music, digital tools, and physical literacy to diversify access.

Journals & Portfolios: Integrate regular reflective writing and personal expression.

Silent & Shared Reading: Build reading stamina through independent and class-wide reading routines.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities   Description

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.

| 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. |

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Professional Learning Community, Adrienne Gear	6000-8000

Checking for Impact

| Learning Priority 1 | Learning Priority 2 | Learning Priority 3 | Learning Priority 4 | Learning Priority 5 |

| Learning Priority 6 |

School Student Learning Priority 1

School Learning Priority 1 (?)

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2	Quantitative	Written Learning Update data

2 Quantitative   Written Learning Update data

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Focusing

| Learning Priority 1 | Learning Priority 2 | Learning Priority 3 | Learning Priority 4 | Learning Priority 5 |

| Learning Priority 6 |

School Student Learning Priority 2

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

Student Satisfaction Surveys -
Staff and Parent Satisfaction Surveys -
School Based Social/Emotional Learning Survey (Open Parachute) -
Attendance data - showed a trend that absences have been increasing
Thought Exchange - detailed staff observations that SEL (inclusivity) is a priority

School Learning Priority 2 (?)

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

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)

☑ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)

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☑ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development

☑ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies

☑ Triangulated - involves collecting a variety of evidence to inform our progress

Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026

Foundational Skills

Curricular Competencies

Core Competencies

☑ Communication

  ☑ Connect and engage with others
  ☐ Aquire interpret, and present information
  ☑ Collaborate to plane, carryout, and review constructions and activites
  ☑ Explain/recount and reflect on experience and accomplishments

☐ Creative Thinking

☑ Critical Thinking

  ☐ Analyse and critique
  ☑ Question and investigate
  ☐ Develop and design

☑ Positive and Personal Cultural Identity

  ☑ Relationship and cultural contexts
  ☑ Personal values and choice
  ☑ Personal strengths and abilities

☑ Personal Awareness and Responsibility

  ☑ Self-determination
  ☑ Self-regulation
  ☑ Well-being
  ☑ Explain/recount and reflect on experience and accomplishments

☑ Social Awareness and Responsibility

  ☑ Contributing to community and caring for the environment
  ☑ Solving problems in peaceful ways
  ☑ Valuing diversity
  ☑ Building Relationships

Communication
C
1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

Creative Thinking
T
1. Novelty and value
2. Generating ideas
3. Developing ideas

Critical Thinking
T
1. Analyze and critique
2. Question and investigate
3. Develop and design

Positive Personal & Cultural Identity
PS
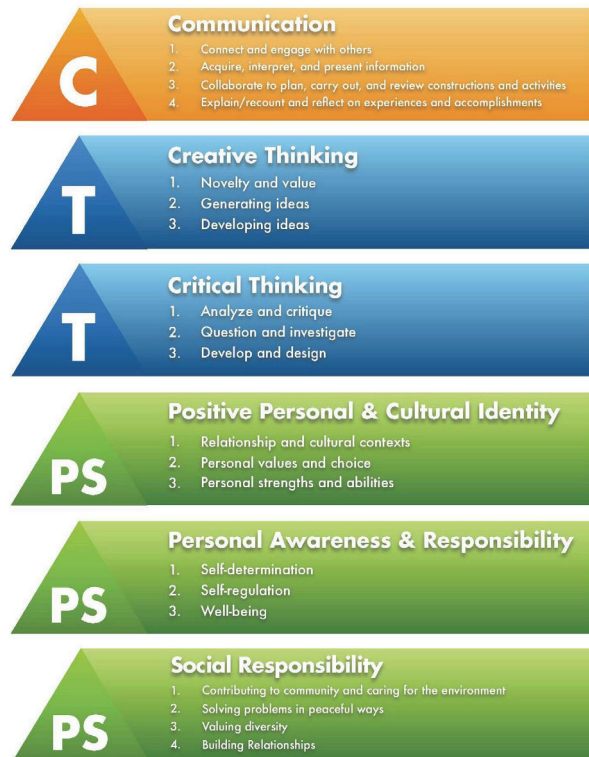1. Relationship and cultural contexts
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Personal Awareness & Responsibility
PS
1. Self-determination
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3. Well-being

Social Responsibility
PS
1. Contributing to community and caring for the environment
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4. Building Relationships

Evidence of Impact

| Learning Priority 1 | Learning Priority 2 | Learning Priority 3 | Learning Priority 4 | Learning Priority 5 |
| Learning Priority 6 |

School Student Learning Priority 2

School Learning Priority 2 (?)

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

What evidence will we collect?

	Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1	Qualitative	Satisfaction Survey/Reflections from students, staff and parents	consideration for languages, technology needs to access
2	Quantitative	Connect Room Data, gathering room data, resource room data	consider the number of students receiving SEL support through connect, gathering room, and resource.
3	Qualitative	participation data (in clubs, sports, music, leadership events etc)	offer a variety of options, low-risk event
4	Qualitative	visual evidence on walls of classroom/school (bulletin boards, classroom co-created expectations)	consideration of languages, pictures with words (take away language barrier)
5	Quantitative	Counselling center data (# referrals, appointments)	

Taking Action and Learning

| Learning Priority 1 | Learning Priority 2 | Learning Priority 3 | Learning Priority 4 | Learning Priority 5 |

| Learning Priority 6 |

School Student Learning Priority 2

School Learning Priority 2 (?)

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

Leading Professional Learning (?)

SEL training - Implementation Day and staff meetings used to provide staff with tools and language around SEL
Cultural sensitivity training
Restorative Justice opportunities

School Level Strategies and Structures (?)

Display shared SEL language in school hallways, library, gym
SEL program and prepared lessons
Multi-grade level leadership opportunities
School House Teams - Student Leadership
Staff Unity

Classroom-level Instructional Strategies (?)

SEL-embedded lessons
Peer mentorship programming
Evidence of Impact:
• Participation in clubs and leadership events.
• Student feedback on SEL strategies.
• Engagement with counseling and support services.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities   Description

District Strategic Plan - Equity &
Excellence in Learning

Equity in Action Agreement -
Learning Environment (School
Culture)

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	CASEL - PBIS, Connect~Counselling=SEL Dept	5000

Checking for Impact

| Learning Priority 1 | Learning Priority 2 | Learning Priority 3 | Learning Priority 4 | Learning Priority 5 |

| Learning Priority 6 |

School Student Learning Priority 2

School Learning Priority 2 (?)

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5	Quantitative	Counselling center data (# referrals, appointments)	

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

Participation in clubs: We offer a wide range of clubs both at lunch and after school to meet diverse needs/interests of the student body.
Visual evidence of SEL practices: many teachers display school expectations on walls, SEL monthly themed bulletin board by main stairs.
SEL monthly lesson on the school calendar (and included in daily Knox News)
Monthly SEL - Staff Meeting Alignment & Lunch 'n' Learn
Weekly SEL - Section of the staff communication
Book Club - The Anxious Generation

Recommendations for next steps for this School Student Learning Priority (?)

School House teams with alignment of Leadership, SEL, Counselling and Connect.
CASEL - PBIS
Connect~Counselling=SEL Dept
Visual evidence of SEL practices: continue to encourage all classrooms to engage and display monthly SEL lessons artifacts
Student Reinforcement/Celebration System embedded into the house teams/SEL/leadership initiatives.

Plan Reflection

Date

7/16/2024

Assistant Superintendent's Reflection and Next Steps

Ecole Dr. Knox Middle School had an amazing School Learning Conversation this Spring. It was evident that the Social Emotional Learning goal of striving to be an inclusive community that fosters empathy, resilience, and appreciation for all of its members is well established. The use of school wide SEL lessons is an excellent way to embed a common language for all members of the school community. After reviewing your data, a literacy priority that is cross-curricular and focuses on reading is essential. Your continual use of data and input from both students and staff make both learning priorities well developed in your school. Looking ahead to next year, Ecole Dr. Knox Middle School is to be commended on moving towards a common social-emotional language, emphasizing explicit teaching, as well as utilizing literacy data to inform instructional practices. These strategic focus areas will enhance student outcomes and foster a supportive learning environment. Thanks for all your hard work supporting your learners.

Date

4/29/2025

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.