

SEDOL

2025-26

MidYear CIP Report





The SEDOL Continuous Improvement Plan (CIP) is our guiding strategic roadmap, outlining the specific goals, objectives, and measurable dashboard indicators designed to ensure exceptional opportunities and positive outcomes for every student.

This strategic plan reflects a comprehensive and ongoing collaborative process developed and refined through input of numerous stakeholders, including our leadership team, member district administrators, Executive and Governing Board members, and dedicated staff. This collective effort established four core Goal Areas that remain our central focus:

- 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.

As we move through the 2025–2026 school year, this mid-year update is designed to reflect on our current progress and measured growth as well as establishing succinct next steps for the upcoming semester. This update reflects the ongoing evolution of our plan and the continuous nature of our work to best support student needs in current and future planning.

Our updated objectives provide focus for the work that we are engaged in on each goal and dashboard indicators provide transparent benchmarks for assessing growth and success.

We remain committed to frequent and detailed communication regarding our CIP progress through monthly goal-specific presentations to the Executive and Governing Boards, quarterly member district meetings, SEDOL Foundation updates, Lake County Superintendent meetings, and monthly newsletters. A comprehensive report will be presented in June 2026 and will include identified next steps that are part of the transition process to establish refined goals and measures during the transition to the 2026–2027 school year and beyond for SEDOL.



**SEDOL
CIP**

GOAL 1

Provide Exceptional Programs and Services to Meet the Needs of Students Throughout the SEDOL Community

Objective A: By June 2026, SEDOL will identify and create curriculum teams for each program including college/careers

Highlights

Curriculum team development is in progress, building on the 40% completion from FY25. Principals have collaborated to develop a year-long plan for FY26, including a needs assessment for each program.

Professional development focused on curriculum has been aligned with Institute Days, mandatory meetings, and School Improvement Planning (SIP) days to support curriculum implementation, specifically identifying team needs and goals.

Dashboard Indicator - In progress

Next Steps

- Continue ongoing professional development during mandatory meetings and SIP days.
- Establish and identify formal goals for all remaining curriculum teams with staff.
- Review team agendas and progress to ensure alignment with the overall curriculum development plan on a regular basis.

Objective B: By June 2026, SEDOL will develop and implement a curriculum review cycle for each program



Highlights

Principals have begun the process of standardizing curriculum review documentation by sharing and comparing current program documents.

A cross-comparison and collection of curriculum maps from select member districts is underway to benchmark against existing Illinois Learning Standards.



Dashboard Indicator - In progress



Next Steps

- Continue collecting sample curriculum maps and review cycles from member districts.
- Prioritize the unpacking of Illinois Learning Standards (including Essential Elements and Power Standards).
- Develop standardized Curriculum Maps based on review and analysis.
- Create and finalize a comprehensive 5-year Curriculum Review Cycle.

Objective C: By June 2026, SEDOL will create systems of support that ensure fidelity of instructional practices



Highlights

A year-long plan for professional development (PD) has been developed, focusing on curricular needs and previously purchased materials.

PD dates have been scheduled for mandatory meetings.

Professional development and ongoing support, which incorporates an “I do, We do, You do” instructional coaching model from Curriculum Vendor Teams, Director of Instructional Services, Academic Specialists, and Paraprofessional Liaison across all programs.



Dashboard Indicator - In progress



Next Steps

- Continue the ongoing Early Childhood (EC) TeachTown PreK implementation.
- Provide individualized instructional coaching for EC teams (excluding Laremont).
- Provide individualized instructional coaching for special education teachers in the LASSO 2 and Deaf/Hard of Hearing programs.

Objective D: By June 2026, SEDOL leadership and member districts will engage in a collaborative brainstorming process to review the continuum of SEDOL services, including sector and day programs, to best address the dynamic and changing needs of students and districts



Highlights

Initial discussions regarding long-term program planning and needs have occurred with the leadership team and the SEDOL Administrative Team (SAT).

Two key input sessions are scheduled with member district directors on November 17 and November 18, 2025, to gather essential feedback on the current continuum of services.



Dashboard Indicator - In progress



Next Steps

- Form an advisory committee for comprehensive review of SEDOL programs and services
- Develop and disseminate a stakeholder survey to gather feedback on current SEDOL programs.



SEDOL 2025-26 MidYear CIP



Establish an Effective Equitable Financial Structure that Best Supports Students and District Needs

Objective A: By December 2025, SEDOL will collaborate with the Advisory and Steering Committees to develop a revised tuition model that is supported through consensus (2/3) of the SEDOL member districts



Highlights

The Tuition Restructuring Advisory and Steering Committees recommended a revised tuition model in early September 2025.

The restructuring process was extensively discussed and recommended to move forward at the September 18, 2025 Executive Governing Board meeting.

On the same day, a follow up meeting was held to share the process and direction with district superintendents, business officials, and special education administrators.

A summary document detailing the recommended structure was shared with district special education administrators on September 25, 2025.



Dashboard Indicator - In progress



Next Steps

- Present the restructured tuition model at the December 3, 2025 Governing Board meeting, where approval will be sought.

Objective B: By June 2026, SEDOL will refine its staffing model and process to reflect programmatic needs by analyzing current allocations, identifying key variables, and developing a revised staffing model and process. The updated model and process will be shared with SEDOL administration and district leadership for review and feedback



Highlights

The current staffing process was reviewed on November 5, 2025 to identify key strengths and weaknesses.

A comparative analysis of comparable private and public school programs was also conducted on November 5, 2025 focusing on class size, staffing allocations, and cost.



Dashboard Indicator - In progress



Next Steps

- Revise the current staffing process (completed 11/12/25).
- Review the revised staffing process with the SEDOL administrative team by December 19, 2025.
- Develop a summary document detailing the comparability analysis by December 19, 2025.

Objective C: By June 2026, SEDOL will identify current hard-to-fill positions and develop a method of reducing future hard-to-fill positions



Highlights

Initial work is focused on defining “hard-to-fill” positions within the cooperative.

A parallel effort is underway to accurately identify and track current vacancies.



Dashboard Indicator - In progress



Next Steps

- Conduct a brainstorming session to develop viable options for addressing the hard-to-fill positions by December 1, 2025.



SEDOL 2025-26 MidYear CIP



Advance High Standards and Expectations

Objective A: By June 2026, SEDOL will complete a self-directed cyclical monitoring process aligned with ISBE’s district monitoring plan, to review and refine instructional and procedural best practices, at least quarterly, with documented improvements reflected in program evaluation summaries and shared action plans



Highlights

A cyclical monitoring process was initiated using the framework created by ISBE.

Using this framework, a team of SEDOL administrators reviewed 20 Individualized Education Programs (IEPs) from various programs.

The preliminary findings were shared with Assistant Principals, leading to initial adjustments to the SEDOL IEP procedural manual.



Dashboard Indicator - In progress



Next Steps

- Continue making updates to the SEDOL IEP procedural manual to ensure alignment with all changes from the Illinois State Board of Education (ISBE).
- Develop a professional development session focusing on the top five procedural changes for all staff.
- Schedule and conduct the next round of cyclical monitoring.

Objective B: By June 2026, SEDOL will develop and provide associated training on IEP components to all staff involved in the IEP process to build and promote assurances, consistency, and high-quality educational planning across all programs



Highlights

Ongoing updates to the SEDOL IEP procedural manual are being made to maintain alignment with the latest changes from the Illinois State Board of Education (ISBE).



Dashboard Indicator - In progress



Next Steps

- Complete the full release and distribution of the updated SEDOL IEP procedural manual.
- Develop and deliver a professional development session focused on the top five procedural changes in the SEDOL IEP Procedural manual.

Objective C: By June 2026, SEDOL will increase staff proficiency in emergency response protocols to 95% as measured by both a post-training assessment and performance in unannounced drills, thereby enhancing the district's overall capacity to prevent, prepare for, respond to, and recover from emergencies



Highlights

Annual safety drills have been completed in all but one building, in compliance with school code requirements.

A post-training assessment was administered to all staff who participated in the Standard Response Protocol Training to measure initial proficiency.



Dashboard Indicator - In progress



Next Steps

- Establish building-based safety committees to enhance preparedness and local coordination.
- Develop professional development videos focused on the five action steps of the Standard Response Protocol (SRP).
- Schedule required spring drills.



SEDOL 2025-26 MidYear CIP



Advance Effective Collaborative Team Practices

Objective A: By December of 2025, a comprehensive communication plan that identifies goals, target audiences, communication channels, and measurement metrics will be completed and presented to the Executive and Governing Boards



Highlights

A foundation for a comprehensive communications plan has been developed with a focus on how and who SEDOL will communicate with when conditions exist that require schools to be closed (e.g. inclement weather) and during crisis scenarios.



Dashboard Indicator - In progress



Next Steps

- Source and review communication plan templates/formats from national and state public relations associations (NSPRA, INSPRA) and SEDOL’s member districts.
- Develop a comprehensive draft communication plan within the communications council, incorporating the reviewed formats.
- Solicit input on the draft plan from the SEDOL administrative team and communications council.
- Finalize the communications plan. Publish and present the completed plan to the Executive and Governing Boards and other stakeholders as appropriate.

Objective B: By October of 2025, information about SEDOL's programming continuum and services to better inform decision-making on behalf of students will be published in program brochures for SEDOL stakeholders



Highlights

Draft program brochures for campus and Sector programs have been developed. These drafts have been submitted to a third-party printer, and the process of evaluating proof copies and making final edits is currently underway.



Dashboard Indicator - In progress



Next Steps

- Submitted the final versions of the campus and Sector program brochures to the third-party printer.
- Develop a dedicated brochure for the vocational program.
- Develop a single, comprehensive brochure for all of SEDOL's itinerant programs (including Adaptive Physical Education, English Language Learner, Hearing Itinerant, Vision Itinerant, and Orientation and Mobility).
- Submit the final versions of the vocational and itinerant program brochures to the printer.
- Evaluate proof copies and make any necessary final edits.
- Publish and distribute brochures, as they are finalized, to stakeholders.

Objective C: By December of 2025, SEDOL will develop a parent council focused on ways to engage and support SEDOL families through training, resources and networking



Highlights



Dashboard Indicator - Not yet begun



Next Steps

- Communicate the desire to establish a parent council to SEDOL families and actively solicit interest from parents/guardians to serve on the foundational committee.
- Convene the initial committee meeting to begin the collaborative process of building the SEDOL Parent Council.

Objective D: By February 2026, SEDOL will show the impact of contributions of the SEDOL Foundation in publications, board meetings, etc.



Highlights

Contributions of the SEDOL Foundation have been highlighted in the 24-25 CIP Year End Report, monthly newsletters, at Executive and Governing Board Meetings, and on SEDOL's social media.



Dashboard Indicator - In progress



Next Steps

- Develop and implement a process to obtain, review, and share qualitative data and testimonials from stakeholders who have been directly impacted by the contributions of the SEDOL Foundation.



SEDOL 2025-26 MidYear CIP



SEDOL Foundation Impact

During the first half of the 2025–2026 school year, the SEDOL Foundation contributed more than \$278,000 to SEDOL programs, strengthening academic, vocational, and social–emotional opportunities for students with disabilities across the cooperative.

Program Enhancements and Student Supports

- “One Special Night” Fundraiser raised \$65,000 to support the *Regulation to Creation* initiative at Cyd Lash Academy and sensory supports at Gages Lake School.
- Laremont School received \$43,200 to expand the dog therapy program and incorporate a universal exercise unit that supports motor development for students.

Sector Programs received \$9,100 to strengthen sensory rooms and promote self–regulation for students requiring intensive support.

Life and Vocational Skill Development

- John Powers Center received a \$35,000 grant that funded a student–centered kitchen renovation, now providing a fully accessible vocational training environment for domestic and independent living skills. The Foundation also supported expanded American Sign Language (ASL) class offerings to enhance communication for students and families.

Cyd Lash Academy received an additional \$18,000 to create a Middle School Oasis—a therapeutic space for de–escalation and the addition of workout equipment promoting health and wellness.

Technology, Infrastructure, and Campus Improvements

- Adaptive Technology funded an Eye Gaze communication system at Laremont, giving students with significant motor impairments improved access to communication.
- A/V infrastructure was upgraded in the conference room at each of the five schools, in the amount of \$46,775, improving staff collaboration and parent engagement.

SEDOL Campus Beautification plan received Foundation support of \$22,000 with a focus to create a more welcoming, functional and student–centered outdoor learning environment.

Family and Community Support

- Extended Summer Learning Camp Scholarships were provided to several students through the Foundation contributions of \$35.43, providing continued access to these extended learning opportunities.
- Parent and Sibling Support Programs through SEDOL-sponsored Parent University and SibShop were funded through the Foundation and reflect their commitment to empowering families and strengthening community partnerships.

We truly value our partnership with the SEDOL Foundation and the countless ways they contribute to advancing SEDOL's mission.



SEDOL Executive Board

Carey McHugh, President, Governing Board Member – Wauconda Community School District #118

Dr. Scott Schwartz, Vice-President, Superintendent – Gavin School District #37

Dr. Jason Lind, Superintendent – Millburn Community Consolidated School District #24

Joanne Osmond, Governing Board Member – Lake Villa Community School District #41

Dr. Lynn Glickman, Superintendent – Community Consolidated District #46

Odie Pahl, Governing Board Member – Gurnee School District #56

Dr. Donn Mendoza, Superintendent – Round Lake Area Schools District #116

Vacant Position, Governing Board Member

Dr. Michael Karner, Lake County Regional Superintendent of Schools

SEDOL Governing Board

Dr. Stephen Mack, President – Community Consolidated School District #46

Joanne Osmond, Secretary – Lake Villa Community Consolidated School District #41

Lise McCarthy – Winthrop Harbor School District #1

Andrea Usry – Beach Park Community Consolidated School District #3

Denise Lear – Zion School District #6

Fred Skeppstrom – Millburn Community Consolidated School District #24

Heather Devine – Emmons School District #33

Dr. Tanya Karner – Antioch Community Consolidated School District #34

Natalie Karner – Grass Lake School District #36

Sarah Ives-Brezinski – Gavin School District #37

Vivian Kueter – Big Hollow School District #38

Brianna Powvens – Woodland Community Consolidated School District #50

Odie Pahl – Gurnee School District #56

Emily Savino – Oak Grove School District #68

Kate Grove – Libertyville School District #70

Bridget Folliard – Rondout School District #72

Michael Engle - Hawthorn Community Consolidated School District #73
Eric Billittier - Mundelein School District #75
David Becker - Diamond Lake School District #76
Shawn Killackey - Fremont School District #79
Justin Parker - Aptakisic-Tripp Community Consolidated School District #102
Scott Jewitt - Round Lake Areas Schools District #116
Sue Dickson - Community High School District #117
Carey McHugh - Wauconda Community Unit School District #118
Laura Mellon - Mundelein Consolidated High School District #120
Tony DeMonte - Warren Township High School District #121
Kathy Kusiak - Grant Community High School District #124
Patricia Stephen - Zion-Benton Township High School District #126
Liz Wiczer - Grayslake Community High School District #127
Nina Austin - Community High School District #128
Open Seat - North Chicago Community Unit School District #187