



**Director of Student Services
June Board Report**

Goal One – Student Learning

The first round of our Targeted Summer School Program is off to a strong start at Elizabeth Ide Elementary School, with nearly 130 students engaged in small-group instruction focused on reading, math, and, for the first time, social-emotional learning (SEL). The June session runs for eight days and will resume for another eight in August, supporting academic growth, executive functioning, and student confidence.



A special thank you goes to our outstanding teaching team: Kelly Eiland, Donna Hlavacek, Ashley Sanchez, Teagan Halik, Julie Dudasik, Alexandra Nodarse, Steve Mandru, Jennie Halper, Katie Finucane, Megan Calhoun, Kimberly Swaekauski, Margaret Kane, and Colleen Nino. Their energy, expertise, and care are creating a positive, inclusive learning environment. We also appreciate the support of substitute teachers: Tracy Spakausky, Theresa Strong, and Kevin Noonan. Shout-out to Director of Transportation Tom Tiede and bus drivers Kurt Stiegmann and Bob Doogan for their essential role in getting students to and from school safely and on time.



We look forward to welcoming students back in August as we continue preparing them for a successful 2025–26 school year.

Goal Two – Whole Student Development

Spring 2025 Student SEL Data Summary = The final round of SEL benchmarking for the 2024–25 school year revealed continued growth across all three schools. At Elizabeth Ide (PK–2), teacher perception data showed notable gains in student engagement, self-efficacy, and social awareness. These improvements reflect successful implementation of targeted SEL support for younger learners. At Prairieview Elementary (Grades 3–5), students demonstrated meaningful progress in perseverance, learning strategies, and self-efficacy. All Prairieview domains assessed were at or above the 80th–99th percentile nationally, except for social awareness (60th–79th percentile), indicating strong overall SEL skill development. At Lakeview Junior High (Grades 6–8), students showed their most significant growth in emotional regulation, perseverance, and self-efficacy. Lakeview's spring SEL results were also nationally competitive, with most domains falling in the 80th–99th percentile, and self-efficacy and social awareness ranging between the 60th–79th percentile. These results validate the district's efforts to provide tiered SEL instruction, small-group supports, and classroom strategies aligned to Panorama Education's nationally normed benchmarks. Click [here](#) to view a presentation that includes visual summaries of the data.

Goal Three – Readiness

Finalizing FY25 Grants and Preparing FY26 Submissions = As part of finalizing the current grant cycle, I am completing all expenditure reports to ensure the full allocation of 2024–25 grant funding is appropriately utilized. At the same time, I am drafting grant applications for the 2025–26 school year, which are due by June 30th. These include applications under the Every Student Succeeds Act (ESSA), such as Title I, Title II, and Title IV, as well as the Individuals with Disabilities Education Act (IDEA) Flow-Through and Preschool grants, and the Preschool for All (PFA) grant. Once approved, these funds will be strategically allocated to support key educational priorities, including partial salaries and benefits for select staff members, professional development, student academic and behavioral interventions, and instructional tools and resources, such as Panorama Education, which aligns directly with our Multi-Tiered System of Supports (MTSS) framework.

