SPECIAL EDUCATION DISTRICT OF LAKE COUNTY (SEDOL)

THREE YEAR STRATEGIC PLAN 2021-2024

Special Education District of Lake County

Our Mission:
Exceptional Services for Exceptional Students

Our Vision:
All learners to lead productive, responsible and healthy lives

Our Beliefs:
- All persons shall be valued and treated with respect and dignity
- All students can succeed
- Students shall be educated in or as close to their home school as appropriate
- Quality educational services shall be made available to all students
- Schools, families, and communities shall work cooperatively to provide and promote appropriate educational services for all students

Our Values:
1. People
2. Quality
3. Community
4. Service

Special Education District of Lake County (SEDOL) Strategic Goals:
1. Climate and culture throughout the SEDOL organization will continue to improve using a staff climate and culture survey increasing staff engagement and satisfaction.
2. Student instruction, engagement and achievement will continue to reach the highest levels of individual achievement and personal development by documenting increased participation or growth on designated program specific data measures.
3. Student social emotional wellness and learning will continue to reach the highest levels of individual achievement and personal development by documenting increased participation or growth on designated program specific data measures.

Special Education District of Lake County

Special Education District of Lake County (SEDOL) Strategic Goals and Success Criteria 2021-2024:

District Priorities	Data Source	Rationale/Baseline Data
Climate and Culture	**Staff Survey**	In August, 2021, 57.57% of SEDOL staff rated themselves as highly engaged and highly satisfied on HumanEx Climate and Culture Survey. In January, 2020, 41.55% of SEDOL staff rated themselves as highly engaged and highly satisfied on HumanEx Climate and Culture Survey.

Student Instruction	**NWEA** (CLA, GLS ED-Alt, DHH, Sector including LASSO 1, South, and TAB)	Based on the December, 2020 ECRA report (some data not available due to COVID):
		• Math:
		  – CLA has 95% of students meeting or exceeding expected growth,
		  – GLS has 75% of students meeting or exceeding expected growth,
		  – DHH has 81% of students meeting or exceeding expected growth,
		  – Sector has 97% of students meeting or exceeding expected growth.
		  – South School 69% of students meeting or exceeding expected growth.
		
		Based on the December, 2019 ECRA report for NWEA growth targets:
		• Math:
		  – CLA has 91% of students meeting or exceeding expected growth,
		  – GLS has 64% of students meeting or exceeding expected growth,
		  – DHH has 73% of students meeting or exceeding expected growth,
		  – Sector has 87% of students meeting or exceeding expected growth.
		
		• Reading:
		  – CLA has 90% of students meeting or exceeding expected growth,
		  – GLS has 80% of students meeting or exceeding expected growth,
		  – DHH has 67% of students meeting or exceeding expected growth,
		  – Sector 82% meeting or exceeding expected growth

	EasyCBM (CLA, GLS ED-Alt, DHH, Sector including LASSO 1, South, and TAB)	Currently the average percentile ranking for students completing the EasyCBM district wide are: • Vocabulary – 42.46th percentile • CCSS Math – 19th percentile • Reading Comprehension – 28.72th percentile

	Credit Completion (CLA)	Based on high school credit towards graduation diplomas: • 2020-21 First Semester number of credits earned: 157.5 credits earned with 83 students enrolled for an average of 1.89 credits earned. • 2019-20 First Semester number of credits earned: 257 credits earned with 93 students enrolled for an average of 2.76 credits earned
	Unique Learning System (pre/post assessments) (ELP, ELS, SAB)	61% of students participating in Unique Learning's Pre and Post assessment showed growth in Spring, 2021. 59% of students participated in Unique Learning's pre and post assessments showed growth in the fall of 2020.
	STAR (LASSO 2 and LASSO 3)	Currently staff have received professional development to assess all students with either STAR or LINKS Profiles. The profiles document specific skill master for each student. A system is being created to collect data to provide a baseline for the fall, 2021.
	Strategies GOLD (All EC classes across SEDOL)	Currently staff have received professional development to assess all EC students with the online version of Strategies GOLD. 100% of students eligible participate and staff are inputting results to the online system.
	Oneder (REACH and Community Transition)	Assessment data from Spring, 2021 shows 79% of average student skills mastery and from Fall, 2020 shows 66% of average student skill mastery.
Social Emotional Wellness	**Attendance** (all programs)	District In-person Average – 89.23% District Remote Average – 83.54% District Combined Average – 86.34%
	SWIS (office referrals – CLA, GLS South)	**CLA –** • 2020-21 School Year – 5.43 major referrals per student • 2019-20 School Year – 26.9 major referrals per student **GLS –** • 2020-21 School Year – 18.3 major referrals per student • 2019-20 School Year - 40.4 major referrals per student **South-** • 2020-21 School Year – 10.2 major referrals per student • 2019-20 School Year – 26.06 major referrals per student

SDQ (CLA, GLS, DHH, Sector including LASSO 1, South, and TAB)	SEDOL-Wide areas of highest concern: Impulsivity/Hyperactivity-Inattention, Social Problems, and Pro-Social

Discipline Data (all programs)

2020-21 (1st semester)	CLA	Fairhaven/Laremont	Gages Lake	
In School Suspension	0	0	0	
Out of School Suspension	0	0	0	
Physical Restraints	0	0	2	
Time Outs	0	0	0	
Isolated Time Outs	0	0	0	
2019-2020 (1st semester)				
In School Suspension	0	0	0	
Out of School Suspension	52	0	62	
Physical Restraints	1	5	590	
Time Outs	0	0	1	
Isolated Time Outs	0	0	350	
2020-21	JPC (DHH)	Sector	South	Transition
In School Suspension	0	0	0	0
Out of School Suspension	0	0	0	0
Physical Restraints	0	7	0	0
Time Outs	0	0	0	0
Isolated Time Outs	0	0	0	0
2019-2020				
In School Suspension	2	2	0	0
Out of School Suspension	1	14	44	0
Physical Restraints	0	6	106	1
Time Outs	0	0	0	0
Isolated Time Outs	0	0	26	0

Special Education District of Lake County

Action Steps Including Individual School Improvement Teams and Plans:

During the 2021-22 school year, each SEDOL school or Sector program will create a School Improvement Plan (SIP) team consisting of 4 – 6 committed stakeholders that will act as the steering committee for the entire SIP planning process. The principal or supervisor will serve as the chairperson of the SIP Team, appointing other team members from the school/program. These SIP Team members will have strengths in collaboration and consensus-building. While the SIP Team needs to remain small, it should include people with a variety of perspectives. The SIP teams will focus on student learning outcomes and identify specific need areas using Root Cause Analysis. The SIP team from each school will participate in Theory of Action (If, Then) for Instructional Improvement. The SIP teams will develop outcome goals with specific activities and specific timelines to complete goals within the 2021-22, 2022-23, and 2023-24 school years. Although there may be multiple problems identified, school teams will focus efforts on 3 priorities with the greatest impact; one in each identified SEDOL Priority Area. SIP teams will provide intensive and targeted efforts on those priorities/strategies. The schools will implement the SIP Action Plans, continue to progress monitor the plans, and evaluate the outcomes adjusting as needed.   An annual presentation to the SEDOL Executive Board will be shared on each school individual SIP plans and progress and by request to the SEDOL Governing Board.

SIP Process and forms modified from Freeport School District #145 (2021).

District Strategic Plan

District Vision

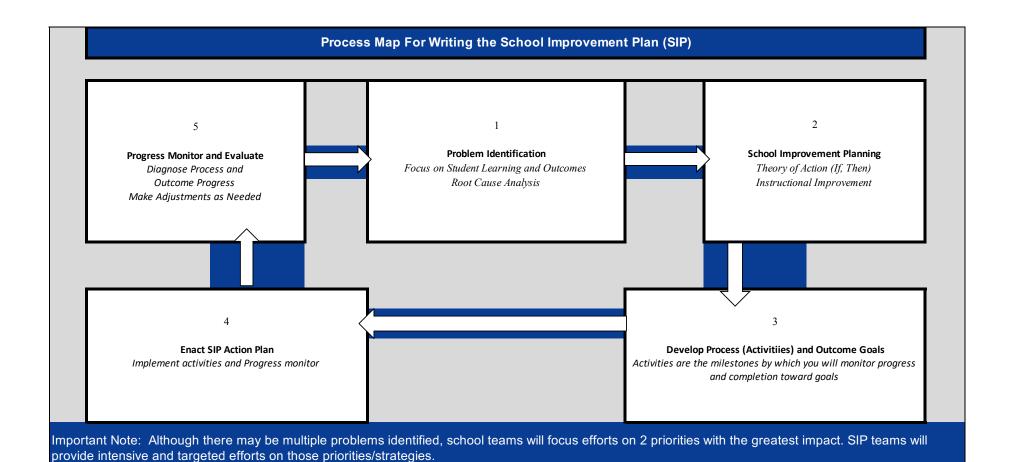**All learners to lead productive, responsible and healthy lives**

District Mission Statement

Exceptional Services for Exceptional Students

Priority Areas for SEDOL and School Improvement Goals

	Name District Priorities Here	Data source	Rationale
1	**Climate and Culture**	**Staff Survey**	In August, 2021, 57.57% of SEDOL staff rated themselves as highly engaged and highly satisfied on HumanEx Climate and Culture Survey. In January, 2020, 41.55% of SEDOL staff rated themselves as highly engaged and highly satisfied on HumanEx Climate and Culture Survey.

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Process Map For Writing the School Improvement Plan (SIP)

5

Progress Monitor and Evaluate
Diagnose Process and Outcome Progress
Make Adjustments as Needed

1

Problem Identification
Focus on Student Learning and Outcomes
Root Cause Analysis

2

School Improvement Planning
Theory of Action (If, Then)
Instructional Improvement

4

Enact SIP Action Plan
Implement activities and Progress monitor

3

Develop Process (Activitiies) and Outcome Goals
Activities are the milestones by which you will monitor progress and completion toward goals

Important Note: Although there may be multiple problems identified, school teams will focus efforts on 2 priorities with the greatest impact. SIP teams will provide intensive and targeted efforts on those priorities/strategies.

School Improvement Plan (SIP)

School Name		Resources

Area of Improvement		Root Cause	Possible Solutions
If we… What are our key levers for improvement? What are we doing to improve the situation?		"Then… If we do all things well, how will schools, principals, teachers, and/or students change or be impacted?"	Which leads to…. (Impact Goal)
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Action Plan

Progress Monitoring

Milestones/Activities	Responsible Party	Time Frame	Q1	Q2	Q3	Q4		Status	Evidence for status

School Improvement Plan (SIP) Team

The School Improvement Work Plan (SIP) is a strategic planning process for schools. The SIP uses goal and strategy setting processes completed by the school using data provided.

School Name

Developing a SIP Team

A SIP team consists of 4 – 6 committed stakeholders that act as the steering committee for the entire SIP planning process. The principal should serve as the chairperson of the SIP Team, appointing other team members from the school. These SIP Team members should have strengths in collaboration and consensus-building. While the SIP Team needs to remain small, it should include people with a variety of perspectives.

SIP Team (Enter one team member name per line)

Team Member Name	Title/Relationship

Instructions: Complete this plan in a way to compliment and further develop what you wish to change in instructional practices					
Date	Type of Meeting	**Practice Changes Being Cultivated for Teachers**	**Content of Learning**	**Learning Approaches/Routines**	**Resources Needed** (data, checklists, observations, rubrics)	**Who?**