

Naperville 203
School Improvement Plan - 2022 - 2025

Academic | Post-Secondary Education Enrollment

Goal:

50% of Connections students will be enrolled in a College of DuPage course.

Rationale for the Goal:

- COD enrollment has increased among Connections students from the 2019-20 school year (1 student) through the 2022-23 school year (20 students)
- 30% of students currently enrolled at COD
- COD developmental education, certificate programs, degree programs, and recreational courses increase post-secondary achievement for Connections students

Benchmarks for Success:

- Spring 2023 enrollment of 35% of students
- Fall 2023 enrollment of 40% of students
- Spring 2024 enrollment of 45% of students
- Fall 2025 enrollment of 50% of students

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<ul style="list-style-type: none"> - Further implement and develop COD Connect class/program at Connections and on the COD Campus 	<ul style="list-style-type: none"> - Teach course on the COD campus to help students further develop executive functioning and social-emotional skills - Provide students with check-in supports on the COD campus to assist students in managing their COD courses - Offer vocational supports and related service supports as a part of COD Connect on the COD campus - Course PLC collaborates to refine units of study and additional supports necessary - Develop course handbook that outlines supports and services available to students on 	Keith Langosch, Patrice Kainrath, Dana South, Joe Cantu, Karen Cabrera, Kristy Saar, Abbie Hunt Halfman	<p>August 2022 and continuous</p> <p>August 2022 and continuous</p> <p>August 2023 and continuous</p> <p>August 2023</p> <p>August 2023</p>	

<ul style="list-style-type: none"> - Collaborate with HS staff to educate families on the supports and services available through Connections at COD 	<p>the COD Campus and through the COD Connect course</p> <ul style="list-style-type: none"> - Create resources to share with families and HS staff that shares information about COD supports available through Connections - Host COD information night to educate students and families 		<p>January 2023</p> <p>April 2023 and 2024</p>	
<p>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</p> <ul style="list-style-type: none"> - Provides students with SEL instruction that is specifically targeted to support them on the college campus and while they are enrolled in college courses - Addresses equity issues by offering supports that allow students with disabilities to access college classes, the college environment, and the community with same age peers 				

Academic | Post-secondary Employment

Goal:

55% of Connections students will be competitively employed within the community.

Rationale for the Goal:

- 29% of students are currently competitively employed
- 89% of students are currently participating in community job training
- 80% of students are currently participating in micro-business job training
- Competitive employment allows students to continue to build job skills, develop social relationships within the community, and live more independently

Benchmarks for Success:

- Spring 2023 - 35% of students competitively employed
- Fall 2023 - 42% of students competitively employed
- Spring 2024 - 50% of students competitively employed
- Fall 2025 - 55% of students competitively employed

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<ul style="list-style-type: none"> - Provide vocational skills instruction on the Connections campus and in the community - Create community partnerships with potential employers and job training partners 	<ul style="list-style-type: none"> - PLC refines units of study and creates opportunities to provide students with additional supports and enrichment - Provide community based instruction on volunteer job training sites that aligns with course units of study - Embed specific instruction in the areas of communication and SEL within the vocational skills classroom - Increase vocational skills instruction and support to Connections' students on the COD campus - Establish new job partnerships that align with student interests and with community areas of need - Establish partnerships with agencies and organizations to increase job training opportunities for students 	Keith Langosch, Patrice Kainrath, Joe Cantu, Vocational Skills PLC	<p>August 2022 and continuous</p> <p>August 2022 and continuous</p> <p>August 2022 and continuous</p> <p>August 2023 and continuous</p> <p>Continuous</p> <p>August 2022 and continuous</p>	

<ul style="list-style-type: none"> - Further develop micro-businesses for students to learn job skills 	<ul style="list-style-type: none"> - Collaborate with district's community relations department to establish new business partnerships - Create at least 1 new micro-business that aligns to student needs and interests - Collaborate with other area transition programs to evaluate micro-business options - Expand existing micro-businesses to address needs of wider range of students 		<p>January 2023 and continuous</p> <p>August 2023</p> <p>January 2023 and continuous</p> <p>January 2023 and continuous</p>	
<p>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</p> <ul style="list-style-type: none"> - Embedded SEL instruction into the vocational skills classes at Connections will increase students social and emotional skills - Increasing employment outcomes for students with disabilities addresses inequitable employment numbers 				

SEL				
Goal: <i>98% of staff and students will report feeling safe and respected at Connections as measured by Staff and Student Perception survey each spring</i>				
Rationale for the Goal: <ul style="list-style-type: none"> - Previous survey data indicated that 90-93% of staff felt respected at Connections - Previous survey data indicated that 89% of students felt respected by peers at Connections - Previous survey data indicated that 95% of students felt respected by teachers/staff at Connections 				
Benchmarks for Success: <ul style="list-style-type: none"> - Spring 2023: 95% of staff and students will report feeling safe and respected at Connections - Spring 2024: 97% of staff and students will report feeling safe and respected at Connections - Spring 2025: 98% of staff and students will report feeling safe and respected at Connections 				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<ul style="list-style-type: none"> - Maintain a safe working and learning environment for all staff and students - Implement SEL curriculum that is embedded into each Connections course - Deliver intentional instruction in the area of self-advocacy 	<ul style="list-style-type: none"> - ALICE training completed by all Connections staff members - All required safety drills completed with all students and staff - Training delivered to all staff on the implementation of student behavior intervention plans - Professional learning opportunities provided in the area of proactive behavior supports - Professional learning opportunities provided in the area of humanistic behavior - Align curriculum from SEL course with the curriculum in the other courses offered at Connections - Collaboration between SEL PLC and other course PLCs to align instruction - Re-structure SEL class to become embedded within other courses - Examine course curriculum for each Connections course to determine where self-advocacy skills are taught 	Keith Langosch, Patrice Kainrath, Amanda Giglio, Joe Cantu	November 2022 November 2022 and Continuous Continuous Continuous Spring 2023 and Continuous Spring 2023 Spring 2023 and 23/24 SY Fall 2024 Fall 2022	

<ul style="list-style-type: none"> - Maintain an inclusive and professional school climate - Offer learning opportunities in the areas of physical and social emotional wellness 	<ul style="list-style-type: none"> - Identify self-advocacy skills needed for students to be successful in each transition area (education, training, employment, and independent living) - Re-examine course curriculum to determine what specific self-advocacy skills need to be embedded into the courses - Building equity team examines current procedures and practices in place - Building equity team collaborates with Connections staff to improve practices to increase equity within classes and programming - Professional development delivered to certified staff to address inequities in instruction and instructional design - Refine and further implement SEL instruction across all Connections classes - Create opportunities for staff to engage in social-emotional wellness activities - Develop community partnerships to allow for Connections students to engage in consistent physical wellness 		<p>Spring 2023/Fall 2023</p> <p>Spring 2024/Fall 2024</p> <p>Continuous</p> <p>Continuous</p> <p>22/23 SY and Continuous</p> <p>Spring 2023</p> <p>Spring 2023 and Continuous Fall 2023 and Continuous</p>	
<p>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</p> <ul style="list-style-type: none"> - Providing explicit SEL instruction with the Connections SEL course and across all other courses - Building Equity Team examines practices to ensure that equitable opportunities and experiences are provided to all students - Professional learning is delivered to address inequities in instruction and instructional design 				

Belonging

Goal:
98% of students will report that they feel a sense of belonging at Connections as measured by Student Belonging Survey each spring

Rationale for the Goal:

- Connections students come from two separate schools where they have had 4 years to build relationships with staff and peers
- Connections students have a wide range of abilities and are all working towards individual IEP goals and post-secondary outcomes, which can result in some students spending less time in the Connections building and less time with Connections staff and peers
 - A majority of students spend time at College of Dupage, a community job, or an adult day program as a part of their weekly schedule

Benchmarks for Success:

- Spring 2023: 94% of students will report that they feel a sense of belonging at Connections
- Spring 2024: 96% of students will report that they feel a sense of belonging at Connections
- Spring 2025: 98% of students will report that they feel a sense of belonging at Connections

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<ul style="list-style-type: none"> - Determine student perception of belonging 	<ul style="list-style-type: none"> - Collaborate with Directors of Outreach and Student belonging - Survey students to identify their perception of what belonging means, what makes them feel that they belong, and how they like to be recognized 	Keith Langosch, Amanda Giglio, Karen Cabrera	Fall 2022 Spring 2023	
<ul style="list-style-type: none"> - Identify ways that students like to be recognized and celebrated 	<ul style="list-style-type: none"> - Survey students to identify their perception of what belonging means, what makes them feel that they belong, and how they like to be recognized 		Spring 2023	
<ul style="list-style-type: none"> - Develop opportunities for students to connect with peers and staff 	<ul style="list-style-type: none"> - Examine advisory structure/content - Expand on advisory content to include opportunities for students to connect with peers and staff - Restructure advisory to better meet needs of all students 		Spring 2023 Fall 2023 and Continuous Fall 2024	
<ul style="list-style-type: none"> - Develop extracurricular/after 	<ul style="list-style-type: none"> - Examine structure of Connections current Social Club 		Spring 2023	

school opportunities for students to connect and engage with peers	<ul style="list-style-type: none"> - Review student participation data related to Social Club attendance - Survey students regarding interest in additional extracurricular activities - Develop additional extracurricular activities 		Spring 2023 Spring 2023 Fall 2023 and Continuous	
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: <ul style="list-style-type: none"> - Focuses on students sense of belonging and provides students with a voice to share their feelings and express their needs 				