Colonial IU 20

Intermediate Unit Plan

07/01/2017 - 06/30/2020

Intermediate Unit Profile

Demographics

6 Danforth Drive
Easton, PA 18045
(610)252-5550
Executive Director: Charlene Brennan

Planning Process

- Establish IU Strategic Plan Steering Committee.

- Needs assessments were conducted with the various IU stakeholder groups including the district advisory councils, IU staff and administrators.

- Following survey and focus group data collection, data was analyzed to contribute to goal creation.

- Goals, strategies and objectives were drafted, shared with the IU Steering Committee and revised and further developed.

- IU Steering Committee will continue review progress, provide input, feedback and suggestions.

Mission Statement

Colonial Intermediate Unit 20 and its partners develop and maintain positive relationships that support student growth, are responsive to stakeholder's crucial needs and demonstrate effective results through services and programs for students.

Our overall mission as an intermediate unit is (1) to strengthen and supplement local school district programs and services to children and their families; (2) to provide leadership without dominance; and (3) to provide assistance wthout interference. Specifically, our mission is that Colonial Intermediate Unit 20 and its partners develop positive relationships that support student growth, are responsive to stakeholders' crucial needs, and demonstrate results through services and programs for students.

Vision Statement

Our ultimate vision is that the Colonial Intermediate Unit 20 is a vibrant, vital, influential, and an innovative child-centered organization serving children, families, and the people who serve them wherever they might be and whatever services they may need.

Shared Values

We believe that:

- Supportive *relationships*, integrity, and good judgment create trust and respect.

- Strong *relationships* depend on open, honest, and shared communication.

- *Responding* to the needs of others demonstrates the value and respect the organization has for every individual stakeholder.

- *Responding* to stakeholder needs through creative problem solving and progressive solutions demonstrates a commitment to excellence.

- Meaningful *results* come from a commitment to do the right things right.

Educational Community

Educational Community

CIU serves 13 school districts in Monroe, Northampton, and Pike Counties, along with 25 nonpublic schools, 3 vocational/career institutes, preschool programs, and numerous mental health agencies in all three counties within a 1200 square mile radius. The agency employs approximately 900 full-time staff and an additional 300 part-time staff. These constituents are primarily within the boundaries of Northampton, Monroe and Pike counties in urban, suburban and rural settings.

Colonial Intermediate Unit 20 (CIU), along with 28 other intermediate units, was established in 1971 as an Act of the Pennsylvania legislature. Its role is to serve as the middle tier in a three-tier education system with local school districts and the Pennsylvania Department of Education as the other two components. Intermediate Units are to provide centralized services and programs in an effort to save costs through economies of scale. Although the provision of special education services is often seen as the central program of service offered by CIU, the CIU has expanded to meet growing district needs in

technology; curriculum, school improvement, and professional development; early childhood; nonpublic school services; business services; financial services, and mental health services.

CIU has established core principles that are proactive, cohesive, data-driven and data-informed, with high accountability and great communication. The agency strives (1) to strengthen and supplement local school district programs and services to children and their families; (2) to provide leadership without dominance; and (3) to provide assistance without interference.

Planning Committee

Name	Role
Heather Brown	Administrator : Professional Education
Jan Cunningham	Administrator : Professional Education
Tracey Jacobi	Administrator
Denise Kaminski	Administrator
Ron Prator	Administrator
Chris Wolfel	Administrator : Professional Education
Barbara Asteak	Business Representative : Professional Education
Kathy Emeigh	Business Representative : Professional Education
Melissa Kalinoski	Community Representative : Professional Education
Eveline Pascal	Community Representative : Professional Education
Susan Kandianis	Ed Specialist - Instructional Technology : Professional Education
Christine Leitgeb	Ed Specialist - Instructional Technology : Professional Education
Diane Lazar	Elementary School Teacher - Regular Education
Staci Wolfe	Elementary School Teacher - Regular Education : Professional Education
Courtney Fenner	Elementary School Teacher - Special Education : Professional Education
Donna Llyod	High School Teacher - Regular Education : Professional Education
Kyle Jones-Sherman	High School Teacher - Special Education : Professional Education
Emily Sharp	Middle School Teacher - Regular Education : Professional Education

Angela Liberto	Middle School Teacher - Special Education : Professional Education
Stacy Kulics	Parent : Professional Education
Jeanine Tiscio	Parent : Professional Education

Core Foundations

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

As an intermediate unit, the student population served is diverse. The IU's previous strategic plan addressed the goal of student achievement and growth at all levels and across all programs within the Intermediate Unit. Special Education IEP goals are aligned to academic standards to meet the educational goals of individual students.   Curricular materials were reviewed by program and aligned accordingly to maintain consistency across particular program areas. Likewise, data collection instruments have been aligned across programs to determine student needs and progress toward goals.

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

NA

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

Provide explanation for processes used to ensure Accomplishment.

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

NA

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

As an intermediate unit, the student population served is diverse. The IU's previous strategic plan addressed the goal of student achievement and growth at all levels and across all programs within the Intermediate Unit. Special Education IEP goals are aligned to academic standards to meet the educational goals of individual students.   Curricular materials were reviewed by program and aligned accordingly to maintain consistency across particular program areas. Likewise, data collection instruments have been aligned across programs to determine student needs and progress toward goals.

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

NA

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

As an intermediate unit, the student population served is diverse. The IU's previous strategic plan addressed the goal of student achievement and growth at all levels and across all programs within the Intermediate Unit. Special Education IEP goals are aligned to academic standards to meet the educational goals of individual students.   Curricular materials were reviewed by program and aligned accordingly to maintain consistency across particular program areas. Likewise, data collection instruments have been aligned across programs to determine student needs and progress toward goals.

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NA

Professional Education

Training/Personnel Development Council

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

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

Comprehensive planning meetings have been held with various stakeholders at the central office. Participants were Special Education Administrators, Curriculum Administrators, teachers, and related service personnel. The offline comprehensive planning tool (core foundations) was used to guide discussion and brainstorm possible goals and action plans. Consensus was developed to determine which goals would be included in the comprehensive plan.
The IU meets with member district job alike stakeholders on a monthly basis. These groups meet monthly at the IU to discuss topics of interest to K12 educators and make suggestions for improving the services provided by the IU.
The special education, curriculum and technology departments meet on a bi-weekly basis to share feedback on their programs and discuss ideas for improving services. Each of these groups also meet regularly with staff to gather feedback on program offerings and suggestions for improvement.

Characteristics

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

Intermediate Unit's Professional Education Characteristics	EEP	EEI	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.

Colonial IU20 develops activities based on: gifted education, professional education needs assessments, through review of professional development evaluation forms containing member input, and synthesis of current IU20 plans and goals. Information gathered is then prioritized to determine professional development needs. This process allows for efforts to be coordinated, sustainable and in alignment with state requirements.
The IU20 administrators meet on a monthly basis and receives professional development on these topics. IU20 administrators also participate in a week-long professional development series in the summer.

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

NA

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/17/2015 Conducted our In-service day
8/22/2016 Online format to complete when hired
The LEA plans to conduct the required training on approximately:
9/10/2019 Online format to complete when hired
9/1/2017 Online format to complete when hired
9/4/2018 Online format to complete when hired

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

Questions
The LEA has conducted the training on:
4/12/2016
4/26/2016
The LEA plans to conduct the training on approximately:
8/21/2017 Offer in online format during in-service days
8/20/2018 Offer in online format during in-service days
8/19/2019 Offer in online format during in-service days

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.

- 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 a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

IU administrators attend committee meetings. They are responsible for the ongoing monitoring of teaching and instruction. Each professional education activity is evaluated. Administrators review evaluations of professional activities, as a means for improving future events.
During classroom walkthrough and observations, administrators look to see if the strategies teachers received from professional development are implemented to fidelity.
The IU developed a differentiated supervision model to enhance teacher practice and effectiveness.

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

The IU will discuss the non-selected strategies with the Professional Education Committee.

- IU has established days for monthly staff development.

- Given increased requirements for in-service programs and topics, the IU will make every effort to refine professional education so that all items can be checked.

- Study of student data and evidence of teacher practice following professional development will be used to address the strategies not selected.

Some departments participated in Project Max to develop curriculum. The professional learning department will work with special education department on aligning their curriculum.

Induction Program

- 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.

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

Summer induction program, online learning paths, follow up meetings during the school year, mentor program, needs assessment and induction program feedback surveys are conducted and reviewed by administrators and other staff to ensure that new faculty are exposed to elements vital to a successful career start.

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

NA

Needs of Inductees

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

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Our induction program is driven by teacher need, as well as IU expectations, professional goals and student achievement data.

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

NA

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Administrators make the final determination regarding the assignment of mentor responsibilities based on pre- selected criteria. School Board approves all mentors. Mentors and inductee maintain meeting journals.

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

NA

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

If necessary, provide further explanation.

NA

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

All new professionals are expected to:

1. Communicate with their mentor on a weekly basis; more often if s/he is located in the same building. All communcaition will be recorded on the Mentor/New Professional Contact Log.

2. Respond to an annual survey to ascertain their concerns, training needs and support needs.

3. Complete the *Mentoring a New Professional Staff Monthly Checklist*.

4. Register for, attend and evaluate two days of the Induction Academy and three 2-hour follow-up sessions throughout the year in addition to completeing two online learning paths.

All mentors are expected to:

1.	Register for and complete the online mentor learning path.

2.	Contact his/her new professional weekly; more often if s/he is in the same building. S/he will meet with the new professional at least monthly.

3.	Complete the *Montoring a New Professional Monthly Checklist.*

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

To meet the goals of raising achievement, closing gaps, Colonial Academy works with individual districts and students to prepare all students for their post secondary endeavors. The Colonial Academy faculty, staff, and students are accountable for the progress made towards academic and social-emotional goals. The Colonial Academy has a unique system of support for the students social, emotional and academic growth. In addition, educators are certificated and the systems of instruction and resources are aligned with the needs identified through indicators for success. Barriers to student success are addressed through individualized plans, to include mental health goal treatment plans.

Programs, Strategies and Actions

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

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

All strategies are selected and implemented.

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.)

This is not applicable to our alternative education school.
Our Early Intervention Program does not provide services to school-age students.

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

All students who enter the Colonial Academy are given the Wechsler Intelligence test to determine their academic levels. Students are provided individualized instruction that meet their individual needs.
Our Early Intervention Program does not provide services to school-age students.

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

The Colonial Academy houses various programs that include emotional support, partial hospitalization, life skills, dual partialization programs, alternative education and autistic support. Mental health programming is part of each students day. Consisting of individualized and group counseling.
Our Early Intervention Program does not provide services to school-age students.

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.

For our alternative education school, we work together with the sending school district to provide the supports/services the student(s) need.
Our Early Intervention Program does not provide services to school-age students.

Developmental Services

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

Explanation of developmental services:

Currently, Colonial Academy provides academic assessment, behavioral assessments and provide individual plans to meet student needs. As for nutrition, students receive nutrition instruction and the school operates under NSLP requirements. In addition, monthly emergency drills occur these may be fire, weather or lock down.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications			X	X
Administration of Medication			X	X
Assessment of Academic Skills/Aptitude for Learning			X	X
Assessment/Progress Monitoring			X	X
Casework			X	X
Crisis Response/Management/Intervention			X	X

Individual Counseling			X	X
Intervention for Actual or Potential Health Problems			X	X
Placement into Appropriate Programs			X	X
Small Group Counseling-Coping with life situations			X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development			X	X
Special Education Evaluation			X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

Colonial Academy follows the SDIs within the student IEP as well as provide at least 2.5 hours per week of counseling for all emotional support students and alternative education.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Colonial Academy meets with district, student and parent/guardian as well as community services when appropriate to discuss agency involvement

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites			X	X

Individual Meetings			X	X
Letters to Parents/Guardians			X	X
Local Media Reports			X	X
Website			X	X
Meetings with Community, Families and Board of Directors				
Mass Phone Calls/Emails/Letters			X	X
Newsletters			X	X
Press Releases			X	X
School Calendar			X	X
Student Handbook			X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

Not Answered

Elementary Education - Intermediate Level

Not Answered

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

At Colonial Academy, teachers, associate teachers and mental health workers collaborate on a daily basis regarding student academic, social, emotional and mental health needs. The school functions as teams for the students, so one team per 12-15 students, each team is headed by the mental health treatment specialist and the special education case manager.

The IU 20 Early Intervention Program works collaboratively both within our program as well as with our community partners. We provide itinerant and related services to 64% of our students that qualify for special education services in the typical early childhood environments. We collaborate regularly with our community programs and are a part of several community Early Childhood Task Forces and Interagency Committees to ensure children with disabilities are served regularly in the least restrictive environment as much as possible. Our staff works on individual goals and objectives through a variety of specially designed instruction and related services.

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 Colonial Intermediate Unit Preschool programs works collaboratively with all programs listed. The EI Preschool supervisor is a part of all 3 of our county's Interagency council. The group meets quarterly and includes members for the infant toddler programs, families, child care/preschool programs and outside agencies such as nursing and CCIS. This group focuses on child find, family engagement and inclusion.

Preschool Agency Coordination

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

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

1.   The Colonial IU #20 Preschool Early Intervention Program serves as the LEA for all children with disabilities ages 3-5 in Monroe, Northampton, and Pike Counties. We service children in a variety of environments and provide a continuum of services to reach individual goals and student needs.

2.   We provide itinerant services to children in their typical community daycare/preschool programs. These services include special instruction/teacher, speech and language support, occupational therapy, physical therapy, vision and hearing support, and Orientation and Mobility services. We also provide services in specialized classroom environments, itinerant locations, and even in the home if needed. We also collaborate with Headstart in Northampton counties to allow 80 of our students with disabilities attend the headstart program with support from Early Intervention preschool staff. We have one contract with CDD in Pike County to provide special education and related services to the students in this county.

3.   For transition, we follow Infant Toddler/Preschool EI regulations and hold meetings for all children transitioning to a preschool program. We discuss the changes in eligibility and create a transition plan with the county agencies to get them ready for more school-based services when they turn 3. An IEP is created and all students from the infant toddler program have an IEP and services in place by their 3rd birthday.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

Communication

One of the major goals of the preceding IU20 Strategic Plan was to improve communication with and among IU staff and our constituent district stakeholders. Data analysis from both our internal and external constituents highlighted communication as a strength of IU20. Examples of this accomplishment are listed below.

1. Our website redesign and the IU Intranet from the prior plan were a mechanism by which we were able to improve communications. Our public website has been further redesigned to assist our staff and stakeholders in accessing necessary information regarding the IU services and supports.

2. The IU newsletter, The Twenty, continues to enhance the information flow to the Boards of School Directors of our IU constituent districts. The Twenty is published monthly and distributed to the district school boards through the district representative to the IU Board at our monthly Board of School Directors' meetings.

3. We have increased our presence on Facebook and Twitter to promote IU20's offerings to our employees, school districts, and community members.

4. Increased our network meetings with districts to improve communication between districts.

5. The IU recently implemented a reorganization to promote communication and collaboration within departments.

Accomplishment #2:

Training Delivery

Both the internal and external data results indicate training is a strength of IU20. Staff and district personnel are engaged in the planning processes for developing professional development activities. Committees are established to provide input on the types of professional development that IU and district staff need in order to enhance their practice.

IU20 offers professional development in various forms i.e., online, CPE courses, face-to-face.

Accomplishment #3:

Technology

The IU is working on becoming a paperless institution and increase efficiency in procedures.

Intermediate Unit Concerns

Concern #1:

Geographic constraints continue to present challenges related to supervision, curriculum, assessment and consistency across programs and classrooms.

Concern #2:

Data collection from IU staff suggests inconsistencies among program supervisors in the areas of supervision and leadership. Some concerns were expressed that more tailored and streamlined training delivery to assist educators in meeting the needs of student IEPs and best practice for dealing with students with particular challenges is an area in need of improvement.

Concern #3:

Data analysis indicates communication is an area in need of improvement.   The Intermediate Unit is committed to increasing efficiencies designed to increase two-way communication and to providing more effective and streamlined processes for communicating with field staff and IU constituents through electronic means.

Concern #4:

The IU needs to remain viable to school districts and not take programs or professional development back to their districts.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

Aligned Concerns:

Data collection from IU staff suggests inconsistencies among program supervisors in the areas of supervision and leadership. Some concerns were expressed that more tailored and streamlined training delivery to assist educators in meeting the needs of student IEPs and best practice for dealing with students with particular challenges is an area in need of improvement.

The IU needs to remain viable to school districts and not take programs or professional development back to their districts.

Systemic Challenge #2 *(Guiding Question #1)* Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Aligned Concerns:

Geographic constraints continue to present challenges related to supervision, curriculum, assessment and consistency across programs and classrooms.

Data analysis indicates communication is an area in need of improvement.   The Intermediate Unit is committed to increasing efficiencies designed to increase two-way communication and to providing more effective and streamlined processes for communicating with field staff and IU constituents through electronic means.

The IU needs to remain viable to school districts and not take programs or professional development back to their districts.

Intermediate Unit Plan

Action Plans

Goal #1: Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

Related Challenges:

- Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Indicators of Effectiveness:

Type: Interim

Data Source: PD participation data

Assessment data,surveys,observations;administrative review of lesson plans

Specific Targets: Aligned and consistent data collection and analysis procedures to ensure student progress is measured in a consistent manner across classrooms and programs.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and

Learning. Alexandria, Va.: ASCD.) Resource:
http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html
Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf)

SAS Alignment: Safe and Supportive Schools

Differentiated Instruction

Description:

Teachers will receive professional development on differentiated instruction to address the individual needs of our diverse learning population. Strategies will be implemented into the classrooms and supervisors will conduct walk throughs to ensure fidelity and effectiveness.

Professional Development utilizing online and face-to-face platforms will be provided.

SAS Alignment: Assessment, Instruction

High Quality Professional Development for Teachers

Description:

Supervisors are required to develop a year-long professional development plans to address their staffs' needs. Supervisors sent to staff needs assessment to help determine some topics.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Instruction and Assessment Alignment

Description:

1. Design and implement a curriculum and assessment review cycle to assure that 100% of IU students are receiving standards aligned instruction, assessment and curriculum as indicated in their IEPs.
2. Taking into consideration the unique needs of an intermediate unit, Colonial Intermediate Unit will implement a system of professional development that will allow for variety of topic and delivery style while ensuring that all professionals adhere to the requirements for maintaining their professional status.
3. In order to provide support for innovative technologies, the Administrative Technology department will need to keep up on the current and emerging technologies. This is extremely important in order to maintain a high level of service for the IU and its member school districts.

Start Date: 7/3/2017   **End Date:** 7/3/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Improving language and literacy acquisition for all students

Description:

In an effort to align the literacy curriculum to the PA Core standards, professional development will be provided to support this transition. Teacher sign-in sheets will be collected. Supervisors will look for literacy strategies were implemented in the classroom during walk throughs and observations. A literacy curriculum will be developed implemented in all schools within our programs.

Start Date: 8/28/2017   **End Date:** 12/20/2018

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

Supported Strategies:

- Curriculum Mapping
- Differentiated Instruction
- High Quality Professional Development for Teachers

21st Century Skills Focused Professional Development

Description:

Ongoing professional development opportunities at the IU, on-site and online documented through flyers, emails, Facebook, website advertisements and CPE tracker.

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

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

Goal #2: Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

Indicators of Effectiveness:

Type: Interim

Data Source: Math and Literacy Curriculum

Professional Development logs, feedback

Observations

Specific Targets: All students exposed to a well developed curriculum based on PA Core Standards.

Strategies:

High Quality Professional Development for Teachers

Description:

Professional Development will be provided that is ongoing and related to the teachers' classroom. Teachers will collaborate on how to develop instructional lessons.

SAS Alignment: Safe and Supportive Schools

Standards Aligned System - Curriculum Framework

Description:

Staff will be provided with an overview on how to use the SAS website. Specific attention will be spent on the curriculum framework to align classroom instruction.

SAS Alignment: Curriculum Framework

PA Core Standards Implementation

Description:

Teachers are required to utilize the PA core standards when developing their curriculum. IU20 will be aligning curriculum with the PA core standards.

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Teaching diverse learners in an inclusive setting

Description:

Provide professional development on differentiating instruction and how to address the individual needs of our diverse learning population. Strategies from this professional development will be implemented into all IU20 classrooms. Supervisors will monitor implementation fidelity in observations and lesson plans.

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

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

Supported Strategies:

- High Quality Professional Development for Teachers

Data Collection and Measurement Tools

Description:

Data-driven decision-making will inform student progress, growth, and success with consistent, ongoing data collection, analysis and corrective measures to assist students in meeting or exceeding their individual IEP goals

Start Date: 9/1/2017   **End Date:** 6/28/2018

Program Area(s): Special Education

Supported Strategies:

- Standards Aligned System - Curriculum Framework
- PA Core Standards Implementation