



# CENTER CASS SCHOOL DISTRICT 66

*Challenge. Inspire. Empower.*

ELIZABETH IDE SCHOOL  
PRAIRIEVIEW ELEMENTARY SCHOOL  
LAKEVIEW JR. HIGH SCHOOL

---

## Director of Student Services January Board Report

### Goal One – Student Learning

**Winter Benchmarking** = January and February mark a busy period for teachers to collect student performance and growth data through various assessments in the district. Known as benchmarking, this period of time takes place three times a year (fall, winter, and spring). Benchmarking serves several purposes: a.) Identifies individual students' needs, strengths, and academic growth, b.) Offers recommendations for instructional grouping and teacher resources, c.) Sets out personalized instruction paths with regular updates, and d.) Provides essential data for the Multi-Tiered System of Support (MTSS). Teachers utilize this data to guide classroom instruction and to assist students receiving support through MTSS and special education. The results of these assessments are also shared with parents, offering valuable insights into their child's educational progress, strengths, and learning needs.

### Goal Two – Whole Student Development

**Panorama Education Learning Session** = On Monday, January 5, the District's Interventionist Team from each school building participated in a Panorama Education *Student Success Level 2: Train-the-Trainer* professional development session. The training focused on strengthening MTSS practices through data-informed decision-making, effective intervention planning, progress monitoring, and evaluation of intervention effectiveness across academic, behavioral, attendance, and social-emotional domains. The session further built internal capacity by preparing interventionists to support and train colleagues in the consistent use of Panorama Student Success to improve student outcomes.

### Goal Three – Readiness

**Vertical Articulation & Student Placement Planning** = Each January, the District initiates its annual vertical articulation and student placement planning process to support smooth transitions for students as they move between grade levels and school buildings. The work includes structured collaboration among principals, special education case managers, and related service providers, as well as targeted observations and data review. Two guiding tools support this process: a districtwide Vertical Articulation and Placement Timeline, which outlines key meetings, observations, and decision points across the year, and an ISBE-aligned Placement Framework, which ensures student placement decisions are individualized, data-driven, and grounded in the least restrictive environment (LRE). Together, these tools help ensure continuity of services, thoughtful planning, and alignment of supports so students are positioned for success in the upcoming school year.