

Allegheny IU 3

IU Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

Intermediate Unit Name		AUN
Allegheny Intermediate Unit		103000000
Address 1		
475 East Waterfront Drive		
Address 2		
City	State	Zip Code
Homestead	Pennsylvania	15120
Executive Director Name		Executive Director Email
Robert Scherrer		robert.scherrer@aiu3.net
Single Point of Contact Name		
Paul Cindric		
Single Point of Contact Email		
paul.cindric@aiu3.net		
Single Point of Contact Phone Number		Single Point of Contact Extension
4123944940		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brian Stamford	Administrator	Allegheny Intermediate Unit	brian.stamford@aiu3.net
Brian Welles	Administrator	Special Education/Allegheny Intermediate Unit	brian.welles@aiu3.net
Victoria Rice Campbell	Staff Member	Allegheny Intermediate Unit	victoria.campbell@aiu3.net
Loreleigh Elders	Parent	Parent	loreeleigh.elders@aiu3.net
Kelly Noyes	Administrator	Non-Public Education/Allegheny Intermediate Unit	kelly.noyes@aiu3.net
Jennifer Kuhar	Staff Member	Allegheny Intermediate Unit	jennifer.kuhar@aiu3.net
Gregg Behr	Community Partner	Grable Foundation	gregg@grable.org
Lindsay Forman	Community Partner	Carnegie Mellon University	lforman@andrew.cmu.edu
Paul Cindric	Administrator	Allegheny Intermediate Unit	paul.cindric@aiu3.net
Michael Reed	Staff Member	Allegheny Intermediate Unit	michael.reed@aiu3.net
Christina Frazier	Administrator	Allegheny Intermediate Unit	christina.frazier@aiu3.net
Sean Hoover	Administrator	Allegheny Intermediate Unit	sean.hoover@aiu3.net
Heather Moschetta	Administrator	Allegheny Intermediate Unit	heather.moschetta@aiu3.net
Holly McElhinny	Administrator	Allegheny Intermediate Unit	holly.mcelhiny@aiu3.net

LEA Profile

The Allegheny Intermediate Unit, also known as the AIU, is a regional public education agency and a crucial part of Pennsylvania's public education system. Our caring staff of educators, administrators and support staff provide specialized services to Allegheny County's suburban school districts as well as non-public, charter and vocational-technical schools. Our agency is a liaison with the Pennsylvania Department of Education and we proudly operate three schools for exceptional children, 10 family centers and about 130 programs for children, adults and families. The AIU is one of 29 intermediate units across the state.

AIU's 13-member Board of Directors is comprised of school board directors from Allegheny County's 42 suburban public school districts. Board members are elected every year at the AIU's annual school directors' convention. The AIU's Executive Leadership Team consists of a group of executive employees who govern the daily activities of the agency and make recommendations to the AIU's Board of Directors. These actions follow the AIU's mission and vision statements, as well as the agency's strategic plan.

Mission and Vision

Mission

We are an educational community that advocates and advances equitable opportunities for every learner.

Vision

Through equitable access, all learners achieve their full potential.

Educational Values

Students

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 all learners. We are responsive to the needs of all learners and work to continuously refine and reform education to meet those needs. Education is not limited to the four walls of a classroom, but a life-long process that helps us grow and thrive in a changing environment.

Staff (Formally Educators)

We believe that we are all educators and learners, regardless of our role in the organization.

Administration

We model a culture of excellence, inspiring effective leadership that supports effective teachers, successful students, and a strong community. We inspire innovation by never giving up on seeking creative ways to conquer the dynamic complexities of an ever-changing world for all that we serve.

LEA Leaders

We honor our commitments and promote fairness, respect, honesty, integrity, transparency, and trust in all that we do.

Parents

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

Community

Through collaboration we encourage the diversity of thoughts, experiences, and backgrounds, and celebrate participation and partnership in all of our endeavors as a connector of entities and resources. We ensure programs and services are available, accessible, and valuable to our community. We champion education through meaningful teaching, learning, and development across life stages for all community members through equitable access to resources, relationships, and opportunities.

Other (Optional)

Omit selected.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for IU Continuous Improvement

Foster a vision and culture of high expectations for success for all stakeholders	Exemplary
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit	Exemplary

Focus on Continuous Improvement of Instruction

Facilitate effective, standards-aligned curriculum and assessment	Operational
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	Operational
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	Operational

Provide Learner-Centered Supports to Ensure That All are Ready to Learn

Coordinate and monitor supports aligned with learners' and families' needs	Operational
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced, and high-quality employees	Emerging
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources based on the analysis of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all stakeholders
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Recruit and retain fully credentialed, experienced, and high-quality employees
Allocate resources based on the analysis of data

Performance Data

STEM Education

Data Source	Measure of Quality	Measure of Impact
Participation of districts in AIU STEM programming	valuation Reports on the impact of STEM work. Specific data relative to pre-K - 5 Storytime STEM pack impact	All 42 member districts participate in STEM activities (New Science Standards, MSC trainings, Code.org, Computer Science) Educator in the Workplace;
Equity Considerations		

LEA Services

Data Source	Measure of Quality	Measure of Impact
ESSA Report Card	School improvement-designated schools exiting status	Since 2018, 6 schools that were designated for ATSI support have exited designation due to increased achievement and career readiness or attendance indicators.
PA Essential Practice assessments	implementation level of essential practices	Based on the following data, schools are working toward the implementation of several essential practices. Improvement may be impacted by a lack of these systemic conditions. Networking and support have focused on these topics. 90% of school improvement plans indicate that Family Engagement is emerging.
Equity Considerations		

Equity Services

Data Source	Measure of Quality	Measure of Impact
Consultation schedules	% of LEAs utilizing AIU3 equity services	AIU equity services has worked with 70% of the 42 member districts we serve in Allegheny County. Additionally, programming/training has been completed with all 3 of our Special Education Schools, our Community School East and West, and Mon Valley Vocational School which all serve our public school districts.
Equity Considerations		

Professional Development

Data Source	Measure of Quality	Measure of Impact
Frontline Education/WebReg	Course enrollment, completion and satisfaction data	CPE course enrollments have increased an average of 36% over the past year. CPE course completion rates have consistently exceeded 95% across all courses with participants achieving a minimum of 85% proficiency on meeting course requirements. CPE course participant satisfaction surveys show a high level of satisfaction across all courses.
Equity Considerations	<p>The AIU's continuing professional education program consistently provides opportunities for equitable participation. Supports are in place for those who require special access to accommodate hearing, vision, physical, financial, and other challenges to access. In addition, the AIU's continuing professional education program has customized its English as a Second Language course series for specific school districts who have growing populations of non-English speaking students and we have added PDE-approved courses on the topics of Culturally Responsive Teaching and Implementing Equitable Trauma-Responsive School Practice as a way to broaden the educator's general knowledge and practice on these topics.</p>	

Summary

Strengths

Identify the strengths that are most positively contributing to achievement of your mission and vision and could be leveraged in your efforts to improve upon your most pressing challenges.

The AIU is able to offer a wide range of topics in our CPE courses; topics that appeal to K-12 educators and enable them to directly apply what they learn in the classroom.
ATSI work has led to success in some schools exiting designation
AIU3 equity services has provided consultation and professional development to 70% of our districts.

Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission and vision.

Finding instructors and a market for offering CPE courses on specific core content areas such as ELA, mathematics, and social studies is a challenge.
Hiring continues to be challenging in today's tight marketplace.

State Systems of Support

Safe Schools (Equity, School Climate, Bullying, and other Safe School Supports)

Data Source	Comments/Notable Observations
AIR TABLE Data table where district contacts are documented (training and technical assistance)	Outlined action steps to monitor and evaluate implementation. Attendance at AIU-offered sessions and requests to provide training/TA on-site. The data show that there are very few administrators participating in learning opportunities surrounding equity and that a greater emphasis on the engagement of those administrators in the work needs to be developed and designed.

A-TSI/TSI Targeted School Improvement Support

Data Source	Comments/Notable Observations
Outlined action steps to monitor and evaluate implementation. Attendance at AIU-offered sessions and requests to provide training/TA on-site. The data show that there are very few administrators participating in learning opportunities surrounding equity and that a greater emphasis on the engagement of those administrators in the work needs to be developed and designed.	All AIU schools designated as ATSI receive comprehensive support and technical assistance in the completion and submission of their yearly required ATSI plans. All schools have submitted the required plans and quarterly reporting as required by the PA Department of Education.

STEM Education

Data Source	Comments/Notable Observations
Participation of districts in AIU STEM programming	All 42 member districts participate in STEM activities (New Science Standards, MSC trainings, Code.org, Computer Science, Educator in the Workplace)

Data Governance/Quality

Data Source	Comments/Notable Observations
PIMS/PDE Suite	AIU provides PIMS reporting and child accounting reporting to several districts.
PIMS/PDE Suite	Provide technical assistance to 42 member districts on PIMS and child accounting.

CDT Focus and Support

Data Source	Comments/Notable Observations
Quarterly SSoS Reporting and CDT IGA Reports, both submitted by Brian Stamford	CDT local and state lead Brian Stamford provided 90 days of professional development, consultation, and technical assistance to LEAs throughout the state. This work focused on supporting the fidelity of implementation, and providing in-depth support for preparing students for the assessments, interpreting reports, and one-to-one conferencing.

Continuity of Education

This section is not included in my plan

Summary

Strengths

Identify the strengths that are most positively contributing to your IU's successful implementation of the deliverables in each focus area of the State System of Support.

More than 100 days of work were provided to the schools in our region through a commitment to facilitate networked learning communities to foster collaborative learning and problem-solving across LEAs as they focused on safe and equitable instructional delivery models in support of accelerating learning. AIU also and provided individual technical assistance and support to school leaders as they worked through community-specific continuity of education considerations and decision-making.

All 42 member districts participate in STEM activities (New Science Standards, MSC trainings, Code.org, Computer Science) Educator in the Workplace;
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All AIU schools designated as ATSI receive comprehensive support and technical assistance in the completion and submission of their yearly required ATSI plans. All these schools have submitted the required plans and quarterly reporting as required by the PA Department of Education.
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Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact the implementation of the deliverables in each focus area of the State System of Support.

The expanding importance of data accuracy in the input of data in PIMS and timeliness.
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Building infrastructure for Safe School initiatives among our districts.
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Supplemental Intermediate Unit Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Health and Safety	
Safety and Security	
Technology	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Foster a vision and culture of high expectations for success for all stakeholders	True
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit	False
More than 100 days of work were provided to the schools in our region through a commitment to facilitate networked learning communities to foster collaborative learning and problem-solving across LEAs as they focused on safe and equitable instructional delivery models in support of accelerating learning. AIU also and provided individual technical assistance and support to school leaders as they worked through community-specific continuity of education considerations and decision-making.	False
All 42 member districts participate in STEM activities (New Science Standards, MSC trainings, Code.org, Computer Science) Educator in the Workplace;	False
The AIU is able to offer a wide range of topics in our CPE courses; topics that appeal to K-12 educators and enable them to directly apply what they learn in the classroom.	False
ATSI work has led to success in some schools exiting designation	False
AIU3 equity services has provided consultation and professional development to 70% of our districts.	False
All AIU schools designated as ATSI receive comprehensive support and technical assistance in the completion and submission of their yearly required ATSI plans. All these schools have submitted the required plans and quarterly reporting as required by the PA Department of Education.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Intermediate Unit and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Recruit and retain fully credentialed, experienced, and high-quality employees	True
Allocate resources based on the analysis of data	True

The expanding importance of data accuracy in the input of data in PIMS and timeliness.	False
Building infrastructure for Safe School initiatives among our districts.	False
Finding instructors and a market for offering CPE courses on specific core content areas such as ELA, mathematics, and social studies is a challenge.	False
Hiring continues to be challenging in today's tight marketplace.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Recruit and retain fully credentialed, experienced, and high-quality employees	The AIU's ability to recruit fully credentialed, experienced, and high-quality employees is impacted by the complex nature and large size of the AIU.	True
Allocate resources based on the analysis of data	The complex nature and volume of data collected present a challenge to adequately and appropriately creating structures to support the effective use of data in organizational decision-making.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a vision and culture of high expectations for success for all stakeholders	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we foster a vision and culture of high expectations for all, then we can attract, grow, and retain a high-quality and diverse workforce.
	If we create a system and culture of basing decisions on available data, then resources will be best utilized in a fiscally- and time-efficient manner.

Goal Setting

Priority: If we foster a vision and culture of high expectations for all, then we can attract, grow, and retain a high-quality and diverse workforce.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
Attract, grow, and retain a high-quality workforce		
Measurable Goal Nickname (35 Character Max)		
Talent Development Strategy		
Target Year 1	Target Year 2	Target Year 3
Implement additional effective talent acquisition strategies	Continue strengthening a talent development and succession planning strategy	Attract, grow, and retain a high-quality workforce

Priority: If we create a system and culture of basing decisions on available data, then resources will be best utilized in a fiscally- and time-efficient manner.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Allocate resources based on the analysis of data		
Measurable Goal Nickname (35 Character Max)		
Data-based resource allocation		
Target Year 1	Target Year 2	Target Year 3
Communicate to stakeholders shared services offerings	Understand the needs of our community through vested partner surveys and data collection	Allocate resources based on the analysis of data

Action Plan

Measurable Goals

Talent Development Strategy	Data-based resource allocation
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Action Plan For: GROW Model of Coaching & Mentoring

Measurable Goals:
<ul style="list-style-type: none"> Attract, grow, and retain a high-quality workforce

Action Step		Anticipated Start/Completion Date	
Publish a comprehensive tool for employees and prospective employees to use for career and educational advancement.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Michael Jones	User-friendly digital platforms, access to current career and educational data, collaboration with subject matter experts, and marketing materials to promote the tool.	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Evaluate and modify our talent development and succession planning strategy		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Erin Koebel	Access to workforce analytics, input from leadership and HR teams, tools for performance assessment, and frameworks for succession planning best practices.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The AIU is committed to attracting a high-quality and diverse workforce by fostering an inclusive recruitment process that values a variety of perspectives and experiences. Through targeted professional development and growth opportunities, the organization ensures employees have the resources and support needed to thrive in their roles. By prioritizing employee engagement, recognition, and a	The executive leadership team will monitor the implementation quarterly using in-house human resource reports available through Oracle and/or TALEO.

positive workplace culture, the AIU retains top talent dedicated to achieving its mission.	
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Action Plan For: IES: Using Student Achievement Data to Support Instructional Decision Making

Measurable Goals:
<ul style="list-style-type: none"> Allocate resources based on the analysis of data

Action Step		Anticipated Start/Completion Date	
Develop and pilot a Shared Services Model for AIU Data Services that explores a data - warehouse, data governance, data analysis, application support as a service, and data reporting services.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Rich Platts	Cloud-based infrastructure for the data warehouse, tools for data governance and analysis, skilled data professionals, application support platforms, and reporting software.	No	No
Action Step		Anticipated Start/Completion Date	
Understand the needs of our community		2026-07-01	2026-12-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah McCluan	Community surveys, focus group facilitation tools, demographic and economic data, and partnerships with local organizations for outreach and engagement.	No	No
Action Step		Anticipated Start/Completion Date	
Communicate to stakeholders our shared services offerings		2026-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Sarah McCluan	Clear and accessible communication materials, a vested partner contact database, digital communication platforms, and opportunities for in-person or virtual presentations.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>The AIU will develop and pilot a Shared Services Model for Data Services to enhance efficiency and support stakeholders' data needs. This initiative will explore the implementation of a robust data warehouse, establish clear data governance practices, and provide advanced tools for data analysis. Additional services, including application support and comprehensive data reporting, will be integrated to offer a seamless and scalable solution for managing and utilizing data effectively.</p>	<p>Progress can be monitored through regular performance reviews, user feedback, and key metrics such as system uptime, data accuracy, and adoption rates of the shared services model.</p>

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
GROW Model of Coaching & Mentoring	Publish a comprehensive tool for employees and prospective employees to use for career and educational advancement.

Career and Educational Advancement PD

Action Step		
<ul style="list-style-type: none">Publish a comprehensive tool for employees and prospective employees to use for career and educational advancement.		
Audience		
All LEAD members (first), then all employees by division during division meetings		
Topics to be Included		
The session will cover the comprehensive tool's purpose, design, and accessibility, focusing on how it supports career pathways and educational opportunities for employees and prospective employees. Topics include skill development resources, available workshops, certifications, and mentorship programs. Attendees will also learn how to provide feedback for continuous improvement and maximize the tool's benefits for career and educational advancement.		
Evidence of Learning		
Participants will create a personalized action plan outlining how they will use the tool to support their career or educational goals. Additionally, they could complete a brief assessment or provide feedback demonstrating their understanding of the tool's features and applications.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Erin Koebel	2025-07-01	2025-12-31

Learning Format

Type of Activities	Frequency
Workshop(s)	Once during Fall 2025 LEAD, then offered multiple times per Division
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

AIU3 Career and Educational Advancement Guide

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Publish a comprehensive tool for employees and prospective employees to use for career and educational advancement. 	Current and prospective employees	Career pathways, skills development resources, educational opportunities, certification programs, mentorship options, and job application guidance.	Erin Koebel	07/01/2025	06/30/2026
Communications					
Type of Communication			Frequency		
Posting on district website			Once (guide)		

Shared Services Guide

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Communicate to stakeholders our shared services offerings 	LEAS, district administrators, school administrators	Overview of available services, benefits of the shared model, usage guidelines, cost structures, and support contact information.	Sarah McCluan	07/01/2027	06/30/2028

Communications

Type of Communication	Frequency
Posting on district website	Once (guide)
Email	monthly emails

Approvals & Signatures

Uploaded Files

Executive Director	Date

ALLEGHENY IU 3

475 East Waterfront Drive

Professional Development Plan (Act 48) | 2025 - 2028

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- 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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Allegheny Intermediate Unit
103000000
475 East Waterfront Drive, Homestead, Pennsylvania 15120

Brian Stamford
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412-394-5723 X 0000

Robert Scherrer
robert.scherrer@aiu3.net

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Brian Stamford	Program Director: Accountability & Innovative Practices	Administrator	Administration Personnel
Victoria Rice Campbell	Transition Consultant	Education Specialist	Education Specialist
Jennifer Kuhar	Special Education Teacher	High School Teacher	Teacher
Gregg Behr	Executive Director, Grable Foundation	Local Business Representative	School Board of Directors
Lindsay Forman	K-12 Coordinator, CMU	Community Member	School Board of

Name	Title	Committee Role	Appointed By
			Directors
Brian Welles	Assistant Director Special Education and Pupil Services	Administrator	Administration Personnel
Loreleigh Elders	Parent	Parent of Child Attending	School Board of Directors
Paul Cindric	Program Director	Administrator	Administration Personnel
Michael Reed	Teacher	K-12 Teacher	Education Specialist
Christina Frazier	TaC Coordinator	Other	Administration Personnel
Sean Hoover	Data Services Manager	Other	Administration Personnel
Holly McElhinny	Director, OPTS	Other	Administration Personnel
Heather Moschetta	C&I Coordinator	Other	Administration Personnel
Kelly Noyes	Program Director	Administrator	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee meets multiple times during the course of the Comprehensive Plan preparation year beginning with an analysis of the Needs Assessment survey results, a meeting to align Comprehensive Plan initiatives to professional develop goals, feedback sessions to make modifications to proposed plans, and follow-up meetings to ensure implementation of goals during the course of the three-year plan.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

CAREER AND EDUCATIONAL ADVANCEMENT PD

Action Step	Audience	Topics to be Included	Evidence of Learning
Publish a comprehensive tool for employees and prospective employees to use for career and educational advancement.	All LEAD members (first), then all employees by division during division meetings	The session will cover the comprehensive tool’s purpose, design, and accessibility, focusing on how it supports career pathways and educational opportunities for employees and prospective employees. Topics include skill development resources, available workshops, certifications, and mentorship programs. Attendees will also learn how to provide feedback for continuous improvement and maximize the tool’s benefits for career and educational advancement.	Participants will create a personalized action plan outlining how they will use the tool to support their career or educational goals. Additionally, they could complete a brief assessment or provide feedback demonstrating their understanding of the tool’s features and applications.
Lead Person/Position		Anticipated Timeline	
Erin Koebel		07/01/2025 - 12/31/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once during Fall 2025 LEAD, then offered multiple times per Division		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All certified staff	Science of reading, PA competencies for structured literacy	Successful completion of online learning module
Lead Person/Position	Anticipated Timeline	
Dr. Jill Jacoby	07/01/2025 - 12/31/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One module, approximately two hours in length		Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All certified staff	Belonging, identity, bias, inclusion, diversity	Successful completion of modules
Lead Person/Position	Anticipated Timeline	
Michael Jones	01/01/2026 - 06/30/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Multiple modules to be completed over six months		Teaching Diverse Learners in Inclusive Settings

TRAUMA-INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
All certified staff	Developing an understanding of the physical, mental, and social outcomes of trauma	Successful completion of modules
Lead Person/Position		Anticipated Timeline
Dr. Jill Jacoby		07/01/2026 - 12/31/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	one 60-90 minute online module		At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS TRAINING

Audience	Topics to be Included	Evidence of Learning
All certified staff	Model Code of Ethics for Educators (MCEE), PA Code of Professional Practice & Conduct, Steps in Ethical Decision Making, Educator Discipline Act of 2014, Functions of the PA Professional Standards and Practice Commission, Ways to nurture and ethical culture in school settings	Completion of Professional Ethics module verification of attendance and passing objective quiz on content
Lead Person/Position		Anticipated Timeline
Jill Jacoby/Assistant Executive Director: Teaching & Learning		08/11/2025 - 09/01/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	One two-hour session		Professional Ethics

COMMON GROUND TRAININGS

Audience	Topics to be Included	Evidence of Learning
All certified staff	Cultural Awareness, Trauma-Aware, Mental Health and Wellness, and Technological and Virtual Engagement	Evidence of the completion/attendance of three modules and passing objective quiz on content
Lead Person/Position		Anticipated Timeline
Dr. Jill Jacoby/Assistant Executive Director: Teaching & Learning		08/16/2027 - 09/01/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Online modules completed in the 2027-2028 school year		Common Ground: Culturally Relevant Sustaining Education

STRUCTURED LITERACY TRAININGS

Audience	Topics to be Included	Evidence of Learning
Staff members holding certificates in Early childhood education, Elementary-middle level, PK-12 Special Education, English as a Second Language, and Reading Specialist.	phonemic awareness, phonics, vocabulary, morphology (word parts), fluency, syntax (sentence structure), text comprehension	Evidence of the completion/attendance of one full-day in-service training or online module training and passing objective quiz on content
Lead Person/Position	Anticipated Timeline	
Dr. Jill Jacoby/Assistant Executive Director: Teaching & Learning	08/11/2025 - 06/08/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	One full-day session		Structured Literacy

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines**Yes/No**

When is the first year the IU will offer Structured Literacy Training to the staff?

2023-
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Only those holding the five required certificates will receive structured literacy training.

Is the IU using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The procedure that the AIU utilizes for evaluating and reviewing our Professional Education Plan involves the usage of qualitative and quantitative data and feedback from all vested partners within our organization to determine if the goals and action steps are being attained. These goals are measured with relationship to the outcomes of students, and the attainment of new knowledge of educator-participants within our organization.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council’s Standards for Staff Learning.

Executive Director:

Date

Allegheny IU 3

Induction Plan (Chapter 49) | 2025 - 2028

Profile

Intermediate Unit Name		AUN
Allegheny Intermediate Unit		103000000
Address 1		
475 East Waterfront Drive		
Address 2		
City	State	Zip Code
Homestead	Pennsylvania	15120
Executive Director Name		
Robert Scherrer		
Executive Director Email		
robert.scherrer@aiu3.net		
Educator Induction Plan Coordinator Name		
Paul Cindric		
Educator Induction Plan Coordinator Name Email		
paul.cindric@aiu3.net		
Educator Induction Plan Coordinator Phone Number		Extension
412-394-4940		

Steering Committee

1Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Paul Cindric	Program Director: Curriculum, Instruction, & Professional Education	Administrator	Administration Personnel
Brian Stamford	Program Director: Accountability & Innovative Practices	Administrator	Administration Personnel
Victoria Rice Campbell	Transition Consultant	Education Specialist	Education Specialist
Jennifer Kuhar	Special Education Teacher	Teacher	Teacher
Michael Reed	ESL Teacher	Teacher	Teacher
Heather Moschetta	Curriculum & Instruction Coordinator	Administrator	Administration Personnel
Samantha Heasley	Speech Language Pathologist	Education Specialist	Education Specialist
Brian Welles	Assistant Director Administrative Services	Administrator	Administration Personnel

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
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).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes
Other Mentors are required to complete the AIU's Mandatory Mentor Training (MMT) within three months of being assigned a mentor. Every other year, mentors must complete a Mentor Refresher Training (MRT). This requirement was co-developed between the educators' association and the AIU leadership team and is included in the collective bargaining agreement along with other specifications for the selection of mentors.	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

Our school administrators review each new educator or long-term substitute (45 days or more) upon hire and assigns a mentor to them who is Level II certified and has at least five years of experience. Every effort is made to match mentors to inductees who are in their same area of certification, same building level, and compatible schedules where possible and practical. The Allegheny Intermediate Unit's induction program provides each inductee with an established two-year process toward completion of the induction program. For mentoring, this process includes the usage of documentation to denote at least 12 hours of mentor/inductee interaction connected to the components of the appropriate PA Observation and Practice Framework and to the monthly module topics of the program.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

Allegheny Intermediate Unit's Educator Induction Program provides a high-quality experience for our newly hired educators. The structure of this program contains two components, first, a rigorous course, facilitated by different experts in each topic and second, a mentoring element in which an experienced educator works with the inductee throughout the school year. The content of the program includes the following topics: Effective Behavioral Practices (classroom management, teaching strategies, resiliency), Accommodations and Adaptations for Diverse Learners in Inclusive Settings (ESL, Special Education, etc.), Multi-tiered Systems of Support (Assessment, Data-informed Decision Making, SAS Assessments, PVAAS, CDT, etc.) Standards-Based Learning (Standards Aligned System, Curriculum/Lesson Planning, PA Observation & Practice Framework Domain 1, PA Core and other Subject and Role-Specific Standards), Educator Evaluation (Act 13 and PA Observation & Practice Frameworks) Professional Ethics (Level II certification, Act 48, Professional Code of Conduct, PA Observation & Framework Domain 4), Technological and Virtual Engagement (online pedagogy and assessment strategies, technology), Family

Engagement (communicating with parents and community, progress reporting), Trauma Informed Approaches, Cultural Awareness, Mental Wellness, and Equitable Access for All Learners (UDL). The course also contains modules of specialized content for School Nurses and School Counselors. The program meeting frequency is continuous in an online format each month addressing the topics listed above. Successful inductee participants must demonstrate their mastery of the knowledge of each topic through job-based assignments within the coursework. The program delivery format includes an online experience for the coursework in the Canvas LMS and face-to-face/online interaction for the mentoring component with required discussion prompts and required documentation of inductee/mentor interactions each month via the AIU's companion website Meaningful Mentoring®.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

AIU FRCPP Induction Plan Upload Document.docx

Code of Professional Practice and Conduct for Educators

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 2 Spring

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

Timeline

Year 1 Spring

Instructional Practices

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Safe and Supportive Schools

Selected Observation and Practice Framework(s):

2a: Creating an Environment of Respect and Rapport

Timeline

Year 1 Fall

Standards/Curriculum

Selected Observation and Practice Framework(s):

1e: Designing Coherent Instruction

Timeline

Year 1 Spring

Technology Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Winter

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Winter

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

3e: Demonstrating Flexibility and Responsiveness

Timeline

Year 2 Fall

Data informed decision making

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

Timeline

Year 1 Spring

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Classroom and student management**Selected Observation and Practice Framework(s):**

2d: Managing Student Behavior

Timeline

Year 1 Fall

Parental and/or community involvement

Selected Observation and Practice Framework(s):

4c: Communicating with Families

Timeline

Year 1 Winter

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

Timeline

Year 2 Spring

Common Ground

Selected Observation and Practice Framework(s):

1b: Demonstrating Knowledge of Students

Timeline

Year 1 Winter

Year 2 Fall

Educator Effectiveness

Selected Observation and Practice Framework(s):

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Other

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Evaluation and Monitoring

Evaluation and Monitoring

The educator induction program is monitored and evaluated yearly on its effectiveness to our new educators as well as for its alignment to required topics and relevancy as designated in Chapter 4 and Chapter 49 of the Pennsylvania School Code. In addition, course content of each module is reviewed and revised based upon participant feedback, submitted assignment artifacts, as well as internal and external review by stakeholders. Qualitative analysis of program effectiveness is conducted via review of internal performance data and external surveys to participants, mentors, school administrators, and expert instructors.

Documentation of Participation and Completion

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

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If “No” is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Paul Cindric	2024-11-20

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date

ALLEGHENY IU 3

475 East Waterfront Drive

Academic Standards and Assessment Requirements (Chapter 4) | 2025 - 2028

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each IU will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the IU. In this section, IUs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:

Intermediate Unit

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers	
Pre K - 2	Yes		
3 - 5	Yes		
6 - 8	Yes		
9 - 12	Yes		
		Total	0

☐ This IU does NOT offer center-based programs.

Grade Levels	IU offers center-based programs	List the Programs Offered
Grade Levels - K - 2	Yes	

Grade Levels

IU offers center-based programs

List the Programs Offered

Grade Levels - 3 - 5

Yes

Grade Levels - 6 - 8

Yes

Grade Levels - 9 - 12

Yes

Chapter 4**Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

PA-Core Mathematics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Science and Technology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Environment and Ecology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Civics and Government

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Economics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Geography

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

History

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Arts and Humanities

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Health, Safety, and Physical Education

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Family and Consumer Sciences

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
5. Our IU has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards	Yes

☐ Elementary Grade Level content does not apply.

☐ Secondary Grade Level content does not apply.

6. Describe your IU's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

The AIU utilizes a standards-aligned curricular resource that is regularly reviewed and updated to maintain alignment with the Pennsylvania Academic Standards. The resource is developed and maintained by a specialized educational company, which ensures that all content reflects the latest standards and best practices. The review process is ongoing and systematic, involving collaborative input from AIU educators, curriculum specialists, and the resource development team. Updates are incorporated as the Pennsylvania Department of Education revises or releases new standards to ensure consistency and relevance. Timelines for reviewing and updating the curriculum are determined by the release of new standards or changes to existing ones, with immediate action taken as necessary to integrate updates seamlessly into instructional practices.

7. List resources, supports or models that are used in developing and aligning curriculum.

PA Alternate Eligible Content PA Career Ready Skills PA Academic Standards Standards Aligned System (SAS) Portal

8. Describe how the IU ensures all teachers have access to the written curriculum and needed instructional materials.

The AIU ensures that all teachers have seamless access to the written curriculum and instructional materials through a combination of electronic and physical resources. The curriculum and associated materials are made available on an easily accessible digital platform, supplemented by written materials as needed to support diverse instructional preferences. Additionally, instructional coaches play a pivotal role in supporting the implementation of the curricular resource. They provide ongoing guidance, professional development, and direct support to educators, ensuring effective use of the curriculum and alignment with instructional goals. This multifaceted approach guarantees that all teachers are well-equipped to

deliver high-quality instruction aligned with the written curriculum

Planned instruction consists of at least the following elements: (Chapter 4.12)

9. IU develops/maintains a standard format that includes scope, sequence, and pacing. Yes

10. Essential content is developed from PA Core/Academic Content Standards. Yes

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards. Yes

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist. Yes

13. Courses and units of study are developed from measurable outcomes and/or objectives. Yes

14. Course objectives to be achieved by all students are identified. Yes

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists. Yes

16. Describe your IU's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

The AIU is committed to continuously revising its curricular resources throughout the comprehensive plan cycle to ensure alignment with Pennsylvania State Standards in all core content areas. This process is supported by the resource provider, who actively monitors changes to state standards and integrates updates in real time. Revisions occur on an ongoing basis and are guided by a systematic review process involving collaboration between AIU and the resource development team. These updates are designed to address changes in standards, emerging best practices, and feedback from educators, ensuring that the curriculum remains current, relevant, and effective. This proactive approach ensures that all core content areas—including English Language Arts, Mathematics, Science, and Social Studies—are consistently aligned with state standards and provide the foundation for high-quality instruction.

Based on the responses above, would written curriculum be a priority in your comprehensive plan? No

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? No

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

☐ Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

A. Data Available Classroom Teachers	0
B. Non-Data Available Classroom Teachers	69
C. Non-Teaching Professionals	27
D. Principals	4
Total	100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4c: Communicating with Families	4c: Communicating with Families

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

The AIU instructional programs will continue to build upon these strengths through the continued development of a Multi-Tiered System of Supports (MTSS), School Wide Positive Behavior Intervention Systems, and improving trauma informed practices in our instructional environments. This will be accomplished through Professional Development to expand staff knowledge and practices in these identified areas.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
Domain 2: The Classroom Environment	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

Though observation and evaluation of instructional practices the administration has determined these areas are weaknesses. To address these areas of need, the AIU will develop and implement consistent progress monitoring systems throughout our programs and implement Professional Learning Communities (PLC) to establish improved practices in these areas.

6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
Provided at the district level	Overarching areas of focus are determined by Executive Leadership
Provided at the building level	In conjunction with Executive Leadership, building administration refine and create action plans for implementation.
Individual principal choice	N/A
Other (state what other is)	N/A

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

IU Selected Measures	Grades/Content Area	Student Assessment Examples
Locally Developed School District Rubric	Kindergarten - 12th Grade/All content areas	Rubric for 2024-2025 addresses IEP Writing and development of aligned IEPs utilizing locally developed trainings and resources as well available resources from PaTTAN. Failing: No evidence of use of the IEP Alignment Crosswalk for student IEPs? Needs Improvement: Show evidence of use of the IEP Alignment Crosswalk for less than 6 student IEPs? Proficient: Show evidence of use of the IEP Alignment Crosswalk for 6 student IEPs which results in well aligned IEPs Distinguished: Show evidence of use of the IEP Alignment Crosswalk for at least 6 student IEPs AND show evidence of use of the IEP Analysis Form which results in 6 or more IEPs that are aligned and meet the best practice standards outline in the trainings.
District-Designed Measure & Examination	N/A	N/A
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A

IU Selected Measures	Grades/Content Area	Student Assessment Examples
----------------------	---------------------	-----------------------------

Student Projects Pursuant to Local Requirements	N/A	N/A
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Student Portfolios Pursuant to Local Requirements	N/A	N/A
---	-----	-----

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

No

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment			Type of Assessment	
PASA PSSA Keystone Exam			Summative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Annual per PDE Schedule	No	Yes	Yes	Yes
Assessment			Type of Assessment	
Brigance, Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP)			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
At least quarterly as per the IEP Process	Yes	Yes	Yes	Yes
Assessment			Type of Assessment	
Woodcock Johnson test of Achievement, Kaufman Test of Educational Achievement			Diagnostic	
Frequency or Date Given	K-2	3-5	6-8	9-12
At least annually as part of the IEP Process	Yes	Yes	Yes	Yes

Assessment
TeachTown Formative Assessments (teacher-led and student-led technology lessons, worksheets, other activities that track progress on specific learning/IEP objectives)

Type of Assessment
Formative

Frequency or Date Given	K-2	3-5	6-8	9-12
Ongoing as part of instructional program	Yes	Yes	Yes	Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your IU uses benchmark and/or diagnostic assessments in instructional practices.

The AIU utilizes the benchmark assessments such as the Brigance and Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) to identify students who may be at-risk for or demonstrating learning difficulties or those demonstrating above average achievement and in need of enriched programming. In Autistic Support classrooms that follow the VB-MAPP, results guide instruction specific to curriculum protocols and the duration of time on tasks. In addition, the AIU utilizes two primary diagnostic assessments. The Woodcock Johnson Test of Achievement and Kaufman Test of Educational Achievement identify strengths and weaknesses in the academic performance of students as part of the IEP Review process. Results of these assessment inform student IEP teams for annual goal development and progress monitoring.

Based on the responses above, would the planning, alignment, or analysis of current IU assessment practices be a priority in your Comprehensive Plan?

No

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Executive Director, I affirm that this IU's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Executive Director

Date

ALLEGHENY IU 3

475 East Waterfront Drive

Student Services Assurances (Chapter 12) | 2025 - 2028

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

Allegheny Intermediate Unit
103000000
475 East Waterfront Drive , Homestead, Pennsylvania 15120

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STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	
School-wide Positive Behavioral Programs	
Bullying Prevention Program	
Conflict Resolution or Dispute Management	

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

Safety and Violence Prevention Program

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#))

Purchase of Security-Related Technology

Student, Staff and Visitor Identification Systems

Placement of School Resource Officers

Counseling Services available for all Students

Internet Web-Based System for the Management of Student Discipline

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	
Free Education and Attendance (in compliance with § 12.1)	
School Rules (in compliance with § 12.3)	
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	
Discrimination (in compliance with § 12.4)	
Corporal Punishment (in compliance with § 12.5)	
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	
Freedom of Expression (in compliance with § 12.9)	
Confidential Communications (in compliance with § 12.12)	
Searches (in compliance with § 12.14)	
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). § 780-101—780-144)	

Other Chapter 12 Requirements

In Compliance? Yes or No

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#)) and in compliance with [§ 12.41\(d\)](#))

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#))

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#))

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date

Allegheny IU 3

Gifted Education Plan Assurances (Chapter 16) | 2025 - 2028

Profile

Intermediate Unit Name		AUN
Allegheny Intermediate Unit		103000000
Address 1		
475 East Waterfront Drive		
Address 2		
City	State	Zip Code
Homestead	Pennsylvania	15120
Executive Director Name		
Robert Scherrer		
Executive Director Email		
robert.scherrer@aiu3.net		
Single Point of Contact Name		
Single Point of Contact Email		
Single Point of Contact Phone		Single Point of Contact Extension

Gifted Education Plan Assurance

- 1. Describe your IU's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).**
- 2. Describe your IU's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.**
- 3. Describe your IU's specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.**
- 4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the IU and at which grade spans are they offered).**
- 5. Look at the IU's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the IU's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?**
- 6. Review the IU data for gifted identification proportionality. Is the IU identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.**
- 7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the IU is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.**

Training for general education teachers	
Staff costs	
Training for gifted support staff	
Materials used for project-based learning	
Transportation	
Field Trips	

Signatures and Quality Assurance

Chief School Administrator	Date