

SEDOL

2025-26

Year End CIP Report





2025-2026 Executive Summary

The SEDOL Continuous Improvement Plan (CIP) year-end report reflects a comprehensive update of our collective efforts across four priority goals. These goals were developed and refined based on ongoing feedback from SEDOL stakeholder groups. They have guided our focus on a roadmap to advance SEDOL in a progressive, collaborative way—building bridges to a future full of expanded, effective opportunities for our students, families, member districts, and staff. This plan represents an ongoing collaborative process shaped by numerous stakeholders, including our leadership team, member district leaders, the SEDOL Executive and Governing Boards, and—in a tremendously impactful way—our dedicated SEDOL staff.

Throughout the year, teams have worked diligently on the action steps associated with each objective. This work is led by designated goal leaders from the SEDOL cabinet who collaborate with teams of leaders and staff members across our various programs to develop detailed plans, timelines, and dashboard indicators. To maintain transparency and track progress, every Executive and Governing Board meeting this year has included a targeted presentation on a CIP goal and objective, sharing data, highlighting student success, and identifying next steps for further advancement. These priorities have also been regularly shared through newsletters, staff meetings, and Foundation efforts.

This consistent focus is deliberate. Our CIP is a dynamic, multi-tiered approach designed to maximize our impact on student growth by blending accountability, leadership, purpose, and results into a well-articulated plan for success. It remains an “all-in” SEDOL collective focus, structured to guide our future planning from both a system-wide and step-by-step approach.

CIP Goals

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.

This year-end report details our key accomplishments, specific areas of progress under each objective, and the dashboard metrics used to demonstrate growth. To visually track this journey, a bridge graphic accompanies each objective, shaded to indicate whether the work is completed, in progress, or not yet begun. Beyond celebrating past milestones, this report outlines a revised roadmap for the work ahead, identifying priority areas that require deeper, advanced effort.

Over the past year, clarity of purpose, well-aligned qualitative and quantitative metrics, and shared accountability have shaped every aspect of this initiative across SEDOL.

Ultimately, this report reflects the balanced short- and long-term focus necessary to achieve both immediate wins and systemic changes. To ensure these efforts are sustainable, our approach must remain intentional, consistent, and rooted in our shared core values. By articulating our successes alongside the areas needing further refinement, this document serves as a living tool—one that honors our progress while updating our strategy to ensure the continuous growth of our students and the entire SEDOL organization.





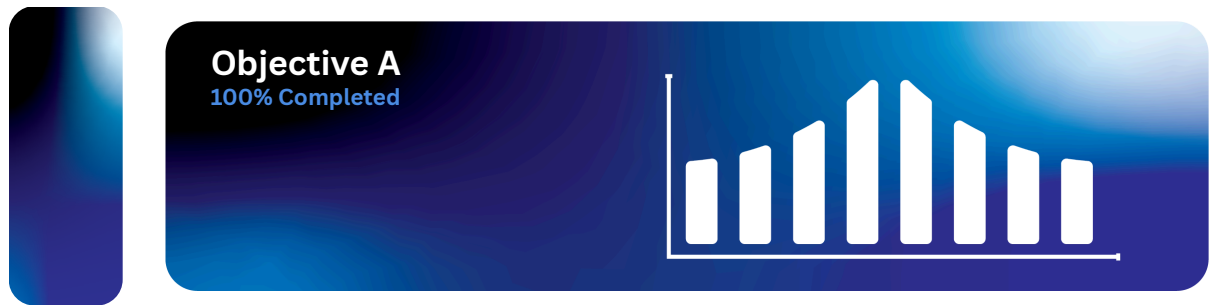
Provide Exceptional Programs and Services to Meet the Needs of Students Throughout the SEDOL Community

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

Highlights

Curriculum teams have been developed at each school. Curriculum maps from other districts have been used to engage in dialogue and planning.

Dashboard Indicator - Completed



Next Steps

- Begin transitioning away from vendor based training to a train-the-trainer and embedded coaching model to build internal capacity.
- Provide professional development to curriculum teams on data collection, analysis, and instructional decision-making.

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



Highlights

Implemented the following curriculum during the 2026–27 school year:

- MOVE curriculum was implemented at Laremont school. The MOVE curriculum provides a specialized framework for students with significant motor challenges that enhance their functional motor skills and autonomy, fostering a foundation for expanded independence and engagement within their educational and community environments.
- TeachTown Launch for PreK was implemented for LASSO Early Childhood and DHH Early Childhood as a supplement to their tier 1 instruction. TeachTown Launch for PreK is a comprehensive, inclusive preschool curriculum designed for children ages 3–5, specifically targeting special education needs and supporting diverse learners in inclusive settings. It offers 72 thematic units over two years, focusing on language, literacy, and social development with 3 levels of differentiation.
- UFLI was implemented at Gages Lake and Sector (TAB). UFLI (University of Florida Literacy Institute) Foundations is an explicit, systematic, and research-based phonics program designed to teach foundational reading and writing skills. It provides detailed lesson plans and materials to help students in grades K–2 (or struggling readers) master letter-sound correspondences, decoding, and encoding through a structured, multi-sensory approach.
- iReady Math was implemented at Gages Lake and Cyd Lash Middle School. i-Ready Classroom Mathematics is a comprehensive print and digital core instructional program, complemented by i-Ready Math, an online platform for grades K–8 that assesses students' skills and delivers personalized, interactive lessons to support learning at each student's pace.
- Lexia was implemented at Gages Lake, Cyd Lash Middle School and select Sector classrooms (LASSO 1 and TAB). Lexia is an adaptive, blended literacy program that combines an online platform with targeted print resources to support differentiated instruction. Using real-time data, it personalizes learning pathways for students and helps educators deliver focused, small-group instruction to build specific reading and language skills.
- TeachTown Transition and Ori Learning were implemented at John Powers Center Transition programs to deliver engaging, accessible, and community education tailored to each student's unique needs.



Dashboard Indicator - In progress



Objective B

In Progress



7 evidenced-based curricula were implemented this year.



Next Steps

- Data collection to determine efficacy of these programs will occur in FY27.
- Development and implementation of classroom walkthrough rubrics for each curricula to assist with implementation fidelity in FY 27.

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



Highlights

Provided targeted, program-based, professional development during SIP days, institute days, and mandatory meetings on:

- Approved and implemented academic curricular tools
- Circle of Courage to support the foundation of SEL at Cyd Lash Academy



Dashboard Indicator - In Progress



Objective C In Progress



Collaborated with the Lake County Regional Office of Education, member districts, and staff to provide customized and targeted professional development for special educators during a county-wide professional development day at Grant High School on February 13, 2026.

1267 participants.

4.3 out of 5 participant rating



Next Steps

- Develop and facilitate a curriculum committee on a quarterly basis to review implementation, analyze data, and make district-wide recommendations.
- Development and implementation of classroom walkthrough rubrics for each curricula to assist with implementation fidelity in FY 27.

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

Guiding principles for the work of the committee was developed. The principles can be found [here](#).

Surveyed member districts to identify areas of focus for committee meetings.



Dashboard Indicator - In Progress



Objective D In Progress



Seven committee meetings were held this year.



Next Steps

- Establish decision-making rules for instructional delivery and financial impact(s) when enrollment is below 80% in a program.





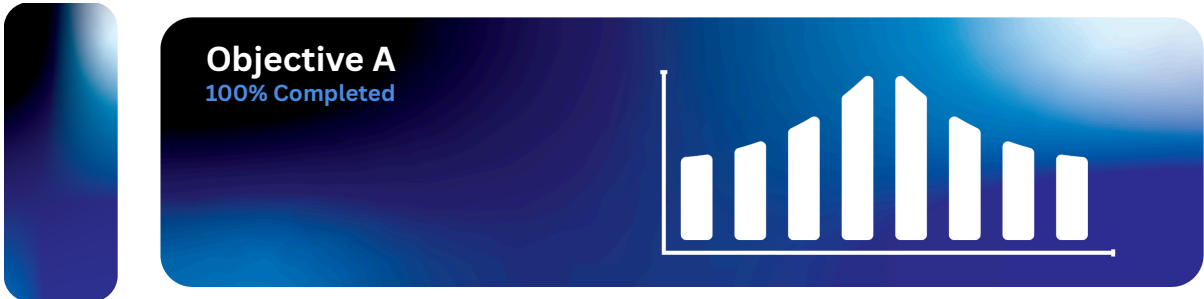
Establish an Effective, Equitable Financial Structure that Best Supports Students and District Needs

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**

This objective has been successfully completed as evidenced by the Executive Board’s unanimous approval of the revised tuition model on October 23, 2025, and the Governing Board’s unanimous approval on December 3, 2025.

 **Dashboard Indicator - Completed**





Next Steps

- Implement the approved tuition model for FY 27.
- By October 2026, the SEDOL tuition restructuring advisory committee and the SEDOL continuum of program and services committee will review the tuition model.

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

This goal remains in progress. Upon review, it was determined that refining the staffing model and budget process/timeline requires a thorough analysis of current allocations, identification of key variables, and development of a revised approach aligned with programmatic needs.

To initiate this work, comparable programming was examined, and individual meetings were conducted with building and sector principals and supervisors to assess existing allocations and identify specific needs. Based on the information gathered, the staffing formula was reviewed and modified for each program. This formula serves as a foundation for ongoing staffing discussions and continues to be refined.



Dashboard Indicator - In progress



Objective B

In Progress



The [Budget Process/Timeline document](#) was developed as a guiding document to the SEDOL administrative team to navigate the annual budget process.

The [Comparable Programming document](#) was developed to share as a resource with our member district partners as SEDOL reviews its staffing model.

The [Staffing Model document](#) was developed as a foundation for staffing programs. Individual needs of students drive variations to the formulas developed.



Next Steps

- Principals/Supervisors will review the staffing model yearly in preparation for staffing/budget meetings with district leadership, to make recommendations with current needs/trends.

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

Hard-to-fill positions have been defined as those that have remained vacant or those currently being filled through the use of contracted staff.



Dashboard Indicator - In Progress



Objective C In Progress



[Staff vacancies](#) for the last three years were identified to serve as a baseline for future analysis.



Next Steps

- Conduct an annual review of staffing data to identify trends in hard-to-fill positions, with a focus on roles that remained vacant for extended periods and those filled through contract or agency staff.
- Review the current incentive program for hard-to-fill positions to determine its effectiveness and alignment with staffing needs to ensure it remains appropriate and impactful.





GOAL 3

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.

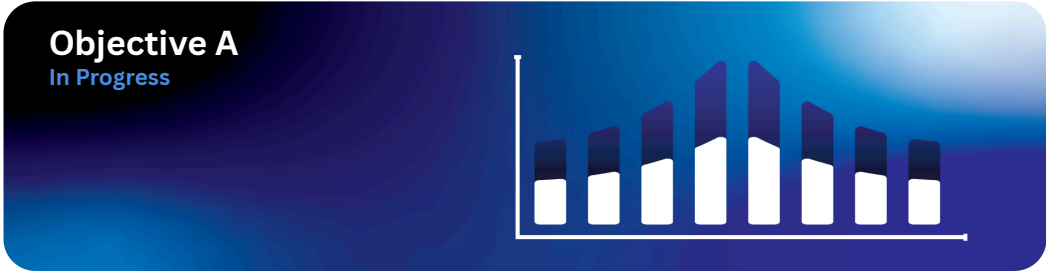


Highlights

Cyclical monitoring has continued during the 2025-26 school year using the same framework that ISBE utilizes for our member district partners.



Dashboard Indicator - In Progress



84% overall compliance with all indicators from the ISBE cyclical monitoring framework.



Next Steps

- Targeted professional learning will be developed to concentrate on areas of improvement for the district and specific teams. Primary target areas will be on transition planning, assessments and their accommodations, and streamlining student needs to goals and services.

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

SEDOL has successfully developed a comprehensive IEP Manual.

This manual will serve as a resource for staff and administrators to use when developing IEPs for each student. It provides clarity on compliance requirements and helps teams understand how every component of an Individualized Education Program (IEP) works together to support student growth.

This was a collaborative process involving SEDOL working closely with:

- ISBE representatives to align with the latest state guidance.
- Member district partners to ensure a shared perspective.
- Legal experts to reflect current best practices.



Dashboard Indicator - Completed

Objective B

100% Completed

[SEDOL IEP
Procedural Manual](#)





Next Steps

- To ensure consistency and high-quality educational planning, the full release of the SEDOL IEP Procedural Manual will include a comprehensive supporting presentation to help guide staff in the use of this resource.
- The manual will be posted on staff and member district portals on the SEDOL website.
- The manual will be regularly updated by the Educational Services Department to reflect changes in legislation and/or to align to best practices.

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

Foundational work has begun to establish building based safety committees to address building and district level safety situations and planning.

Standard Response Protocol (SRP) has been implemented across all SEDOL owned facilities. The beginning stages of reunification planning utilizing the Standard Reunification Method (SRM) is taking place.



Dashboard Indicator - In Progress



Objective C In Progress



Pre and post test data from the SRP training demonstrates increased staff proficiency in core principles of this model. [See link](#) for proficiency data.



Next Steps

- Continued work towards greater understanding and implementation of SRP across our buildings and programs.
- Training and implementation of Standard Reunification Method (SRM) across our programs and buildings.





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

Developed a communication plan for the 2026-2027 school year.



Dashboard Indicator - 100 % Completed

Objective A
100% Completed

[2026-27
Communication Plan](#)



Next Steps

- Implementation of the 2026-27 communication plan.

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

SEDOL has successfully developed a comprehensive suite of informational brochures describing each of our 14 specialized programs.

The brochures are designed to provide families and member districts with information to navigate student placement decisions. To ensure accessibility, we have implemented a multi-channel distribution strategy:

- Digital Accessibility: All brochures are fully integrated into the SEDOL website for 24/7 access.
- Community Outreach: Hard copies are available at each SEDOL facility and are being distributed during IEP meetings, job fairs, etc.



Dashboard Indicator - Completed

Objective B
100% Completed

[Program Brochures](#)



Next Steps

- Update program information on the website to reflect content on the brochures.
- Discuss how to use the brochures to help engage and inform decision-making on behalf of students.
- Annual review of brochures to ensure accuracy.

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

SEDOL hosted six Parent Universities this year designed to provide networking and resources to our parents/guardians. Topics included:

- Protected Tomorrows
- PUNS
- Updates on The Arc - Listening Session
- A Panel Discussion with DRS, PACE, Lake County, family home-based services, and an educational advocate

Meetings are hybrid in nature and allow for virtual and in-person attendance. ASL and Spanish interpretation services are available as well as child-care.



Dashboard Indicator - In Progress



Objective C In Progress



Six Parent Universities hosted.



Next Steps

- Develop and send out a parent survey regarding interest for resources, networking, etc., along with being interested in serving on a committee with SEDOL administration to discuss the need for and launch of a parent council in the Fall of 2026.

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



Highlights

Through key signature events and community initiatives, the SEDOL Foundation mobilized substantial funding to drive innovation, accessibility, and community care for our students, their families, and staff throughout the district:

- **One Special Night (\$65,000 Raised):** Funded the *Launchpad to Success* initiative, which delivered cutting-edge, innovative program enhancements to CLA and GLS.
- **Pucks for Autism Weekend:** Capitalized on a dedicated weekend of hockey across regional rinks to fund targeted neurodiverse supports, including a new sensory room at LASSO II (Millburn School), and a custom sensory-enhanced courtyard at Fairhaven School.
- **Annual SEDOL Golf Invitational:** Raised thousands of dollars directly utilized to scale up classroom technology enhancements, program supports, and daily instructional connections.
- **Camp Scholarship Grant & Ping Pong for Kids:** Funded 41 specialized summer camp scholarships to ensure student and family enrichment during the summer months, directly benefiting students at Laremont and programs across SEDOL.
- **Stepping Up in Special SEDOL Family Run/Walk Event:** Mobilized families, students, and staff to raise money for school-specific, grassroots projects while enjoying health and community time together.
- **Laremont Trivia Night:** Brought SEDOL teams together for an evening of fun that raised funds for curricular enhancements, specialized assemblies, and customized school events.
- **Adopt-A-Family Initiative:** Partnered with the Foundation, SEDOL Board members, and local companies during the holiday season to adopt 26 families (105 individuals), providing essential gifts and food donations.

The SEDOL Foundation also provided enhancements to our schools as follows:

- **Laremont School:** Provided canine therapy programs, universal equipment units, and specialized eye-gaze technology.
- **Gages Lake School:** Installed the Grizzly Therapeutic Garden and custom playground Core Boards to facilitate augmentative communication.

- **Cyd Lash Academy:** Outfitted a new Middle School Sensory Room and upgraded High School gym/workout equipment.
- **John Powers Center:** Executed a comprehensive kitchen remodel to expand student vocational tracks; supported adult/child ASL classes and *Healthy Kids Week*.
- **Pre-Vocational Center:** Provided funding for commercial cash registers at the SEDOL Store.
- **SEDOL Infrastructure:** Upgraded A/V conference room platforms across all schools to maximize stakeholder engagement.



Dashboard Indicator - Completed



Objective D
100% Completed



SEDOL Foundation exceeded the fundraising goal for 25-26 - 112% of original goal.





Next Steps

To build upon the successes from the current school year, our administration will work hand-in-hand with the Foundation leadership during the 2026–2027 school year to focus on the following next steps:

- **Elevate Awareness:** Develop a series of impactful Foundation impact videos highlighting SEDOL students and the real-world resources provided.
- **Expand Sponsorships:** Actively increase community outreach and corporate sponsorships to further scale fundraising efforts.
- **Governance Growth:** Continue to strategically recruit community leaders to the Foundation Board who are passionate about making a lasting difference for our students.

On behalf of the students, families, and staff of SEDOL, we extend our deepest gratitude to the SEDOL Foundation Board, our community donors, and corporate partners. Together, we are removing barriers and redefining what is possible.



SEDOL 2025-26 Year End CIP



2025-2026 Reflections & Next Steps

Over the past two years, the evolving efforts of the SEDOL team—staff, students, leaders, member districts, and board members—have contributed to the growth of the Continuous Improvement Plan (CIP). This plan incorporated priority recommendations from a comprehensive review and fostered a collaborative focus on what SEDOL needs to prioritize during this transformative time. The goal highlights and related dashboard indicators depict the status of our objectives and provide important touchpoints, illustrating both what has been accomplished and the vital work ahead.

The value of a CIP is reflected in the work itself, the commitment to the associated action steps, and a collective dedication to a comprehensive roadmap that aligns with the purpose and vision of our organization. The next steps for the SEDOL team and the ongoing efforts of the CIP include progressing several aspects of these goals, with a continued emphasis on system development to build and advance capacity to:

- Advance work through a guided multi-tiered curriculum committee to collect and review data and tools used to determine the efficacy and fidelity of curriculum implementation.
- Build and advance internal capacity through an embedded train-the-trainer and coaching model.
- Monitor the impacts of the restructured tuition model.
- Complete a collaborative action plan for the continuum of programs and services that supports district needs and aligns with the shared values of both the continuum and steering committees.
- Expand customized professional learning on instructional strategies, supports, best practices for IEP development, and associated guidance aligned with state monitoring.

- Advance SRP/SRM efforts, training, and expectations.
- Collaboratively review staffing data and models annually to identify trends, including hard-to-fill positions, to best identify current needs.
- Foster parent partnerships through expanded training, networking, and a parent advisory focus.
- Implement a comprehensive and integrated 2026–27 communication plan.

Special Note of Appreciation

A special note of appreciation goes to all the engaged stakeholders who played critical roles in the growth and success of this CIP. SEDOL is very proud of what has been accomplished and the collaborative way it has evolved. The SEDOL *Building Bridges* theme guided the CIP's development and implementation with an overarching focus on building and refining a collaborative, reflective culture. This culture continues to keep students and families at the center, guided by authentic partnerships with districts, the SEDOL Executive and Governing Boards, and a relentless focus on our vision for the future.

It has truly been an honor and a purposeful joy to work with such an amazing SEDOL team for these past two years, and we wish SEDOL continued success in guiding the growth of such exceptional students and staff.

Dr. Judy Hackett and Dr. Tim Thomas

Co-Interim Superintendents

May 24, 2026





2025-2026 Board Members

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
- 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
- Dr. Michael Karner, Lake County Regional Superintendent of Schools
- Two Vacant Seats, Governing Board Members

SEDOL Governing Board

- Dr. Stephen Mack, President – Community Consolidated School District #46
- Open Seat, Secretary
- 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 Brezinski - Gavin School District #37

Vivian Kueter - Big Hollow School District #38

Randy Harnicker- Lake Villa Community Consolidated School District #41

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

Veronica Lynn Collins - North Chicago Community Unit School District #187

