

CCSD66 BOE PRESENTATION

Fall 2025 Benchmarking Overview

Students, Staff, Families



*SEL Universal
Benchmark Screener*



*Student Climate &
Culture Survey*



*Learner
Characteristics*

*Elizabeth Ide Elementary School (PK-2)
Prairieview Elementary School (3-5)
Lakeview Junior High School (6-8)*

Panorama Ed Update



General

- **Fall Benchmarking Completed**
 - September 15th thru September 26th
 - SEL Benchmark Screener (Students) / School Climate/Culture Survey (Students and Staff)
- **Parent Cover Letter**
 - The Parent Cover Letter for Individual Student Report Forms has been updated:
 - [PARENT COVER LETTER - Panorama SEL Screener Individual Report Form](#)
 - This letter is attached to each Individual Student Report Form.
 - Principals include a memo in their weekly newsletter during the week when the reports are sent home.
- **Student MTSS Action Plans**
 - All Student MTSS Action Plans are uploaded to Panorama
 - “Create plan” - Intervention Plans can be created for Tier 1, Tier 2, Tier 3
 - Attendance, Behavior, Academics, Gifted, Multilingual Learner, SEL, Speech, etc.
- **Referrals**
 - “Refer for support” - Submitting referrals now accessible
 - Attendance, Behavior, Academics, Gifted, Multilingual Learner, SEL, Speech, etc.
- **Uncover Insights** - Explore key insights and Playbook suggestions for [Student's Name].....
 - AI feature built into Panorama Ed in which it will provide you with three (3) insights and playbook suggestions about a student based on their profile
- **Student, Staff, and Parent Surveys are to replace the 5Essentials Survey**

Roles In Panorama Ed

- **Global Administrators** = Keith Roberts, Rusty Novotny, Sean Rhoads
- **District Administrators** = ALT, Principals, Student Experience Coordinators, School Psychologists, Social Workers, School Counselor
- **School Administrators** = Principals, Interventionists, EL
- **Teachers** = Core and Encore Teachers

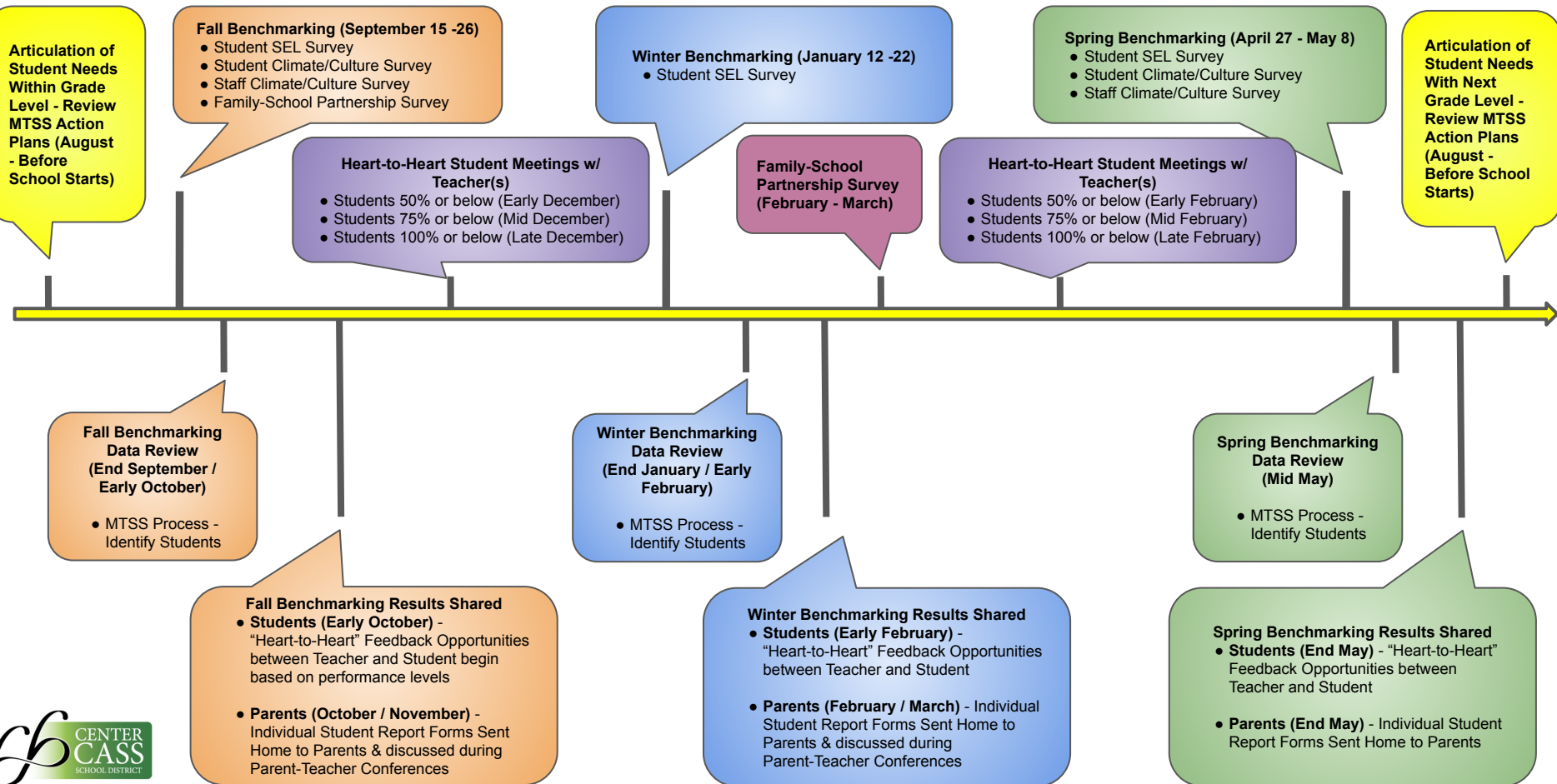


- **SEL Screener for Students**
 - Developed using Panorama Ed PK - 8
 - Nationally-normed **except PK-2*
 - PK-2 online format teachers complete (Teacher Perception)
 - 3-8 online format students complete through Panorama Ed
- **Climate Survey for Students**
 - Developed using Panorama Ed PK - 8
 - Nationally-normed **except PK-2*
 - PK-2 Google Form for students to complete with teacher assistance
 - 3-8 online format students complete through Panorama Ed
- **Data-Driven Insights:** Panorama Education provides tools for collecting and analyzing data on student social-emotional learning (SEL) aligned to CASEL competencies, school climate, family engagement, and equity to support informed decision-making.
- **Actionable Support:** Offers SEL frameworks, intervention strategies, and MTSS tools to help educators track progress and provide targeted support for students' academic and non-academic needs.
- **Enhanced Collaboration:** Strengthens family-school connections through actionable feedback and promotes equity by addressing disparities in education.

Data-Driven Decision-Making - Guiding Questions for Continuous Improvement

- What are the results saying as a District and Building. How are we presenting them?
 - What do they tell you about our students' aptitude or appetite for learning?
 - How do we help students understand what they shared with us?
- How do we help students feel pride for their growth in Learner Characteristics, as well as help them grow in their areas that need improvement?
- If we believe in student ownership of learning, and we believe that these characteristics are necessary for learning and success, then we need to use the results to have authentic conversations with kids.
 - What training do you need to have conversations with kids about their Learner Characteristics data?
 - What will we be sharing with parents?
 - Will we be sharing the data with kids?

Timeline Overview



STUDENTS

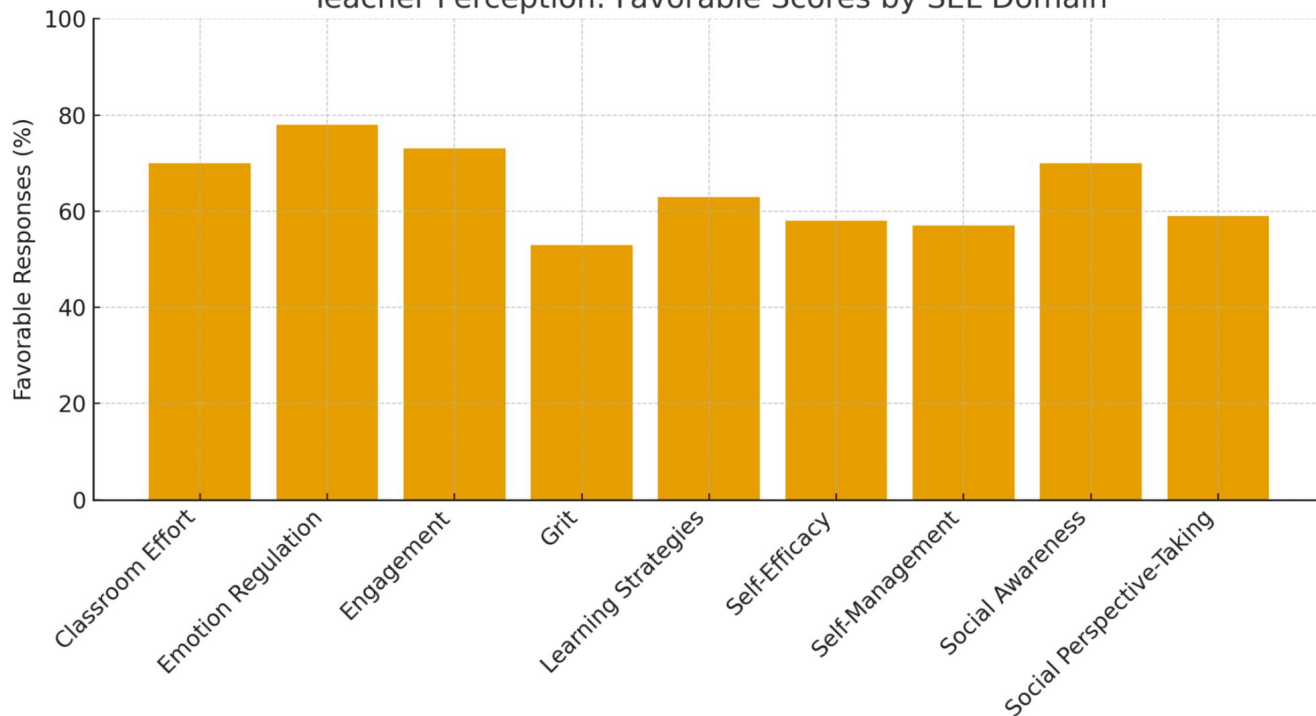


SEL Benchmark - Elizabeth Ide Elementary School (PK-2)



SEL Universal
Benchmark Screener

Elizabeth Ide PK-2 SEL Universal Benchmark Screener (Fall 2024-25)
Teacher Perception: Favorable Scores by SEL Domain



Important Note

**COMPARED TO OTHERS
NATIONALLY**

- **National norms not included due to customization of screener**

SEL Benchmark - Elizabeth Ide Elementary School (PK-2)

Areas of Recognition:

- **Emotion Regulation (78%)** – Strongest domain; students effectively manage emotions.
- **Engagement (73%)** – High student attentiveness and interest.
- **Classroom Effort (70%)** and **Social Awareness (70%)** – Indicate consistent student effort and empathy toward peers.

Areas for Continued Improvement:

- **Grit (53%)** – Lowest domain; students need support in perseverance and long-term goal focus.
- **Self-Management (57%)** and **Self-Efficacy (58%)** – Suggest need for targeted strategies to enhance confidence and focus.
- **Social Perspective-Taking (59%)** – Indicates room for growth in understanding teacher perspectives and expectations.

Recommendations:

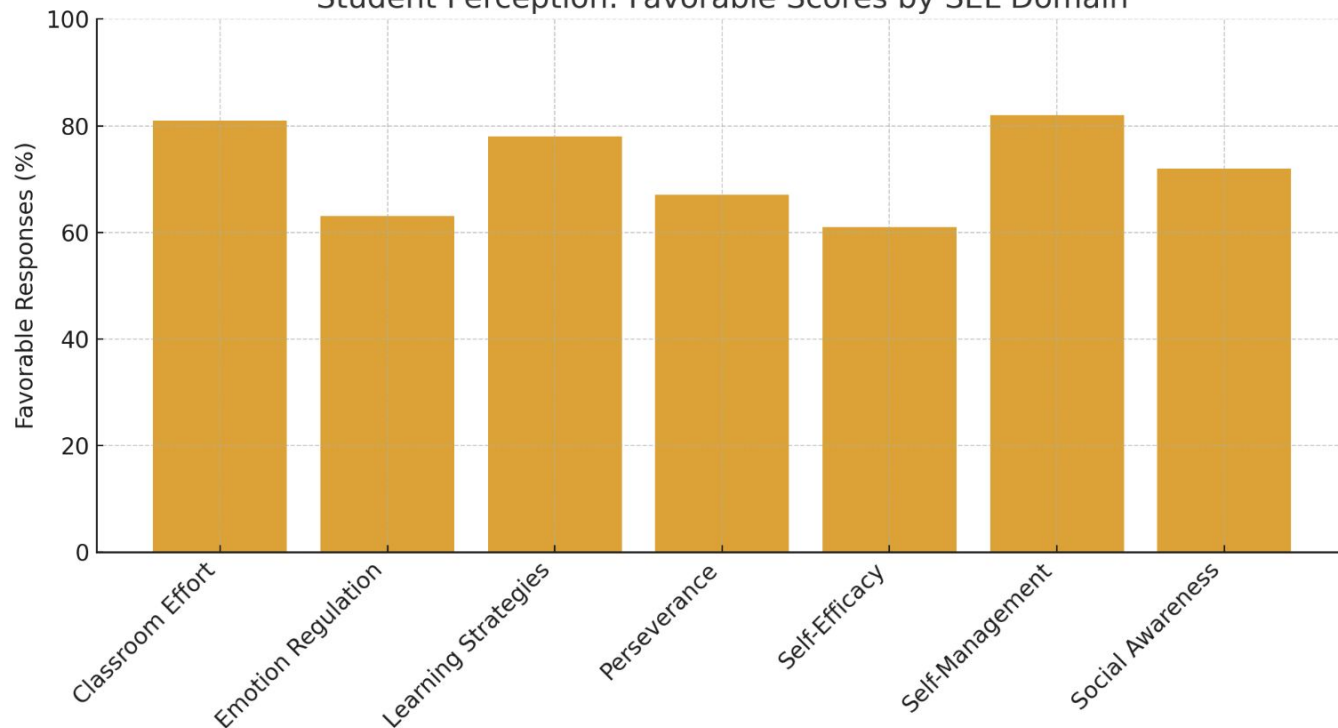
- **Embed SEL Skill Practice** – Integrate goal-setting, reflection, and role-playing activities within daily lessons to strengthen *Grit*, *Self-Efficacy* and *Social Perspective-Taking*.
- **Model Emotional Regulation** – Continue reinforcing emotion management routines, using morning meetings or restorative check-ins.
- **Focus on Executive Functioning** – Provide explicit instruction on task initiation, attention, and self-monitoring to build *Self-Management*.

SEL Benchmark - Prairieview Elementary School (3-5)



SEL Universal
Benchmark Screener

Prairieview Grades 3-5 SEL Universal Benchmark Screener (Fall 2025-26)
Student Perception: Favorable Scores by SEL Domain



Important Note

COMPARED TO OTHERS NATIONALLY

- **82% Self-Management:** Around the 90th percentile
- **81% Classroom Effort:** Around the 90th percentile
- **78% Learning Strategies:** Around the 90th percentile
- **72% Social Awareness:** Around the 80th percentile
- **67% Perseverance:** Around the 90th percentile
- **63% Emotion Regulation:** Around the 90th percentile
- **61% Self-Efficacy:** Around the 70th percentile

Click [here](#) for full report.

SEL Benchmark - Prairieview Elementary School (3-5)

Areas of Recognition:

- **Self-Management (82%)** – Strongest domain; students demonstrate focus, preparedness, and self-discipline.
- **Classroom Effort (81%)** – Reflects high motivation and persistence in class participation and learning.
- **Learning Strategies (78%)** – Indicates effective use of problem-solving and learning approaches.

Areas for Continued Improvement:

- **Self-Efficacy (61%)** – Students show less confidence in their academic abilities, especially with difficult or new material.
- **Emotion Regulation (63%)** – Suggests ongoing need for coping and self-calming strategies.
- **Perseverance (67%)** – While moderate, results indicate that maintaining effort through challenges could be strengthened.

Recommendations:

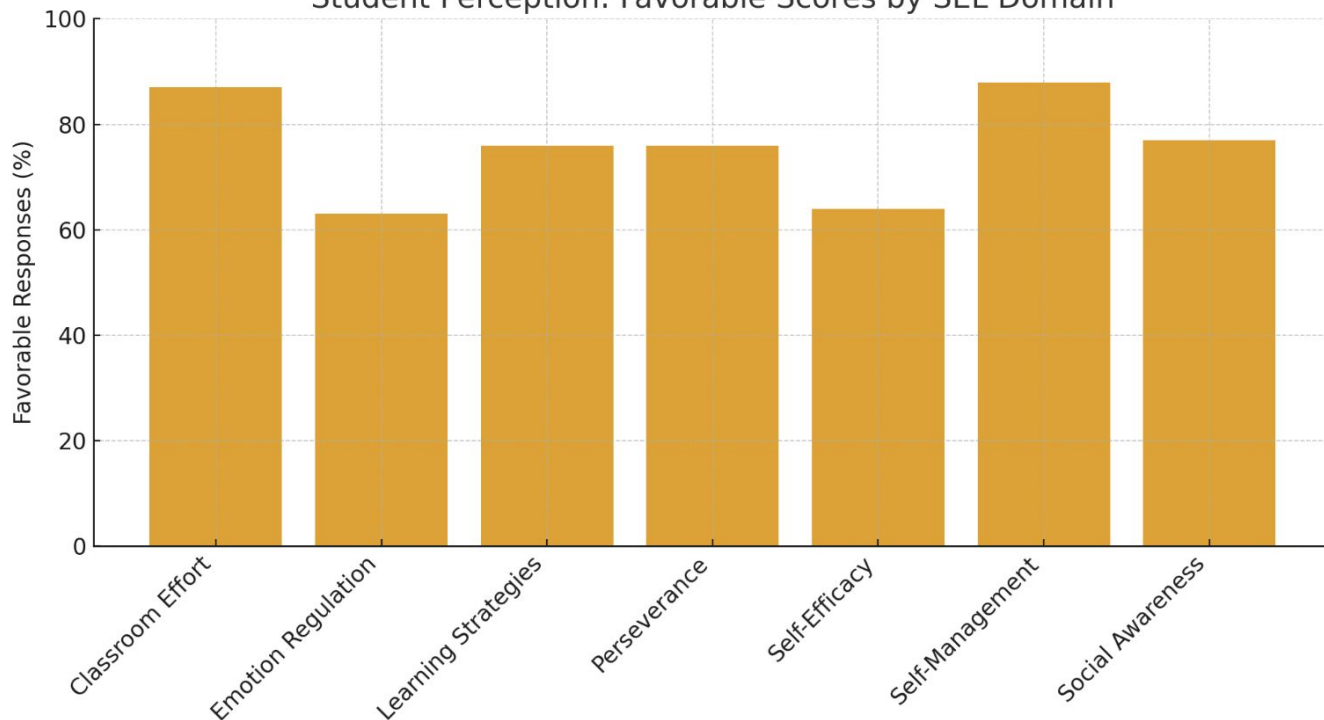
- **Build Confidence through Experiences** – Continue to provide students with structured opportunities to set goals, experience success, and reflect on progress to raise *Self-Efficacy* and build *Perseverance* through challenges.
- **Incorporate Mindfulness and Emotional Literacy** – Regularly embed self-awareness check-ins and calming strategies to enhance *Emotion Regulation*.
- **Celebrate Executive Function Skills** – Continue promoting planning, organization, and follow-through as part of *Self-Management* routines.

SEL Benchmark - Lakeview Junior High School (6-8)



SEL Universal
Benchmark Screener

Lakeview Jr. High Grades 6-8 SEL Universal Benchmark Screener (Fall 2025-26)
Student Perception: Favorable Scores by SEL Domain



COMPARED TO OTHERS NATIONALLY

- **88% Self-Management:** Around the 90th percentile
- **87% Classroom Effort:** Around the 90th percentile
- **77% Social Awareness:** Around the 90th percentile
- **76% Learning Strategies:** Around the 90th percentile
- **76% Perseverance:** Around the 90th percentile
- **64% Self-Efficacy:** Around the 80th percentile
- **63% Emotion Regulation:** Around the 90th percentile

Click [here](#) for full report.

SEL Benchmark - Lakeview Junior High School (6-8)

Areas of Recognition:

- **Self-Management (88%)** – Highest-scoring domain; students demonstrate strong self-control, preparedness, and ability to stay focused.
- **Classroom Effort (87%)** – Reflects strong motivation and consistent engagement with learning tasks.
- **Social Awareness (77%)** – Students show strong empathy, respect, and ability to collaborate with peers.
- **Learning Strategies & Perseverance (76%)** – Indicate effective problem-solving and resilience through challenges.

Areas for Continued Improvement:

- **Emotion Regulation (63%)** – Lower ability to manage emotions and recover from stress or frustration.
- **Self-Efficacy (64%)** – Students may lack confidence in mastering complex or challenging material.

Recommendations:

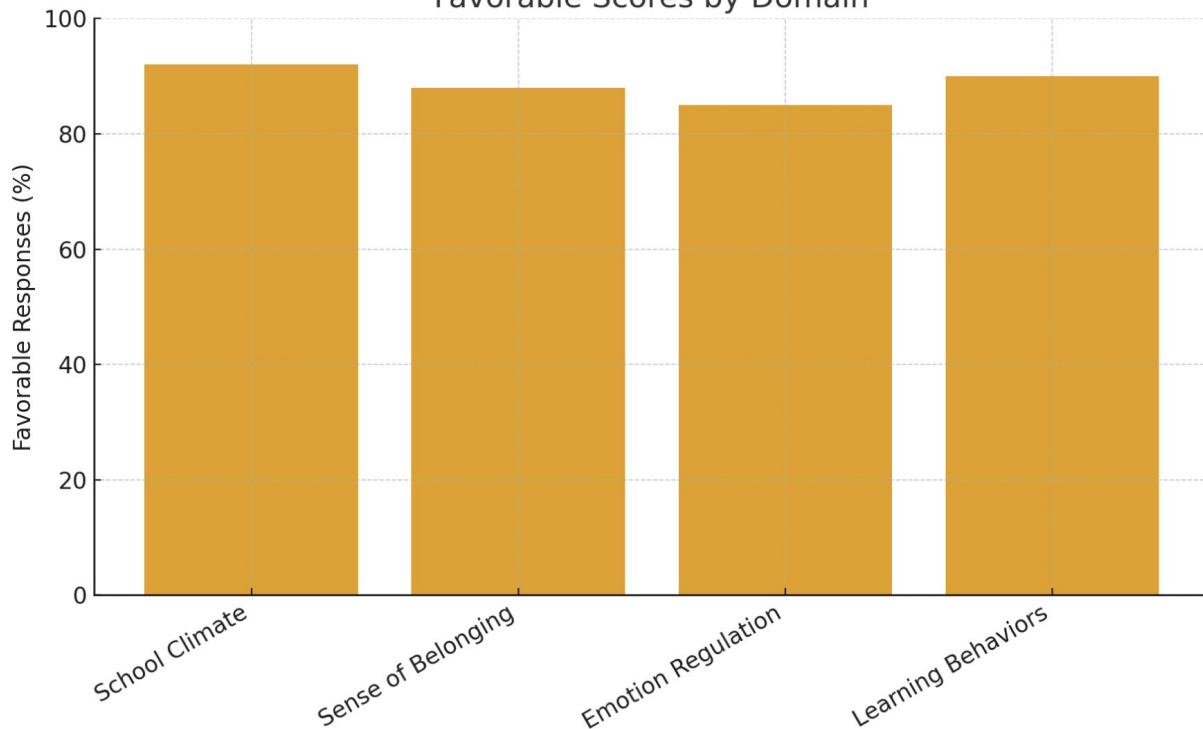
- **Integrate Emotional Literacy Practices** – Provide structured opportunities (e.g., advisory lessons, mindfulness breaks) for students to build *Emotion Regulation* and stress management skills.
- **Enhance Academic Confidence** – Incorporate student reflection, goal tracking, and progress recognition to improve *Self-Efficacy*.

Climate & Culture - Elizabeth Ide Elementary School (PK-2)



Student Climate
& Culture Survey

Elizabeth Ide PK-2 Student Climate & Culture Survey (Fall 2025-26)
Favorable Scores by Domain



Important Note

COMPARED TO OTHERS
NATIONALLY

- **National norms not included due to customization of screener**

Climate & Culture - Elizabeth Ide Elementary School (PK-2)

Areas of Recognition:

- **School Climate (92%)** – Students feel safe, know expectations, and enjoy being at school.
- **Learning Behaviors (90%)** – Young learners demonstrate strong enthusiasm for learning, perseverance, and attention skills.
- **Sense of Belonging (88%)** – Reflects caring adult relationships and positive friendships.

Areas for Continued Improvement:

- **Emotion Regulation (85%)** – While still strong, this domain shows slightly lower results compared to others, suggesting ongoing development in self-awareness and coping skills.

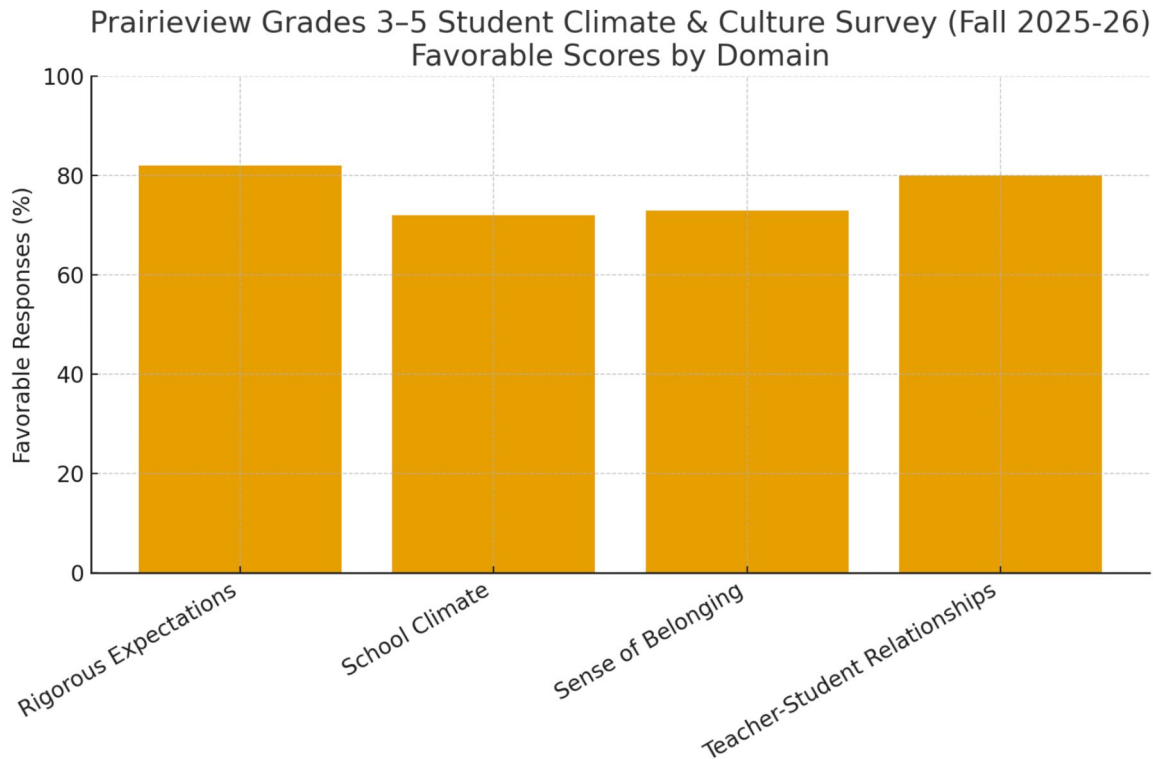
Recommendations:

- **Expand Emotional Literacy Instruction** – Continue daily SEL lessons focusing on identifying emotions, problem-solving, and using calming strategies to strengthen *Emotion Regulation*.
- **Celebrate Positive Routines** – Maintain structured, predictable classroom environments that reinforce safety and belonging.
- **Nurture Curiosity and Perseverance** – Encourage exploration and resilience through project-based learning and recognition of “trying again” moments.

Climate & Culture - Prairieview Elementary School (3-5)



Student Climate
& Culture Survey



COMPARED TO OTHERS NATIONALLY

- **82% Rigorous Expectations:**
Around the 90th percentile
- **80% Teacher-Student Relationships:** Around the 80th percentile
- **73% Sense of Belonging:**
Around the 90th percentile
- **72% School Climate:** Around the 90th percentile

Climate & Culture - Prairieview Elementary School (3-5)

Areas of Recognition:

- **Rigorous Expectations (82%)** – Students perceive their teachers as setting and maintaining high standards for effort and learning.
- **Teacher-Student Relationships (80%)** – Strong social connection and mutual respect between students and teachers.

Areas for Continued Improvement:

- **School Climate (72%)** – While generally positive, results suggest a need to strengthen students' sense of fairness and peer behavior consistency.
- **Sense of Belonging (73%)** – Some students feel less connected or valued within the school community, particularly in peer relationships.

Recommendations:

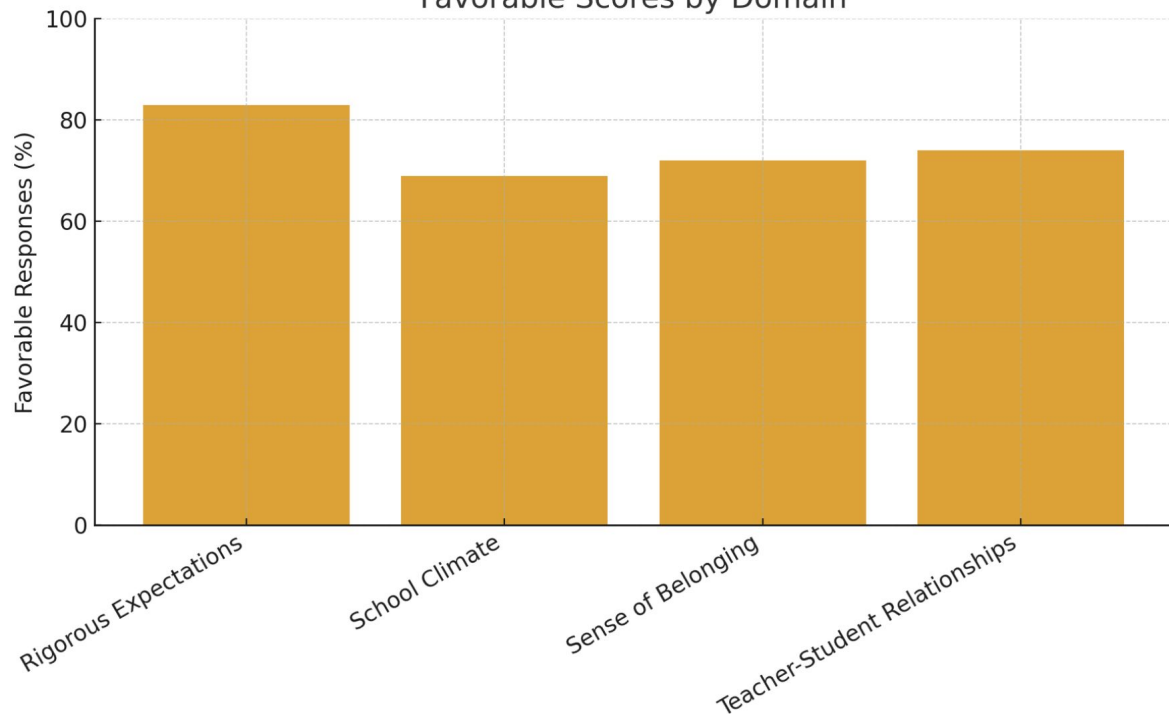
- **Reinforce Positive Behavior Expectations** – Continue building a consistent schoolwide culture around respect, responsibility, and safety to enhance *School Climate*.
- **Foster Student Voice and Inclusion** – Use classroom circles or “All About Me” reflections to deepen *Sense of Belonging*.
- **Celebrate Teacher-Student Connections** – Highlight teacher recognition moments, check-ins, and student shoutouts to sustain strong *Relationships*.

Climate & Culture - Lakeview Junior High School (6-8)



Student Climate
& Culture Survey

Lakeview Jr. High Grades 6-8 Student Climate & Culture Survey (Fall 2025-26)
Favorable Scores by Domain



COMPARED TO OTHERS NATIONALLY

- **83% Rigorous Expectations:**
Around the 90th percentile
- **74% Teacher-Student Relationships:** Around the 80th percentile
- **72% Sense of Belonging:**
Around the 90th percentile
- **69% School Climate:** Around the 90th percentile

Click [here](#) for full report.

Climate & Culture - Lakeview Junior High School (6-8)

Areas of Recognition:

- **Rigorous Expectations (83%)** – Students recognize that teachers hold them to high academic and behavioral standards.
- **Teacher-Student Relationships (74%)** – Positive connections with teachers reflect mutual respect and care.

Areas for Continued Improvement:

- **School Climate (69%)** – Indicates a need to strengthen overall positivity, rule consistency, and fairness perceptions among students.
- **Sense of Belonging (72%)** – Some students feel less valued or connected to peers and the broader school community.

Recommendations:

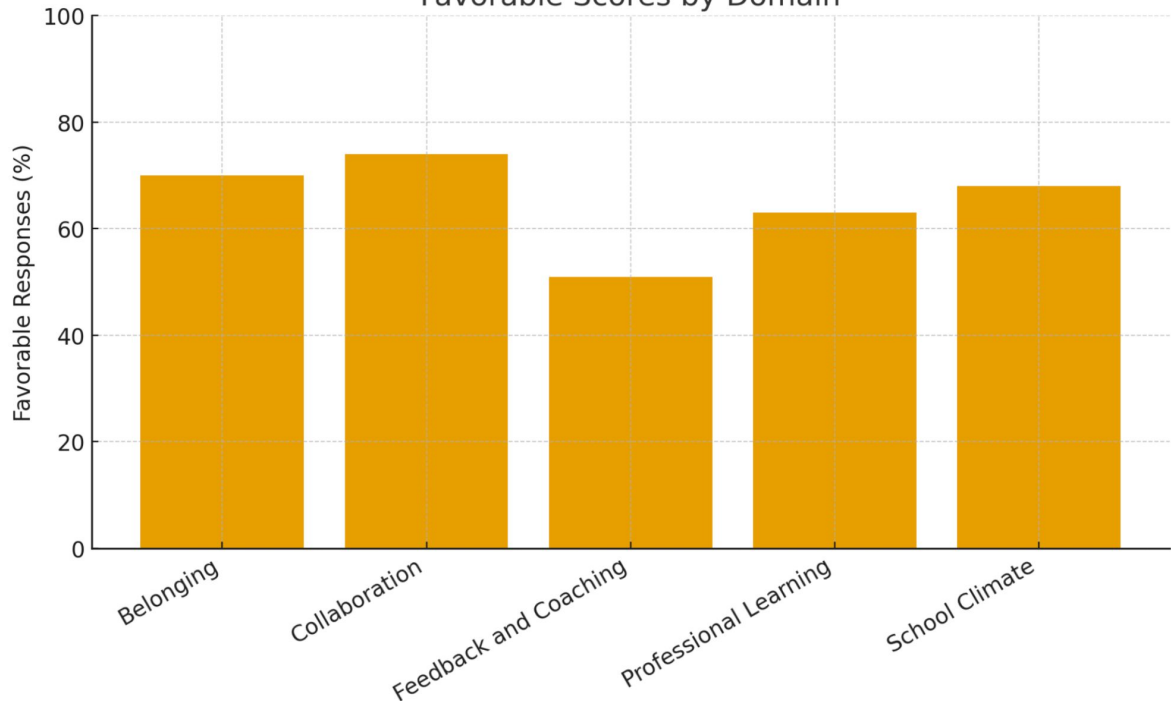
- **Strengthen Peer-to-Peer Connections** – Implement advisory or mentorship programs to build *Sense of Belonging* and student inclusion.
- **Promote a Positive School Culture** – Reinforce schoolwide expectations and celebrate kindness, respect, and community through recognition systems to enhance *School Climate*.
- **Enhance Student Voice Opportunities** – Solicit feedback on classroom practices and policies to deepen *Teacher-Student Relationships* and engagement.

STAFF



Climate & Culture - Elizabeth Ide Elementary School (PK-2)

Elizabeth Ide Teacher Staff Climate & Culture Survey (Fall 2025-26)
Favorable Scores by Domain



COMPARED TO OTHERS NATIONALLY

- **74% Collaboration:** Around the 70th percentile
- **70% Belonging:** Around the 70th percentile
- **68% School Climate:** Around the 70th percentile
- **63% Professional Learning:** Around the 80th percentile
- **51% Feedback and Coaching:** Around the 50th percentile

Climate & Culture - Elizabeth Ide Elementary School (PK-2)

Areas of Recognition:

- **Collaboration (74%)** – Teachers value and benefit from collaborative opportunities with colleagues, indicating strong professional relationships.
- **Belonging (70%)** – Most staff feel respected, connected, and that they belong within the school community.

Areas for Continued Improvement:

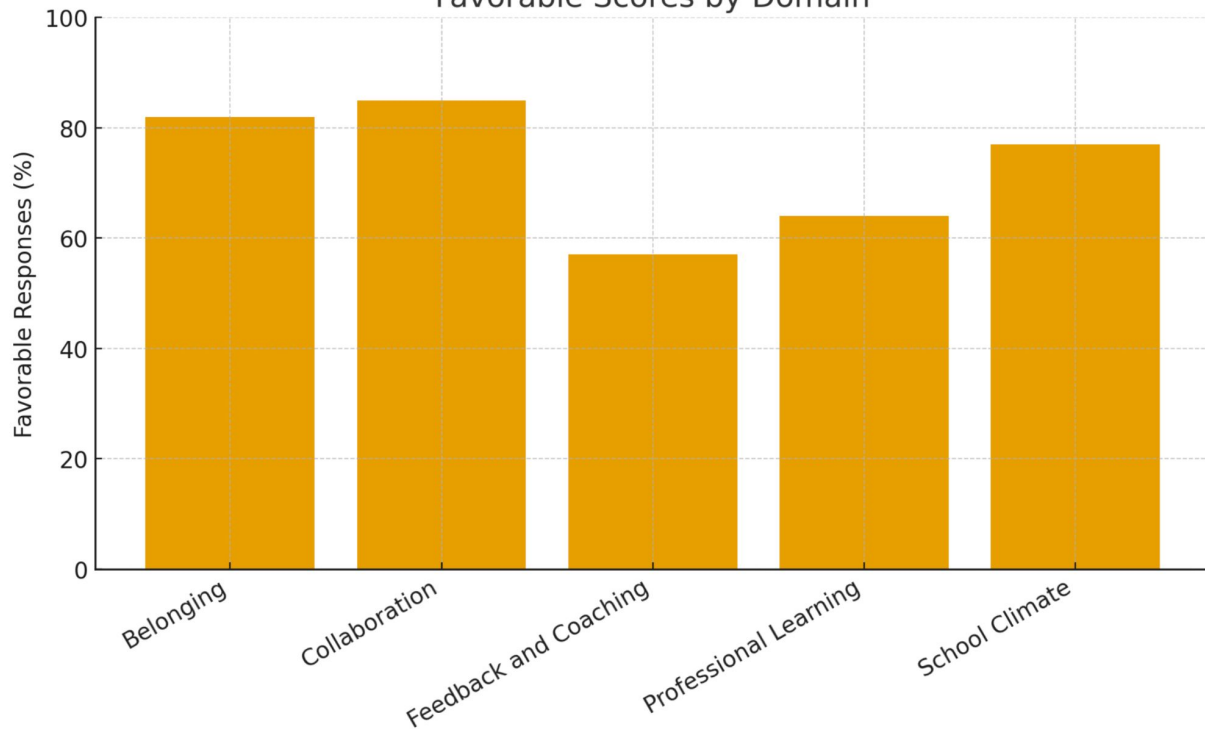
- **Feedback and Coaching (51%)** – Lowest domain; staff desire more consistent, actionable, and growth-oriented feedback.
- **Professional Learning (63%)** – Opportunities are moderately favorable but can be better aligned to teacher needs and content relevance.
- **School Climate (68%)** – Generally positive, though optimism and consistency in staff attitudes could be strengthened.

Recommendations:

- **Enhance Instructional Feedback Systems** – Implement more frequent, specific coaching conversations with clear, supportive follow-up actions.
- **Differentiate Professional Learning** – Offer choice-based or role-specific PD aligned to classroom practice and teacher goals.
- **Strengthen Collective Efficacy** – Celebrate team successes and highlight progress to reinforce a positive *School Climate*.

Climate & Culture - Prairieview Elementary School (3-5)

Prairieview Teacher Staff Climate & Culture Survey (Fall 2025-26)
Favorable Scores by Domain



Important Note

COMPARED TO OTHERS NATIONALLY

- **85% Collaboration:** Around the 70th percentile
- **82% Belonging:** Around the 90th percentile
- **77% School Climate:** Around the 90th percentile
- **64% Professional Learning:** Around the 80th percentile
- **57% Feedback and Coaching:** Around the 70th percentile

Climate & Culture - Prairieview Elementary School (3-5)

Areas of Recognition:

- **Collaboration (85%)** – Teachers feel highly supported in working together and value shared learning with colleagues.
- **Belonging (82%)** – Strong sense of respect, connection, and inclusion among staff members.
- **School Climate (77%)** – Positive overall working environment where trust, collegial relationships, and student respect are strong.

Areas for Continued Improvement:

- **Feedback and Coaching (57%)** – Staff perceive inconsistency in feedback frequency and clarity on how it supports growth.
- **Professional Learning (64%)** – While generally positive, opportunities for personalization and alignment to teacher goals can improve.

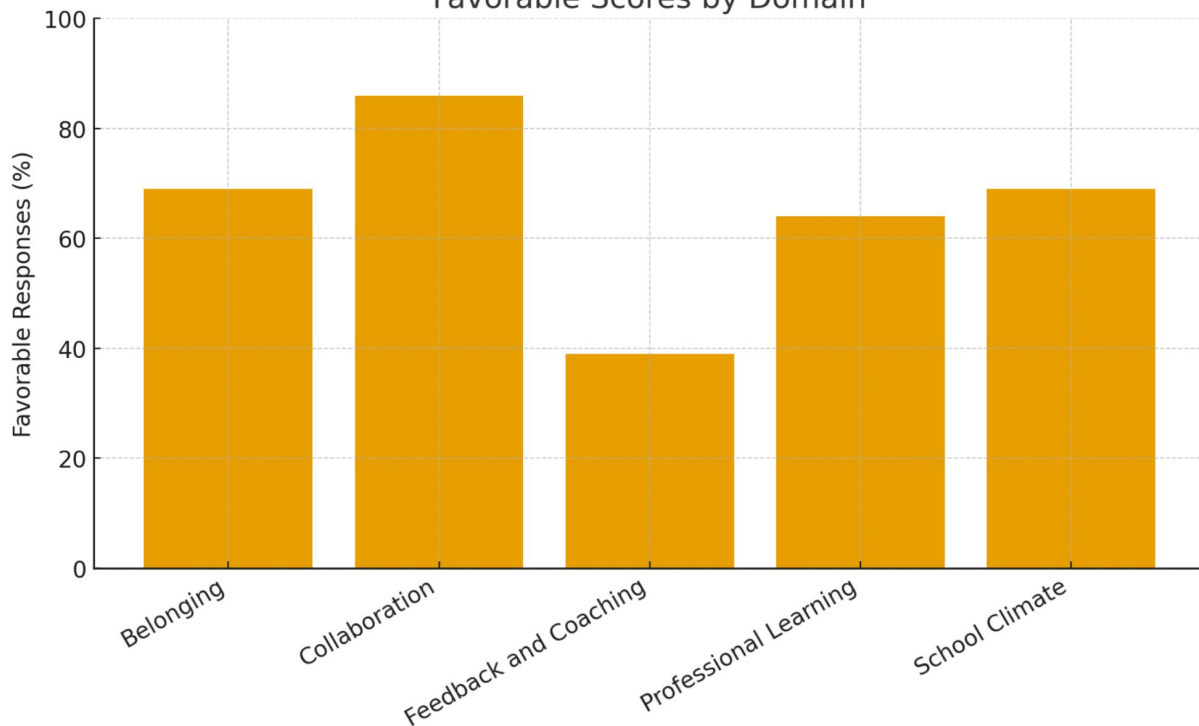
Recommendations:

- **Enhance Feedback Consistency** – Schedule ongoing coaching check-ins focused on actionable next steps and celebrating growth.
- **Personalize Professional Learning** – Continue offering differentiated PD options that align with classroom realities and teacher interests.
- **Celebrate Successes** – Regularly acknowledge staff contributions and student impact to reinforce a positive *School Climate* and *Belonging*.

Climate & Culture - Lakeview Junior High School (6-8)

Lakeview Jr. High Teacher Staff Climate & Culture Survey (Fall 2025-26)

Favorable Scores by Domain



COMPARED TO OTHERS NATIONALLY

- **86% Collaboration:** Around the 80th percentile
- **69% Belonging:** Around the 60th percentile
- **69% School Climate:** Around the 70th percentile
- **64% Professional Learning:** Around the 80th percentile
- **39% Feedback and Coaching:** Around the 20th percentile

Climate & Culture - Lakeview Junior High School (6-8)

Areas of Recognition:

- **Collaboration (86%)** – Teachers strongly value and benefit from collaboration, reflecting a culture of shared learning and professional teamwork.
- **School Climate (69%)** – Generally positive perceptions of trust, collegial respect, and student–teacher relationships.

Areas for Continued Improvement:

- **Feedback and Coaching (39%)** – Lowest-rated domain; teachers indicate limited feedback frequency and less actionable input for instructional growth.
- **Belonging (69%)** – While moderate, data suggests room to enhance connectedness and recognition among staff.
- **Professional Learning (64%)** – Professional growth opportunities are viewed as somewhat valuable but could be better aligned with classroom realities.

Recommendations:

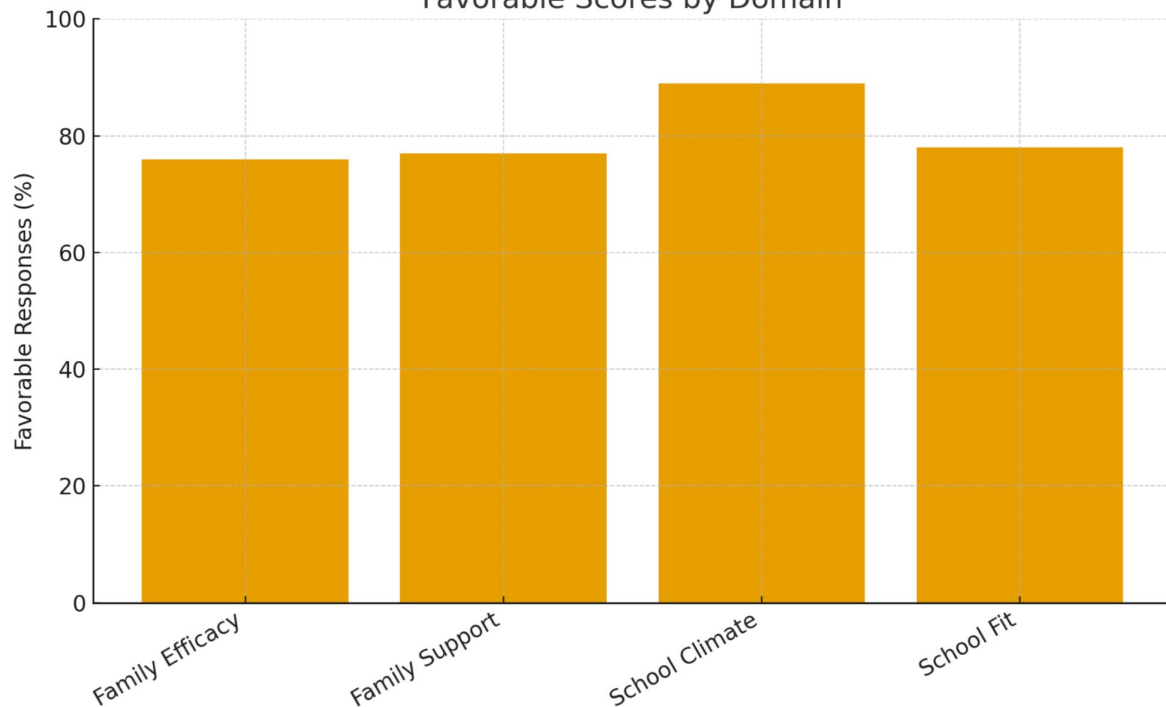
- **Develop Targeted Coaching Structures** – Create regular, personalized feedback loops emphasizing clear next steps, goal setting, and follow-up support.
- **Expand Professional Learning Relevance** – Provide differentiated PD that directly connects to grade-level content, student needs, and teacher interest areas.
- **Strengthen Community Connection** – Increase opportunities for informal collaboration and staff appreciation to enhance *Belonging*.

FAMILIES



Family Partnership - Elizabeth Ide Elementary School (PK-2)

Elizabeth Ide Family-School Relationships Survey (Fall 2025-26)
Favorable Scores by Domain



Important Note

COMPARED TO OTHERS NATIONALLY

Family Efficacy: 80th–99th percentile

- **89% School Climate:** Around the 90th percentile
- **78% School Fit:** Around the 80th percentile
- **77% Family Support:** Around the 90th percentile
- **76% Family Efficacy:** Around the 90th percentile

Family Partnership - Elizabeth Ide Elementary School (PK-2)

Areas of Recognition:

- **School Climate (89%)** – Families strongly believe the school provides a safe, welcoming, and respectful environment that supports children's learning and enjoyment.
- **School Fit (78%)** – High family confidence that the school meets students' developmental and cultural needs.
- **Family Support (77%)** – Families report frequent engagement in supporting learning and emotional well-being at home.

Areas for Continued Improvement:

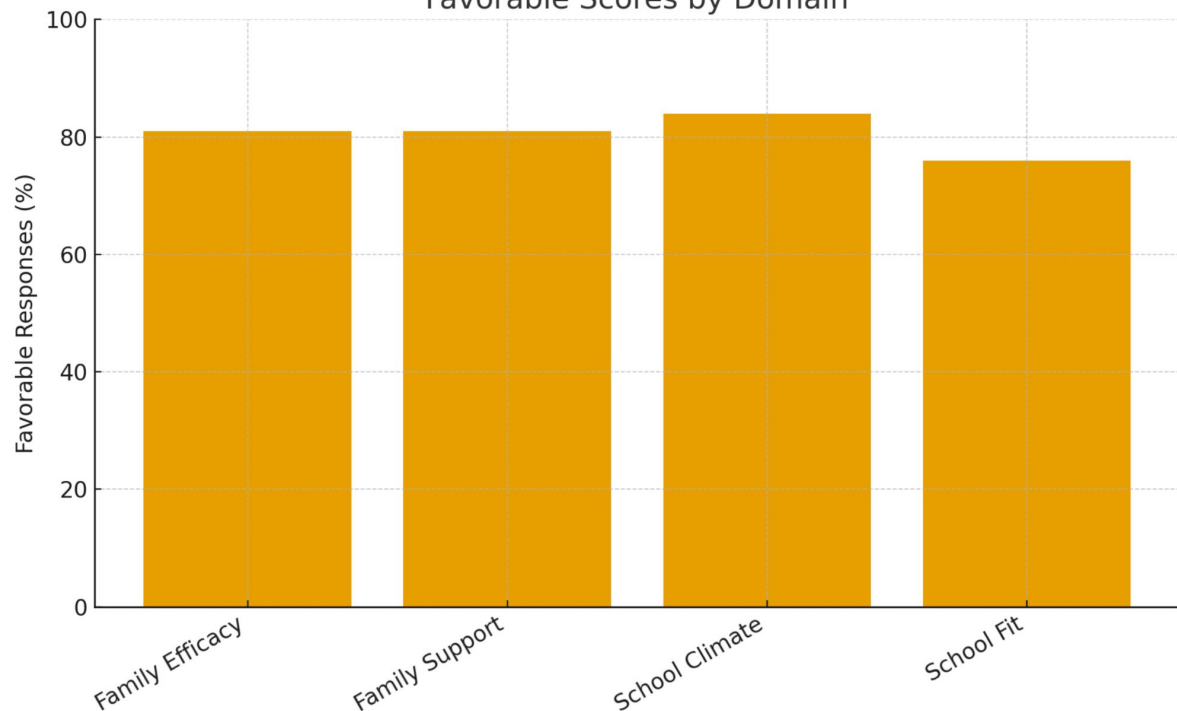
- **Family Efficacy (76%)** – While still positive, this domain suggests a need for continued support to help parents feel more confident in connecting with others and managing their child's emotions or school-related needs.

Recommendations:

- **Strengthen Family Partnerships** – Offer and encourage family learning workshops and engagement on academic supports, emotional regulation, strategies for fostering friendships or other opportunities for families to connect (e.g., grade-level meetups, parent mentoring, cultural nights). opportun
- **Enhance Two-Way Communication** – Continue clear, consistent communication between home and school to reinforce trust and collaboration.
- **Celebrate School Climate Success** – Showcase family satisfaction and positive climate feedback in newsletters and family events.

Family Partnership - Prairieview Elementary School (3-5)

Prairieview Family-School Relationships Survey (Fall 2025-26)
Favorable Scores by Domain



Important Note

COMPARED TO OTHERS NATIONALLY

- **84% School Climate:** Around the 80th percentile
- **81% Family Efficacy:** Around the 90th percentile
- **81% Family Support:** Around the 90th percentile
- **76% School Fit:** Around the 80th percentile

Family Partnership - Prairieview Elementary School (3-5)

Areas of Recognition:

- **School Climate (84%)** – Families overwhelmingly view the school as a positive, respectful, and welcoming environment where diversity is valued and learning is supported.
- **Family Efficacy (81%)** – High parent confidence in supporting their child's learning and school decision-making.
- **Family Support (81%)** – Families report strong engagement in their child's education and consistent communication about school learning.

Areas for Continued Improvement:

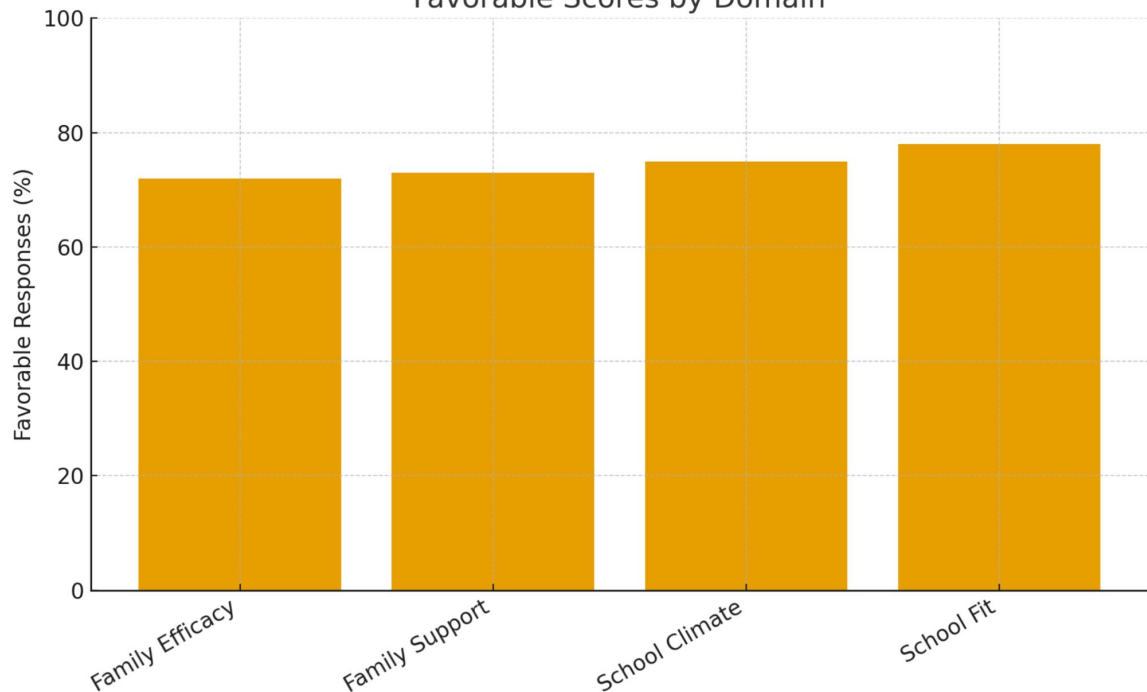
- **School Fit (76%)** – While generally favorable, families expressed slightly less confidence in how well activities, teaching styles, and support systems align with their child's individual needs.

Recommendations:

- **Enhance Student-Centered Opportunities** – Expand enrichment programs and interest-based activities to improve *School Fit*.
- **Strengthen Two-Way Family Communication** – Continue engaging families through regular updates, feedback opportunities, and open communication channels.
- **Celebrate Family Partnerships** – Acknowledge the strong home-school collaboration and maintain transparency in decision-making processes.

Family Partnership - Lakeview Junior High School (6-8)

Lakeview Jr. High Family-School Relationships Survey (Fall 2025-26)
Favorable Scores by Domain



Important Note

COMPARED TO OTHERS NATIONALLY

- **78% School Fit:** Around the 80th percentile
- **75% School Climate:** Around the 60th percentile
- **73% Family Support:** Around the 80th percentile
- **72% Family Efficacy:** Around the 70th percentile

Family Partnership - Lakeview Junior High School (6-8)

Areas of Recognition:

- **School Fit (78%)** – Families feel the school meets students' developmental needs, interests, and learning styles, and fosters belonging.
- **School Climate (75%)** – Families report positive perceptions of respect, fairness, and administrative support for student learning.

Areas for Continued Improvement:

- **Family Efficacy (72%)** – Families could benefit from additional support and resources to feel more confident in helping their child manage emotions and stay motivated.
- **Family Support (73%)** – While positive, data suggests opportunities to strengthen engagement between home learning and school communication.

Recommendations:

- **Enhance Family Empowerment** – Offer workshops or digital resources to help parents build confidence in supporting academic and social-emotional growth (*Family Efficacy*).
- **Increase Learning Partnership Opportunities** – Provide family engagement nights, academic showcases, or learning guides to strengthen *Family Support*.
- **Celebrate Strong School Fit** – Highlight how curriculum, activities, and culture align with diverse student needs and family values.

Short Answer Themes

- **If you were in charge of the school how would you engage more parents?**
 - Expand Family Engagement Opportunities – Offer more social, cultural, and academic family events.
 - Increase Flexibility and Accessibility – Schedule events at varied times and include virtual options.
 - Build Relationships and Collaboration – Create more two-way communication and recognize parent involvement.
- **What could the school do to improve school climate for students?**
 - Promote Inclusion and Belonging – Emphasize SEL, empathy, and diversity to ensure all students feel valued.
 - Strengthen Peer and Cross-Grade Connections – Implement buddy systems and collaborative activities.
 - Encourage Positive Behavior and Fairness – Apply consistent expectations and celebrate positive actions.
- **What could the school do to help your child engage in learning at home?**
 - Improve Clarity on Learning Expectations – Share regular updates on classroom focus and grading.
 - Balance Homework and Limit Screen Time – Provide manageable, paper-based learning options.
 - Support Families with Tools and Resources – Offer strategies, enrichment ideas, and guidance for home learning.
- **What ideas do you have to improve the school or district?**
 - Strengthen Communication and Transparency – Provide consistent, clear updates and streamline information across schools.
 - Foster Inclusion and Belonging – Continue promoting equitable access, cultural awareness, and multilingual communication.
 - Enhance Student Support and Enrichment – Expand academic, SEL, and extracurricular opportunities for all learners.

THANK YOU

Questions & Comments