



# 2022-2023 Continuous Improvement Plan

## Our Mission

### *Why We Exist*

NSSEO propels students with special needs to be actively engaged citizens through dynamic family, school and community partnerships.

## Our Vision

### *Our Desired State, Where We are Headed*

Enhancing students' talents and dreams for a promising future.

## Our Core Values

### *What We Believe, What We Stand For*

- a person-centered philosophy that reflects an individualized focus on students' strengths, desires, and life goals
- students, families and communities engaged in a rigorous, exciting learning process
- connecting and collaborating through partnerships designed to expand and advance meaningful opportunities for students
- high standards, systems and innovative practices that enhance growth for students, staff and leaders
- equitable opportunities and practices that provide for the diversity, culture and inclusion of all students, families, and staff
- looking beyond what is, to what is possible

## Our Goals

### *Our Priorities, What We will Achieve*

1. **Student Outcomes** - Foster development, ongoing growth and positive outcomes for all students.
2. **Social Emotional Learning** - Promote social emotional learning and growth for all.
3. **Supportive, Collaborative, and Person-Centered Learning Environment** - Foster a supportive, collaborative, and person-centered learning environment to promote growth for all.
4. **Transition Services** - Upon exiting from NSSEO services, 100% of students will have defined post-secondary plans indicating focus on the priority areas of social, community and/or work experiences for at least 50% of a work week.
5. **Collaborative Partnerships** - Further advance our collaborative partnerships across the educational community to deepen equitable, inclusive practices that are future driven and influence positive change.

## Goal #1 Student Outcomes

Foster development, ongoing growth and positive outcomes for all students.

### Objectives:

- A. Further enhance NSSEO's IEP goal writing and implementation practices to establish clear and measurable IEP goals focused on improving achievement in each area of identified need for each individual student by:
  - Maintaining an ongoing process for self-audits of IEP goals across NSSEO programs,
  - Ongoing self-audits of randomly selected IEP goals to assess alignment to best practices in IEP goal writing as well as ensuring IEP goals are legally defensible, and
  - Beginning to teach and utilize Facilitated IEP strategies to discuss strengths/challenges, aligned goals, and agreements at IEP meetings.
- B. Continue to provide support to NSSEO teachers and staff to enhance their pedagogical skills and implementation of each NSSEO program's instructional framework by:
  - Providing ongoing training and coaching for NSSEO staff and leaders to develop knowledge, attitudes, tools and skills to support the effective use of the curricular materials and resources within each program's instructional framework, and
  - Re-engaging in a collaborative evaluation process that focuses on the implementation of current curriculum and Student Learning Outcomes (SLOs).
- C. Utilize assessment data to drive decisions that focus on critical areas of individual student need and prioritized learning standards by:
  - Ongoing committee work focused on prioritizing learning standards for each area of the instructional framework (ELA, Math, SEL, Communication, etc.) within each school/program,
  - Continuing to align curricular resources and assessment tools to state and district standards across the instructional framework, and
  - Exploring and identifying assessment tools to regularly monitor student progress toward learning goals.

### Dashboard Indicators:

- Percent of IEP goals for which students are meeting or exceeding IEP growth targets
- Percent of staff reporting alignment to their program's instructional model
- Number of program-based professional learning events and coaching cycles aligned to aspects of the instructional framework

## Goal #2 Social Emotional Learning

Promote social emotional learning and growth for all.

### Objectives:

- A. Implement the CASEL framework of SEL competencies and then utilize this framework to guide curriculum decision making in all NSSEO programs by:
  - Convening the district SEL committee monthly, and
  - Completing and documenting the planning for key activities across the CASEL Focus Areas to develop a strong foundation for SEL to ensure efforts are sustained long term and plan for systemic implementation of SEL in every aspect of NSSEO's work and our students' educational experiences.
- B. Provide ongoing professional learning and coaching opportunities for staff around SEL, positive behavioral interventions, and trauma informed practices, including how we respond to student crises within our schools and programs by:
  - Developing and utilizing revised training materials and documentation that describes how NVCI and Ukeru are combined, incorporated into each program's crisis intervention techniques, and aligned to the ISBE guidance for use of RTO.
  - Providing ongoing Ukeru and NVCI training and coaching focusing on de-escalation and trauma informed response to student crises to all NSSEO staff, and
  - Creating and enacting action plans to improve the frequency and impact of debriefing within each program.
- C. Refine district-wide guidance and training in best practices for proactive behavior strategies to support FBA-BIP development and implementation by:
  - Establishing an NSSEO committee to review/evaluate existing processes for effective, efficient FBA-BIP development including a focus on individualized proactive behavioral supports and strategies, and
  - Creating and documenting consistent, district-wide systems and processes for FBA-BIP development.
- D. Provide resources and opportunities that promote school-family partnerships around Social Emotional Learning (SEL) and mental health by:
  - Continuing to offer parent and family events with flexible scheduling and access options,
  - Continuing community engagement and partnership to support the SEL and mental health needs of students across programs, and
  - Establishing a structure for provision of family therapy and support within Timber Ridge and other programs.

### Dashboard Indicators:

- Percent completion of the NSSEO planning for key activities across the CASEL Focus Areas
- Number of program-based professional learning events and coaching cycles aligned to SEL, FBA-BIP, and/or Trauma Informed Practices
- Percent of SEL and behavioral IEP goals for which students are meeting or exceeding IEP growth targets

### **Goal #3 Supportive, Collaborative, and Person-Centered Learning Environment**

Foster a supportive, collaborative, and person-centered learning environment to promote growth for all.

#### **Objectives:**

- A. Refine and implement a system for high quality on-boarding, mentoring, and continuous training/coaching to support the retention and professional growth of all NSSEO staff by:
  - Compiling and adapting the NSSEO onboarding, mentoring, and coaching frameworks and outcomes,
  - Providing ongoing, high-quality professional learning and coaching for NSSEO staff, and
  - Systematically collecting feedback from NSSEO staff to inform continuous improvement in the quality and impact of the NSSEO mentoring, training, and coaching efforts.
- B. Continue to monitor and improve culture and climate across NSSEO by:
  - Providing all staff with the opportunity to complete a yearly Humanex survey evaluating NSSEO culture and climate,
  - Conducting goal setting meetings at the district- and program-level in collaboration with Humanex based on culture and climate survey results, and
  - Continuing the Celebration Committee's impact and reach in support of a positive NSSEO culture and climate, integrating building-level positive culture promoting practices.
- C. Deepen NSSEO's focus on equity, diversity, and inclusion by:
  - Developing a district-wide committee to review current practices and next steps related to equity, diversity, and inclusion, and
  - Creating an Equity Action Plan (EAP) in alignment to *The Five Strands of Systemic Equity* (Systems, Teaching and learning, Student voice, climate and culture, Professional learning, and Family and community agency).

#### **Dashboard Indicators:**

- Percent of staff reporting high levels of satisfaction related to their professional learning and growth within NSSEO (staff survey)
- Percent of staff participating in the yearly Humanex survey
- Percent of highly satisfied and highly engaged staff (Humanex "dream box")

## Goal #4 Transition Services

Upon exiting from NSSEO services, 100% of students will have defined post-secondary plans indicating focus on the priority areas of social, community and/or work experiences for at least 50% of a work week.

### Objectives:

- A. Advance a clear vision for transition planning and supports within NSSEO, providing every student with defined opportunities for vocational, social, and independent living experiences and skill development by:
  - Providing a written document outlining the values, beliefs, and purposes of transition planning and services within NSSEO,
  - Designing and refining a continuum of vocational activities as a component of transition services,
  - Designing and refining a continuum of social/community activities as a component of transition services, and
  - Designing and refining a continuum of independent living activities as a component of transition services.
- B. Advance a comprehensive training and networking plan to provide expanded understanding and engagement of stakeholders in the post-secondary planning process by:
  - Providing ongoing training for Kirk staff focused on facilitating and participating in effective Transition Action Planning (TAP) meetings
  - Providing training for parents and caregivers to support their active participation in creating their student's transition plan, and
  - Providing opportunities for families and staff to learn about resources, current information regarding adult services and related training and networking to empower them as they support students through transition.

### Dashboard Indicators:

- Percent of students' transition plans that reflect vocational, social, and independent living experiences/instruction
- Number of professional learning events and coaching cycles for staff and parents aligned to the TAP process and transition planning

## Goal #5 Collaborative Partnerships

Further advance our collaborative partnerships across the educational community to deepen equitable, inclusive practices that are future driven and influence positive change.

### Objectives:

- A. Expand supportive partnerships within NSSEO including: member and non-member districts, business and community partners/organizations, NSSEO Foundation, state and national organizations, universities, non-profit organizations, legislators, and others through a shared focus aligned to the mission, vision, and values of NSSEO by:
  - Influencing legislation, practices and policies at state and federal levels reflective of the priority needs of students with special needs and their families,
  - Facilitating ongoing networking events and opportunities with community, state, and national organizations,
  - Partnering with local groups to support inclusive experiences for NSSEO students, and
  - Sharing of NSSEO successes in various media.
- B. Continue parent/guardian education and networking through PERC, ISRC, community resources, and other systems by:
  - Collaborating across NSSEO departments and programs, program-based parent groups, and the NSSEO Parent Advisory Council (PAC) to plan PERC trainings and communication,
  - Developing and publishing a balanced PERC calendar to provide learning and networking opportunities across student ages and needs, and
  - Enhancing marketing, feedback, and communication strategies so that families are well aware of PERC opportunities.
- C. Plan collaboratively with member districts to deliver meaningful Professional Learning to meet each district's priorities and needs by:
  - Developing an NSSEO Professional Learning calendar and customized PL plans aligned to prioritized areas of need and interest across member districts,
  - Expanding professional learning opportunities through various platforms to provide increased access and engagement in NSSEO Professional Learning events,
  - Maintaining a Professional Learning dashboard to continuously monitor the value and impact of the NSSEO Professional Learning events and services, and
  - Structuring ongoing feedback opportunities for member district representatives regarding NSSEO's Professional Learning impact and needs within each district.
- D. Ensure long-term financial stability of the District with resources aligned to strategic priorities in order to support an optimal learning and teaching environment by:
  - Maximizing and expanding resources,
  - Establishing quarterly project management meetings with business office, technology, and maintenance with input from building/program leaders, and
  - Maintaining a short and long term facility and technology plan to ensure an optimal learning and teaching environment.

### Dashboard Indicators:

- Number of community partners who support work experiences for NSSEO student(s)
- Percent of students enrolled in STEP (D211 and D214) who are employed
- Number of parent / community learning and networking events
- Proportion of planned and delivered Professional Learning "value" relative to overall Professional Learning expenditures