



Central Intermediate Unit #10

345 Link Road West Decatur PA 16878 ~ 814-342-0884 or 1-800-982-3375 (PA only)

Central Intermediate Unit #10
Intermediate Unit Comprehensive Plan
07/01/2018 - 06/30/2021

Dr. J. Hugh Dwyer – Executive Director

Intermediate Unit Profile

Demographics

345 Link Rd
West Decatur, PA 16878
(814)342-0884
Executive Director: J. Hugh Dwyer

Planning Process

The CIU # 10 received approval from the Pennsylvania Department of Education (PDE) to submit its Comprehensive Plan at a date later than that prescribed for Phase 2 entities.

Ms. JoAnn Perotti, Bucks County IU #22, Director of Strategic Services Administrator, is the Lead Facilitator of the CIU # 10 process. She met with the Comprehensive Planning Administrative Leadership Team for two days in November 2016. Haylee Hickman, Administrative Assistant to the Executive Director, served as scribe throughout the process.

Executive Director J. Hugh Dwyer met multiple times with all CIU # 10 administrators to develop Shared Values, Mission, Vision and Goals, Strategies and other elements of the Plan. Individual administrators or pairs of administrators updated the PDE Comprehensive Planning Tool. The Lead Facilitator critiqued and advised on all the above documents.

The Lead Facilitator met with the Comprehensive Plan Community Steering Committee on January 5, 2017 to receive input from stakeholders. She facilitated Action Step writing with the Administrative Team and then provided a draft of the 2017-2020 Comprehensive Plan to the Executive Director for his review. In March 2017 the Administrative Team reviewed and modified the Strategic Areas and Action Steps. The Executive Director and Cabinet reviewed the new draft and presented it to the CIU # 10 Board of Directors for review and input at the April 27, 2017 Board of Directors meeting. The Executive Director submitted the final draft to the Board of Directors at the May 25, 2017 meeting for approval. The Board approved the Plan for implementation on May 25, 2017.

In January, PDE sent a notice to all Pennsylvania School Districts/Intermediate Units /CTCs that all comprehensive plans would be delayed for one year as the department reorganizes the web tool and regulations for submitting comprehensive plans. The CIU # 10 Executive Director decided to complete the process and implement the new Comprehensive Plan upon Board approval on May 25, 2017. The final PDE submission of the Comprehensive Plan is due in November 30, 2017. After a 30 day required public comment period and Board confirmation, the CIU # 10 will submit the official PDE plan to PDE in November 2017.

Mission Statement

Build the capacity of all learners by identifying needs, developing courses of action and supporting the implementation of strategies to allow for continuous advancement and achievement.

Vision Statement

Foster a culture of learning and growth.

Shared Values

Life-Long Learning

Relationship Building Through Collaboration

Principle-Centered Decision-Making

Fiscal Stewardship

Accountability

Quality Services

Educational Community

The Central Intermediate Unit # 10 service region covers Clearfield, Centre and Clinton Counties in central Pennsylvania. There are two universities, Pennsylvania State University in Centre County and Lock Haven University in Clinton County with a satellite campus in Clearfield County. The two universities are major employers in the region. State College ASD is primarily a suburban-urban school district. Bellefonte ASD and Keystone Central ASD are characterized by small city, small town and rural populations. While State College ASD has a high percentage of citizens with college degrees, most other school districts and their communities have fewer than 25% of the adult population with education beyond high school. In some districts the school district is the largest employer. These are agriculture, logging and natural gas and oil communities.

Community resources include Black Moshannon State Park and other state parks, the two universities, a business college, the intermediate unit, retail shopping in the larger cities, public radio and television stations and several community libraries. There are three daily newspapers, weekly newspapers, several

commercial radio stations and WPSU/NPR radio station. There are hospitals in the larger cities. Interstates 80 and 99 traverse the region.

There are 12 school districts, five charter schools and 45 nonpublic schools. Several Amish schools serve the Amish community. The 12 districts have student enrollments from 300 to 7,000. The public school districts are Bald Eagle Area, Bellefonte Area, Clearfield Area, Curwensville Area, Glendale, Harmony Area, Keystone Central, Moshannon Valley, Penns Valley Area, Phillipsburg-Osceola Area, State College Area and West Branch Area. The charter schools are Centre Learning Community Charter School, Nittany Valley Charter School, Sugar Valley Rural Charter School, Wonderland Charter School and Young Scholars of Central Pennsylvania Charter School.

The CIU # 10 2016-2017 General Operating Budget is \$3,906,027.00. The CIU # 10 employs 139 professional and support staff members.

The Central Intermediate Unit # 10 offers programs and services in these areas and others: continuous school improvement, special education, early intervention and preschool education, information technology, nonpublic schools, adult education, business services, professional development for education professionals and support staff, professional development for industry, GED training and testing, finger printing for employment clearances, business services, student competitions and arts in education. The CIU # 10 has an affiliation with the Pennsylvania Department of Education (PDE) including acting as regional facilitator for PDE's Statewide System of Support and facilitation of the National History Competition. We work in partnership with other IUs including Tuscarora IU 11 and Allegheny IU 8 in curriculum, information technology and an annual superintendents conference. The CIU # 10 is an active member of the Pennsylvania Association of Intermediate Units (PAIU).

Planning Committee

Name	Role
Katie Bish	Administrator : Professional Education
William Brady	Administrator : Professional Education
Edward Catherman	Administrator : Professional Education
J. Hugh Dwyer, Ed.d	Administrator : Professional Education
Amy Garvey	Administrator : Professional Education
Patti Graham	Administrator : Professional Education
Michelle Hammersla-Quick	Administrator : Professional Education
Jeff Holter	Administrator : Professional Education
Diane Hubona	Administrator : Professional Education
Erick Johnston	Administrator : Professional Education
Catherine Kaltenbaugh	Administrator : Professional Education
Karen Krise	Administrator : Professional Education
Bethann McCain	Administrator : Professional Education

Dawn Moss	Administrator : Professional Education
Kim Moyer	Administrator : Professional Education
Cherie Neely	Administrator : Professional Education
JoAnn Perotti, External Facilitator, Bucks County Intermediate Unit	Administrator : Professional Education
Christine Sanker	Administrator : Professional Education
Heather Spotts	Administrator : Professional Education
Marjorie Stewart	Administrator : Professional Education
Jenna Witherite	Administrator : Professional Education
Danaiel Duffy	Board Member : Professional Education
Ruth Saupp	Board Member : Professional Education
Victoria Albert	Building Principal : Professional Education
Owens Crystal	Business Representative : Professional Education
Stan LaFuria	Business Representative : Professional Education
Micki Dutrow	Community Representative : Professional Education
Tracie Kennedy	Community Representative : Professional Education
Mike Owens	Community Representative
Michele Saylor	Community Representative : Professional Education
Bob Selfridge	Community Representative
William Curley	Ed Specialist - Other
Kurt Nyquist	Ed Specialist - Other : Professional Education
Nancy Matchock	Ed Specialist - School Counselor : Professional Education
Scott Burfield	Elementary School Teacher - Special Education : Professional Education
Jody Caprio	Elementary School Teacher - Special Education : Professional Education
Judy Koch	Elementary School Teacher - Special Education : Professional Education
Jen Moore	Elementary School Teacher - Special Education : Professional Education
Elizabeth Frankhouser	High School Teacher - Regular Education : Professional Education
Ryan Gill	High School Teacher - Special Education : Professional Education
Tom Rowles	Intermediate Unit Staff Member : Professional Education

Jerri Webster	Intermediate Unit Staff Member : Professional Education
Ingrid Gilpatrick	Middle School Teacher - Special Education : Professional Education
Michelene Springer	Middle School Teacher - Special Education : Professional Education
Abby Danko	Parent : Professional Education
Tammy Torretti	Parent : Professional Education
Kristen Baughman-Gray	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

Not Applicable - We do not have any classrooms within this educational level.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

Not Applicable - we do not have any classrooms within this educational level.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not applicable

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

Not Applicable - we do not have any classrooms within this educational level.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Not Applicable

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Instructional materials are evidence based to support the academic development of students within our Transition Classroom at the High School Level. The curriculum that is utilized is based on the PA Common Core Standards and the Alternate Eligible Content. The students within this program are continually assessed using a transition focused curricular program from the Council for Exceptional Children.

Teachers and supervisors work to ensure that all students have access to instructional materials, communication methods and assistive technology that promotes active and meaningful engagement.

Resources are allocated based on the needs of the students in our classrooms.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics are accomplished.

Professional Education

Training/Personnel Development Council

Checked answers

- Related Service Personnel
- Special Education
- Administrators
- Paraprofessionals

Unchecked answers

- Parents
- Regular Education
- Community Agency Personnel
- Training Students

Describe how the council functions and how many times it meets in a given year.

The CIU #10 Professional Education Committee is comprised of representatives from both school age and early intervention professionals, including special education teachers and related service providers, along with administrators and support staff personnel.

The Committee meets 2-3 times per year. One of the primary focuses is the annual in-service for all CIU #10 employees. Informal and formal surveys are completed with staff to assess current professional development needs.

Additionally, this Committee develops and revises our Teacher Induction Program.

Characteristics

Intermediate Unit's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

Intermediate Unit's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The CIU #10 Administrative Team is currently focusing on leadership skills to develop a workplace culture of collaboration, innovative thinking, and other skill sets that will help us reach out to our current customers and to identify new customers and services that will benefit all.

Classroom teachers are provided both internally and externally professional development opportunities to enhance their skills in assessments, teaching, classroom management, and working with parents. Each year, we survey our special education staff to determine professional development needs. The identified needs help our special education administrators plan professional development activities for the following school year. Additionally, professional and para professional staff are given the opportunity to attend external professional development when needed.

Each year, we hold a two-day conference for the CIU #10 employed para professionals and district employed para professionals. The professional development opportunity focuses on skills needed for para professionals to work effectively with students with disabilities. Pre-school professionals meet several times each year as a staff to address professional development needs that are specific to early intervention professionals. These professionals also have the opportunity to attend external professional development opportunities that will enhance their skills in assessments, teacher, classroom management, and working with parents. Both para professional and professional staff are expected to attend training opportunities in the districts where their programs are located.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

CIU # 10 professionals do not directly provide gifted services to school districts or students. CIU #10 has an administrator that disseminates pertinent information for all personnel and is the liaison between the State Department of Education and the LEA's that we support.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/12/2016 Initial training per PDE Act 126 standards were initiated on this date. Staff have/will attend follow up training periodically.
The LEA plans to conduct the required training on approximately:
12/6/2016 Ongoing review based on legislation guidelines.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
7/1/2016 An online course was developed via the EduPlanet21 platform for required staff to attend the Act 71 training.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
7/1/2016 An online course was developed via the EduPlane 21 platform for required staff to attend the Act 71 training

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

The selected characteristics are part of our Act 93 and teacher union contract expectations. Needs assessments are done yearly with our professional staff. Additionally, results of the state wide assessments for our students are reviewed and analyzed to target additional professional development needs. Administrators participate with their staff on many professional development activities to enhance their knowledge, but also to ensure that teachers implement new knowledge and skills in their classrooms. Classrooms are visited frequently by administrators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

We plan to develop systemic professional development process based on an assessment of staff needs and the mission and goals of the Comprehensive Plan.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will understand their role as mandated reporters.
- Inductees will understand special education procedures as outlined in Chapter 14 and IDEA, specifically knowing and understanding the evaluation process and development of individualized education programs for students with disabilities.
- Pre-K counts teachers will know and understand the requirements of pre-k counts programs.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The Director of Special Education and the Induction Coordinator are responsible for ensuring our Induction Program objectives are met. In September/October of each year, the Induction Coordinator meets with the new teachers' supervisors, the mentors, and the inductees to review the requirements of the induction program. In addition to requirements for meeting with the assigned mentor, inductees are required to access online modules addressing the competencies of the program. The module topics include Professional Code of Conduct, Policy and Procedures, Correspondence with Your Mentor, Professional Development Opportunities, Supervision and Teacher Evaluation, Mandated Reporting, Special Education, Classroom Management, Common Core/SAS, Assessments, Communicating with Parents, TIMS, and a special section for Pre-K Counts Teachers. The Induction Coordinator facilitates the online participation of each inductee and scores each module upon completion.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Completion of online modules and activities related to the induction program.

Unchecked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Student PSSA data.

Provide brief explanation of your process for ensuring these selected characteristics.

Supervisors have frequent contact with inductees. Informal observations, walkthroughs, and formal observations are documented to assess the needs of the inductees. Mentors and inductees are required to conduct three meetings via phone, email, or face-to-face to establish goals, a timeline, and a plan for meeting each goal. Each meeting is documented and the inductee completes responses to questions about what was discussed and the next steps towards accomplishing each goal. At the end of induction, evidence is gathered by the inductee, including lesson plans, examples of communication with parents, assessments, student work samples, etc. are part of a portfolio.

Additionally, both mentors and inductees are requested to complete a survey to highlight both the strengths and needs of the CIU #10 induction program. Suggestions for improvement are shared with the professional education committee. Changes to Induction procedures are made accordingly.

Our online teacher evaluation system allows for supervisors to review lesson plans, assessments, and reflections of lessons efficiently and more frequently, despite our geographic barriers.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Because of our large geographic location, it is difficult for mentors to observe inductees on a regular basis. Communication is accomplished in a variety of ways- through video-chat/conferencing, phone, email, and face-to-face.

Most of our new teachers are speech and language pathologists, teachers of the hearing

impaired, teachers of the vision impaired, or teachers of students with significant cognitive or physical needs. The majority of students in our classrooms do not take the PSSA.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- None.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The induction coordinator works closely with the supervisors at the Central Intermediate Unit. The supervisors select the mentors based on each inductee's characteristics and area of certification. For mentors employed by the preschool agencies and charter schools, through which they contract with the Central Intermediate Unit for induction services, the agency or the district selects the mentor. All mentors attend a session to review the objectives, requirements, and procedures of the induction program.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All characteristics were selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X

Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The induction program begins in late September or early October with a training session for all inductees and their mentors to review the objectives, requirements, and procedures of the induction program. After the initial session, teachers and mentors work at their pace and plan their schedules to complete the requirements during the school year. If a teacher(s) are hired mid-year, a training session is scheduled for the mentor and inductee and the inductee begins the program at the point in the school year with the expectation that the program is completed within one year.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction coordinator facilitates, scores, and monitors the online activities of all inductees on a weekly basis. The induction coordinator communicates with the mentor, supervisor, and inductee several times during the course of the year to identify any concerns or difficulties completing requirements.

At the completion of the induction program, mentors and inductees are asked to provide an evaluation of the induction program. This information is used to modify and strengthen our program based on the needs of our new teachers.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply) *Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

When schools are identified as struggling schools, we reach out to the schools and discuss their needs. Specifically, we support them in creating their school improvement plans and their comprehensive plans, provide data discussions and develop and provide professional learning opportunities to address identified needs. These opportunities are different based upon schools.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management				
Peer Helper Programs				
Safety and Violence Prevention Curricula				
Student Codes of Conduct				
Comprehensive School Safety and Violence Prevention Plans				
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems				
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students				
Internet Web-based System for the Management of Student Discipline				

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Central Intermediate Unit #10 does not operate school based programs.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Central Intermediate Unit #10 publishes an annual notice in all three county newspapers that includes special and gifted education. The CIU #10 has a gifted liaison who disseminates information about gifted education through gifted networking meetings, emails, and onsite visits or training if requested. Districts are responsible for their own gifted programs within CIU #10.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The CIU #10 has a gifted liaison who disseminates information about gifted education through gifted networking meetings, emails, and onsite visits or training if requested. Information about screening is distributed. Each school district must decide what the process will look like in their own district. Districts are responsible for their own gifted programs within CIU #10.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The CIU #10 has a gifted liaison who disseminates information about gifted education through gifted networking meetings, emails, and onsite visits or training if requested. Resources about evaluations are distributed. Each school district must decide what the process will look like in their own district. Districts are responsible for their own gifted programs within CIU #10.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The CIU #10 has a gifted liaison who disseminates information about gifted education through gifted networking meetings, emails, and onsite visits or training if requested. Information about enrichment and acceleration is distributed. Each school district must decide what the process will look like in their own district. Districts are responsible for their own gifted programs within CIU #10.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling				
Attendance Monitoring				
Behavior Management Programs				
Bullying Prevention				
Career Awareness				
Career Development/Planning				
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization				
Emergency and Disaster Preparedness				

Guidance Curriculum				
Health and Wellness Curriculum				
Health Screenings				
Individual Student Planning				
Nutrition				
Orientation/Transition				
RTII/MTSS				
Wellness/Health Appraisal				

Explanation of developmental services:

CIU #10 does not operate any educational programs within schools. Educational Consultants do provide professional development for all educational levels on the following topics: Behavior Management Programs, Bullying Prevention, Career Awareness (Middle/High School Level), Career Development/Planning (Middle/High School Level), Coaching/Mentoring, Individual Student Planning, Orientation/Transition, and RTII/MTSS.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	E EI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication				
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling				
Intervention for Actual or Potential Health Problems				
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

While CIU #10 does not operate school based programs, we do provide instructional teachers and specialists (OT, PT, Deaf/Hard of Hearing Support Services, Vision Support Services, Educational Interpreter Services, Communication Facilitators) that support students in all educational levels. These professionals provide evaluations, progress monitoring, interventions, and special education services to all LEA's within our three county region.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison			X	X
Community Services Coordination (Internal or External)				
Coordinate Plans	X	X	X	
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems				
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination				

Explanation of consultation and coordination services:

While CIU #10 does not operate school based programs, we do provide instructional teachers and specialists (OT, PT, Deaf/Hard of Hearing Support Services, Vision Support Services, Educational Interpreter Services, Communication Facilitators) that support students in all educational levels. These professionals provide evaluations, progress monitoring, interventions, and special education services to all LEA's within our three county region.

In addition to special education, we also provide services to districts and their educators in regards to professional learning and consultation in the PDE initiatives, instructional coaching, STEM, arts in education, literacy, mathematics and science. The curriculum department also coordinates plans between districts, charter schools and non-public schools to ensure alignment of curriculum services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website				
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				

Student Handbook				
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Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings				
Individual Screening Results				
Letters to Parents/Guardians				
Website				
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook				
The CIU # 10 does not operate K-12 schools.				

Frequency of Communication

Elementary Education - Primary Level

- Not Applicable

Elementary Education - Intermediate Level

- Not Applicable

Middle Level

- Not Applicable

High School Level

- Not Applicable

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The Central Intermediate Unit # 10 Preschool Early Intervention Program provides special education services to identified preschool children ages 3-5.

Services are provided in a variety of settings, including: Early Childhood Special Education classrooms, Community Early Childhood programs, Head Start, Pre-K Counts, child care facilities and student homes.

Itinerant staff go into all settings to provide early intervention services. Collaboration between the early childhood teachers and staff and the early intervention staff are critical to the success

of the student. In the case of home visits, staff collaborate with the family and caregivers of the child. Strategies are shared, progress is discussed, and information is reviewed from all aspects. Progress reports are completed by early intervention staff twice per year. Progress is also reviewed during the annual IEP process. In addition, an IEP meeting may be called at any time by any team member. If progress is not being made at the expected level, strategies, goals, and educational placement should be reviewed for possible changes.

CIU # 10 provides instructional teachers and specialists that support students at all educational levels within our three county region. Our educational professionals work with teachers, families, students, and administrators to provide strategies, accommodations, and interventions that will benefit the special education students that they work with. All professionals provide input into Educational Reviews, Individualized Educational Programs, and progress reports. All professionals work as a collaborative team to provide appropriate educational supports and services to individuals.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Child Care Programs:

The Central Intermediate Unit # 10 Preschool Early Intervention Program goes into child care programs in all three counties contained in our coverage area. Child care programs also call us with direct referrals on any children they have concerns about. We work with the program throughout the referral process and collect relevant information from them.

Each county has a Local Interagency Coordination Council (LICCC). CIU # 10 participates in these meetings. These groups meet monthly to discuss issues affecting the early childhood community and families with young children. Child Care centers and Community Preschool Programs are invited to participate in these groups. If they cannot participate on a regular basis, they can be on an email list and receive meeting minutes, announcements, etc.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. The Preschool Early Intervention Program conducts child find activities across our coverage area. These activities include: Annual notice about special education services published in each major newspaper. and Information distributed to programs who serve families with preschool children (WIC, CYS, community programs, Head Start, Pre-K Counts, child care programs, etc.). We also provide speech screenings for every Head Start program in our coverage area. In addition, we attend many community events and participate by providing child-centered activities, information for families, and early childhood resources.

2. The Preschool Early Intervention Program directly operates only two Early Childhood Special Education classrooms, both located in Centre County. In addition, we contract with three local agencies to provide additional classrooms in all three counties, both ECSE and reverse mainstream classrooms. The majority of the children we serve participate in community early childhood programs, private early childhood programs, or are seen in the home environment.

3. The Preschool Early Intervention Program works closely with the county Infant Toddler Early Intervention programs to coordinate the transition of children as they transition to us at the age of three. We meet all state regulations regarding holding joint transition meetings to explain the process, evaluating children under preschool guidelines, and completing Individual Education Plans for eligible children before their third birthday. As children near kindergarten eligibility, we have an extensive process in place to ensure that those transitions are completed as smoothly as possible under PA regulations. Our staff attend Kindergarten Transition meetings in February in all 12 of our school districts.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

The CIU # 10 Strategic Plan Mission was

As an educational service agency, the CIU # 10 promotes and provides for the continuous achievement and advancement of all learners through its role as a resourceful, results-focused partner with schools and communities in Centre, Clearfield and Clinton Counties.

The CIU # 10 Strategic Plan Vision was

The Go To IU As the "Go To IU" we will be the first choice provider of Twenty-First Century educational services in Centre, Clearfield and Clinton Counties and across Pennsylvania. Our knowledgeable, well-trained, caring professionals will continue to serve the needs of our customers and students so they can advance and succeed in life. We will foster a collaborative culture characterized by entrepreneurship, empowering our staff to develop new services that meet the changing needs of our customers.

The Strategic Plan had one goal. Its status when the 2013 - 2017 Comprehensive Planning process ended was "Achieved".

Goal: A Workplace Culture of Entrepreneurship The Central Intermediate Unit # 10 will have a workplace culture of entrepreneurship characterized by employees empowered to explore, develop and implement new educational services and markets.

Intermediate Unit Concerns

Concern #1:

CAPACITY: There is a need to develop the capacity of the IU by analyzing its facilities and policies.

Concern #2:

SERVICE MODEL - There is a need to develop and implement new, efficient service models.

Concern #3:

CULTURE – There is a need to cultivate and solidify a culture of innovation that supports the learning and growth of our IU.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Build staff and organizational capacity.

Aligned Concerns:

SERVICE MODEL - There is a need to develop and implement new, efficient service models.

CAPACITY: There is a need to develop the capacity of the IU by analyzing its facilities and policies.

CULTURE – There is a need to cultivate and solidify a culture of innovation that supports the learning and growth of our IU.

Systemic Challenge #2 (*Guiding Question #0*) Solidify a workplace culture of innovation.

Aligned Concerns:

SERVICE MODEL - There is a need to develop and implement new, efficient service models.

CAPACITY: There is a need to develop the capacity of the IU by analyzing its facilities and policies.

CULTURE – There is a need to cultivate and solidify a culture of innovation that supports the learning and growth of our IU.

Systemic Challenge #3 (*Guiding Question #0*) Improve delivery model for professional development.

Aligned Concerns:

SERVICE MODEL - There is a need to develop and implement new, efficient service models.

CAPACITY: There is a need to develop the capacity of the IU by analyzing its facilities and policies.

CULTURE – There is a need to cultivate and solidify a culture of innovation that supports the learning and growth of our IU.

Systemic Challenge #4 (*Guiding Question #4*) Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.

Intermediate Unit Plan

Action Plans

Goal #1: Capacity - Develop the capacity of the IU by analyzing its facilities and policies.

Related Challenges:

- Build staff and organizational capacity.
- Improve delivery model for professional development.
- Solidify a workplace culture of innovation.

Indicators of Effectiveness:

Type: Interim

Data Source: Monthly Executive Director and Administrative Team Reports to Board of Directors, Cabinet and Marketplace Team meetings.

Specific Targets: Increases in services, markets served and revenues. Board approved Facilities Plan in place. Act 93 marketplace Administrator Compensation Plan in place. Administrative salary plan in place. Online professional development for staff.

Strategies:

FACILITIES PLAN

Description:

Design a CIU # 10 workplace facility that supports a growing service-focused intermediate unit including new office and training space in Centre County. Remodel the West Decatur facility to include IT infrastructure, private administrator offices and more training space. Continue development of the CIU # 10 Outdoor Learning Place.

Rationale - The existing CIU # 10 administrative office does not have enough office or training space to support achievement of the Mission. The CIU # 10 is losing opportunities to provide services due to inadequate facilities and is not adding sufficient new customers and services.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

POLICY DEVELOPMENT

Description:

CIU # 10 will develop Board Policies and procedures that support our Mission and provide access to policies and procedures to stakeholders. We will develop and implement an employee handbook.

Rationale - The CIU # 10 needs supportive policies and procedures in place to create an empowered workplace culture of entrepreneurship and a marketplace work environment. We need to provide our employees with easy access to policies and procedures.

SAS Alignment: Materials & Resources

Implementation Steps:

Policy Development

Description:

Complete our on-going Board Policy review. Develop administrative procedures for appropriate Policies. Write Employee Handbook.

Indicator(s) of Implementation: Board Approval of all new Policies.
Publication of procedures and employee handbook.

Designate a point of contact with PA School Board Association.

Develop subcommittees from each department to address different series (i.e. finance, pupils).

Review recently updated Policies and those requiring updates.

Communicate handbook to staff through various media.

Prepare administrative procedure for appropriate policies.

Prepare Administrative Team reorganization plan for Board consideration that enhances management efficiency, customer service and cost effectiveness.

Start Date: 10/24/2016 **End Date:** 8/30/2018

Program Area(s):

Supported Strategies:

- POLICY DEVELOPMENT

Facilities Plan

Description:

The Facilities Team establishes a meeting schedule, identifies needs and action steps.

Indicator(s) of Implementation: The Board of Directors has approved the Plan.

Develop the interior of the new training facility at Centre County Site, Decibel Plaza

Develop five-year budget for the Centre County Site.

Develop an events calendar for the Centre County Site focusing on service to customers and revenue generation

Formally Open the Centre County Site

Begin “Facilities Planning Phase II: The West Decatur Site”

Start Date: 10/24/2016 **End Date:** 7/31/2018

Program Area(s):

Supported Strategies:

- FACILITIES PLAN

Goal #2: Service Model - Develop and implement a new, efficient service model.

Related Challenges:

- Build staff and organizational capacity.
- Improve delivery model for professional development.
- Solidify a workplace culture of innovation.

Indicators of Effectiveness:

Type: Interim

Data Source: Monthly Board Reports, Cabinet and Marketplace Team meetings

Specific Targets: Increased online professional development services. Educator University Plan developed. District Liaison Initiative fully operational. New services led by contracted professionals.

Strategies:

PARTNERSHIPS

Description:

Partner with other IUs, service agencies, universities and businesses to develop and deliver services.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

DISTRICT LIAISON INITIATIVE

Description:

Cultivate our District Liaison Initiative so that it is ingrained in our work culture.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

INDEPENDENT CONTRACTORS

Description:

When appropriate contract with independent experts to provide cost effective, quality services.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

*DELIVERY***Description:**

Deliver professional development services in person and through online and hybrid systems. These will become our primary delivery methods.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:*PARTNERSHIPS***Description:**

Project managers will review use of stakeholder partners for each new service.

Evidence – Supervisors will not approve new services if the partnership component has not been considered.

1. **Determine if a community partnership is appropriate:**
 - a. **The employee that generates new service idea discusses the idea with his/her direct supervisor to determine if they believe that the idea should be presented to the CIU # 10's Cabinet Team for continued examination of the new idea.**
 - b. **In conjunction with the Cabinet, the employee/project manager determines the chief stakeholders/partners that would be affected by the new service idea.**
 - c. **The project manager and Cabinet determine the staffing and funding needs of the new service idea.**

- d. **Project Manager identifies partners.**
- e. **The Project Manager communicates with the identified partners to ascertain the partner(s) confidence of the viability of the new service idea.**
- f. **If appropriate, the Project Manager makes a recommendation to the CIU # 10 Board of Directors to staff & fund the new service project, and to execute any applicable service agreements or contracts with the affected partners.**

Start Date: 1/5/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- PARTNERSHIPS

DISTRICT LIAISON INITIATIVE

Description:

District Liaisons will ingrain the DLI into our work culture. Each DLs will orally present their activities at Marketplace Team meetings and will inform appropriate department leaders of DL information from assigned districts. Evidence- There will be at least five new services by the end of SY 2017-2018 developed from DL activities.

Perform a district needs assessment (DNA).

Analyze the results of the DNA.

Assign MT members to one of the twelve school districts that are located in the footprint of the CIU # 10 to serve as that district's liaison (DL) to the CIU # 10. Most districts will have two MT members assigned to their respective district and update as needed.

Communicate/meet with the superintendent of the district. They are to determine the most advantageous manner(s) in which the DL(s) can accomplish the goals of the DL initiative.

Begin the implementation plan as developed by the DL(s) and the superintendent.

Assist the district and the district's administration via direct communications resulting from the interactivity of the DL(s) and the district personnel.

Discuss the initiative impact on each district, with the goal of generating additional ideas that have been implemented/used in other districts.

Expand the District Liaison Initiative to include Charter Schools and Non-Public Schools.

Start Date: 1/5/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- DISTRICT LIAISON INITIATIVE

INDEPENDENT CONTRACTORS

Description:

Project managers will review the use of independent contractors for each new service. (Project managers are CIU # 10 administrator who initiate or design a service initiative.)

Evidence – Supervisors will not approve new services if the independent contractor component has not been considered. There will be at least three new independent contractors by the end of SY 2018-2020.

1. **Determine if an independent contractor is appropriate:**
 - a. **The employee that has an idea for a new service considers the feasibility of performing the new service with current staff members, with current and**

new personnel, or exclusively with new personnel.

- b. The new service idea is presented to the CIU # 10 Cabinet to determine if the new service idea has enough merit to continue the process of new service implementation.**

The project manager with the assistance of the Cabinet

- a. determines the staffing needs of the new project/idea while considering the expertise of our current staff members, availability of our current staff members, the cost of hiring a full-time employee, the cost of hiring a part-time employee, and the cost of contracting with independent contractor(s).**

The project manager makes a recommendation to the CIU # 10 Board of Directors to fund the new service project which includes the staffing of the project.

Start Date: 4/3/2017 End Date: 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- INDEPENDENT CONTRACTORS

DELIVERY

Description:

Identify specific service delivery models that are cost efficient and meet needs.

Continuously explore and implement new effective delivery systems.

Survey the teachers and administrators within the footprint of the CIU # 10 to determine their professional delivery model preferences.

Determine the staffing needed to ensure the delivery of goods completed.

Market the new service model.

Begin implementation of new and improved service model.

Implement educator course delivery system “Educator University”.

Start Date: 4/3/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- DELIVERY

Goal #3: Culture - Cultivate and solidify a culture of innovation that supports the learning and growth of our IU.

Related Challenges:

- Build staff and organizational capacity.
- Improve delivery model for professional development.
- Solidify a workplace culture of innovation.

Indicators of Effectiveness:

Type: Interim

Data Source: Monthly Board Reports, Cabinet and Marketplace Team Meetings

Specific Targets: Internal/External Communication Plan in place. Act 93 marketplace concept implemented.

Strategies:

COMMUNICATION and MARKETING

Description:

Improve communication with all stakeholders through regular social media messages. Create a plan that informs all stakeholders of the workings of the CIU # 10.

Rationale – CIU # 10 needs to better communicate its services to the general public and educators in our three counties. We need to improve our image with superintendents.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

IMAGE

Description:

Our school leaders will consider CIU # 10 as the first and best source for services.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

COMMUNICATION AND MARKETING PLAN

Description:

The IU will develop social media, email, newspaper and broadcast tools to tell the community about CIU # 10. The IU will develop community events to bring community members to CIU # 10 sites for familiarization with the CIU # 10.

Evidence – Communication tools in use for the Board, school leaders, staff and the media. At least one community event implemented.

Indicators of Implementation: Regular oral and written updates to the Board of Directors, Administrative Team, staff and stakeholders.

1. Create common and consistent branding; using the same logo and slogan throughout all modes of communication.
2. Within the Marketplace Team meetings, continue to discuss this need and brainstorm ideas to service educators and community members.

3. Reestablish/Revitalize the Marketing Committee.
4. Charge all Departments with Marketing their programs.
5. Communicate on personal level regarding annual student events will be done on a more personal level. Example: personal contact at each district to present information to students/staff.
6. Diversify Marketing when an event is occurring- a flyer, email, twitter, Facebook, website, newsletter... posted at the same time. There will be checklists of modes of communication that will be followed to ensure all community members are reached and informed about the event.

- Update website
 - Update IU calendar
 - Post on Facebook and Twitter
 - Email District contacts
 - Post/Email Flyer
 - Photo and Caption for local newspaper, if applicable
 - Email flyer/information to local Chamber of Commerce and Economic Development groups.
1. Through the Marketing Committee, designate specific contact persons to make sure the information is dispersed to the community.
 2. Make a physical community presence -
 CIU # 10 will provide information at Back to School Nights, Family Nights, School Open Houses, PTO Meetings to provide families with resources.

CIU # 10 will revisit this need at the end of the school year with each district.

Start Date: 4/3/2017 End Date: 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- COMMUNICATION and MARKETING

IMAGE

Description:

Stakeholders consider the CIU # 10 as the primary resource for educational services and view our administrative staff as highly qualified presenters and service providers.

Indicators of Implementation: When surveyed 9 of 12 superintendents and 2 Of 5 charter school leaders view our services and presenters as high quality. There will be increased attendance at SAC and job-alike meetings. All of the CIU # 10 Administrative Team Members have completed training on workshop presentation. “Our Image” will be a regular Marketplace Team agenda item.

Create a standard or CIU # 10 Image Statement as to what the definition of “image” is to the CIU # 10 Marketplace Team:

Revisit and evaluate our image at the end of each school year.

Start Date: 5/2/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- IMAGE

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Service Model - Develop and implement a new, efficient service model.			Strategy #1: DELIVERY			
Start	End	Title			Description			
4/3/2017	6/30/2020	DELIVERY			<p>Identify specific service delivery models that are cost efficient and meet needs.</p> <p>Continuously explore and implement new effective delivery systems.</p> <p>Survey the teachers and administrators within the footprint of the CIU # 10 to determine their professional delivery model preferences.</p> <p>Determine the staffing needed to ensure the delivery of goods completed.</p> <p>Market the new service model.</p> <p>Begin implementation of new and improved service model.</p> <p>Implement educator course delivery system "Educator University".</p>			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Executive Director, Marketing Team & Cabinet	3	3	20	Central IU #10	School Entity	Yes

Knowledge	<p>Increased professional development delivery model.</p> <p>Through professional development ensure staff is able to deliver services.</p>
Supportive Research	<p>Survey the teachers and administrators within the footprint of the CIU # 10 to determine their professional delivery model preferences.</p> <p>Determine the staffing needed to ensure the delivery of goods completed.</p>
<p>Designed to Accomplish</p> <p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops

Participant Roles	Dir	Classroom teachers Supt / Ast Supts / CEO / Ex New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey	

Intermediate Unit Level Affirmations

We affirm that this Intermediate Unit Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Intermediate Unit offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Executive Director