Assistant Superintendent of Student Services
November Board Report

Goal One – Student Learning

Reflecting on Student Learning Through IEP Goals & Objectives Progress Updates = As the fall reporting period concludes, special education staff across CCSD66 are completing progress updates for students receiving services through Individualized Education Programs (IEPs). These updates provide families with meaningful information regarding their child's progress toward achieving individualized annual goals and objectives, reflecting student growth, areas of strength, and opportunities for continued improvement. Teachers and related service providers utilize ongoing progress-monitoring data, classroom performance, and observations to evaluate the effectiveness of specialized instruction, interventions, and supports. The process also provides IEP teams with valuable information to make data-informed instructional adjustments, strengthen collaboration among educators and families, and ensure that each student continues to receive the individualized support necessary to make meaningful academic, social-emotional, and functional progress.

Goal Two – Whole Student Development

Fall 2026-27 SEL and Climate & Culture Benchmarking Update: During the fall of the 2026–27 school year, CCSD66 administered its Panorama SEL Universal Screener and Climate & Culture Surveys across all three schools, gathering valuable feedback from students, staff, and families. Results highlighted several districtwide strengths, including student self-management, classroom effort, emotion regulation, and positive relationships. Staff feedback reflected strong collaboration, particularly at Elizabeth Ide, while identifying opportunities to strengthen professional learning, feedback, and school climate. Family survey results demonstrated positive perceptions of school climate and support, with opportunities for continued growth in family engagement and school connectedness. These findings, along with comparisons to previous benchmarking periods, will guide building-level improvement priorities, inform MTSS supports, and strengthen instructional practices and school-family partnerships. The district will continue monitoring progress through subsequent benchmarking cycles, emphasizing data-informed decision-making, student well-being, and continuous improvement.

Goal Three – Readiness

Strategic Planning Update - Goal 2 Subcommittee: The Goal 2 Subcommittee continues to make meaningful progress in refining its proposed goals, actions, and outcomes across four focus areas: Early Childhood Connections, Learner Characteristics & Executive Functioning, Before & After School Opportunities, and Community Connection. Following the presentation of its collective work to the larger Strategic Planning Committee, members received valuable feedback emphasizing the need for greater clarity, specificity, and measurable evidence of success within the proposed outcomes. In response, the sub-committee has worked collaboratively to strengthen the alignment between its actions and intended outcomes, shifting the emphasis from activities and processes to meaningful, student-centered results. Particular attention has been given to strengthening school readiness, developing self-directed learners, expanding equitable access to enrichment opportunities, and fostering authentic community partnerships. The ongoing refinement reflects the committee's commitment to developing a cohesive, actionable strategic plan that aligns with Goals 1 and 3, embeds equity and inclusion throughout, and establishes a clear foundation for monitoring progress and demonstrating meaningful impact on students, families, and the broader CCSD66 learning community.