

Allegheny IU 3

Intermediate Unit Plan

07/01/2019 - 06/30/2022

Intermediate Unit Profile

Demographics

475 East Waterfront Drive
Homestead, PA 15120-1144
412-394-5700
Executive Director: Rosanne Javorsky

Planning Process

The Allegheny Intermediate Unit convened a representative group of key stakeholders including teachers, administrators, board members, as well as community and business leaders to develop a relevant and comprehensive plan. These gatherings consisted of both in-person meetings and virtual gatherings between April and September of 2018. Because the AIU has over 140 programs representing birth through adult education, we sought to develop a plan that is reflective of our diverse nature. The plan will be communicated by our Executive Director, Rosanne Javorsky to the AIU Board, superintendents, teachers and staff.

Mission Statement

The mission of the Allegheny Intermediate Unit is, "We maximize educational opportunities for all learners by responding to the needs of our community with leading-edge, high-quality, cost-effective programs and services."

Vision Statement

The vision of the Allegheny Intermediate Unit is as follows: "Educational excellence is a hallmark of our region with all learners having access to the best services, enriching their lives and enabling their contribution to a vibrant economy."

Shared Values

The shared values and beliefs, as articulated in the strategic plan of the AIU are as follows:

Collaboration- We leverage the collective expertise and experience of our partners, encourage active participation from all constituents, and strive for inclusivity in our programs and services.

Excellence- We believe that demanding anything less than excellence, internally and externally, is sacrificing the potential that all learners possess, regardless of situation or circumstance.

Trust- We strive for character, competence, integrity, professionalism, and transparency in all that we do as they are necessary for building an effective education community.

Innovation-We cultivate an entrepreneurial environment that fosters creativity as this is vital to conquering the dynamic complexities of an ever-changing world.

Responsiveness-We are driven by the needs of educators and learners in our development and delivery of programs and services.

Leadership-We model a culture of excellence, inspiring effective leaders to create effective teachers and successful students.

Cost-Effectiveness-We ensure programs and services are valuable, affordable, and of superior quality.

Continuous Quality Improvement-We are dedicated to ongoing, evidence-based improvement and challenging the status quo in order to advance education and provide rich and relevant opportunities for educators and learners.

Educational Community

The Allegheny Intermediate Unit, also known as the AIU, is a liaison to the Pennsylvania Department of Education and provides a wide array of high-quality, leading-edge, cost-effective educational services that benefit learners of all ages in Allegheny County. The AIU operates 10 community-based family centers, three schools for exceptional children and employs approximately 1,800 educators at 436 sites. In addition to serving the 42 suburban school districts in Allegheny County, the AIU provides services to

four career/technical schools and collaborates with a myriad of educational institutions. The AIU service region includes 113,628 public school students and approximately 9000 educators.

With nearly 140 programs for infants, young children, students and adults, the AIU offers a variety of services including professional development, special education, workforce development, early childhood education and community education. As the largest Intermediate Unit in the Commonwealth, the AIU assists school districts by providing administrative and financial services such as risk management analysis, membership to a group health insurance consortium and access to joint purchasing programs. The AIU's Teaching and Learning Division provides high-quality, customized professional education resources. Our Special Education Division helps school districts meet the needs of students who have disabilities. Our Early Childhood, Family and Community Services Division includes programs for families and the youngest of students.

Every day, the AIU serves thousands of students and adults across Allegheny County. School administrators, including superintendents, business managers and others, regularly attend AIU-hosted events and workshops. In an effort to effectively communicate timely information on issues relevant to public education, the AIU holds role-alike meetings for school leaders on a variety of issues including emergency management, federal programs, special education, state legislation, educational mandates and more. As part of the Pennsylvania Department of Education, the AIU provides direct assistance to school districts with planning, school budgets and other management services. Our programs save time and resources, enrich the community and promote high-quality, leading-edge, cost-effective education for all.

The AIU is fortunate to have the support of our school districts, non-public schools, foundations, businesses, and community members. We are considered the "go to" resource for Pre-K to grade 12 education.

Planning Committee

Table 1: Planning Committee Members

Name	Role
Kathleen Carnicella	Administrator : Professional Education
Paul Cindric	Administrator : Professional Education
Kelly Noyes	Administrator : Professional Education
Athena Petrolias	Administrator : Professional Education
Jennifer Perring	Administrator : Professional Education
Brian Stamford	Administrator : Professional Education

Name	Role
Brian Welles	Administrator : Professional Education
David Soltesz	Business Representative : Professional Education
Gretchen Generett	Community Representative : Professional Education
David Soltesz	Community Representative : Professional Education
Timothy Donovan	Ed Specialist - School Counselor : Professional Education
Bernadette Nemeth	Elementary School Teacher - Regular Education : Professional Education
Sharon Chute	Elementary School Teacher - Special Education : Professional Education
Marguerite Haldin	Elementary School Teacher - Special Education : Professional Education
Victoria Campbell	High School Teacher - Special Education : Professional Education
Robert DeFillippo	High School Teacher - Special Education : Professional Education
Kevin Conner	Instructional Technology Director/Specialist : Professional Education
Heather Moschetta	Intermediate Unit Staff Member : Professional Education
Chris Rodgick	Intermediate Unit Staff Member : Professional Education
Robert Senay	Middle School Teacher - Regular Education : Professional Education
Marisa Esposito	Middle School Teacher - Special Education : Professional Education
Gretchen Generett	Parent : Professional Education
Susan Sams	Special Education Director/Specialist : Professional Education

Core Foundations

Materials and Resources

***The Materials and Resources section below is not required to be completed, however, curricular resources are addressed in the plan.**

Description of Materials and Resources

Elementary Education-Primary Level

Table 2: 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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Table 3: 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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

Table 4: 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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

Table 5: 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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Professional Education

Training/Personnel Development Council

Checked answers

- Regular Education
- Related Service Personnel
- Special Education
- Administrators

Unchecked answers

- Parents
- Community Agency Personnel
- Paraprofessionals
- Training Students

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

The Council operates on an "as needed basis". Per Act 48 requirements, people are appointed or assigned to the Council.

Characteristics

Table 6: Professional Education Characteristics - I

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	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

Table 7: Professional Education Characteristics - II

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	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.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The AIU is committed to being a learning organization and therefore, provides multiple growth opportunities for our staff. Individual programs have regularly scheduled professional development events for staff throughout the school year.

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

The AIU provides professional development for district gifted educators but we do not employ any gifted education teachers.

Educator Discipline Act 126, 71

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

Table 8: Educator Discipline Questions - I

Questions
The LEA has conducted the required training on:
2/3/2016 This is one of 23 sessions on Act 126 offered at the AIU for employees
4/13/2016 This is one of 23 sessions on Act 126 offered at the AIU for employees
4/20/2016 This is one of 23 sessions on Act 126 offered at the AIU for employees
The LEA plans to conduct the required training on approximately:
8/20/2018 This is one of 7 sessions on Act 126 scheduled to be offered
8/21/2018 This is one of 7 sessions on Act 126 scheduled to be offered

8/29/2018 This is one of 7 sessions on Act 126 scheduled to be offered
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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.

Table 9: Educator Discipline Questions - II

Questions
The LEA has conducted the training on:
4/28/2016 Non-Public Schools Program
8/17/2016 Deaf & Hearing Program
9/6/2016 Pupil Services Contractors (3 more trainings were held for all other AIU staff)
The LEA plans to conduct the training on approximately:
3/15/2019 Alternative Ed Program

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

Table 10: Educator Discipline Questions - III

Questions
The LEA has conducted the training on:
4/28/2016
8/17/2016
9/6/2016
The LEA plans to conduct the training on approximately:
3/15/2019

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.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

Program Directors, Supervisors, and Principals are held accountable for professional development as it pertains to their specific areas. As part of their job responsibilities, these leaders monitor the implementation and effectiveness of professional development goals through classroom observations, educator performance reviews and analyzing desired student outcomes. Other AIU internal staff also provide ongoing support for specific professional development initiatives including Training and Consultation (TAC) staff, Reading Achievement Center staff, Curriculum and Instruction personnel, Math-Science Collaborative staff, and other instructional leaders within our organization.

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

Although all professional development is designed to increase student engagement and achievement, the diverse nature of the AIU does not lend itself to one unified process that is applicable or appropriate for all. Efforts in unifying professional development themes across the organization, where practical and appropriate, are being addressed by this plan. Walkthroughs, professional learning communities and classroom observations will focus on ensuring implementation of new professional learning.

Induction Program

Checked answers

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

- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be able to develop a personal digital network to support their own professional learning and advance technology integration in their respective classrooms.

Unchecked answers

None.

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

The Allegheny Intermediate Unit has designed a two-year induction program for new professional employees. In Year I, inductees participate in an online course regarding the Framework for Teaching, complete ten additional hours of job-specific professional development, and are assigned a mentor. In Year II, inductees are enrolled in a more extensive online course that requires the completion of seven modules covering all of the required areas listed above. In addition, Year II inductees are also under the guidance of an assigned mentor. The mentoring for both years contains requirements that must be met by both the inductee and mentor. In consideration of the content contained in the online courses, the professional development, and the mentoring, we can confidently report that all inductees are learning about and participating in the characteristics required by PDE.

In addition, all of the programs at the AIU which employ teachers provide job-specific professional development as part of Induction. For example, new ESL teachers are participating in program-specific sessions in which content, pedagogy, policies and procedures relevant to the program are the focus.

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

NA

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.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).

- Review of written reports summarizing instructional activity.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

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

The AIU Induction Program Director keeps abreast of the current research related to teacher induction programs, research-based best practices, state and federal requirements and updates the induction program content as needed each year. All inductees are given the opportunity to complete a survey which assesses needs as well as provides feedback on program components. All mentors are required to complete a mandatory training before they are assigned to work with Inductees. All mentors are required to keep a log of their activities with their inductees and to complete several "Collaborative Problem-Solving Logs" throughout the school year in which mentor and inductee select a problem area and develop a plan to address it. In addition, all inductees complete a self-assessment of their own areas of strength and weakness using Charlotte Danielson's Framework for Teaching.

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

Students served by our inductees do not have PSSA scores that are attributed to the AIU; therefore, other assessment data is considered by mentor and inductees. Formal monitoring of written lesson plans and portfolios does not take place at the organizational level, but does take place at the school or program level. Because practices vary from program to program, those items were not selected above.

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.

- NA

Unchecked answers

None.

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

In the collective bargaining agreements that have been negotiated with the two education associations representing programs at the AIU employing teachers, mentor qualifications are spelled out. In addition, school principals and program leaders discern which teachers are appropriate to be mentors based upon the characteristics listed above. The AIU conducts a mandatory training that all mentors are required to complete prior to being assigned an inductee. This training addresses many of the characteristics listed above and the research-based professional, personal/emotional, and instructional domains of the mentoring context.

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

This narrative is empty.

Induction Program Timeline

Table 11: Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators				X		
Assessments			X			
Best Instructional Practices			X			
Safe and Supportive Schools	X					
Standards		X				
Curriculum		X				
Instruction		X				
Accommodations and Adaptations for diverse learners	X	X	X	X		
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

Mentors cover these topics with inductees during their required completion of collaborative problem-solving logs throughout our induction process. In addition, a robust online program for educators is required of all inductees. The comprehensive online program is instructed by several experts in each of the topics listed above. Inductees are required to submit assignments demonstrating they understand and practice these topics.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentors submit locally developed time logs, discussion forms, and Collaborative Problem-Solving Logs which are all reviewed. There is an annual planning meeting with program administrators to review past efforts and to solicit other topics for inclusion into the next year's program. Inductees are given the opportunity to complete an end-of-year feedback survey.

Induction work is monitored by several AIU staff members who are "content experts" in their respective areas (e.g. standards, positive behavior support, assessments, educational technology, accommodations and adaptations for diverse learners, educator evaluation, etc.), and feedback is provided on Inductees' submitted work.

Recording Process

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

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

Unchecked answers

None.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

As an Intermediate Unit, all student data from our IU Schools is attributed to the sending districts and LEAs. However, instruction is designed to support struggling students who attend our schools. We use the PASA and PSSA data to make instructional decisions to improve student achievement.

Programs, Strategies and Actions

Table 12: Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	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	X	X	X	X
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	X	X	X	X
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:

At the current time, the IU schools do not have School Resource Officers. The school leaders meet with local law enforcement and first responders throughout the year to develop crisis response and prevention plans. The IU alternative education programs do have security guards on site every day.

Screening, Evaluating and Programming for Gifted Students

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

Students who are enrolled in our IU operated schools have on-going progress monitoring and team meetings with parents and guardians in order to review progress and discuss potential program changes. Information related to potential gifted services, if appropriate, are discussed and reviewed at that time.

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

Students who enroll in the IU operated schools are evaluated prior to admission and reevaluated every two or three years based on the state mandates. The screening for eligibility for Gifted Services is completed as part of this process. Students who demonstrate a need for these services are evaluated further.

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

Students who are enrolled in our IU schools are evaluated at the time of enrollment and through progress monitoring and reevaluations after they are enrolled. Student academic performance is monitored regularly. Any students who are identified as needing enrichment or acceleration and it is believed would be eligible and in need of Gifted Services would be reevaluated utilizing multiple criteria and measures. The reevaluation would be completed by the team includes the parent and a Certified School Psychologist. The results of the evaluation would be discussed by the team and a determination would be made regarding eligibility at that time.

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

Currently, the IU Schools do not have any students who are identified as eligible for or in need of Gifted Services; therefore no acceleration or enrichment activities are being offered through Gifted Programming. In the event a student enrolls who is identified or is identified as needing and eligible for the services, the team will meet and design appropriate enrichment and acceleration activities for that student.

Developmental Services

Table 13: 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	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	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Table 14: 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	X	X	X	X
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:

This narrative is empty.

Consultation and Coordination Services

Table 15: Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
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:

This narrative is empty.

Communication of Educational Opportunities

Table 16: Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
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	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Table 17: Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

The schools operated by the IU have on-going Child Study and SAP programs which meet regularly and review student progress. The majority of students who attend IU operated schools are students with disabilities; therefore, the IEP Teams also review and monitor progress making revisions to instructional programs as needed. School based and community based professionals who are responsible for interventions related to medical, behavioral, and academic needs attend the IEP meetings and share their expertise which is incorporated into the IEPs and intervention plans for students.

Community Coordination

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

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

The IU operated schools and the IU operated Early Intervention Programs work with the community operated infant and toddler centers to appropriately evaluate and transition students from infant and toddler program to Early Intervention Programs and ultimately school age programs. The IU operated schools work closely with the IU operated early intervention (DART) program and local school districts to identify students who may need services outside of their neighborhood public elementary schools. Once students are enrolled in the IU operated schools, the schools work closely with community based programs including local employers who, through the IU transition program, support students in the workforce. The IU schools have transition coordinators and work based learning coordinators who support students with the transition from school to work throughout their enrollment. Many students have regular employment thorough this program in community based employment settings, school based work activities, and vocational education programs based in the schools.

Preschool Agency Coordination

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

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

The IU-operated schools work closely with the IU operated early intervention program and local school districts to identify and serve children with disabilities who demonstrate a need for services outside of the public school district scope of services. During the spring of each school year as districts are evaluating and gathering information related to transitioning students from early intervention to school age services the IU provides, as requested, evaluations of those students, recommendations from programs, and access to what is available within the IU's scope of programs. The IU operates the early intervention (DART) services as the LEA in the county and the IU operated schools work closely with the DART staff and local school districts when students are identified by the local school districts as needing services beyond the scope of that district. Through the evaluation process, when districts identify students as appropriate for enrollment in the IU operated school, the IU gathers information with the DART and local school district team, develops a draft IEP, meets with the IEP team and revises the IEP. Students then enroll in the IU operated school and receives all identified services as outlined in the IEP.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

Most of the state data on student achievement is attributed to our member schools and other entities. Through collaborative relationships, testing data is shared with those who have a legitimate need to know. At the program level, education is driven by progress monitoring and formative assessment data. Programs use assessments, such as DIBELS/DIBELS Next, Classroom Diagnostic Tools (CDT), WIDA, Work Sampling System, GRADE, GMADE and others to establish strengths, needs and instructional goals. Since many of the AIU students have disabilities or other identified learning needs, assessments are individualized according to those needs. The AIU works to ensure that all staff are familiar with the implementation and analysis of various assessments.

Accomplishment #2:

The students served within The Allegheny Intermediate Unit schools and programs continue to benefit from the progressive work of the organization in growing toward established goals. The AIU's Head Start serves over 2,000 students and assesses their progress three times a year, during which have exceeded expectations up to 25%. Collaborative team information specialists have led professional development sessions to increase reading comprehension strategies by using DIBELS, RFI, GRADE, to show a significant increase in performance among students. The vocational program in AIU schools has grown through a greater out-reach into the community to increase enrollment numbers. Professional development initiatives in reading, technology, computational thinking, mathematics, data analysis, have been fruitful in producing advances in student performance across the organization.

Intermediate Unit Concerns

Concern #1:

Given the high-risk population of students in AIU programs, our staff needs to receive ongoing professional development as appropriate to their area of expertise. Professional development initiatives should be limited in number and focused on identified priority needs.

Concern #2:

The usage and knowledge of curricular resources across the organization need to be more consistent. There is no process or procedure in place to ensure that curricular materials are employed effectively.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.

Aligned Concerns:

The usage and knowledge of curricular resources across the organization need to be more consistent. There is no process or procedure in place to ensure that curricular materials are employed effectively.

Systemic Challenge #2 (*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:

Given the high-risk population of students in AIU programs, our staff needs to receive ongoing professional development as appropriate to their area of expertise. Professional development initiatives should be limited in number and focused on identified priority needs.

Intermediate Unit Plan

Action Plans

Goal #1: Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual educator perceptual surveys

Specific Targets: Results demonstrate a majority of educators utilizing and finding value in each ECMR; results show that student performance is positively impacted by the usage of the ECMRs

Strategies:

Create, populate, and maintain electronic curricular materials repositories (ECMR) for each school and program within the AIU

Description:

This strategy helps to address the goal by making sure that curricular materials are accessible and used appropriately across the organization.

SAS Alignment: Curriculum Framework, Materials & Resources

Implementation Steps:

Designate and select electronic curricular materials repository curators

Description:

Program and school leaders will select educators within their entities to be the curators of the exemplary curricular materials.

Start Date: 7/1/2019 **End Date:** 10/31/2019

Program Area(s):

Supported Strategies:

- Create, populate, and maintain electronic curricular materials repositories (ECMR) for each school and program within the AIU

Create and/or designate electronic curricular materials repository spaces

Description:

This action will create or designate space within the organization's electronic drives as a place for each program to cultivate their curriculum resources.

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

Program Area(s):

Supported Strategies:

- Create, populate, and maintain electronic curricular materials repositories (ECMR) for each school and program within the AIU

Contribute, maintain, and promote each electronic curricular materials repository space

Description:

In this action step, each electronic curricular materials repository will be populated with program and school specific materials used by the educators in the program. Program and school leaders will develop guidance for the composition of the repository and how it will be maintained.

Start Date: 9/1/2020 **End Date:** 5/31/2023

Program Area(s):

Supported Strategies:

- Create, populate, and maintain electronic curricular materials repositories (ECMR) for each school and program within the AIU

Create a system for sharing the electronic curricular materials repository spaces across the organization along with an educator perceptual survey tool (EPST)

Description:

In this action step, educators across the organization will have an opportunity to highlight the materials they have gathered in their program or schools repository during in-service trainings, program leaders meetings, organization-wide events, and other electronic venues.

Start Date: 7/1/2019 **End Date:** 5/31/2023

Program Area(s):

Supported Strategies:

- Create, populate, and maintain electronic curricular materials repositories (ECMR) for each school and program within the AIU

Goal #2: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual professional development needs assessment results.

Specific Targets: All departments within the organization are receiving professional development based on needs specific to the department.

Type: Annual

Data Source: Evidence of current professional development initiatives are demonstrated to be in practice.

Specific Targets: Informal or formal evaluations will include an intentional component looking for evidence of current professional development initiatives in practice.

Type: Annual

Data Source: Increased academic knowledge demonstrated through student achievement tests and/or professional duties

Specific Targets: Effective professional development will lead to an increase in student learning and achievement, and/or, when not applicable, an increase in the quality of professional duties as evidenced by observations and evaluations

Strategies:

Instructional (Distributed) Leadership Capacity Building

Description:

Leadership is a shared responsibility for achieving collective/organizational goals regardless of positional or organizational authority; acknowledging that increasing levels of positional authority yield greater impact in an organization. Leadership is accomplishing together what individuals cannot accomplish alone. McREL, 2005 (Sources: [Leadership Coaching for School Improvement](#) , [Annenberg Project on Distributed Leadership: Engaging in Ways to Build a More Shared/Distributed Leadership Setting](#))

SAS Alignment: Instruction, Safe and Supportive Schools

Evaluations will include reflective discussion related to PD

Description:

Post observation conferences (or formal evaluations) will include discussion of the employee's comfort/use of the current professional development initiatives. Based on this discussion, additional professional development or supports could be implemented.

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

Implementation Steps:

Creation of building-level professional development planning committees

Description:

Each building or site will create a professional development planning committee, responsible for identifying professional development needs, and helping guide the direction of professional development for the upcoming year. Evidence of completion would be rosters of active committee members.

Start Date: 7/1/2019 **End Date:** 8/31/2019

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

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

Building level professional development committees will meet quarterly to plan professional development.

Description:

Building level professional development committee's will meet quarterly to plan professional development. The committees will survey the staff, and consider larger organization initiatives, to plan professional development for the building for the upcoming school year. Evidence of completion would include committee meeting schedule and log.

Start Date: 9/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

Building administrators will receive professional development on reflective discussion.

Description:

Building administrators will receive professional development on reflective discussion related to professional development initiatives. Evidence of implementation would be the agenda and attendance sheet for this training.

Start Date: 7/1/2019 **End Date:** 7/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Evaluations will include reflective discussion related to PD

Appendix: Professional Development Implementation Step Details

Table 18: Professional Development Implementation Details

LEA Goals Addressed:	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.	Strategy #1: Evaluations will include reflective discussion related to PD
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	7/31/2019	Building administrators will receive professional development on reflective discussion.	Building administrators will receive professional development on reflective discussion related to professional development initiatives. Evidence of implementation would be the agenda and attendance sheet for this training.	Paul Cindric	1	1	30	Program Director CPE	IU	No

Knowledge	Participants will be able to incorporate reflective discussion skills into regular into the observation/evaluation cycle. This will occur within the context of Domains I and IV of the Framework for Teaching.
Supportive Research	Framework for Teaching (Charlotte Danielson)

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:

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Online-Asynchronous

Training Format

Participant Roles

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

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Participant survey