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SEDOL
Continuous Improvement Plan
2024-2025

SEDOL Mission:
Exceptional Services for Exceptional Students by Exceptional Staff

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

CIP Overview and ELS Recommendations
This year's SEDOL Continuous Improvement Plan (CIP) reflects the priorities established through the Exceptional Learning Solutions (ELS) review, input from various stakeholders including SEDOL leadership, Board members, member districts and staff. The final board-approved CIP plan will include goals/objectives and prioritized ELS categories/recommendations.

Programs and SIPs
The CIP will guide the focus of SEDOL this year. It will lead board and staff presentations, and updates will be coordinated under the respective goals/objectives. The School Improvement Plans (SIPs) written for each program have been developed in alignment with this overarching plan and measures/progress will be coordinated in conjunction with it.

Dashboard Indicators
Dashboard Indicators, the measures or evidence of growth within the goal areas, will be essential for communicating progress. The indicators are customized for SEDOL to assist with greater understanding of improvements and enable stakeholders to better understand the various accomplishments.

This proposed CIP plan reflects the collaborative efforts and focus of the SEDOL community working together to advance opportunities for students. It reflects input and areas of focus from various committed and caring stakeholder groups.

SEDOL Goals 2024-2025

Goal I: **Provide exceptional programs and services to meet the needs of students throughout the SEDOL community**

Goal II. **Establish an effective equitable financial structure that best supports students and district needs**

Goal III. **Advance high standards and expectations**

Goal IV. **Advance effective collaborative team practices**

Goal I: Provide exceptional programs and services to meet the needs of students throughout the SEDOL community

    A. Create a customized Student Profile of learning characteristics for each program **(ELS 4.1)**

    B. Identify and define SEDOL continuum of services/programs that includes a working knowledge of programs **(ELS 4.1)**

    C. Identify and create curriculum teams for each program, including college/career **(ELS 5.1)**

    D. Develop and implement curriculum frameworks for each program **(ELS 5.1)**

    E. Develop/clarify SEDOL curricular tools and supplemental resources **(ELS 5.1)**

    F. Develop a professional development plan that aligns with the curricular needs **(ELS 5.3)**:

        1. Conduct a targeted PD needs assessment of high leverage practices

        2. Provide initial training for new staff/new to program staff

        3. Retrain returning staff

        4. Create systems of support that ensure the fidelity of instructional practices **(ELS 8.1)**

Dashboard Indicators:

% of programs with customized student learning profile

% of programs with identified curriculum teams

% of staff that participated in Needs Assessment re: practices

% of new staff that participated in onboarding training

Goal II: Establish an effective equitable financial structure that best supports students and district needs

    A. Achieve consensus (⅔) of the SEDOL member districts regarding the future tuition model that can best serve the member districts. **(ELS 10.1)**

    B. Refine staffing model to accurately reflect student needs that reflects equitable and individualized needs that include: **(ELS 10.3)**

        1. Identify time allocations/responsibilities for each related service

        2. Design/build new formulas based on programmatic needs that include time and responsibilities

        3. Develop a common understanding of current model and variables to consider (FY26)

    C. Create special considerations for staffing hard to fill positions **(ELS 12.1)**

        1. Identify areas of need

        2. Propose a redesign of staffing formula based on data/adjusted factors and variables

Dashboard Indicators:

% of Member Districts indicating clear understanding of integrated program/fiscal restructured model (survey/committee consensus)

Completion and sharing of instructional design model

Completion of a integrated staffing model that includes continuum of programs/supports

Completion of SEDOL fiscal restructuring model through SEDOL/Member District Collaboration

Goal III: Advance high standards and expectations

    A. Identify data collection tools **(ELS 6.1 & 8.1)**

    B. Develop/provide training for school/program teams regarding use of tools for data-informed decision-making **(ELS 6.1 & 8.1)**

    C. Develop IEP guidance manual and associated training **(ELS 8.1 & 9.1-A)**

    D. Identify crisis team members by related roles for building/program/district and create associated trainings **(ELS 7.1 & 8.1)**

    E. Develop standardized template for crisis team membership and plans **(ELS 7.1)**

    F. Develop/utilize a debriefing process that provides meaningful feedback (**ELS 7.1)**

    G. Create a schedule for ongoing review and updates (**ELS 7.1)**

Dashboard Indicators:

# of professional development provided (SEDOL/TrueNorth collaboration, other opportunities)
% of participants indicating positive feedback/effectiveness
# of manual/tools developed

Goal IV: Advance effective collaborative team practices

    A. Develop a comprehensive SEDOL communication/collaboration plan that informs/engages and advances work **(ELS 1.5)**
       1. Information processes
       2. Plans for frequent updates to stakeholder groups
       3. Meeting formats/structures that reflect collaboration
       4. Frequent and timely updates on SEDOL website/emails regarding district/program specific events

    B. Create SEDOL brochures that include program descriptions, services and supports (Parent Handbook & IEP Dictionary) **(ELS 11.3)**

    C. Introduce Feedback Forward Form that supports continued growth process and build in analysis, common goals, agendas and schedules **(ELS 1.5)**

Dashboard Indicators:

# of collaboration meetings with stakeholders

Completion/presentation of SEDOL Communication plan

% of programs with parent handbooks

% of programs with completion of marketing materials