# NSSEO
Building a Promising Future for Students

# 2023-2024 Continuous Improvement Plan

## Our Mission
*Why We Exist*

NSSEO propels students with special needs to be actively engaged citizens through dynamic family, school and community partnerships.

## Our Vision
*Our Desired State, Where We are Headed*

Enhancing students' talents and dreams for a promising future.

## Our Core Values
*What We Believe, What We Stand For*

- a person-centered philosophy that reflects an individualized focus on students' strengths, desires, and life goals
- students, families and communities engaged in a rigorous, exciting learning process
- connecting and collaborating through partnerships designed to expand and advance meaningful opportunities for students
- high standards, systems and innovative practices that enhance growth for students, staff and leaders
- equitable opportunities and practices that provide for the diversity, culture and inclusion of all students, families, and staff
- looking beyond what is, to what is possible

## Our Goals
*Our Priorities, What We will Achieve*

1. **Student Outcomes -** Foster development, ongoing growth and positive outcomes for all students.
2. **Social Emotional Learning -** Promote social emotional learning and growth for all.
3. **Supportive, Collaborative, and Person-Centered Learning Environment -** Foster a supportive, collaborative, and person-centered learning environment to promote growth for all.
4. **Transition Services -** Upon exiting from NSSEO services, 100% of students will have defined post-secondary plans indicating focus on the priority areas of social, community and/or work experiences for at least 50% of a work week.
5. **Collaborative Partnerships -** Further advance our collaborative partnerships across the educational community to deepen equitable, inclusive practices that are future driven and influence positive change.

# Goal #1  Student Outcomes

Foster development, ongoing growth and positive outcomes for all students.

**Objectives:**
A. Further enhance NSSEO's IEP goal writing and implementation practices to establish clear and measurable IEP goals focused on improving achievement in each area of identified need for each individual student by:
   - Maintaining an ongoing process for self-audits of IEP goals across NSSEO programs to assess alignment to best practices in IEP goal writing as well as measure the percentage of students meeting or exceeding IEP growth targets across each aspect of the NSSEO instructional framework, and
   - Continuing to deliver targeted professional development to support continued improvements in IEP Goal Writing for all staff within each NSSEO program with the goal to continue to increase alignment of IEP goals to indicators of high-quality.
B. **Continue to provide support to NSSEO teachers and staff to enhance their pedagogical skills and implementation of each NSSEO program's instructional framework by:**
   - Completing ongoing committee work focused on prioritizing learning standards, aligning curricular resources, and identifying appropriate assessment tools for the Social Emotional Learning (SEL) domain within the instructional framework for each NSSEO program **(high leverage - also supports progress in Goals 2, 3, and 4),**
   - Providing ongoing training and coaching for NSSEO staff and leaders to develop knowledge, attitudes, tools and skills to support the effective use of the SEL curricular materials and assessment tools within each program's instructional framework **(high leverage - also supports progress in Goals 2, 3, and 4)**, and
   - Beginning to establish processes within each program to review and evaluate progress data across all aspects of the Instructional Framework on a quarterly basis and make adjustments to instruction to continually improve student learning outcomes **(high leverage - also supports progress in Goals 2 and 4)**.

**Dashboard Indicators:**
- Percent of IEP goals that are aligned to indicators of high-quality
- Percent of IEP goals for which students are meeting or exceeding IEP growth targets
- Number of program-based professional learning events and coaching cycles aligned to aspects of the instructional framework
- Percent of staff reporting alignment to their program's instructional model

# Goal #2  Social Emotional Learning

Promote social emotional learning and growth for all.

**Objectives:**

A.  Implement the CASEL framework of SEL competencies and then utilize this framework to guide curriculum decision making in all NSSEO programs by:
   ○  Continuing to complete and document the planning for key activities across the CASEL Focus Areas to develop a strong foundation for SEL to ensure efforts are sustained long term and plan for systemic implementation of SEL in every aspect of NSSEO's work and our students' educational experiences.

B.  Provide ongoing professional learning and coaching opportunities for staff around SEL, positive behavioral interventions, and trauma informed practices, including how we respond to student crises within our schools and programs by:
   ○  Ensuring all staff are familiar with the NSSEO RTO Reduction Plan values, outcomes, and action steps to support ongoing cultural change related to the use of RTO,
   ○  **Developing and implementing a comprehensive onboarding, training, and mentoring plan to support a safe and harmonious environment for all, weaving together training for NVCI, Ukeru, de-escalation, TIP, SEL, FBA-BIP, understanding of behavior, and in-the-moment problem-solving (high leverage - also supports progress in Goals 1 and 3)**, and
   ○  Maintaining the expanded number of NVCI and Ukeru trainers and ongoing training/practice opportunities including role play and problem-solving.

C.  Refine district-wide guidance and training in best practices for proactive behavior strategies to support FBA-BIP development and implementation by:
   ○  Working at the leadership, district, and program levels to develop implementation plans and aligned training materials to support consistent and effective district-wide FBA-BIP systems and processes,
   ○  Incorporating training in the district-wide systems and processes for FBA-BIP into the comprehensive NSSEO onboarding, training, and mentoring plan (described above), and
   ○  Expanding implementation of plans to improve the frequency, impact, and carry-over of debriefing within each program combined with individualized student planning (up to and including FBA-BIP) for students with repeated instances of RTO.

D.  Provide resources and opportunities that promote school-family partnerships around Social Emotional Learning (SEL) and mental health by:
   ○  Continuing the work to establish a structure for provision of family therapy within Timber Ridge by creating opportunities for families to actively engage with NSSEO therapists to share their stories and begin to receive support in building effective family communication/collaboration, establishing healthy boundaries, and utilizing home safety and/or behavior plans.

**Dashboard Indicators:**

●  Percent completion of the NSSEO planning for key activities across the CASEL Focus Areas
●  Number of program-based professional learning events and coaching cycles aligned to SEL, FBA-BIP, and/or Trauma Informed Practices
●  Percent of SEL and behavioral IEP goals for which students are meeting or exceeding IEP growth targets

# Goal #3  Supportive, Collaborative, and Person-Centered Learning Environment

Foster a supportive, collaborative, and person-centered learning environment to promote growth for all.

**Objectives:**

A. Refine and implement a system for high quality on-boarding, mentoring, and continuous training/coaching to support the retention and professional growth of all NSSEO staff by:
   - Continuing to document the NSSEO onboarding, mentoring, and coaching frameworks and outcomes,
   - Continuing to provide ongoing, high-quality professional learning and coaching for NSSEO staff, and
   - Systematically collecting feedback from NSSEO staff to inform continuous improvement in the quality and impact of the NSSEO mentoring, training, and coaching efforts.

B. Continue to monitor and improve culture and climate across NSSEO by:
   - Continuing to provide all staff with the opportunity to complete a yearly Humanex survey evaluating NSSEO culture and climate,
   - Developing and administering student surveys to elicit student voice regarding NSSEO climate and culture, and
   - Conducting goal setting meetings at the district-level based on culture and climate survey results.

C. Deepen NSSEO's focus on diversity, equity, and inclusion by:
   - Continuing to meet with the district-wide DEI committee to support implementation of the District Equity Action Plan framework across all strand areas, and
   - Defining and widely communicating Diversity, Equity, and Inclusion (DEI) and related definitions to all NSSEO stakeholders through a multifaceted, multi-year communication and professional learning plan.

**Dashboard Indicators:**

- Percent of staff reporting high levels of satisfaction related to their professional learning and growth within NSSEO (staff survey)
- Percent of staff participating in the yearly Humanex survey
- Percent of highly satisfied and highly engaged staff (Humanex "dream box")
- Percent completion of the NSSEO planning for key activities across the Equity Action Plan (EAP)

# Goal #4  Transition Services

Upon exiting from NSSEO services, 100% of students will have defined post-secondary plans indicating focus on the priority areas of social, community and/or work experiences for at least 50% of a work week.

**Objectives:**
A. Advance the defined vision/mission/values for transition planning and supports within NSSEO, providing every student with defined opportunities for vocational, social, and independent living experiences and skill development by:
    ○ Implementing restructured Community Based Instruction (CBI) experiences across settings aligned to the continua of vocational, social/community, and independent living activities, and
    ○ Providing expanded training to staff related to the values, beliefs and purposes of transition planning and services within NSSEO as well as effective implementation of restructured CBI experiences.
B. Advance a comprehensive training and networking plan to provide expanded understanding and engagement of stakeholders in the post-secondary planning process by:
    ○ Developing and providing updated transition-related resources and materials to Kirk staff for use in Transition Action Planning (TAP) meetings,
    ○ **Highlighting PERC opportunities for staff in each program to increase parent and caregiver attendance and engagement in areas tailored to each student's transition planning needs (high leverage - also supports progress in Goal 5),** and
    ○ Continuing to promote collaboration across agencies to support outcomes for students by arranging tours with adult day programs for NSSEO families and providing opportunities to connect with additional supports such as Vocational Rehabilitation and Independent Services Coordination agencies (such as CAU).

**Dashboard Indicators:**
- Number of Kirk students participating in community and/or work experiences that occur outside of the school setting, and in which students can apply academic, social and/or general work behaviors and skills
- Number of Kirk families participating in parent education events to support transition planning
- Number of community partners who support community and/or work experiences for NSSEO student(s)

# Goal #5  Collaborative Partnerships

Further advance our collaborative partnerships across the educational community to deepen equitable, inclusive practices that are future driven and influence positive change.

**Objectives:**

A. Expand supportive partnerships within NSSEO including: member and non-member districts, business and community partners/organizations, NSSEO Foundation, state and national organizations, universities, non-profit organizations, legislators, and others through a shared focus aligned to the mission, vision, and values of NSSEO by:
- Continuing to participate in networking and advocacy activities reflective of the priority needs of students with special needs and their families,
- **Partnering with local groups to support inclusive experiences for NSSEO students (high leverage - also supports progress in Goal 4),** and
- Sharing of NSSEO successes in various media.

B. Enhance parent/guardian education and networking through PERC, ISRC, community resources, and other systems by:
- Developing and publishing a balanced PERC calendar to provide learning and networking opportunities across student ages and needs,
- Increasing marketing and communication strategies so that families and staff are well aware of PERC opportunities, and
- **Monitoring participation and engagement in PERC events and collecting feedback from families to increase access and engagement across ages, student needs, and other demographics (high leverage - also supports progress in Goals 3 and 4).**

C. Plan collaboratively with member districts to deliver meaningful Professional Learning to meet each district's priorities and needs by:
- Developing an NSSEO Professional Learning (PL) calendar and customized PL plans aligned to prioritized areas of need and interest across member districts,
- Expanding professional learning opportunities through various platforms to provide increased access and engagement in NSSEO Professional Learning events,
- Maintaining a Professional Learning dashboard to continuously monitor the value and impact of the NSSEO Professional Learning events and services, and
- Structuring ongoing feedback opportunities for member district representatives regarding NSSEO's Professional Learning impact and needs within each district.

D. Ensure long-term organizational stability of the District with resources aligned to strategic priorities in order to support an optimal learning and teaching environment by:
- Developing a long-term facility plan to guide the organization in aligning resources to short/long term facility needs,
- Ensuring safety and security of staff and students by aligning resources to identified safety and security initiatives, and
- Updating the NSSEO 3-Year technology plan to guide the organization in aligning resources to district/program needs.

**Dashboard Indicators:**

- Percent of students enrolled in STEP (D211 and D214) who are employed
- Number of parent/community learning and networking events and participants from each NSSEO program and from member districts
- Proportion of planned and delivered Professional Learning "value" relative to overall Professional Learning expenditures