



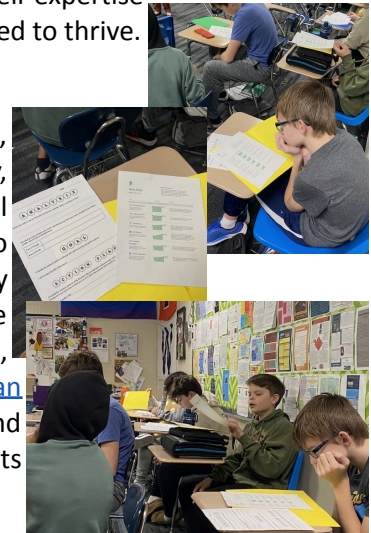
Director of Student Services
February Board Report

Goal One – Student Learning

ACCESS Testing for our English Learners = From January through early March, our three EL Interventionists will administer the ACCESS assessment to students identified as English Learners (EL), measuring their proficiency in listening, speaking, reading, and writing. The assessment provides valuable insight into students’ language development, helping us identify strengths and areas for growth to better support their academic success. The results guide instructional planning and enhance our district’s approach to EL education. A special thank you to Jolita Zubrickas (IDE), Alex Nodarse (Prairieview), and Joanna Bergmann (Lakeview) for their dedication to administering this assessment and for their vital role in supporting both students and classroom teachers. Their expertise and commitment help ensure our EL students have the resources and opportunities they need to thrive.

Goal Two – Whole Student Development

SEL & Learner Characteristics: Reflection & Goal Setting = At Lakeview Junior High School, students actively engage in self-reflection and goal setting during their ACE (Advisory, Culture, Environment) hour, using data from their Panorama Ed Fall and Winter SEL Universal Benchmark Screeners. With teacher guidance and support, students analyze their results to identify strengths, areas for growth, and opportunities for improvement in key social-emotional learning (SEL) competencies. Through structured reflection and one-on-one conferencing, they set personalized goals to enhance their self-awareness, self-management, and overall well-being. This process aligns with the District’s [Strategic Plan \(Goal #2\)](#) and its commitment to developing the whole child by integrating SEL instruction and assessment. By taking ownership of their learning and personal development, students cultivate a growth mindset that supports both academic and personal success.



Goal Three – Readiness

What We Say and How We Say It Matter = Paraprofessionals across District 66 kicked off their book study on *What We Say and How We Say It Matter: Teacher Talk That Improves Student Learning and Behavior* by Mike Anderson during the School Improvement Day (SIP) on January 31st. Thanks to a generous TEAM 66 Education Foundation grant, 20 copies of the book were provided to support this initiative. Paraprofessionals play a critical role in supporting students across classrooms, specials, recess, and lunch, where their interactions shape student learning and behavior. Through this book study, held during SIP and Institute Days, they will develop a common language for student communication, strengthen positive interactions, and build consistency across all three district buildings. The focus on growth mindset, collaboration, and inclusive language aims to enhance student engagement, behavior, and academic success. Ultimately, this initiative not only strengthens professional skills, but also fosters a more supportive and effective learning environment for all students.

