



Intermediate Unit Plan

07/01/2018 - 06/30/2021

Intermediate Unit Profile

Demographics

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Planning Process

Overall Timeline:

- Intermediate Unit and Program Planning: January 2016 - June 2017
- Draft Intermediate Unit and Program Plans Completed: June 2017 - October 2017
- Final Submission of Intermediate Unit Plan: November 2017
- PDE Team Review: December 2017 - January 2018
- Implementation: July 1, 2018

Planning Components

- Intermediate Unit Profile Questions
- Core Foundations Questions: Feedback provided by Team Directors and Program Supervisors
- Needs Assessment – Accomplishments and Concerns: Data collected by Stakeholders (Staff, Administrators, Board Members, and Member Districts)
- Professional Education Committee - Provided input into the development of the plan
- Induction Committee - Provided input into the development of the Induction Plan
- Summary of Data back to Stakeholders for Feedback - Review of feedback by Team Directors and Board Members - Systemic challenges identified by stakeholder groups. Three areas were identified as priority areas.
- Action Planning Process with Staff - Team Directors and Supervisors work directly with staff to create action steps and strategies
- Build Intermediate Unit Plan
- Submission of Intermediate Unit Plan

Planning Process

The Capital Area Intermediate Unit began the planning process in January 2016. Surveys were distributed to CAIU staff. Feedback activities were conducted with School District and Technical School Administrators who are part of the various advisory councils, school district administrative teams through on site visits, CAIU administrators through team meetings, and CAIU executive cabinet. Feedback was

also received from team directors, program supervisors, and staff regarding their accomplishments and concerns, the individual program's needs, their professional development needs. Groups reviewed the feedback and reached a consensus on the systemic challenges. By reviewing those systemic challenges more thoroughly, goals and action plans were developed. The plan will be used to guide our professional development and the team and program goals.

Mission Statement

The Capital Area Intermediate Unit will achieve educational excellence with families, schools and communities through leadership, partnership and innovation.

Vision Statement

Educational Excellence through Leadership, Partnership and Innovation

Shared Values

Expertise ~ Dedication ~ Service - That all staff is dedicated to our mission to ensure all students, families, schools, and districts are provided with the expertise and services they require in order to be successful.

Educational Community

Capital Area Intermediate Unit #15

The Capital Area Intermediate Unit is one of twenty-nine educational service agencies in Pennsylvania. We serve educational entities in Cumberland, Dauphin, Perry, and northern York counties in south central Pennsylvania. We focus our efforts on our twenty-four school districts, two area vocational technical schools, forty non-public schools, and five charter and cyber-charter schools. The area is diverse with about 33% of the districts located in rural areas, 63% in suburban areas, and 4% in urban areas. The districts range in size from 11,282 students in our largest school district to 772 in our smallest school district. An average of 30% of our overall students in our client districts is eligible for Free or Reduced Lunch. The total school-age student population in our service area is 94,654. The CAIU provides direct instruction and support services to 6,526 school-age students.

The CAIU is also the regional provider for Early Intervention services. Annually, nearly 2,000 students, aged 3-5, receive special education services through our preschool program.

Resources and Opportunities

In the three-plus county area the CAIU services, industry ranges from agriculture to medical technology and manufacturing to State government, with the State Capitol of Harrisburg seated squarely in our footprint.

The CAIU has access to and develops strong community and agency relationships and resources in order to support and serve our stakeholders: PA Department of Education (PDE), Department of Human Services, local hospitals, Early Intervention Coordinating Council (EIC), PA Association of Intermediate Units (PAIU) , PA Training and Technical Assistance Network (PaTTAN), Early Intervention Technical Assistance (EITA), Variety-a Children’s Charity, Penn State Hershey Children’s Miracle Network (CMN), Special Olympics – Area M, and County Agencies for Mental Health & Intellectually and Developmentally Delayed (MH/IDD).

One of the greatest organizational resources is our staff and the expertise they bring to their jobs and assignments.

The CAIU offers a variety of opportunities to the schools, students and families we serve:

- Capital Area Online Learning Association – assist districts to offer online learning programs and to address the need in Pennsylvania for a challenging and flexible education option for students who want or need something different from traditional high schools but don’t want to enroll in a full time cyber charter school.
- Blended learning grants - assist districts in bringing personalized learning and technology into the classroom.
- Champions for Children – a foundation that provides material supports to those who receive services from the CAIU and are in need.
- Specialized professional development.
- Specialized instructional services for school-age children with disabilities.
- Developmental screenings and early intervention evaluations.
- Local Right to Education Task Force – group of CAIU, district, and agency staff that meet with families to address regional needs.

Programs and Services

The CAIU is comprised of Teams that are responsible for supporting our stakeholders:

- Administration
- Business
- Human Resources and Communications
- Curriculum Services
- Student Services
- Technology Services

The Administrative Services Team provides for the overall administration of the CAIU along with a variety of consultative and advisory supports for local districts and schools. The Business Services Team provides a variety of financial and operational services to both internal and external clients. Human Resources and Communications staff supports not only the CAIU employees but also offers guidance and support for the district HR personnel.

The Curriculum Services Team provides support, consultation, professional development and resources to internal and external clients including:

- Program and Grant Evaluation
- English as a Second Language
- Training and Consultation Services
- Customized Professional Development
- Meeting and Event Planning
- Project Management
- Management of Regional and Statewide Online Learning Programs (CAOLA)
- Statewide Gifted Liaison services
- Support for PA's Comprehensive Planning Process
- Support and Professional Development for annual Pennsylvania Department of Education Statewide System of Support

The Student Services Team is the regional provider for Early Intervention services for nearly 2000 young children (ages 3-5) who are in need of special education services, provides itinerant, consultative, direct instruction, and classroom services to 1089 school-age students, provides the educational programming to 286 students who are adjudicated at the Loysville Youth Development Center (LYDC), provides educational programming to 52 students who are court-placed at the CenterPoint program at Diakon Wilderness Center, provides educational programming to 1097 students who are hospitalized at in-patient or day programs. Additionally, the Student Services Team provides networking support, consultation, professional development and resources to our member school districts and charter schools.

Early Intervention Services include:

- Screening & Evaluation
- Inclusion Support at Early Childhood Preschool and Child Care sites
- Itinerant Services and Supports

- Specialized Early Childhood classrooms
- Professional Development for families and the community

Special Education School-Age Services for School District/Charter School Students include:

Specialized Classroom Services for students with needs related to autism, emotional/behavioral or mental health, deaf or hard of hearing, or multiple disabilities

- In school district buildings
 - At Hill Top Academy
 - At Center Point, Diakon Wilderness Center
 - At Project SEARCH (transition to work) Classroom at Penn State Hershey Medical Center
- Direct Instructional & Educational Services
 - In school district buildings
 - In homes
- Itinerant Services
 - Audiology
 - Autism
 - Blind/Visually Impaired
 - Deaf or Hard of Hearing
 - Occupational Therapy
 - Orientation & Mobility
 - Physical Therapy
 - Positive Behavior Support
 - Psychiatric Evaluation
 - Psychological Services - School-based, Clinical, and Autism evaluations
 - Social Work
 - Speech and Language
 - Transitional Support

- Consultative Support Services
 - Autism
 - Augmentative Communication Coaching
 - Multiple Disabilities
 - School Health
 - Special Education Coaching
 - Speech and Language
 - Transition

Other School-Age Educational Services include:

- CenterPoint Day Program at Diakon Wilderness Center
- Lovysville Youth Development Center
- PA Psychiatric Institute – day and in-patient programs
- Penn State Hershey Medical Center – Children’s Hospital
- Penn State Hershey Medical Center – Eating Disorders Clinic
- Roxbury Treatment Center – in-patient program
- Select Medical-Penn State Hershey Rehabilitation Hospital

Other Supports & Services for School District/Charter Schools include:

- Access to Pool Counsel Resources
- BrainSteps Team Consultation
- Certification & Training Courses for Safe Crisis Management and Safety Care
- Local Right to Education Task Force
- Occupational & Physical Therapy Network
- PA Information Management System (PIMS) Supports
- Program and Grant Evaluation
- Pupil Services Network
- Regional Special Education Planning Committee

- School Psychologist Network
- Special Education Advisory Council (SEAC)
- Speech/Language Clinician Network
- Pupil Transportation

Driver Education includes access to the 30-hour online classroom course and Behind-the-Wheel Instruction.

Nonpublic School Services include:

- Reading and Math Support
- School Counseling
- Speech and Language Support
- Psychological Services

The Technology Services Team provides a full range of innovative technology services, which includes software applications, infrastructure hosting and support, and instructional technology to internal and external clients. The external clients include the Pennsylvania Department of Education, our 24 school districts and 2 vocational technical schools as well as school districts across the Commonwealth. As technology has increased in the classroom, the Capital Area Intermediate Unit has become an integral part of managing and supporting the school district's infrastructure.

Software applications include:

- Custom application development
- Student Information Systems (SIS)
- Financial applications
- Content Management Systems (CMS)
- Learning Management Systems (LMS)
- Meeting Management System

Infrastructure hosting and support include:

- Regional Wide Area Network (RWAN)
- Internet Service Provider (ISP)

- Server hosting
- VoIP (phone system) hosting
- Centralized wireless hosting
- Fully managed and escalation infrastructure support
- Technology planning and consultation

Instructional Technology includes:

- Guidance and support to school staff
- Professional development
- Consortium purchasing of educational software
- Technology planning and consultation

Planning Committee

Name	Role
David Colestock	Administrator
Janilyn Elias	Administrator : Professional Education
Brian Griffith	Administrator : Professional Education
Arlene Moll	Administrator : Professional Education
Rachel Montiel	Administrator : Professional Education
Cindy Mortzfeldt	Administrator
John Thompson	Administrator : Professional Education
Jean Rice	Board President
Danielle Iovino	Business Representative : Professional Education
Debbie Riek	Business Representative : Professional Education
Kristie Davis	Community Representative : Professional Education
Lynda Morris	Community Representative : Professional Education
Kimberly Cain	Ed Specialist - Other : Professional Education
Meghan Harvey	Ed Specialist - Other : Professional Education
Barbara Kline	Ed Specialist - Other : Professional Education
Erin Waltz	Ed Specialist - School Counselor : Professional Education
Devon Tweet	Ed Specialist - School Psychologist : Professional Education

Jean Gray	Elementary School Teacher - Special Education : Professional Education
Megan Slutterback	Elementary School Teacher - Special Education : Professional Education
Krista Werner	High School Teacher - Regular Education : Professional Education
Patti Chasteen	High School Teacher - Special Education : Professional Education
Deb Genet	High School Teacher - Special Education : Professional Education
David Martin	Instructional Technology Director/Specialist
Eric Bostick	Intermediate Unit Staff Member
Judi Dunkle	Intermediate Unit Staff Member : Professional Education
Julie Harman	Intermediate Unit Staff Member : Professional Education
Sarah Kelly	Intermediate Unit Staff Member : Professional Education
Julie Harman	Middle School Teacher - Special Education : Professional Education
Stephanie Klinedinst	Middle School Teacher - Special Education : Professional Education
Shawn Bennage-Gregory	Parent : Professional Education
Beth Ann Stevens	Parent : Professional Education
Alicia McDonald	Special Education Director/Specialist : Professional Education

Professional Education

Training/Personnel Development Council

Checked answers

- Parents
- Regular Education
- Related Service Personnel
- Community Agency Personnel
- Special Education
- Administrators
- Paraprofessionals

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

The CAIU Professional Education Committee is comprised of representatives from across the programs at the Intermediate Unit. An Intermediate Unit structure is very different from a school district in that we do not function in a clearly defined school structure of Elementary, Intermediate, Middle School and High School. Many of our instructional staff work with students aged 3-5 or aged 5-21.

The Professional Education Committee meets 2-3 times per year to review feedback and plan for the professional development needs of our staff. The committee, in collaboration with program supervisors, provides opportunities for all CAIU staff to improve their knowledge and skills as effective educators increasing the achievement levels of students with disabilities. Our staff also needs professional development in specialized disability and/or mental health areas. In order to meet the varied needs of our staff, the professional education committee assists in prioritizing professional education needs through Teacher Induction Survey Data, surveys related to technology needs, session evaluations, feedback from program supervisors, and professional development needs assessments.

Characteristics

Intermediate Unit's Professional Education Characteristics	EEP	EEI	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		
Empowers educators to work effectively with parents and community partners.	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, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X		
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		

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

The CAIU program supervisors in collaboration with the staff plan professional development activities that directly align to the disability areas of their students. Ongoing dialog and feedback between administrators and staff is needed to ensure that all staff continue to grow professionally so that the educator's content knowledge, instructional practices, and assessment and instructional decision making remains strong to meet the needs of the students we serve. Ongoing, high quality professional development activities are essential to assist the staff in maintaining the skills needed to provide effective interventions and instruction.

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

A more systemic approach to gathering feedback between administrators and staff regarding their professional development needs is essential. As we implement the Educator Effectiveness model, professional learning communities have been established to assist the administrators in consistent implementation of the observation and supervision process. We need to focus on consistent practice across programs.

Our staff needs are very diverse because of the variety of programs offered and the students served. Intermediate Unit wide professional development is not an effective approach. Professional development activities need to be individualized by program, by disability areas, and/or cross program areas. The creation of Professional Learning Communities is an effective method to assist staff who has learned a new skill and desire feedback from peers.

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:
8/5/2013 Face to face and online training provided
8/6/2013
The LEA plans to conduct the required training on approximately:
9/3/2013 Online training required for all new staff. Training sessions will be conducted in the Spring 2018 for staff to meet the 5 year training requirement.

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:
8/5/2016
6/16/2016
8/17/2016 As new staff is hired, the training is required as part of their new employee training requirements.

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.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- 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.

There is an expectation that administrators attend professional development activities along with their staff. Application of skills can be monitored through onsite visits, observations, reflective journaling, and meaningful conversations with staff. Implementation of action plans and goals attainment is discussed monthly at the leadership team meetings. The Professional Learning Community for administrators provides an opportunity for discussion of best practices and a review of effective implementation of action items.

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

The professional development plan will assist the CAIU in prioritizing and implementing targeted areas for professional development. Accountability will flow both ways--from the bottom up and from the top down. Ongoing check-ins with administrators and staff will ensure that both are receiving the support they need.

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 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.

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

Inductee Activities and topics include:

- Induction Program Orientation Session: overview of program, paperwork, and requirements
- Complete the Professional Development Checklist throughout the year
- Attend required professional development sessions as directed by Supervisor and as selected by Inductee to address the following topics:
 - Assessment and Progress Monitoring
 - IEP Writing
 - Report Writing
 - Managing Education Processes and Timelines

- CAIU Supervision and Evaluation Plan
- Technology for Professionals
- Scheduling and Time Management
- Working with Parents and Educational Teams (Communication and Collaboration)
- Code of Professional Practice and Conduct for Educators
- Accessing Organizational Resources
- Others as directed by Program and/or Supervisor
- Complete the Record of Professional Development
- Participation in Individualized Training as directed by the Supervisor and/or Independent Study Opportunities
- Attend semi-annual Networking Sessions

Evaluation and Monitoring activities include:

- End-of-year online program evaluation tool, completed by both Inductees and Mentors
- Induction Committee review and analysis of the program evaluation tool results and the professional development session evaluation forms
- Induction Committee identification of program modifications needed for the upcoming year

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

The Induction Program does not address the Standards Aligned System website. This topic can be presented in professional development sessions regarding content deemed applicable by specific program supervisors.

Needs of Inductees

Checked answers

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

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

The Induction Program provides for professional development regarding the current Professional Development and Evaluation Program based on the Danielson model and the Educator Effectiveness Evaluation that utilizes most of the above listed tools by the inductee's direct supervisor. The Induction Program does provide every Inductee with a mentor.

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.

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

Potential mentors must have at least three years of successful experience within the CAIU. They have excellent communication skills, positive attitude toward the profession and the organization, and high integrity.

Potential mentors are selected by specific program supervisors based upon the above criteria. The Induction Program provides mentoring and coaching training to potential candidates. Mentors participate in networking and training sessions with inductees and other mentors throughout the year.

Induction Program Timeline

If necessary, provide further explanation.

The introduction of the above topics varies by the need of the inductee. Inductees complete a Needs Assessment and topics are planned around the needs of the new staff. Specific Program Supervisors submit a timeline for the provision of training in each of the above topics to the Induction Program Committee at the start of each school year. Inductees must submit a record of attendance to the Induction Program at the completion of the school year.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The CAIU appoints an Induction Committee to oversee the implementation of induction for new employees. Both Inductees and Mentors complete the end-of-year online program evaluation tool. As induction activities are conducted, the participants provide feedback about the activity and identify any future needs. The Induction Committee members review and analyze the program evaluation tool results and the professional development session evaluation forms. The Induction Committee identifies program modifications needed for the upcoming year.

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.

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.

The CAIU operates a K-12 school, Hill Top Academy, for students with disabilities who are referred to us by our member districts. Our Student Services administrators and staff regularly conduct and review academic benchmark and assessment data as well as behavioral and IEP progress data to ensure that our students are meeting their growth and progress goals as detailed in their IEPs. Individual student information is reviewed by classroom data teams and shared with the home district on a regular basis. Any gaps in skills or growth are addressed through the IEP process.

Programs, Strategies and Actions

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

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

Hill Top Academy is, by nature, a school where all students are already identified as needing assistance. There is not a stand-alone, general SAP team because each student has a team of staff assigned through their IEP and they have goals and courses identified to help them make progress in their educational placement.

There is not an established, school-wide peer helper program however, the assigned social workers do conduct group sessions with the classrooms and, if an individual student's IEP identifies this as an appropriate support, would connect individual students to peer helpers.

Although we do not host school resource officers, we have a close relationship and agreement with the local, municipal police force and encourage their participation in school events as well as relying upon them in times of crisis.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition			X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The developmental services provided to the students and districts we serve are highly individualized to meet the students' needs and are aligned with Chapter 4 and 14 as well as the students' IEPs and IDEA. We have eleven social workers and mental health treatment specialists, two school psychologists, one clinical psychologist, two behavioral consultants, three mental health workers, one health and PE teacher, and two nurses assigned to support and implement the developmental services that the students receive.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
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	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs				
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Our local school districts follow a referral process to recommend students for the programs in our school. The intake processes result in team identification of the most appropriate placement and revisions of student IEPs to detail the above services that are required for the success of the individual student.

As an educational service agency, we do not have our own students and; therefore, we do not independently place them into appropriate programs. We regularly collaborate, consult and support our local school districts in the placement process and work with them to transition students back to their home districts when appropriate.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
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	X	X	X	X

Explanation of consultation and coordination services:

The CAIU works closely with the referring school districts, IEP teams, and social workers to support all necessary consultation and coordination services. If a student is in need of an alternative education placement, we communicate with the home school district who has the responsibility to coordinate and provide those services. Our teachers are case managers for the IEPs of the students on their caseloads and our interagency coordinator provides resources to the schools and teams. At Hill Top Academy, we also have an intervention support team that includes social workers and a clinical psychologist who work with community hospitals to expedite crisis placements in the medical settings when necessary.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites		X	X	X
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	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website				
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar				
Student Handbook	X	X	X	X
Blackboard Connect Calls in Critical Situations	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

The classroom teams include teachers, social workers, paraeducators, and related services staff. The classroom teams meet on a weekly basis to team to plan for individual needs of the students and to assess available data. Additional supports and resources are available to the team members and provide support and information as needed. Additional supports may come from special teachers, intervention team, school and clinical psychologists, administration, educational coaches - curriculum, special education, transition, and behavioral.

The students each have an IEP, the data regarding student behavioral, academic, and goal progress is collected and analyzed regularly with IEP revisions, and meetings being held as warranted. There are daily school staff meetings to address any scheduling, substitute or building needs. The school also holds monthly professional development sessions with the classroom teams.

Intermediate Unit Plan

Action Plans

Goal #1: Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.

Related Challenges:

- Establish a system within the CAIU that fully ensures students within the K-12 range who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of CAIU employees and other adult learners.
- Establish a system within the Intermediate Unit that fully ensures any staff member identified as experiencing performance challenges receives timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Interim

Data Source: Classroom lesson plans and Supervisor Walk-Through-Ongoing throughout the school year

Specific Targets: Staff lesson plans will indicate regular use of the appropriate curriculum, instructional materials and assessments

Strategies:

Design Professional Development

Description: Professional Development increases educators' awareness and knowledge of educational best practices.

Implement Instructional Rounds

Description: Teams of teachers, instructional coaches, and school leaders will engage in a collaborative process to learn more about the practice of teaching and learning.

SAS Alignment: Standards, Curriculum Framework, Instruction

Create Curriculum Maps

Description: A comprehensive resource of Curriculum Maps will be created to provide instructional consistency and structure within classrooms.

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Impacts of Childhood Trauma

Description: Instructional Staff will receive professional development in research-based practices around the impacts of childhood trauma.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies: Design Professional Development

Increasing Parent Engagement

Description: Instructional Staff will receive professional development in research-based strategies for how to increase parent engagement.

Start Date: 8/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies: Design Professional Development

Developing Student's Social Skills

Description: Instructional staff will receive professional development in research-based strategies for developing students' social skills.

Start Date: 8/1/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies: Design Professional Development

Meeting the Needs of Diverse Learners/Cultural Competence

Description: Instructional staff will receive professional development in research-based strategies for reaching diverse learners and practicing cultural competence.

Start Date: 8/1/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies: Design Professional Development

Language and Literacy Acquisition (Reading and Writing Across Disciplines)

Description: Instructional staff will receive professional development in research-based strategies for teaching Reading and Writing across all subjects.

Evidence: sign-in sheets, registration

Start Date: 8/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies: Design Professional Development

Leadership and Team Building Skills

Description: CAIU staff will receive professional development in teaming and effective leadership.

Start Date: 8/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies: Design Professional Development

English as a Second Language

Description: Instructional staff will receive professional development in research-based strategies working with English Learners (ELs).

Start Date: 8/1/2020 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: Design Professional Development

Build Local Capacity to Implement and Support Instructional Rounds

Description: Select leaders and coaches will research this strategy, conduct site visits to observe successful implementation of Instructional Rounds and develop a plan for implementation within CAIU.

Start Date: 7/1/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies: Implement Instructional Rounds

Train Teams and Pilot Instructional Rounds

Description: Teams will be chosen to receive professional development on the effective use of Instructional Rounds. Teams will then pilot the process and assist in the further development of this initiative.

Start Date: 7/1/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies: Implement Instructional Rounds

Curriculum Mapping Best Practices

Description: Research best practices in Curriculum Mapping within Educational Service Agencies with programs similar to CAIU and develop a plan for revising and updating maps in all curricular content areas.

Start Date: 7/1/2018 **End Date:** 6/30/2019

Program Area(s): Special Education, Student Services

Supported Strategies: Create Curriculum Maps

Develop Curriculum Maps

Description: New curriculum maps will be developed in all content areas as prescribed in the Curriculum Development Calendar. Teams of administrators, instructional coaches and classroom teachers will participate in this process.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies: Create Curriculum Maps

Goal #2: Establish a system within the Capital Area Intermediate Unit (CAIU) that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices.

Related Challenges:

- Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.
- Establish a system within the CAIU that fully ensures students within the K-12 range who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of CAIU employees and other adult learners.

Indicators of Effectiveness:

Type: Interim

Data Source: Student benchmark data

Specific Targets: Progress on individualized student IEP goals in reading, mathematics, and behavior.

Growth on benchmark data sources.

Strategies:

Benchmark Assessments

Description: Benchmark Assessments in mathematics, reading and behavior will be implemented. Data teams will utilize the outcomes to inform instructional decision-making.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Data Analysis

Description: Regular review of instructional data will improve instructional design.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Assessment Calendar

Description: Create an assessment calendar for fall and spring benchmark assessments.

Start Date: 1/1/2018 **End Date:** 8/31/2018

Program Area(s): Special Education, Student Services

Supported Strategies: Benchmark Assessments

Refine and Implement Benchmark Assessment in all classes

Description: Teachers will be trained and supported in the implementation of benchmark assessments.

Start Date: 9/1/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies: Benchmark Assessments

Coordination of Data Teams

Description: A schedule will be created for data team meetings to review benchmark assessments.

Start Date: 7/1/2018 **End Date:** 12/31/2018

Program Area(s): Special Education, Student Services

Supported Strategies: Data Analysis

Data Team Implementation

Description: Teachers, coaches, and supervisors regularly review and analyze benchmark data for instructional decision-making.

Start Date: 1/1/2019 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies: Data Analysis

Goal #3: Increase customer engagement and broaden the Capital Area Intermediate Unit (CAIU) client base.

Related Challenges: Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Indicators of Effectiveness:

Type: Annual

Data Source: Surveys, Feedback from Customers through site visits and meetings

Specific Targets: Continued growth of CAIU programs and services. Positive feedback about quality of service.

Strategies:

Implement business development initiatives focused on branding and marketing the CAIU.

Description: Educational Services agencies are both entrepreneurial and service-driven. Effective businesses have an established identity and clearly communicate their services and successes.

Implementation Steps:

Build Internal Capacity

Description: Create a position description for and hire a marketing manager. Use the expertise of the marketing manager to provide training and information to CAIU staff about effective marketing strategies for an educational service agency.

Start Date: 7/1/2018 **End Date:** 6/30/2019

Supported Strategies: Implement business development initiatives focused on branding and marketing the CAIU.

Enhance the CAIU brand

Description: Focus on the development and enhancement of the CAIU brand by communicating the CAIU story, creating consistent message design, and targeting messages and communications to specific audiences.

Start Date: 7/1/2018 **End Date:** 6/30/2019

Supported Strategies: Implement business development initiatives focused on branding and marketing the CAIU.

Market the CAIU services and programs.

Description: Collaborate with all CAIU teams and programs to create specific marketing practices and campaigns to include public relations, advertising, and communications.

Start Date: 7/1/2019 **End Date:** 6/30/2021

Supported Strategies: Implement business development initiatives focused on branding and marketing the CAIU.

Goal #4: Improve employee retention, engagement, and satisfaction.

Related Challenges:

- Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of CAIU employees and other adult learners.

- Establish a system within the Intermediate Unit that fully ensures any staff member identified as experiencing performance challenges receives timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: Hiring and Staffing Data

Surveys and feedback from staff

Specific Targets: Positions will be filled. Staff will remain in positions for an extended period of time. Turnover rate will lessen.

Strategies:

Hiring Practices

Description: implement strategic hiring practices.

Performance Evaluations

Description: Revise and align employee performance evaluation process.

Employee Engagement and Growth

Description: Expand opportunities for employees to grow and engage in their programs and the organization.

Implementation Steps:

Staffing data

Description: Collect and analyze benchmark retention data as it pertains to new hires, existing staff, and exiting staff.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Supported Strategies: Hiring Practices

Onboarding and exiting processes

Description: Refine and implement procedures and documents used for staff onboarding and exiting.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Supported Strategies: Hiring Practices

Dispositional hiring practices

Description: Implement dispositional hiring practices.

Start Date: 7/1/2017 **End Date:** 6/30/2020

Supported Strategies: Hiring Practices

Employee Orientation

Description: Implement team and program orientation to supplement the current new employee orientation.

Start Date: 1/1/2018 **End Date:** 6/30/2019

Supported Strategies: Hiring Practices

Evaluation Domains and Components

Description: Identify domains and components for the classified, support, and paraeducator evaluations.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Supported Strategies: Performance Evaluations

Evaluation Documents

Description: Draft new evaluations tools and create focus groups to evaluate process and tools.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Supported Strategies: Performance Evaluations

Evaluation process and tools.

Description: Train supervisors and staff on the new evaluation processes and tools. Implement the employee performance evaluation process.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Supported Strategies: Performance Evaluations

CAIU Committee Structure

Description: Identify various CAIU committees and members. Communicate and encourage participation with staff across CAIU programs.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Supported Strategies: Employee Engagement and Growth

Leadership Development

Description: Use the Strategic Cross Functional team to create a comprehensive leadership development plan for various CAIU employee groups.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies: Employee Engagement and Growth

Personalized Professional Development

Description: Create and offer personalized professional development opportunities for staff.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies: Employee Engagement and Growth

Service Opportunities

Description: Create and support opportunities for CAIU staff to participate in service and volunteer projects in our region.

Start Date: 7/1/2017 **End Date:** 6/30/2021

Supported Strategies: Employee Engagement and Growth

Goal #5: Improve efficiency of space and facility usage at the administrative office to support the CAIU business practices, employee collaboration, and anticipated future growth.

Related Challenges:

- Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Indicators of Effectiveness:

Type: Interim

Data Source: Needs Assessment and Survey Results

Specific Targets: There will be more employee collaboration and efficient use of limited space.

Additional use of conference space by external clients.

Strategies:***Upgrade/Improve all Meeting Spaces***

Description: Upgrade/improve meeting spaces based on recommendations of the Strategic Cross Functional Team and internal Conference Committee.

Functional and flexible spaces for CAIU staff

Description: Create functional and flexible space for CAIU staff based on recommendations from the Strategic Cross Functional Team and internal Conference Committee.

Plan for anticipated growth

Description: Create a structure for regular review of facility usage and program needs in order to accommodate for changes or growth.

Implementation Steps:***Fiscal Plan***

Description: Gather fiscal estimates for recommendations (such as electrical, technology/AV, flexible space improvements) to conference and internal meeting rooms

Start Date: 8/1/2017 **End Date:** 12/31/2017

Supported Strategies: Upgrade/Improve all Meeting Spaces

Priorities and Implementation

Description: Develop priorities and an implementation plan based on budgetary planning.

Start Date: 9/1/2017 **End Date:** 12/31/2017

Supported Strategies: Upgrade/Improve all Meeting Spaces

Fiscal Plan

Description: Gather fiscal estimates for recommendations for flexible work and storage spaces.

Start Date: 8/1/2017 **End Date:** 12/31/2017

Supported Strategies: Functional and flexible spaces for CAIU staff

Priorities and Implementation

Description: Develop priorities and an implementation plan based on budgetary planning.

Start Date: 9/1/2017 **End Date:** 12/31/2017

Supported Strategies: Functional and flexible spaces for CAIU staff

Facility Review Cycle

Description: Formalize a facility review cycle.

Start Date: 7/1/2018 **End Date:** 6/30/2019

Supported Strategies: Plan for anticipated growth

Tools Creation

Description: Create a tool(s) for needs assessment and facility review.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Supported Strategies: Plan for anticipated growth

Needs Assessment and Facility Review

Description: Conduct a needs assessment and facility review.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Supported Strategies:

- Upgrade/Improve all Meeting Spaces
- Functional and flexible spaces for CAIU staff
- Plan for anticipated growth

Appendix A: Background Information to Support Comprehensive Plan

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
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	Developing

Provide explanation for processes used to ensure Accomplishment.

Aligned curriculum along with the utilization of focused programming for individual needs of students is being implemented K-12. Staff has been given curriculum aligned to the standards as well as additional technology in all classrooms to assist with the blended learning model.

Our literacy resources are aligned to the standards. We have resources that support the core curriculum for students that are either struggling or exceeding expectations. We have a wide variety of online resources that we subscribe to yearly.

Through direct supervision, the availability and use of the following are observed and documented in the early childhood programs:

- The Pennsylvania Learning Standards for Early Childhood (PLSEC)
- A current and supplemental curriculum, themes, units, and lesson plans that are highly correlated to the PLSEC
- Lesson plans identify differentiated instruction for individual children and are aligned with Individual Education Programs (IEP)
- Environments engineered for instruction in all curricular areas and instructional controls, with accommodations for routines and activities of daily living
- High quality age- and developmentally appropriate materials available in all curricular areas

- Professional Development and Professional Learning Communities provide content related instruction, materials and resources aligned with PLSEC
- Involvement with grant opportunities and community resources
- Evidence of family involvement and provision of home/community activities that are aligned to PLSEC

Through direct supervision, the availability and use of the following are observed and documented in the school-age programs:

- A current core and supplemental curriculum that are aligned with the PA state standards
- Skills focused programming for the individual needs of the students
- Instructional technology to make the instruction and learning engaging and accessible for the students
- A variety of materials and resources that are sequential and multi-modal, designed to capitalize on student learning styles, interests, and build upon prior knowledge while leading to mastery

Professional development provides for the development and refinement of skills related to assessment, curriculum, and instruction, as well as the needs that are related to the education of students with disabilities.

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	Needs Improvement
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Aligned curriculum along with the utilization of focused programming for individual needs of students is being implemented K-12. Staff has been given curriculum aligned to the standards as well as additional technology in all classrooms to assist with the blended learning model.

Our literacy resources are aligned to the standards. We have resources that support the core curriculum for students that are either struggling or exceeding expectations. We have a wide variety of online resources that we subscribe to yearly.

Through direct supervision, the availability and use of the following are observed and documented in the elementary programs:

- A current and supplemental curriculum, themes, units, and lesson plans that are highly correlated to the Pennsylvania Core Standards

- Lesson plans identify differentiated instruction for individual children and are aligned with Individual Education Programs (IEP)
- Environments engineered for instruction in all curricular areas and instructional controls, with accommodations for routines and activities of daily living
- High quality age- and developmentally appropriate materials available in all curricular areas
- Professional Development and Professional Learning Communities provide content related instruction, materials and resources
- Involvement with grant opportunities and community resources
- Evidence of family involvement and provision of home/community activities

Through direct supervision, the availability and use of the following are observed and documented in the school-age programs:

- A current core and supplemental curriculum that are aligned with the PA state standards
- Skills focused programming for the individual needs of the students
- Instructional technology to make the instruction and learning engaging and accessible for the students
- A variety of materials and resources that are sequential and multi-modal, designed to capitalize on student learning styles, interests, and build upon prior knowledge while leading to mastery

Professional development provides for the development and refinement of skills related to assessment, curriculum, instruction, as well as the needs that are related to the education of students with disabilities

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

Appropriate data was not being collected to be used for instructional purposes. With the approach of coaches in the classroom, we have begun to gather data for this purpose. We are continuing to educate staff on the use of data collected and how to effectively change teaching to impact maximum growth in learning on each individual student level.

While we have resources that our local districts request we find our CAIU staff does not access them. A concern for teacher access to materials is because our materials have to be checked out from Enola, sent to Hill Top via interoffice or hand delivered. This makes it difficult to keep track of what we have and what we need. We suggest that a person be identified as the lead for requests of materials at Hill Top Academy.

In the school-age programs, there continues to be a need and focus on the collection of appropriate instructional and assessment data in order to use that for instructional purposes. Instructional and

initiative coaches have been identified, and will continue, and we have begun the data gathering processes for this purpose. We continue to provide professional development and education to staff about the use of data analysis for instructional decision-making and planning as well as how to effectively modify teaching in order to impact maximum growth and learning for each student.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Needs Improvement

Provide explanation for processes used to ensure Accomplishment.

The Curriculum for courses at LYDC has been developed to align with PA academic standards. Several new courses were added and some changes were made to existing courses. Staff was given time and direction to develop the courses. During this school year, we systematically made updates and revisions to curriculum and developed the curriculum for a few new courses. Updating the documented curriculum for some courses is still in progress.

The new scheduling model has required more differentiation in classroom instruction than in past years. Teachers have been seeking support and rallying around to support each other in adapting materials and lessons to meet the student needs. Although we have made strides in improving, there is still room to improve.

Instructional materials and resources for the new courses are in trial stages. Teachers provide input and feedback to guide decisions on the most appropriate instructional materials for our classrooms at Loysville.

Aligned curriculum along with the utilization of focused programming for individual needs of students is being implemented K-12. Staff has been given curriculum aligned to the standards as well as additional technology in all classrooms to assist with the blended learning model. Our literacy resources are aligned to the standards. We have resources that support the core curriculum for students that are either struggling or exceeding expectations. We have a wide variety of online resources that we subscribe to yearly.

Through direct supervision, the availability and use of the following are observed and documented in the school-age programs:

- A current core and supplemental curriculum that are aligned with the PA state standards
- Skills focused programming for the individual needs of the students
- Instructional technology to make the instruction and learning engaging and accessible for the

students

- A variety of materials and resources that are sequential and multi-modal, designed to capitalize on student learning styles, interests, and build upon prior knowledge while leading to mastery

Professional development provides for the development and refinement of skills related to assessment, curriculum, instruction, as well as the needs that are related to the education of students with disabilities.

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

It continues to be a challenge to find academic work that is motivational to students and on their level of learning. While programming on an individual level is taking place, the content presented at a level that is not age appropriate. Additionally, finding differentiated material beyond a middle school level is very difficult.

For many years, we took advantage of Penn State's FOSS Kits as did our neighboring districts. When that resource expired, we purchased science textbooks. We no longer have hands on science resources to support the curriculum. This continues to be a concern. Yearly, we subscribe to Discovery Ed and Safari Montage. Unfortunately, even with the information for these resources that is shared with teachers, we find they are not being used consistently.

While instruction is differentiated to provide appropriate education, it continues to be a challenge to identify and find academic work and resources that are motivational to students and that provide appropriate content and level of instructional skill for students who have skills that are significantly delayed. We continue to work closely with the curriculum team to work to improve the materials, resources, and curriculum available for the teachers and provide professional development to support the staff, and ultimately the students, in designing content, age and skill appropriate instruction.

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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Needs Improvement

Provide explanation for processes used to ensure Accomplishment.

The Curriculum for courses at LYDC has been developed to align with PA academic standards. Several new courses were added and some changes were made to existing courses. Staff was given time and direction to develop the courses. During this school year we systematically made updates and

revisions to curriculum and developed the curriculum for a few new courses. Updating the documented curriculum for some courses is still in progress.

The new scheduling model has required more differentiation in classroom instruction than in past years. Teachers have been seeking support and rallying around to support each other in adapting materials and lessons to meet the student needs. Although we have made strides in improving, there is still room to improve.

Instructional materials and resources for the new courses are in trial stages. Teachers provide input and feedback to guide decisions on the most appropriate instructional materials for our classrooms at Loysville.

Aligned curriculum along with the utilization of focused programming for individual needs of students is being implemented K-12. Staff has been given curriculum aligned to the standards as well as additional technology in all classrooms to assist with the blended learning model. Our literacy resources are aligned to the standards. We have resources that support the core curriculum for students that are either struggling or exceeding expectations. We have a wide variety of online resources that we subscribe to yearly.

Through direct supervision, the availability and use of the following are observed and documented in the school-age programs:

- A current core and supplemental curriculum that are aligned with the PA state standards
- Skills focused programming for the individual needs of the students
- Instructional technology to make the instruction and learning engaging and accessible for the students
- A variety of materials and resources that are sequential and multi-modal, designed to capitalize on student learning styles, interests, and build upon prior knowledge while leading to mastery

Professional development provides for the development and refinement of skills related to assessment, curriculum, instruction, as well as the needs that are related to the education of students with disabilities.

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

It continues to be a challenge to find academic work that is motivational to students and on their level of learning. While programming on an individual level is taking place, the content is presented at a level that is not age appropriate. Additionally, finding differentiated material beyond a middle school level is very challenging.

For many years, we took advantage of Penn State's FOSS Kits as did our neighboring districts. When that resource expired, we purchased science textbooks. We no longer have hands on science resources to support the curriculum. This continues to be a concern. Yearly, we subscribe to Discovery Ed and Safari Montage. Unfortunately, even with the information for these resources that is shared with teachers, we find they are not being used consistently.

While instruction is differentiated to provide appropriate education, it continues to be a challenge to identify and find academic work and resources that are motivational to students and that provide appropriate content and level of instructional skill for students who have skills that are significantly delayed. We continue to work closely with the curriculum team to work to improve the materials, resources, and curriculum available for the teachers and provide professional development to support the staff, and ultimately the students, in designing content, age and skill appropriate instruction.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

Consistently have students with IEPs graduate. Student's skills improve and are able to go back to their district's least restrictive environment.

Accomplishment #2:

Early Childhood Data Outcomes continue to show growth for our preschoolers. Preschool children entering Kindergarten not needing special education services

Accomplishment #3:

Implementation of iReady and EngageNY

Accomplishment #4:

Nonpublic Services – not needing to be identified for special education – able to exit students from services

Accomplishment #5:

Diagnostic Classroom – extensive evaluation; opportunities for extensive reports, appropriate programming for students, provides feedback of other options for students

Accomplishment #6:

Communication & relationships with stakeholders

Accomplishment #7:

Board orientation overview, Board Visits, Presentations at Board meetings

Accomplishment #8:

Safety – increased awareness

Accomplishment #9:

Family satisfaction – above state average in Early Intervention

Accomplishment #10:

Technology Supports – increased availability to technology resources, Life Cycle Plan, CAOLA and Blended Learning, Access to the expertise

Intermediate Unit Concerns

Concern #1:

Access to and use of instructional data, State Assessment Data

Concern #2:

Accessibility of data dashboard to collate student data (education, behavioral, etc.)

Concern #3:

Time Constraints – CAIU staff is to be the experts, need to be trained – challenge to keep up to speed on areas of need

Concern #4:

How to unify staff as CAIU employees

Concern #5:

Attracting & retaining staff & support staff

Concern #6:

Meet the needs of programmatic people while living within budget constraints

Concern #7:

Rising benefits costs - PSERS

Concern #8:

Difficulty with sustaining but also continue to build capacity

Concern #9:

Access to Substitutes

Concern #10:

Safety & Security of buildings and staff

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

Aligned Concerns:

Access to and use of instructional data, State Assessment Data

Accessibility of data dashboard to collate student data (education, behavioral, etc.)

Time Constraints – IU staff is to be the experts, need to be trained – challenge to keep up to speed on areas of need

How to unify staff as IU employees

Systemic Challenge #2 (*Guiding Question #3*) Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

Aligned Concerns:

Accessibility of data dashboard to collate student data (education, behavioral, etc.)

Systemic Challenge #3 (*Guiding Question #8*) Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

Aligned Concerns:

Access to and use of instructional data, State Assessment Data

Time Constraints – IU staff is to be the experts, need to be trained – challenge to keep up to speed on areas of need

How to unify staff as IU employees

Systemic Challenge #4 (*Guiding Question #9*) Establish a system within the Intermediate Unit that fully ensures any staff member identified as experiencing performance challenges receives timely, effective support and intervention as needed.

Aligned Concerns:

Attracting & retaining staff & support staff

Systemic Challenge #5 (*Guiding Question #11*) Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Aligned Concerns:

Meet the needs of programmatic people while living within budget constraints

Difficulty with sustaining but also continue to build capacity

Systemic Challenge #6 (*Guiding Question #7*) Establish a system within the IU that fully ensures students within the K-12 range who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #7 (*Guiding Question #1*) Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Aligned Concerns:

Access to and use of instructional data, State Assessment Data

Accessibility of data dashboard to collate student data (education, behavioral, etc.)

How to unify staff as IU employees

Systemic Challenge #8 (*Guiding Question #6*) Establish a system within the IU that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities within the K-12 grade range at no cost to a parent.

Aligned Concerns:

Access to and use of instructional data, State Assessment Data

Time Constraints – IU staff is to be the experts, need to be trained – challenge to keep up to speed on areas of need

How to unify staff as IU employees

Systemic Challenge #9 (*Guiding Question #5*) Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

Aligned Concerns:

Accessibility of data dashboard to collate student data (education, behavioral, etc.)

Appendix B: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.			Strategy #1: Design Professional Development			
Start	End	Title			Description			
7/1/2017	6/30/2018	Impacts of Childhood Trauma			Instructional Staff will receive professional development in research-based practices around the impacts of childhood trauma.			
		Person Responsible Director of Curriculum Services	SH 6.5	S 1	EP 50	Provider Department of Human Services: Institute for Safe Families	Type Non-profit Organization	App. No
		Knowledge	The professional development workshop will help employees understand the manifestations of childhood trauma and it will help lay the foundation for exploring strategies used in trauma-sensitive schools.					
		Supportive Research	A growing body of research has shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. For some children, this can lead to problems with academic performance, inappropriate behavior in the classroom, and difficulty forming relationships. Learning about trauma will help educators shift their paradigm and understand that challenging behaviors and cognitive deficiencies might have their roots in adverse experiences and concomitant changes in the stress response system.					

A growing body of research has shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. For some children, this can lead to problems with academic performance, inappropriate behavior in the classroom, and difficulty forming relationships. Learning about trauma will help educators shift their paradigm and understand that challenging behaviors and cognitive deficiencies might have their roots in adverse experiences and concomitant changes in the stress response system. This workshop will explore the manifestations of childhood trauma and lay the foundation for exploring strategies used in trauma-sensitive schools.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Related Service Personnel

Follow-up Activities Journaling and reflecting Participant survey
Evaluation Methods

LEA Goals Addressed: **Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.** **Strategy #1: Design Professional Development**

Start	End	Title			Description			
8/1/2017	6/30/2018	Increasing Parent Engagement			Instructional Staff will receive professional development in research-based strategies for how to increase parent engagement.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Curriculum Services	4.0	1	50	CAIU Consultants	IU	Yes

Knowledge The workshop will help staff members understand successful family engagement strategies, including how to overcome the challenges and recognize the successes associated with effective family engagement.

Supportive Research Family engagement in schools improves student achievement and reduces absenteeism. Students with involved parents or other caregivers show an increase in achievement scores, have better social skills, and show improved behavior (Redding, et al., 2004)

Designed to Accomplish
 For classroom teachers, school Increases the educator’s teaching skills based on research on effective practice, with

counselors and education specialists:

attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting	Evaluation Methods	Participant survey

LEA Goals Addressed: Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.

Strategy #1: Design Professional Development

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/1/2018	6/30/2019	Developing Student's Social Skills	Instructional staff will receive professional development in research-based strategies for developing students' social skills.	Director of Curriculum Services	6.5	1	50	CAIU Consultants	IU	Yes

Knowledge

CAIU Instructional staff will receive professional development on research-based strategies for developing the social skills of students in CAIU classes.

Students served in IU classrooms must be developed both academically and socially/emotionally.

Supportive Research

When students miss out on the numerous social opportunities present in the typical classroom, they are missing out on opportunities for academic enrichment as well as personal and social enrichment. (Waltz, 1999)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

For school and district

Provides the knowledge and skills to think and plan strategically, ensuring that assessments,

administrators, and other educators seeking leadership roles:

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	LEA Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	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 Peer-to-peer lesson discussion Lesson modeling with mentoring	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

LEA Goals Addressed: Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.

Strategy #1: Design Professional Development

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/1/2018	6/30/2019	Meeting the Needs of Diverse Learners/Cultural Competence	Instructional staff will receive professional development in research-based strategies for reaching diverse learners and practicing cultural competence.	Director of Curriculum Services	6.5	1	50	CAIU	IU	Yes

Knowledge

Staff will gain an understanding and awareness of diverse learners including cultural competence.

Supportive Research

"Today, as in the past, teachers are being challenged to broaden their repertoire of teaching strategies to meet the needs and strengths of students from a tremendous diversity of backgrounds and cultures. The ways in which we teach these young people exert a powerful influence on their linguistic, social, cognitive, and general educational development" (Saravia-Shore, 2008).

CAIU will contract with external consultants/researchers to provide training for diversity and cultural competence.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

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LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting	Evaluation Methods	Participant survey

LEA Goals Addressed: Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.

Strategy #1: Design Professional Development

Start	End	Title	Description					
8/1/2019	6/30/2020	Language and Literacy Acquisition (Reading and Writing Across Disciplines)	Instructional staff will receive professional development in research-based strategies for teaching Reading and Writing across all subjects.					
			Evidence: sign-in sheets, registration					
		Person Responsible Director of Curriculum Services	SH 6.5	S 1	EP 50	Provider CAIU Consultants	Type IU	App. Yes

Knowledge All instructional staff will learn research based strategies for teaching reading and writing across all curricular areas.

"Both reading-to-learn and writing-to-learn are meaning-making activities that result in understanding - a central goal of content based instruction. They both help students proceed from understanding goals to demonstrating understanding." - Jacobs, 2002

Supportive Research

CAIU consultants will utilize current research related to Language and Learning Acquisition to provide job-embedded professional development to all instructional staff.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

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

LEA Goals Addressed: Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.

Strategy #1: Design Professional Development

Start	End	Title	Description	Type	App.
8/1/2019	6/30/2020	Leadership and Team Building Skills	CAIU staff will receive professional development in teaming and effective leadership.	IU	Yes
		Person Responsible Director of Curriculum Services	Provider CAIU Consultants		
		SH 6.5	S 1	EP 50	

Knowledge

Staff members will gain an understanding of the importance of teamwork, working collaboratively, as well as what distributed leadership looks like within the CAIU organization.

Supportive Research

Research shows that when staff are involved and participate in leadership roles within an organization, they are more motivated to perform well. When shared leadership is a part of an organization's culture, staff are more willing to contribute to the organizational functioning. One of the ways leaders thrive from within is through collaboration, teamwork, and support (Leithwood, Mascall, Strauss, Sacks, Memon, & Yashkina, A., 2007).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format	LEA Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting		Participant survey
		Evaluation Methods	

LEA Goals Addressed: Establish a system within the Capital Area Intermediate (CAIU) Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each CAIU learning site.

Strategy #1: Design Professional Development

Start	End	Title	Description	Type	App.
8/1/2020	6/30/2021	English as a Second Language	Instructional staff will receive professional development in research-based strategies working with English Learners (ELs).	IU	Yes
		Person Responsible Director of Curriculum Services	SH 6.5 S 1 EP 50 Provider CAIU Consultants		
		Knowledge	Instructional Staff will learn strategies on how to effectively work with English Learners and how ESSA regulations affect the support local LEA's are able to provide.		
		Supportive Research	"With the growth of diversity in twenty first century classrooms, teachers increasingly need to demonstrate and understanding of cultural dimensions, particularly language diversity, from a variety of perspectives to be effective in classrooms" (Coates, March 2016).		
		Designed to Accomplish			
		For classroom teachers, school counselors and education specialists:	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
		For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
		Training Format	LEA Whole Group Presentation		

Participant Roles	Classroom teachers School counselors 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	Journaling and reflecting	Evaluation Methods	Participant survey