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**Elizabeth Ide Elementary School**

**January 2026 Board Report**

**Goal One – Learning**

January marks the opening of our winter benchmark assessment windows, an important point in the school year for monitoring student progress and informing instructional planning. Over the coming weeks, students will participate in assessments in reading, mathematics, and social-emotional learning. These assessments provide valuable data that help teachers understand individual and grade-level strengths, measure growth over time, and identify areas where additional support or enrichment may be needed.

Following the assessment window, staff will engage in collaborative data review and reflection in February. These discussions will focus on celebrating student progress, identifying trends across classrooms and grade levels, and planning targeted instructional next steps. This process ensures that teaching and learning remain responsive to student needs and aligned with our commitment to continuous improvement.

**Goal Two – Whole Student**

Supporting the whole child remains a central focus as we begin the second half of the school year. During December, our school community participated in a Hat and Mitten Drive, providing students with an opportunity to practice empathy, generosity, and social responsibility while supporting those in need. Activities such as this reinforce the importance of kindness and help students understand the impact they can have beyond the classroom.

In addition, school-wide spirit days during the last week prior to Winter Break continue to promote a positive school culture and strengthen students' sense of belonging. These events encourage connection, school pride, and joy, while also supporting social-emotional well-being. By creating opportunities for students to feel connected and valued, we help foster an environment where learners are more engaged, confident, and ready to learn.

**Goal Three –Environment**

Maintaining a safe, welcoming, and supportive learning environment remains a priority for students and staff. Following winter break, time has been spent re-establishing routines, reinforcing expectations, and ensuring students feel comfortable and confident returning to school. These efforts help create consistency and structure, which are especially important as students transition back into learning after an extended break.

Ongoing attention is also given to the physical and emotional environment of our building. Classrooms and common areas are designed to support engagement, safety, and positive interactions, while staff continue to model and reinforce respectful behavior. Through these collective efforts, we strive to create a learning environment where students feel secure, supported, and motivated to do their best each day.

