

Carbon-Lehigh IU 21

**Intermediate Unit Plan**

07/01/2018 - 06/30/2021

# Intermediate Unit Profile

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## Demographics

4210 Independence Dr  
Schnecksville, PA 18078  
(610)769-4111  
Executive Director: Elaine Eib

## Planning Process

N/A

## Mission Statement

Carbon Lehigh Intermediate Unit is a service agency committed to helping children learn.

## Vision Statement

CLIU will provide innovative programming in a safe and secure environment offered by qualified staff in a fiscally efficient environment.

## Shared Values

All students are active learners and active members of our community; they are empowered to strive for their own excellence as well as to embrace and celebrate differences.

## Educational Community

The Carbon Lehigh Intermediate Unit #21 (CLIU), located in Schnecksville, Pennsylvania, is an Educational Service Agency that provides a broad range of services to fourteen public school districts, non-public schools and two Career and Technical Institutes of the Carbon and Lehigh counties. Our constituent school districts and Career and Technology Institutes include Allentown , Catasauqua, East Penn, Jim Thorpe, Lehigh, Northern Lehigh, Northwestern Lehigh, Palmerton, Panther Valley, Parkland, Salisbury, Southern Lehigh, Weatherly, Whitehall Coplay, Lehigh County Technical Institute, and Carbon County Technical Institute.

# Core Foundations

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

Provide explanation for processes used to ensure Accomplishment.

In order to ensure that CLIU materials and resources are aligned to standards, robust and high quality, accessible and differentiated, these materials and resources are selected on an individualized basis and designed to meet the standards-aligned goals outlined in each students' IEP. As such the materials and resources are aligned and supportive of academic standards, progress from one level to the next, and are differentiated to accommodate diverse levels of student motivation, performance and educational needs.

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

N/A

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

Provide explanation for processes used to ensure Accomplishment.

In order to ensure that CLIU materials and resources are aligned to standards, robust and high quality, accessible and differentiated, these materials and resources are selected on an individualized basis and designed to meet the standards-aligned goals outlined in each students' IEP. As such the materials and resources are aligned and supportive of academic standards, progress from one level to the next, and are differentiated to accommodate diverse levels of student motivation, performance and educational needs.

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

N/A

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

Provide explanation for processes used to ensure Accomplishment.

In order to ensure that CLIU materials and resources are aligned to standards, robust and high quality, accessible and differentiated, these materials and resources are selected on an individualized basis and designed to meet the standards-aligned goals outlined in each students' IEP. As such the materials and resources are aligned and supportive of academic standards, progress from one level to the next, and are differentiated to accommodate diverse levels of student motivation, performance and educational needs.

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

N/A

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

Provide explanation for processes used to ensure Accomplishment.

In order to ensure that CLIU materials and resources are aligned to standards, robust and high quality, accessible and differentiated, these materials and resources are selected on an individualized basis and designed to meet the standards-aligned goals outlined in each students' IEP. As such the materials and resources are aligned and supportive of academic standards, progress from one level to the next, and are differentiated to accommodate diverse levels of student motivation, performance and educational needs.

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

N/A

## Professional Education

### *Training/Personnel Development Council*

#### *Checked answers*

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

#### *Unchecked answers*

- Paraprofessionals
- Training Students

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

Training and personnel development is designed and delivered through the collaborative efforts of the human resources, special programs, and curriculum & instruction and educational technologies departments. Representatives from these departments meet, on average, six times per year, to assess the professional development needs of CLIU personnel and plan appropriate professional development activities to meet these needs.

### Characteristics

<b>Intermediate Unit's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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

<b>Intermediate Unit's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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.

Decisions about professional education are based on sound research and promising practices and are designed to improve outcomes for students. Additionally, CLIU educators are surveyed annually to elicit feedback about current professional development experiences and future needs. Planning of on-going professional development activities is based upon assessment data and survey results.

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

N/A

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
7/1/2017 Included in the Annual Review, since 2014
The LEA plans to conduct the required training on approximately:
7/1/2017 Included in the Annual Review, since 2014

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.

<b>Questions</b>
The LEA has conducted the training on:
7/1/2017 Included in Annual Trainings since, 2015
Not Applicable for our school entity

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.

<b>Questions</b>
Not Applicable for our school entity

### ***Strategies Ensuring Fidelity***

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- 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.

*Unchecked answers*

- 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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

Decisions about professional education are based on sound research and promising practices and are designed to improve outcomes for students. Additionally, CLIU educators are surveyed annually to elicit feedback about current professional development experiences and future needs. Planning of on going professional development activities is based upon assessment data and survey results.

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

N/A

## ***Induction Program***

*Checked answers*

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



- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

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

A review of the CLIU Induction Plan, re-evaluated annually, shows that the nine goals, objectives and competencies outlined above are addressed through the CLIU Induction Program.

Additionally, the selected characteristics are ensured through regular communication between mentors, scholars and supervisors.

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

N/A

## ***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

*None.*

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

The CLIU Induction Plan, re-evaluated annually, ensures frequent observations of inductees and regular communication to ensure that the selected characteristics are utilized.

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

N/A

### ***Mentor Characteristics***

*Checked answers*

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

*Unchecked answers*

*None.*

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

The CLIU Induction Plan, re-evaluated annually ensures that the characteristics selected above are used to select mentors.

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

N/A

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

If necessary, provide further explanation.

The above timeline is general. Topics are covered in greater detail and with increased frequency as determined by mentee needs.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The Educator Induction Program will be evaluated annually and revised as needed. Achievement of the program goals and competencies is directly related to how well the program served Inductees; therefore, acquisition and evaluation of participant feedback data will be essential and provides the basis for program revisions and continuous improvement.

Systematic data collection on the Educator Induction Program design, implementation, and outcomes will include:

- Survey of participants – new Inductees, Mentors, CLIU Administrators, and other members of the Educator Induction Committee – to determine levels of satisfaction and effectiveness and to understand the strengths and weakness of the program.
- Analysis of activities and resources used in the program.
- Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observations tools) to determine the impact of participating Inductees and their students.

The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of new Inductees will form the basis for adjustments and improvements in program design for future years.

### ***Recording Process***

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

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

*Unchecked answers*

*None.*

## **Safe and Supportive Schools**

### ***Assisting Struggling Schools***

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

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

- Verify the school leadership team members for each Focus/Priority School.
- Participate in monthly professional development trainings conducted by the State Focus School Coordinator (SFSC).
- Assist Focus/Priority leadership teams in the selection of goals from the school improvement plan that will enable the school to address the deficiency that resulted in its school status.

- Provide turn-around training and resources for Focus/Priority School leadership teams based upon the selected goal. Examples of training include school Improvement planning, comprehensive planning, data decision-making, curriculum planning, and other appropriate programs for student success.
- Provide contact and consultation with each School.
- Monitor and report evidence related to the progress of each Focus/Priority School toward achievement of its goal.

### *Programs, Strategies and Actions*

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

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

Due to developmental stages of our students, at this time we do not have plans to have peer helpers at the elementary level. In some cases, elementary students do have access to our SRO. However, the SRO is regular stationed in our centers that service mostly MS and HS level students.

### *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.)**

We assist LEAs with this work.

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

We assist LEAs with this work.

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

We assist LEAs with this work.

**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.**

We assist LEAs with this work.

### *Developmental Services*

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

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

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

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X

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

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **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.

Due to the fact that all our students have IEPs, the CLIU staff utilize multiple methods to gather student data to assess student needs when a classroom teacher expresses concerns about a student, including: information to assess medical, psychological, cultural, social, and environmental factors that may affect a student's learning such as; student and family interviews, observations, and information from outside agencies. The information gathered will assist the team in determining what interventions should be implemented and how to monitor student progress toward academic goals. Previous assessment data can be used to determine strengths and weaknesses in order to create a positive and safe learning environment for the student. At the high school level, School Psychologists, Social Workers, Nurses, and Administrators collaborate with classroom teachers about student learning, mental health, medical and behavioral needs to ensure meaningful academic progress in the general curriculum.

### *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

Carbon-Lehigh Intermediate Unit #21 provides early intervention services for children ages 3-5. The elementary school staff will communicate with child care facilities to provide consistency between home/school/agency at the request of the parent. The CLIU Staff communicate with outside agencies/tutors to ensure student success.

### *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.

Carbon-Lehigh Intermediate Unit #21 provides intensive ongoing Child Find services. Early intervention services are provided to pre-school age children. When these children are age-appropriate to attend kindergarten, transition meetings are held the prior school year with CLIU #21 representatives, parents, and appropriate school-age staff to discuss the student's needs, services received, and school-age programming recommendations. The parents are given information on kindergarten registration and program options are discussed. The parents are offered the opportunity to visit school-age classrooms as well. Preschool records are reviewed and school-age special education services are recommended prior to the beginning of kindergarten, if deemed appropriate and necessary, to ensure continuity of services.

# Needs Assessment

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## Intermediate Unit Accomplishments

### Accomplishment #1:

Through regular progress monitoring, annual review of Individualized Education Programs and the use of assessments to monitor student achievement and adjust instructional practices, Carbon Lehigh Intermediate Unit ensures that specially designed instruction is provided to meet the unique learning needs of children receiving direct services from the IU.

### Accomplishment #2:

Through regular progress monitoring, annual review of Individual Education Programs and use of assessment to monitor student achievement and adjust instructional practices, Carbon Lehigh Intermediate Unit ensures that learners receiving direct service from the IU are supported by a process that provides interventions based upon learner needs and includes procedures for monitoring effectiveness.

### Accomplishment #3:

Carbon Lehigh Intermediate Unit ensures any staff member identified as experiencing performance challenges receives timely, effective support and intervention as needed. This is accomplished through the induction plan, supervision and development plan, mentoring of new teachers and TAC support for teachers. These processes ensure that assistance is provided to prevent negative performance reviews and/or quickly address deficiencies when identified.

### Accomplishment #4:

Carbon Lehigh Intermediate Unit's resources effectively address instructional and district fiduciary support activities that are aligned with the IU's vision and mission and that fully ensure the expenditure and accounting of funds meet legal and ethical requirements within the parameters of generally accepted accounting practices.

### Accomplishment #5:

Carbon Lehigh Intermediate Unit uses positive behavior support, response to intervention and the four step process for low incident population to ensure that barriers to learning are lowered in order to maximize achievement.

### Accomplishment #6:

Carbon Lehigh Intermediate Unit conducts an annual survey of teachers to solicit information about professional development needs. This ensures that professional development is planned based on teacher feedback and identified areas of need.

### Accomplishment #7:

A review of the Carbon Lehigh Induction Plan, evaluated annually, indicates that the plan supports inductees in implementing instructional practices known to improve student achievement, assists them in understanding details and expectations of IU initiatives, enables them to access state curriculum frameworks and lesson design related to state academic standards, enables them to effectively navigate the SAS website, and access additional resources. The plan allows for frequent observation of mentees and opportunities for communication and collaboration in improving the practice of novice teachers. Additionally, the plan ensures that mentors are chosen from a pool of teachers with outstanding work performance, sound knowledge in curriculum, instruction and IU policies and have demonstrated the ability to work effectively with students and other adults.

## Intermediate Unit Concerns

### Concern #1:

No consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

### Concern #2:

No consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:

No consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.

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

#### Aligned Concerns:

No consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

# Intermediate Unit Plan

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## Action Plans

**Goal #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.

### Indicators of Effectiveness:

Type: Annual

Data Source: PASAs, PSSAs, Keystones, PVAAS

Specific Targets: Students proficiency scores will increased 3% annually.

### Strategies:

#### *Standards Aligned System - Curriculum Framework*

##### Description:

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content and Alternative Eligible Content and Essentialization. (Source:

<http://www.pdesas.org/CMap/CFramework/CFramework>) Resource:  
<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Curriculum Framework

#### *Student Learning Maps/Curriculum Profiles*

##### Description:

Planning guide, communication device, a tool for conceptualizing learning goals, curriculum pacing and planning, highlighting important vocabulary and a review tool for students to see what they have learned (Source:

<http://www.learningfocused.com/online-learning/lfs-engaged/>) Resource:  
<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Curriculum Framework

## *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

## ***Implementation Steps:***

## *Curriculum Review and Revisions*

### **Description:**

Ongoing curriculum review and revision will be completed by educator leaders/curriculum committee in conjunction with SPS Supervisors.

**Start Date:** 7/1/2018      **End Date:** 6/30/2021

**Program Area(s):** Special Education

### **Supported Strategies:**

- Standards Aligned System - Curriculum Framework
- Student Learning Maps/Curriculum Profiles
- Curriculum Mapping

### *Create Student Learning Maps/Curriculum Profiles*

**Description:**

Utilizing information from the Curriculum Review, create Student Learning Maps/Curriculum Profiles (planning guides) for programs/ classroom settings.

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

**Program Area(s):** Special Education

**Supported Strategies:**

- Standards Aligned System - Curriculum Framework
- Student Learning Maps/Curriculum Profiles
- Curriculum Mapping

### *Implementation of the SAS Curriculum Framework*

**Description:**

Staff will review and utilize the SAS Curriculum Framework when appropriate for content/classroom settings. Aspects of the SAS Curriculum Framework will be incorporated into Student Learning Guides/Curriculum Profiles.

**Start Date:** 7/1/2018    **End Date:** 6/30/2021

**Program Area(s):** Special Education

**Supported Strategies:**

- Standards Aligned System - Curriculum Framework
- Student Learning Maps/Curriculum Profiles
- Curriculum Mapping

**Goal #2:** Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.

**Indicators of Effectiveness:**



Type: Annual

Data Source: Staff Evaluations/Job Descriptions

Specific Targets: 3% Increase in the percentage scoring Distinguished on the Danielson Framework. 100% of SPS Job Descriptions will be updated.

### **Strategies:**

#### *CLIU Educator Effectiveness Evaluation Framework*

##### **Description:**

The PDE Framework for Teaching, adapted for use at the CLIU, is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source:

<http://www.danielsongroup.org/framework/>) Resource:  
<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

#### *Differentiated Instruction and Essentialization*

##### **Description:**

"Learning Styles: Concepts and Evidence

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf)

Learning Styles

[http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33)

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

**SAS Alignment:** Assessment, Instruction

#### *Research-Based Effective Teaching Principles*

**Description:**

The use of research-validated instructional methods is one of the most powerful tools you, as a Pennsylvania teacher, have to target the specific needs of individual students. Effective instruction encompasses more than your lesson plans – it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students’ families. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Adapted from: Ellis, E. & Worthington, L. (1994). Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators. National Center to Improve the Tools of Educators, University of Oregon.

(Source:

[http://effectivestrategies.wiki.caiu.org/file/view/Effect\\_Tchng\\_Princ1113.pdf/528264468/Effect\\_Tchng\\_Princ1113.pdf](http://effectivestrategies.wiki.caiu.org/file/view/Effect_Tchng_Princ1113.pdf/528264468/Effect_Tchng_Princ1113.pdf)) Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction

***Implementation Steps:******Educator/Staff Observations and Evaluation*****Description:**

Staff will be evaluated utilizing the CLIU Educator Effectiveness Evaluation Framework.

**Start Date:** 7/1/2018      **End Date:** 6/30/2021

**Program Area(s):** Special Education

**Supported Strategies:**

- CLIU Educator Effectiveness Evaluation Framework
- Differentiated Instruction and Essentialization
- Research-Based Effective Teaching Principles

***Professional Academy*****Description:**

Professional development on differentiated instruction and effective strategies will be delivered during regular PD days and Summer Academy. Online PD and after-school workshops are also available to all staff.

**Start Date:** 7/1/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education

**Supported Strategies:**

- Differentiated Instruction and Essentialization
- Research-Based Effective Teaching Principles

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>Establish a system within the Intermediate Unit that fully ensures the consistent implementation of effective instructional practices across all classrooms at each IU learning site, including those classrooms associated with adult learners.</b>	<b>Strategy #1: Differentiated Instruction and Essentialization</b> <b>Strategy #2: Research-Based Effective Teaching Principles</b>
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Start	End	Title			Description	Type	App.
7/1/2018	6/30/2021	Professional Academy			Professional development on differentiated instruction and effective strategies will be delivered during regular PD days and Summer Academy. Online PD and after-school workshops are also available to all staff.	IU	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	
		SPS Directors, SPS Supervisors, Director of Curriculum and Instruction	6.0	4	180	CLIU #21	

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

## Knowledge

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.

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

**Edit**

### *Differentiated Instruction and Essentialization*

"Learning Styles: Concepts and Evidence

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf)

Learning Styles

[http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33)

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

[Show Details](#)

**Edit**

### *Research-Based Effective Teaching Principles*

The use of research-validated instructional methods is one of the most powerful tools you, as a Pennsylvania teacher, have to target the specific needs of individual students. Effective instruction encompasses more than

**Supportive  
Research**

your lesson plans – it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students’ families. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Adapted from: Ellis, E. & Worthington, L. (1994). Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators. National Center to Improve the Tools of Educators, University of Oregon.

(Source: [http://effectivestrategies.wiki.caiu.org/file/view/Effect\\_Tchn\\_g\\_Princ1113.pdf/528264468/Effect\\_Tchn\\_g\\_Princ1113.pdf](http://effectivestrategies.wiki.caiu.org/file/view/Effect_Tchn_g_Princ1113.pdf/528264468/Effect_Tchn_g_Princ1113.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

### Training Format

LEA Whole Group Presentation  
 Department Focused Presentation  
 Online-Synchronous

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Online-Asynchronous  
Professional Learning Communities

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<b>Participant Roles</b>	<p>Classroom teachers Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists</p>	<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey</p>

# Intermediate Unit Level Affirmations

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

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