<table>
<thead>
<tr>
<th>Priority 1: Educational Entrepreneurship - Improving Teaching and Learning (John Kurelja)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase professional learning opportunities in support of district principals</td>
</tr>
<tr>
<td>• Improve the use of assessments to improve student learning</td>
</tr>
<tr>
<td>• Develop regional learning opportunities for students of all ages</td>
</tr>
<tr>
<td>• Coordinate support for superintendents</td>
</tr>
<tr>
<td>• Enhance the CSIU role as a leader in workforce development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2: Marketplace Entrepreneurship - Creating and Marketing Innovative Products and Services (John Brenchley)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cultivate a culture of entrepreneurial and innovative thinking to create and implement new products and services</td>
</tr>
<tr>
<td>• Increase overall use of cooperative purchasing services</td>
</tr>
<tr>
<td>• Enhance, market and expand software products</td>
</tr>
<tr>
<td>• Use analytic tools to assess quality and customer satisfaction of products and services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 3: Resource Entrepreneurship - Demonstrating Effective and Efficient Stewardship of People, Finances and Facilities (Chuck Peterson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attract and retain an effective and efficient workforce</td>
</tr>
<tr>
<td>• Provide safe, efficient, comfortable and attractive facilities for all stakeholders</td>
</tr>
<tr>
<td>• Expand and improve business services</td>
</tr>
<tr>
<td>• Strengthen organizational communications between and among internal and external stakeholders</td>
</tr>
</tbody>
</table>
## Priority 4: Social Entrepreneurship - Creating Social Value Through Innovative Responses to Community Needs

(Lynn Cromley)

- Collaborate with community partners to address education and social needs to improve outcomes for children, families and adults.
- Work to close the "opportunity gap" by providing young adults with skills, knowledge, experience and support to reach their full academic and career potential.
- Develop the Center for the Promotion of Social and Emotional Learning (CPSEL) to provide professional development and resources to educators.
- Reestablish the Susquehanna Education Foundation (SEF), a 501(c)3 (charitable) organization created to support students and the education programs of the CSIU.
- Establish a speakers/trainers network to provide professional development in schools and community settings on issues that impact child and family education, health and well being.
- Expand regional healthcare partnerships.
Central Susquehanna IU 16

Intermediate Unit Plan

07/01/2018 - 06/30/2021
Intermediate Unit Profile

Demographics
90 Lawton Lane
Milton, PA 17847-9756
570-523-1155
Executive Director: Kevin Singer

Planning Process

Winter 2017

CSIU senior leadership determined the process for including stakeholder input and established a timeline and key personnel associated with completing the plan.

Lynn Cromley, Assistant Executive Director, was assigned the leadership role for the strategic planning process.

Spring 2017

The CSIU conducted needs assessments involving clients, board members, and staff.

Initial analysis of needs assessment data was reviewed by the planning team.

Internal meetings were held to reflect on initial draft priorities and alignment with current versus revised mission and beliefs. Each priority was assigned a "champion" from the senior leadership team, with that person responsible for overseeing the goals, strategies, and implementation steps for that priority.

The planning team presented the CSIU board with the Comprehensive Planning process and timeline.

Summer 2017

Final analysis of needs assessment data was conducted.

Facilitation of an expanded leadership team resulted in goal statements aligned to initial draft priorities and mission/beliefs.

The Board reviewed initial draft priorities and process to date.

Fall 2017
Priorities and draft goals were shared with clients and staff.

Teams were established for each priority, each led by senior leader.

Teams met and thoroughly reviewed and revised goals associated with each priority.

A tracking spreadsheet was created to determine in which year a goal or sub-goal is to be accomplished.

Senior leaders communicated goals and priorities to respective staff, with clear expectation regarding role of priorities and strategic planning goals as basis for individual professional goals.

Board preview of draft plan.

28-day public review.

Priorities and goals to be finalized and approved by CSIU Board of Directors.

**Mission Statement**
The Central Susquehanna Intermediate Unit

- BUILDS partnerships with schools and communities;
- SERVES established and emerging constituencies;
- INSPIRES individuals and organizations to reach their highest potential;
- ENCOURAGES teamwork, cooperation and diversity;
- STRIVES for innovation and excellence to create the future!

**Vision Statement**
CSIU: Enriching Learning...Enriching Lives

**Shared Values**

We believe that . . .
• Children are first and are the future.
• Lifelong learning is vital.
• Every individual has unique talents, perspectives and contributions.
• Diverse staff, clients and programs build strength.
• Teamwork and partnerships are essential.
• Effective, open communication and mutual respect foster trust.
• Innovative, responsive, cost-effective and client-centered services are paramount.

**Educational Community**

**CSIU Region**

The CSIU's primary service area consists of Columbia, Montour, Northumberland, Snyder and Union counties in central Pennsylvania. It also includes...

• 17 school districts
• 3 career and technical centers
• 69 nonpublic schools
• 36,945 public and nonpublic school students and
• 3,905 district instructional, administrative and support staff

**CSIU Clients**

• Educational programs for CSIU-region schools and communities
• Educational programs and technical assistance to schools statewide through contracts with state agencies
• Purchasing cooperatives for schools and government agencies across the nation

**CSIU Departments**

• Administrative Services
• Educational Services
• Financial Services
• Marketplace Services

CSIU Funding

• State and federal grants
• State contracts
• Service contracts
• Private funding (e.g., Foundation funding)

2017-18 Total CSIU Budgets: $79.1 million

• General Operating Budget: $1.1 million
  Approved by CSIU board and constituent boards
• Programs and Services Budget: $78 million
  Approved by CSIU board

CSIU Governance

• Marketplace Philosophy - clients determine program participation
• 17-member Board of Directors - approves operations; comprised of representatives from constituent district boards of directors
• Superintendents' Advisory Council - advises on programs and services

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Brenchley</td>
<td>Administrator</td>
</tr>
<tr>
<td>Rae Ann Crispell</td>
<td>Administrator</td>
</tr>
<tr>
<td>Lynn Cromley</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Marcia Hoffman</td>
<td>Administrator</td>
</tr>
<tr>
<td>John Kurelja</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Chuck Peterson</td>
<td>Administrator</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Kevin Singer</td>
<td>Administrator</td>
</tr>
<tr>
<td>Larry Augustine</td>
<td>Board Member</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Business Representative : Professional Education</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Business Representative : Professional Education</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Community Representative : Professional Education</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Community Representative : Professional Education</td>
</tr>
<tr>
<td>Sue Darrah</td>
<td>Elementary School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Stacey Walmsley</td>
<td>Elementary School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Sue Darrah</td>
<td>High School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Gretchen Hoff</td>
<td>High School Teacher - Special Education : Professional Education</td>
</tr>
<tr>
<td>Eric Shearer</td>
<td>Instructional Technology Director/Specialist : Professional Education</td>
</tr>
<tr>
<td>Jan Boyer</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Angela Jeffries</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Karen Johns</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Sue Kinney</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Shileste Morris</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Anthony Serafini</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Jennifer Spotts</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Heather Taggart</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Middle School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Middle School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Parent : Professional Education</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Parent : Professional Education</td>
</tr>
<tr>
<td>Jennifer Williams</td>
<td>Special Education Director/Specialist : Professional Education</td>
</tr>
<tr>
<td>Bethann McCain</td>
<td>Student Curriculum Director/Specialist : Professional Education</td>
</tr>
</tbody>
</table>
Core Foundations

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Students and educators served by CSIU have access to a variety of resources associated with this level. The CSIU curriculum and special education leaders and staff members stay current in available resources from PDE and other sources, often developing materials for client districts.

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

This narrative is empty.

Elementary Education-Intermediate Level

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
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**Middle Level**

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

**High School Level**

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
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<tr>
<td>A robust supply of high quality aligned instructional materials and resources available</td>
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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

**Professional Education**

**Training/Personnel Development Council**

*Checked answers*
- Regular Education
- Related Service Personnel
- Community Agency Personnel
- Special Education
- Administrators

*Unchecked answers*
- Parents
- Paraprofessionals
- Training Students

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

Professional education in the CSIU is developed based on specific needs of the diverse staff. Those responsible for professional education and continuous growth meet on an as-needed basis, at least several times per year. Needs assessment results drive the development and delivery of professional education. However, the CSIU also anticipates needs, such as those associated with the use of instructional technologies, those associated with very specific populations served, and those for which most educators have not yet realized exist!

**Characteristics**

<table>
<thead>
<tr>
<th>Intermediate Unit’s Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhances the educator’s content knowledge in the area of the educator's certification or assignment.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increases the educator’s teaching skills based on effective practice research, with attention given to interventions for struggling students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Increases the educator’s teaching skills based on effective practice research, with attention given to interventions for gifted students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers educators to work effectively with parents and community partners.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Intermediate Unit’s Professional Education Characteristics</td>
<td>EEP</td>
<td>EEI</td>
<td>ML</td>
<td>HS</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
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<td>----</td>
<td>----</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides leaders with the ability to access and use appropriate data to inform decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructs the leader in managing resources for effective results.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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

The CSIU has embarked on delivering services to clients through the use of a Service Delivery Model that recognizes seven distinct areas of school leadership: Quality Education Program, Effective Staff, Safe and Secure Schools, Strong Community Relationships, Efficient Infrastructure, Competent Business Operations, Reliable Governance. Clients can access these areas through four lenses: services, resources, policies/regulations/statues, and data. CSIU leaders have utilized this service delivery model to collect information regarding needs in each area by surveying district leadership groups and community organizations/agencies.

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

Currently, there are no identified gifted students in CSIU programs. Once a gifted student is enrolled, the CSIU will provide curricular and instructional supports as well as professional development to staff that are aligned to each other and PA Academic Standards.

**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:

4/29/2016 Training was required of all employees by April 29, 2016. All employees will receive additional training within 5 years of initial training.
The LEA plans to conduct the required training on approximately:

5/2/2016 Training is required of all new employees within 30 days of date of hire.

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:**

9/30/2015 All applicable employees participated via an Eduplanet21 learning path. All employees will receive additional training within 5 years of initial training.

**The LEA plans to conduct the training on approximately:**

10/1/2015 All applicable new employees are required to participate in the Eduplanet21 learning path to maintain employment.

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**

*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.
- 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).
Un_checked answers

- 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.

CSIU completes detailed analyses of School Performance Profile data, data available through eMetric, internal assessment data such as DIBELS, DRA and other locally selected assessment tools. These analyses are then utilized to determine professional development priorities. Walkthroughs, staff meetings and other appropriate venues and activities help ensure the professional development initiatives are being implemented with fidelity.

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

Collecting specific data associating new professional learning with student learning has not been a priority for CSIU professional development activities. Instead, CSIU chooses professional development initiatives that are the result of research-based strategies that provide evidence of best practice prior to their selection by CSIU as an initiative.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
• Inductees will be familiar with the various student populations served by CSIU and the locations throughout the region in which those student populations are served.

Unchecked answers

None.

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

CSIU's induction program is completed within the first two years of a new employee's hire. Inductees meet several times throughout the year, sometimes with their assigned mentors. Some sessions with inductees are held virtually, given the five-county region served by CSIU. Inductees help identify their greatest needs to ensure a more successful transition into their role within CSIU.

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

This narrative is empty.

Needs of Inductees

Checked answers

• 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.
• 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

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

• Student PSSA data.

• Standardized student assessment data other than the PSSA.

• Classroom assessment data (Formative & Summative).

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

Inductees are observed regularly by their supervisors and are expected to meet as needed with their mentors. Both of these activities are documented throughout the year. An inductee
survey is completed at the beginning of the induction program. The portfolios maintained by all certified professionals includes lesson plans and other evidence of research-based instructional strategies.

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

CSIU has not institutionalized an instructional coach program, but Training and Consultation staff, as well as mentors, are generally available to inductees to assist them in developing the skills and strategies most appropriate for the students they serve. Most inductees do not have PSSA/Keystone data available, and even then, very few would have such data during their first year of teaching. PASA data would be more likely given the nature of the students served by staff serving school-age students. PSSA/Spring Keystone and PASA data is not accessible until the summer after their initial year. Teachers, including inductees, are always expected to use formative and summative assessment data to identify instructional needs. If those instructional needs require new professional learning, the inductee is expected to identify that need to his/her supervisor.

**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.
- Preferably, mentors are working within the same program and in reasonable proximity of the assigned inductee.

*Unchecked answers*

None.

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

The CSIU conducts a review of evaluations to ensure that teachers have the appropriate characteristics to be a mentor. The organization also utilizes professional portfolios to ensure
the continuous qualifications of staff to serve as mentors. Mentors are selected on the basis of supervisor recommendation.

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

*This narrative is empty.*

**Induction Program Timeline**

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

If necessary, provide further explanation.

*This narrative is empty.*

**Monitoring and Evaluating the Induction Program**

Identify the procedures for monitoring and evaluating the Induction program.

Because most inductees are hired to serve within the programs supervised by the director of special education, that director provides coordination and direction for the program. The curriculum services coordinator and the training and consultation staff assist the special education director as needed. The secretary to the special education director provides clerical support for the program. Inductees are surveyed at the end of the initial induction year to help determine the effectiveness of the program. All paperwork certifying the completion of the induction program is shared with the director of human resources to ensure documentation is maintained in personnel files and is available when the inductee has completed all requirements associated with level II certification.

**Recording Process**
Identify the recording process for inductee participation and program completion. (Check all that apply)\textit{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.

\textit{Unchecked answers}

None.

\textbf{Safe and Supportive Schools}

\textit{Assisting Struggling Schools}

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

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

The CSIU operates two secondary schools, Work Foundations + and 5 Star, for students with disabilities. Work Foundations + is a vocational special education program for students ages 16-21. While the program provides students with job experience in the real world, it also provides academic supports that meet each student's individual instructional needs. The 5 Star program provides specialized emotional support programming and a partial hospitalization program for students in grades 6-12. Educational programming is intertwined with the required mental health services that students require to be successful at school and in the community. Students are referred to Work Foundations + and 5 Star via their home school district. Both programs are designed to meet the individual needs of each student, and the IEP team determines how the needs will be met throughout the school year. Student data teams meet at least quarterly to review and make any needed changes to each individual plan. Teams review benchmark data and instructional goals to determine if progress is being made. Reports of progress are shared with the home district and parents at least quarterly.

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

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

At this time, staff at Work Foundations + and 5 Star work closely with community stakeholders to ensure that students and staff are safe at all times. Staff/Student ratios are relatively low and students’ individual needs can be addressed through a positive behavior support plan and school wide positive behavior supports.

**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 narrative is empty.*

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

*This narrative is empty.*

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

*This narrative is empty.*

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.

*This narrative is empty.*
### Developmental Services

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

Explanation of developmental services:

The developmental services provided to the students and districts we serve are highly individualized to meet each student's needs and are aligned with Ch. 14 as well as the student’s IEPs. We have nine social workers and mental health treatment specialists, one school psychologist, one behavioral consultant, and an LPN assigned to support and implement the developmental services that the students receive.

### Diagnostic, Intervention and Referral Services

<table>
<thead>
<tr>
<th>Diagnostic, Intervention and Referral Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
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</thead>
<tbody>
<tr>
<td>Accommodations and Modifications</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Administration of Medication</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Assessment of Academic Skills/Aptitude for Learning</td>
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<tr>
<td>Assessment/Progress Monitoring</td>
<td></td>
<td>X</td>
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<tr>
<td>Casework</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Crisis Response/Management/Intervention</td>
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<tr>
<td>Individual Counseling</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Intervention for Actual or Potential Health Problems</td>
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<tr>
<td>Placement into Appropriate Programs</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Small Group Counseling-Coping with life situations</td>
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<tr>
<td>Small Group Counseling-Educational planning</td>
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</tbody>
</table>
Explanation of diagnostic, intervention and referral services:

Our local school districts follow a referral process to recommend students for the programs in our schools. The intake processes result in team identification of the most appropriate placement and revisions of student IEPs to detail the above services that are required for the success of the individual student. As an educational service agency, we do not have our own students and, therefore, we do not independently place them into appropriate programs. We regularly collaborate, consult and support our local school districts in the placement process and work with them to transition students back to their home districts when appropriate.

Explanation of consultation and coordination services:

The CSIU works closely with the referring school districts, IEP teams, and social workers to support all necessary consultation and coordination services. Our teachers are case managers for the IEPs of the students on their caseloads and our social workers provide resources to the schools and teams. The social workers and mental health providers work closely with the medical team to assist with any chronic health problems. The teachers and supervisors communicate and coordinate with home district truancy officers when students have a difficult time attending school.

Communication of Educational Opportunities

<table>
<thead>
<tr>
<th>Communication of Educational Opportunities</th>
<th>EEP</th>
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<tbody>
<tr>
<td>Course Planning Guides</td>
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<tr>
<td>Directing Public to the PDE &amp; Test-related Websites</td>
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<tr>
<td>Individual Meetings</td>
<td></td>
<td>X</td>
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</tbody>
</table>
Letters to Parents/Guardians | X | X
---|---|---
Local Media Reports | | |
Website | X | X
Meetings with Community, Families and Board of Directors | X | X
Mass Phone Calls/Emails/Letters | | |
Newsletters | | |
Press Releases | | |
School Calendar | | |
Student Handbook | X | X

**Communication of Student Health Needs**

<table>
<thead>
<tr>
<th>Communication of Student Health Needs</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Meetings</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Individual Screening Results</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Letters to Parents/Guardians</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Website</td>
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<tr>
<td>Meetings with Community, Families and Board of Directors</td>
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<tr>
<td>Newsletters</td>
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<tr>
<td>School Calendar</td>
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<tr>
<td>Student Handbook</td>
<td>X</td>
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</table>

**Frequency of Communication**

**Elementary Education - Primary Level**
- Not Applicable

**Elementary Education - Intermediate Level**
- Not Applicable

**Middle Level**
- Quarterly

**High School Level**
- Quarterly

**Collaboration for Interventions**

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.
The classroom teams, in both programs, include teachers, social workers, paraeducators, and related services staff. The classroom teams meet at least monthly to plan for individual needs of the students and to assess available data. Additional supports and resources are available to the team members and they provide support and information as needed. Additional supports may come from school and clinical psychologists, psychiatrist, administration, behavior intervention associates and educational coaches - curriculum, special education, transition, and behavioral.

The students each have an IEP. The data regarding student behavioral, academic, and goal progress is collected and analyzed regularly with IEP revisions, and meetings are being held as warranted. There are weekly school staff meetings to address any scheduling, substitute or building needs. The school also holds quarterly data team meetings to review student progress.

**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

*This narrative is empty.*

**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.

*This narrative is empty.*
Intermediate Unit Accomplishments

Accomplishment #1:
Identified and cultivated strategic partnerships with a range of public and private organizations to further our mission, including:

- **Member Districts** for cost sharing and collaborations to reduce expenses and expand services such as shared curriculum services and professional development opportunities, Special Education and Technology Legal Pool Services, and student competitions.

- **Mind-Shine Technology Company** to enhance and expedite product development and review and evaluate potential synergistic business partnerships.

- **CSIU and District Board Members, Administrators and Community Leaders** to provide training opportunities on important educational issues by sponsoring convenings of local and state leaders, experts and legislators.

- **Geisinger Medical Center** to develop a Nursing Assistant Training Program that provides a quality service to three of the medical center’s facilities and expand a project using Double Telepresence Robots for homebound students with medical needs to remain connected academically and socially to school.

- **Bloomsburg University** to develop the Education Majors as Substitutes training to help districts with the extreme shortage of substitute teachers.

- **The National Education Foundation and the Berwick Area School District** to provide summer enrichment courses and an affordable cyber charter school alternative for all member districts.

- **Sought partnerships with surrounding community colleges and universities** to provide community college access to the Susquehanna Valley.

- **Other intermediate units** to pursue shared services operate more efficiently and to expand our offerings.

Accomplishment #2:
Developed a five-year capital improvement plan; as part of plan, identified vendor to develop a complete plant and equipment plan with cost estimates for upgrades, replacement and renovations.

Accomplishment #3:
Facilitated funding for districts to participate in statewide hybrid learning collaborative network.
Accomplishment #4:
Created and organized an online repository of personalized learning strategies and resources.

Accomplishment #5:
Developed EduPlanet Institutes to build professional development learning paths for teacher induction, student learning objectives, and student protection services.

Accomplishment #6:
Upgraded the business office software from Fox Pro to CSIU Financial Information System to enhance fiscal analysis and reporting capacity.

Accomplishment #7:
Implemented Talent Ed, an online recruiting system to enable candidates to apply for CSIU positions via a secure internet site.

Accomplishment #8:
Developed and implemented the CSIU Intrapreneurial Academy to build organizational leadership capacity and cultivate entrepreneurial ideas for new markets and services.

Accomplishment #9:
Created, in partnership with Curriculum Services and the Bucknell University Small Business Development Center (SBDC), a model Maker Space to promote the Maker Space movement in the region and state.

Accomplishment #10:
Increased social media presence to highlight programs and services and engage parents and community members.

Accomplishment #11:
Created a state-of-the-art video studio for production of local efforts as well as a model for districts outside the area to emulate.

Intermediate Unit Concerns

Concern #1:
The CSIU needs to improve teaching and learning.

Concern #2:
The CSIU needs to create and market innovative products and services.
Concern #3:  
The CSIU needs to provide effective and efficient stewardship of people, finances, and facilities.

Concern #4:  
The CSIU needs to enrich the community through social enterprise.

Prioritized Systemic Challenges

**Systemic Challenge #1 (Guiding Question #8)** Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Aligned Concerns:**

- The CSIU needs to improve teaching and learning.
- The CSIU needs to create and market innovative products and services.
- The CSIU needs to provide effective and efficient stewardship of people, finances, and facilities.
- The CSIU needs to enrich the community through social enterprise.

**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:**

- The CSIU needs to improve teaching and learning.
- The CSIU needs to create and market innovative products and services.
The CSIU needs to provide effective and efficient stewardship of people, finances, and facilities.

The CSIU needs to enrich the community through social enterprise.

**Systemic Challenge #3 (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:**

- The CSIU needs to improve teaching and learning.

- The CSIU needs to create and market innovative products and services.

- The CSIU needs to provide effective and efficient stewardship of people, finances, and facilities.

- The CSIU needs to enrich the community through social enterprise.
Intermediate Unit Plan

Action Plans

**Goal #1:** Priority 1 Educational Entrepreneurship: Improve teaching and learning.

**Related Challenges:**

- Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.
- Establish a system within the 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.
- Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** Surveys of school district personnel

**Specific Targets:** Positive feedback on the supports and services provided to local districts will be at 90% or higher.

**Type:** Interim

**Data Source:** Administrator surveys

**Specific Targets:** Professional learning opportunities provided to administrators will receive a satisfaction rating of 90% or higher from participants.

**Type:** Interim

**Data Source:** PVAAS Growth Reports
Specific Targets: 75% of region districts will demonstrate moderate growth on PVAAS growth measures for PSSAs and Keystone Exams.

**Strategies:**

*Educational Entrepreneurship Strategies*

**Description:**

1. Increase professional learning opportunities in support of school principals.
2. Improve the use of assessments to increase student learning.
3. Develop regional learning opportunities for students of all ages.
4. Coordinate support for superintendents.
5. Enhance the CSIU role as a leader in workforce development.

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

**Implementation Steps:**

*Professional Learning for Leaders*

**Description:**

- Survey and develop learning opportunities for school principals by level and need.
- Survey and develop learning opportunities for curriculum leaders.
- Develop the use of the legal pool council to provide professional learning opportunities for special education leaders.
- Work with the CSIU Chief Innovation Officer to provide current trends and best practice professional development for technology leaders.
- Work with principals to identify professional development needs for area teachers and develop appropriate training.
- Create ad hoc groups as needed in response to statewide changes and needs.

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

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

**Supported Strategies:**

- Educational Entrepreneurship Strategies
Use of Assessments

Description:

- Expand the use of the data network to increase networking and growth opportunities.
- Develop and deliver training regarding assessment literacy.
- Develop and provide data coaching opportunities.
- Develop data discussion protocols from administrator level to student conferencing level about academic results.
- Regularly evaluate effective use of data to improve utilization and effectiveness.

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

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

Supported Strategies:

- Educational Entrepreneurship Strategies

Student Learning Opportunities

Description:

- Investigate, develop and deliver personalized learning to our community of learners.
- Develop partnerships with a range of providers to improve training opportunities for students and adults in our region.
- Develop online learning opportunities for CSIU students and in partnership with surrounding districts.
- Provide training and consultation to CSIU and region district staff on presumed competence of all learners to meet the needs of diverse learners in inclusive settings.

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

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

Supported Strategies:
• Educational Entrepreneurship Strategies

Superintendent Support

Description:

• Develop the Superintendents' Advisory Council to provide ongoing learning opportunities for district leaders.
• Superintendents' Leadership Conference will be used to provide access to educational experts and model programs and practices.
• Provide mentoring opportunities for new superintendents.
• Provide superintendents the opportunity to learn from and network with statewide leaders.

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

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

Supported Strategies:

• Educational Entrepreneurship Strategies

Workforce Development

Description:

• Work with the Central Pennsylvania Workforce Development Board, business leaders, chambers of commerce, higher education, and the state to establish our role as a leader in workforce development.
• Collaborate with regional workforce development stakeholders to maximize our efforts by coordinating resources.
• Support districts' understanding and implementation of the Future Ready Index to effectively meet the needs of students.
• Explore opportunities to provide adult education services by partnering with businesses to meet workforce needs.
• Assist districts in the development of Chapter 339 Plans and foster their partnerships with the community.

Start Date: 7/1/2018    End Date: 6/30/2021
**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Educational Entrepreneurship Strategies

**Goal #2:** Priority 2 Marketplace Entrepreneurship: Create and market innovative products and services.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Client surveys and client interviews.

Specific Targets: 90% or more of district personnel and other clients will report a satisfactory or higher rating when asked about CSIU products and services.

Type: Interim

Data Source: Software client database

Specific Targets: Transition 10% of clients that elect to upgrade existing software products each year.

Type: Interim

Data Source: Client membership database

Specific Targets: Increase cooperative purchasing new client membership by 5% each year.
Strategies:

*Marketplace Entrepreneurship Strategies*

**Description:**

1. Cultivate a culture of entrepreneurial and innovative thinking to create and implement new products and strategies.
2. Increase overall use of cooperative purchasing services.
3. Enhance, market and expand software products.
4. Use analytic tools to assess quality and customer satisfaction of products and services.

**SAS Alignment:** None selected

**Implementation Steps:**

*Entrepreneurship and Innovation*

**Description:**

- Engage the Intrapreneurial Academy in a strategic thinking process to achieve objective.
- Identify and train a cross-systems leadership team in a business model for education service agencies to foster organization-wide use of a framework for solution development.
- Utilize field expertise to evaluate and advise on current intrapreneurial program process and function.
- Make recommendations to team on how to refine ideas.
- Select champion ideas for implementation.
- Create implementation teams according to interest and expertise.
- Monitor teams' progress and provide coaching to launch implementation.

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

**Program Area(s):**

**Supported Strategies:**

- Marketplace Entrepreneurship Strategies
Cooperative Purchasing

Description:

• Use existing data to evaluate current customer base.  
• Use existing data to evaluate current vendors and resellers.  
• Make data-driven decisions based on analyses.  
• Identify buyer/market trends in past and present.  
• Identify future trends and be prepared in advance.

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

Program Area(s):

Supported Strategies:

• Marketplace Entrepreneurship Strategies

Software Systems

Description:

• Transition current clients to new financial platform.  
• Monitor and guide Student Information System transition with IO Education.  
• Analyze IO Education’s suite of products to determine compatibility.  
• Expand IO Education’s offerings contingent on analysis.  
• Market Financial Information System to potential partners in other states.

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

Program Area(s):

Supported Strategies:

• Marketplace Entrepreneurship Strategies

Quality and Satisfaction

Description:

• Review current evaluation efforts and results, findings and recommendations.  
• Train staff to implement analysis tools and methods.
• Expand survey analysis tools and methods to all marketplace programs and services.
• Create standardization of tools and methods to gauge quality and customer satisfaction across the CSIU.

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

Program Area(s):

Supported Strategies:

• Marketplace Entrepreneurship Strategies

Goal #3: Priority 3 Resource Entrepreneurship: Demonstrate effective and efficient stewardship of people, finances, and facilities.

Related Challenges:

• Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.
• Establish a system within the 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.
• Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

Indicators of Effectiveness:

Type: Annual

Data Source: Client surveys

Specific Targets: Satisfaction rating of 90% or higher from clients related to resources provided.

Type: Interim

Data Source: Internal client surveys
Specific Targets: Staff will report a 90% satisfaction rate with systems improvements (facilities, business, and communication) on internal client surveys.

Type: Interim

Data Source: Supervisor meeting sign-in sheets

Specific Targets: 95% of CSIU managers and supervisors will participate in the CSIU Leadership Roundtable professional learning events.

**Strategies:**

**Resource Entrepreneurship Strategies**

Description:

1. Attract and retain an effective and efficient workforce.
2. Provide safe, efficient, comfortable and attractive facilities for all stakeholders.
4. Strengthen organizational communications between and among internal and external stakeholders.

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

**Implementation Steps:**

**Staff and Systems**

Description:

- Negotiate collective bargaining unit agreements that are competitive in the regional marketplace and affordable to school districts.
- Complete a comparative review of the non-bargaining unit staff structure, classification and compensation.
- Review and revise staff evaluation process to better align assessment of skill and knowledge to performance measures.
- Establish and implement a Leadership Roundtable for CSIU program managers and supervisors.
• Research the need for and develop a strategy to offer HR services to school districts.
• Provide opportunities for staff innovation.
• Encourage staff wellness through formal and informal programs, services, and offerings.

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

Program Area(s):

Supported Strategies:

• Resource Entrepreneurship Strategies

Facilities Management

Description:

• Conduct and initiate implementation of a five-year facilities improvement plan.
• Improve facility security plans and procedures.
• Develop facilities procedure manual.
• Finance projects according to the facilities plan.

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

Program Area(s):

Supported Strategies:

• Resource Entrepreneurship Strategies

Business Services

Description:

• Implement a student transportation routing system.
• Develop new websites for CS and PA Trusts.
• Research the need for and develop a strategy to provide payroll and other back office services to school districts.

Start Date: 7/1/2018   End Date: 6/30/2021
Program Area(s): Student Services

Supported Strategies:

- Resource Entrepreneurship Strategies

**Organizational Communication**

Description:

- Develop a communication plan that is tied to the organization's strategic priorities; include recommendations from the communications audit as appropriate.
- Implement the strategic communications plan.
- Evaluate and report on the strategic communications plan.

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

Program Area(s):

Supported Strategies:

- Resource Entrepreneurship Strategies

**Goal #4:** Priority 4 Social Entrepreneurship: Create social value through innovative responses to community needs.

**Related Challenges:**

- Establish a system within the Intermediate Unit that fully ensures consistent implementation of standards-aligned curricula across all learning sites for all students, including those associated with adult learners.
- Establish a system within the 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.
- Establish a system within the Intermediate Unit that fully ensures professional development and other Adult Education offerings are based on sound research and promising practices, are focused on the needs of professional employees, are comprehensive, and are implemented with fidelity in order to meet the specific needs of IU employees and other adult learners.

**Indicators of Effectiveness:**
Type: Annual

Data Source: Needs assessments and client surveys

Specific Targets: Satisfaction rating of 90% or higher from clients related to resources provided around social issues.

Type: Interim

Data Source: Client surveys

Specific Targets: Create and provide professional learning opportunities for all stakeholders around social and emotion learning to increase awareness, knowledge and evidence-based strategies with a 90% or higher satisfaction rating on client surveys.

Type: Interim

Data Source: Needs assessment

Specific Targets: Identify and provide resources/programs to clients around social and emotional learning needs as a result of data collected from client needs assessments.

**Strategies:**

**Social Entrepreneurship Strategies**

**Description:**

1. Collaborate with community partners to address education and social needs to improve outcomes for children, families and adults.
2. Work to close the “opportunity gap” by providing young adults with skills, knowledge, experience and support to reach their full academic and career potential.
3. Develop The Center for the Promotion of Social and Emotional Learning (CPSEL) to provide professional development and resources to educators.
4. Reestablish the Susquehanna Foundation (SEF), a 501(c)3 (charitable) organization created to support students and the education programs of the CSIU.
5. Establish a Speakers/Trainers Network to provide professional development in school and community settings on issues that impact child and family education, health and well-being.

6. Expand regional healthcare partnerships.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Leader in Education and Social Issues**

**Description:**

- Create matrix of current social entrepreneurship work that is underway, partners and focus areas.
- Engage with education, health, social services and community organizations involved in social entrepreneurship to identify opportunities for collaboration.
- Identify and utilize data sources to target new ideas and partners.
- Use the business model framework to develop implementation ideas and funding strategies.
- Implement ideas, assess, and modify.

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

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

**Supported Strategies:**

- Social Entrepreneurship Strategies

**Close Opportunity Gap**

**Description:**

- Seek opportunities to expand youth employment preparation programs and services.
- Research 2 Gen Work programs and target grant seeking efforts for program implementation.
- Identify barriers youth face to education and employment goals, and seek community partners to collaborate on solutions.
- Jointly and/or independently seek funding for service and program implementation.
The Center for the Promotion of Social and Emotional Learning (CPSEL)

Description:

- Identify and solicit public and private funding.
- Develop new and maintain existing partnerships with state and national organizations.
- Establish an advisory group to guide work, develop collaborations, and leverage program and financial resources.
- Develop CSPEL website and other collateral marketing materials.
- Establish a range of educational services including evidence-based professional development, consulting, coaching and resources to educators and practitioners in formal and informal settings.
• Implement strategies identified through planning process for programs, fund development and communications
• Provide professional development opportunities on working with Foundations to staff involved with SEF.

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

Program Area(s): Professional Education

Supported Strategies:

• Social Entrepreneurship Strategies

Speakers/Trainers Network

Description:

• Identify content areas through surveys and needs assessments.
• Develop an online solicitation and vetting process to recruit qualified speakers and trainers.
• Develop and distribute online and print marketing and outreach materials to inform schools and community organizations of available resources.
• Develop and conduct participant evaluations on each event and utilize for quality control and program improvement.

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

Program Area(s): Professional Education

Supported Strategies:

• Social Entrepreneurship Strategies

Healthcare Partnerships

Description:

• Identify opportunities to develop new and expand existing healthcare/education partnerships to meet regional standards.
• Research the potential needs in areas beyond the region for similar partnerships and services.
• Advocate on behalf of local districts for resources to address needs such as mental health, drug and alcohol and other services.

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

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

**Supported Strategies:**

• Social Entrepreneurship Strategies
# Appendix: Professional Development Implementation

## Step Details

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<tr>
<td>Dr. John Kurelja</td>
<td>3.0</td>
<td>5</td>
<td>10</td>
<td>CSIU</td>
<td>IU</td>
<td>Yes</td>
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</table>
Knowledge

Collaboratively define professional learning needs for region districts in job-alike groups, Superintendents, Curriculum Coordinators, Principals, Technology Directors, and Special Education Directors.

Supportive Research

Collaboration across districts will empower leaders to create cultures of teaching and learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

Professional Learning Communities

Participant Roles

- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Other educational specialists

Grade Levels

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

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Team development will be across districts with district leaders.

Evaluation Methods

- Participant survey

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<td>7/1/2018</td>
<td>6/30/2021</td>
<td>Use of Assessments</td>
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- Expand the use of the data network to increase networking and growth opportunities.
- Develop and deliver training regarding assessment literacy.
- Develop and provide data coaching opportunities.
- Develop data discussion protocols from administrator level to student conferencing level about academic results.
- Regularly evaluate effective use of data to improve utilization and effectiveness.

Person Responsible  SH  S  EP  Provider  Type  App.
Dr. John Kurelja  5.5  3  25  CSIU Curriculum Services  IU  Yes
**Knowledge**

Participants will evaluate the quality of assessments based on alignment with PA Core Standards, Depth of Knowledge, and item types. Participants will learn the skills necessary to create an assessment that both aligns with standards and informs future instruction.

**Supportive Research**

CSIU consultants will use current research base on assessments to provide job-embedded professional development.

**Designed to Accomplish**

<table>
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<tr>
<th>For classroom teachers, school counselors and education specialists:</th>
<th>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</th>
<th>Empowers educators to work effectively with parents and community partners.</th>
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<tr>
<td>For school and district administrators, and other educators seeking leadership roles:</td>
<td>Provides leaders with the ability to access and use appropriate data to inform decision-making.</td>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
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**Training Format**

- Series of Workshops

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals

**Grade Levels**

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

**Follow-up Activities**

- Development of teacher evaluation methods

**Evaluation Methods**

- Participant survey
- Review of teacher-made

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<th>Description</th>
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<td>7/1/2018</td>
<td>6/30/202</td>
<td>Student Learning Opportunities</td>
<td>• Investigate, develop and deliver personalized learning to our community of learners.</td>
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<td>• Develop partnerships with a range of providers to improve training opportunities for students and adults in our region.</td>
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<td>• Develop online learning opportunities for CSIU students and in partnership with surrounding districts.</td>
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<td>• Provide training and consultation to CSIU and region district staff on presumed competence of all learners to meet the needs of diverse learners in inclusive settings.</td>
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<td>8</td>
<td>CSIU Training and Consultation Staff</td>
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Knowledge
- Identify the Principles of MAX Learning from the Project MAX principles.
- Discuss and identify the need for Presuming Competence
- Apply Universal Design for Learning principles
- Understanding the differences between the Eligible Content and Alternate Eligible Content of the PACS and why they are important for ALL learners
- Discuss the components of the Standard-Aligned Unit Planning Process
- Determine individual role as a team member and identify responsibilities of this role

Supportive Research
All content for the Presumed Competence Project Max initiative has been researched and vetted through PaTTAN.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:
- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- 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.

For school and district administrators, and other educators seeking leadership roles:
- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on
Instructs the leader in managing resources for effective results.

### Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Professional Learning Communities

### Participant Roles

<table>
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<th>Role</th>
<th>Grade Levels</th>
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<td>Classroom teachers</td>
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<td>Middle (grades 6-8)</td>
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<td>Paraprofessional</td>
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<td>New Staff</td>
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<td>Other educational specialists</td>
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<td>Related Service Personnel</td>
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### Grade Levels

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

### Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Joint planning period activities
Journaling and reflecting

Participant survey
Review of participant lesson plans

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<td>17</td>
<td>CSIU</td>
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Superintendents will further develop a vision focused on student success. They will learn about resources that effectively bring about desired results. Collaboration, communication and engagement with regional colleagues and statewide leaders will increase the ideas and opportunities that districts will have to support student learning.

**Knowledge**

Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. (Leithwood, K., et al. How Leadership Influences Student Learning, University of Minnesota and University of Toronto, for The Wallace Foundation, 2004.)

**Supportive Research**

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:
- Empowers educators to work effectively with parents and community partners.
- 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.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

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

**Training Format**

- Professional Learning Communities
- Offsite Conferences
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<tr>
<td>Follow-up Activities</td>
<td>Job-embedded mentoring for Superintendents</td>
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Intermediate Unit Level Affirmations

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 or 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.

Affirmed by Larry Augustine on 11/16/2017

Board President

Affirmed by Kevin Singer on 11/21/2017

Executive Director