



**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 = During the January 6th Institute Day, staff from each school participated in remote professional development sessions with Panorama Education, focused on equipping teachers for effective 1:1 SEL conversations with students and families. Led by Jimmy Zuniga, the 30-minute session included three phases: a.) Prework: Establishing norms and navigating Panorama's platform to identify impactful data, b.) Practice: Using a structured framework to discuss one strength and one area of growth, and c.) Troubleshooting: Anticipating challenges and utilizing Panorama's Playbook for actionable strategies. The training enhanced teachers' ability to address students' social-emotional needs, foster relationships, and create personalized plans to support growth, essential for building a positive school climate and ensuring student success..

Goal Three – Readiness

Vertical Articulation & Collaboration = In our ongoing efforts to ensure a seamless transition for students moving to the next grade level and school building, the month of January initiates our process of vertical articulation, collaboration, and even observations involving principals, special education case managers, and related service providers. Engaging in this collaborative effort is critical for tailoring the educational journey to each student's needs, facilitating a personalized and continuous learning experience. By aligning educational strategies and effectively addressing individual needs, we can provide the necessary support for every student's success in the upcoming year. Such an approach not only enhances the continuity of care and education for our students, but also fosters a unified approach among our educators and service providers, significantly improving the educational experience for all involved.

Equity Journey Continuum = As part of our monthly New Teacher mentoring workshops, we dedicate time to bring our newest staff members up to speed on the district's equity journey. These sessions focus on fostering an inclusive learning environment by introducing the Integrated Comprehensive Systems for Equity (ICS) framework. New staff explore the history of educational inequities and learn to shift from deficit-based to asset-based thinking. By recognizing students' diverse strengths, cultural knowledge, and unique identities, staff are equipped with strategies to promote belonging, academic success, and systemic change that ensures equity for all students.

