Naperville 203 School Improvement Summary and Plan

Connections Transition Services

SIP Summary of Progress

Transition Targets
SY Benchmark Goal(s) for Education/Training, Vocational Readiness, & Community Engagement: Include the metrics
Traditional standardized literacy metrics (e.g., NWEA MAP or SAT) do not apply at Connections Transition Services, as progress is evaluated through individual IEP goal mastery and functional post-secondary outcome measures. Functional literacy instruction is integrated directly into all courses and across authentic environments (including in the workplace, during preparation and courses at College of DuPage, and during all community interactions). Math instruction is delivered in real-world contexts across internal micro-businesses, community work sites, and across all courses. Student progress is tracked through IEP goal monitoring and student transition outcomes. **Summary of progress toward Education/Training benchmarks and actions: (Please write in paragraph form)** Enrollment and participation at the College of DuPage has been the fastest-growing component of programming offered through Connections over the past 6 school years. Last school year, 40% of our students were enrolled in at least 1 college course at COD, and an additional 10% participated in weekly executive functioning and SEL instruction delivered by Connections staff on the COD campus in preparation for future enrollment. College of DuPage's degree, certificate, continuing education, and developmental education courses offer our students a wide variety of opportunities for future career pursuits and community involvement. Last school year, we integrated SEL supports by a social worker and psychologist into the college campus for our students, along with social communication instruction by a speech-language pathologist. These supports and instruction are tied to student IEP goals and areas of need. **Summary of progress toward Vocational Readiness benchmarks and actions: (Please write in paragraph form)** Over the previous school year, students engaged in the recommended programming in their IEPs made expected progress toward their IEP goals, and all students who participated in job training had an opportunity in the community or in a Connections microbusiness. Previous data were collected to monitor competitive employment rates, but the newly proposed goal will track both progress toward goals and expansion of work opportunities for all students. Over the next several years, staff will be establishing new community partnerships to increase training opportunities while also exploring additional ways to expand the growing number of microbusinesses within the Connections facility. As new sites and opportunities are established, PL will be created and delivered to job coaching staff in an effort to improve job-site instruction that is tailored to a specific environment. **Summary of progress toward Community Engagement benchmarks and actions: (Please write in paragraph form)**

Last year, 94% of exiting students left Connections with an identified day program, community work experience, or enrollment in future college courses. Increasing college preparation supports at COD, expanding work experiences, and providing individualized instruction in all areas of independence will support our building in working toward every exiting student having an identified plan for their future. Working with community partners and organizations to strengthen relationships and make connections for our families will better ensure that families feel they have the connections and partnerships established before their student exits services.

Accomplishments and areas for opportunities: (Please write in paragraph form)

Last school year, we expanded our executive functioning and SEL supports on the COD campus by increasing the amount of time mental health professionals were present and delivering instruction, expanded our microbusinesses by opening a storefront in our building for students to gain retail skills, organized and attended multiple adult day program tours across both semesters, and connected students with community work experiences across new and familiar environments. The expansion of Connections' microbusinesses ensures that staff can provide students with the specific learning opportunities they need to progress in job readiness, all within a safe and easily controllable environment. These businesses have also created authentic opportunities to develop workplace soft skills that will benefit them in any future employment setting. Entering the 2027 school year, we have partnered with NEF to create work opportunities for our students through the management of day-to-day operations of the Kid Booster Resource Center.

SEL/Sense of Belonging

SY Goal(s) for SEL/Sense of Belonging: Include the metrics

Summary of progress toward SEL/Sense of Belonging benchmarks and actions:

Beginning in the 2027 school year, Connections will be able to use the 5Essentials and Panorama surveys to collect data that is truly specific to Connections students, staff, and community. Over the last several years, administration has partnered with families to explore the development of a Home and School organization at Connections to create opportunities for students and families to partner and prepare for the future, while providing fun experiences for students within their Connections school day. Students have also been provided instruction on a newly implemented Tier I behavior system that is centered around Connections' core values that were identified in the 2025 school year.

Accomplishments and areas for opportunities (Paragraph form):

Over the last several years, we have expanded opportunities for family involvement during the school day by exploring the development of a Home and School organization. After several years of partnering with other Home and School groups and learning more about the requirements, it was determined that we would move away from a formal organization and explore a Celebrate Connections parent group with the same core goals in mind. We also began intentionally embedding instruction centered around our identified core values into all courses and provided course teams the autonomy to determine which value(s) best aligned with their unit or lesson. We redesigned the way student schedules are organized and how schedules can show all parts of a student's week (class, community, employment, college, day program) in an effort to collect attendance data that can show trends in progress through comparing performance with scheduled events and experiences. We will continue to connect with adult agencies and community supports to further expand the information we can share with families as they prepare to transition out of programming.

School Improvement Plan
2026-2029

Transition Targets
Common Instructional School Improvement Targets: Improve post-secondary readiness for all students by ensuring they have instruction, experiences, and opportunities that align with their IEP goals and transition plan outcomes in the areas of education/training, employment, and independent living
Building Specific: Rationale for the Instructional Targets: Students at Connections are all receiving post-high school transition services through their IEP, but their needs, goals, and post-secondary plans are all unique - our goal is to ensure that students receive the instruction and engage in the experiences that support their growth toward their individual goals and outcomes
Education/Training Goal and Benchmarks
SY29 Education/Training 3-Year Assessment Goal: Increase the number of students engaging in learning experiences at the College of DuPage
Education/Training Benchmarks for Success: ● **2026-2027** ○ 58% of students will engage in college-prep instruction at COD or enroll in COD courses ● **2027-2028** ○ 61.5 of students will engage in college-prep instruction at COD or enroll in COD courses ● **2028-2029** ○ 65% of students will engage in college-prep instruction at COD or enroll in COD courses
Vocational Readiness Goal and Benchmarks
SY29 Vocational Readiness 3-year Assessment Goal: Increase the employment readiness of all students by providing job training and experiences across settings and environments
Vocational Readiness Benchmarks for Success: ● **2026-2027** ○ 92% of students will make expected progress toward their IEP goal(s) tied to employment outcomes, while 75% of students engaging in job training will engage in at least 2 unique work experiences ● **2027-2028** ○ 94% of students will make expected progress toward their IEP goal(s) tied to employment outcomes, while 75% of students engaging in job training will engage in at least 3 unique work experiences ● **2028-2029** ○ 96% of students will make expected progress toward their IEP goal(s) tied to employment outcomes, while 75% of students engaging in job training will engage in at least 4 unique work experiences

Community Engagement Goal and Benchmarks
SY29 Community Engagement 3-year Assessment Goal: Increase the number of students engaging in community day programming, competitive employment, or college courses when they exit services
Community Engagement Benchmarks for Success: ● **2026-2027** ○ 90% of students exiting services will be engaged in community programming (employment, college courses, or day programming) ● **2027-2028** ○ 95% of students exiting services will be engaged in community programming (employment, college courses, or day programming) ● **2028-2029** ○ 100% of students exiting services will be engaged in community programming (employment, college courses, or day programming)
District Alignment
Alignment to MTSS, SEL, and/or Equity: These goals align to SEL and equity areas by addressing the systemic post-secondary outcomes gap for young adults with disabilities. Equity in a transition setting means providing differentiated, age-appropriate instruction, authentic community-based experiences, and tailored supports so that every student can access community life now and in the future. These goals ensure individualized access to competitive employment/community volunteer work, post-secondary education and experiences, and community spaces.

SEL/Sense of Belonging Targets
Common Instructional School Improvement Targets: Further strengthen a sense of belonging within our school community by creating an environment where students & families feel respected, welcome, and supported
Rationale for the Instructional Targets:
SEL/Sense of Belonging Goal and Benchmarks
SY29 SEL 3-Year Assessment Goal: Increase student and family sense of belonging through THRIVE work, “Celebrate Connections” parent group, and parent/guardian learning & networking opportunities
SEL Benchmarks for Success: ● **2026-2027**

- 50% of families will attend a Connections-affiliated event or opportunity that is relevant to their young adult's future, and 80% of students will have consistent attendance (present 90% or more)

- **2027-2028**
  - 55% of families will attend a Connections-affiliated event or opportunity that is relevant to their young adult's future, and 85% of students will have consistent attendance (present 90% or more)
- **2028-2029**
  - 60% of families will attend a Connections-affiliated event or opportunity that is relevant to their young adult's future, and 90% of students will have consistent attendance (present 90% or more)

District Alignment

Alignment to MTSS, SEL, and/or Equity:

This target directly aligns with equity and social-emotional learning by ensuring that students with disabilities and their families are active partners in the post-secondary transition process. Equity is fundamental to this goal because Connections serves young adults who require individualized supports to access their community and reach their post-secondary goals. Fostering strong family partnerships provides equitable access to post-secondary planning, adult agency connections, and community resources. From an SEL perspective, increasing active engagement builds student self-determination, self-advocacy, and relationship-building, creating a sense of ownership and belonging both within Connections and into the future.