

BLaST Intermediate Unit #17
Intermediate Unit Comprehensive Plan
July 1, 2018 – June 30, 2021



Dr. Christina Steinbacher-Reed, Executive Director
Laura Klym, Internal Coordinator

Intermediate Unit Profile

Demographics

2400 Reach Rd
PO Box 3609
Williamsport, PA 17701
570-323-8561
Executive Director: Christina Steinbacher-Reed

Planning Process

Our 2018-2021 Comprehensive Plan was created in collaboration with staff, parents, our Board, and other community leaders and stakeholders to address three critical areas- relationships, communications, and high quality programs. The process was facilitated by External Coordinator, JoAnn Perotti, Director of Strategic Services at Bucks County Intermediate Unit #22 and Internal Coordinator, Laura Klym, School Outreach Specialist at BLaST IU #17.

These themes emerged after surveying our staff, districts and collecting feedback from our comprehensive planning discussions. We have developed strategic actions plans to accelerate our progress toward achieving our goals in these priority areas.

The comprehensive planning committee met on September 13, 2017 (Williamsport) and September 19, 2017 (Canton) to finalize our plan and ensure we fully understood our goals, action plan and the level of commitment it would take our IU to achieve this.

Effective October 1, 2017, we had a transition in leadership. Dr. Christina Steinbacher-Reed was appointed Executive Director and our goals were also aligned with her entry plan. Dr. Steinbacher-Reed and the members of the comprehensive planning committee fully support the operationalization of this plan and will continue to work to see its success.

Mission Statement

Our mission is to Evangelize, Educate and Empower.

We want to **engage** our students and create shared mental models within our organization.

We want to **educate**, not only our employees, but our communities, educational and business partners, and our partners across the Commonwealth of how we plan to create 250,000 Thinkers.

We hope by doing this that we are able to **empower** people to promote becoming a thinkforce and that we are able to reach beyond ourselves to support our constituent districts and their communities.

Vision Statement

We envision 250,000 “Thinkers”. Thinking is foundational to the development of self and society. It is the cornerstone of all creative ideas and problem solving, new scientific discoveries, new products and services, individual and organizational learning, education, business success, interpersonal communications, social change, and democracy. Our Vision is audacious and involves the conversion of our region’s entire population into a community of thinkers!

Shared Values

Our core values express our fundamental beliefs, ethics, and overarching Priorities. We believe that by providing employees opportunities to evangelize, educate, and empower we create a shared mental model of who BLaST Intermediate Unit 17 is and why we exist.

Our shared mental model is to ensure that what we do in our daily practice is mission critical and helps us get closer to our vision. We encourage and celebrate mission moments that our employees create for our stakeholders. No matter how big or how small the job is here, we believe that every one of our employees matters to our vision and mission.

LEARNING IS IU17’S CORE PURPOSE.

- Effective leaders support learning and optimum performance at all levels.
- IU17 is committed to doing whatever it takes to ensure that every student learns and succeeds, regardless of race, ethnicity, gender, socioeconomic status, language proficiency, or disability.
- Trusting relationships and commitment to IU17 core values will foster learning at all levels.
- Students, parents/guardians, employees, community members, and all IU17 stakeholders comprise our IU
- Every member of IU17 has value and makes important contributions towards our mission.
- Positive and productive relationships among all members of IU17 are built through meaningful communication and engagement.
- All members of IU17 are partners in creating, sustaining, and investing in a culture of deliberate excellence and vital to IU17’s success.

Educational Community

The BLaST IU 17 region is primarily rural, spreading across over 4,000 square miles in northeastern PA. We are comprised of 19 public school districts, 2 career and technical schools, and 5 non-public schools throughout Bradford, Lycoming, Sullivan, and Tioga County. We have two offices, one in Williamsport and one in Canton. These offices serve as the home base for our employees and are where we host almost all of the trainings offered to our districts.

We have over 300 IU and contracted employees. Our region services over 2,000 teachers and we have a K-12 student population of over 16,000 students. In our own programs, *we serve over 2,500 students*. We have very small schools - some that graduate 50 students annually. Our largest school graduates about 600 students. There are several stops in between our smallest and largest schools; however, there are more small schools than medium or large in our region.

BLaST IU 17 provides support in 3 main areas:

Student Services- Our programs support students and our community through a variety of services such as K-12 behavioral and psychological supports, career exploration, online learning, early intervention programs and health and wellness programs. We even offer an extended school year (ESY) program in the summer.

Additional student services include Autistic Support, Itinerant Hearing. ESL, Speech and Language, Life Skills, Multiple Disability Services, Learning Support the Explore Program, Alternative Education and Gifted Liaison.

Professional Learning- The professional learning team provides training and consultation on in areas such as literacy, personalized learning, STEM, instructional technology, Schoolwide Positive Behavior Supports and more.

Technology- The technology department serves our districts by providing consortium level pricing, innovative, educationally focused technology systems, software, and a team of coordinators that provide virtual and on-site support.

We believe that our community and organizational members are not only supportive of our endeavors but benefit from them as well. We have strong, positive relationships with our constituent districts and we strive to create and maintain these partnerships. IU 17 is also a member of the Chamber of Commerce, which allows us to work with local industry leaders to share responsibility for closing gaps in our community.

Our counties are known for some of the most beautiful game lands, the Little League World Series, and is the home to a number of small and large industries.

Planning Committee

Name	Role
Penny Johnson	Administrator : Professional Education
Christina Steinbacher-Reed	Administrator : Professional Education
Eric Beiter	Business Representative : Professional Education
David Loomis	Business Representative : Professional Education
Adam Sowich	Business Representative : Professional Education
Brooke Beiter	Community Representative : Professional Education
Lori Tice	Community Representative : Professional Education
Scott Moll	Ed Specialist - Instructional Technology : Professional Education
Mark Nevill	Student Services Director/Specialist : Professional Education
Dana Vermilya	Elementary School Teacher - Special Education : Professional Education
Erica Logan	High School Teacher - Special Education : Professional Education
Elizabeth Moores	High School Teacher - Special Education : Professional Education
Laura Klym-Internal Coordinator BLaST IU #17 Comprehensive Plan	Intermediate Unit Staff Member : Professional Education
JoAnn Perotti-Bucks County IU #22 - External Facilitator	Intermediate Unit Staff Member : Professional Education
Jaimie Purdy	Middle School Teacher - Special Education : Professional Education
Ashley Rupert	Middle School Teacher - Special Education : Professional Education
Delicia Brown	Parent : Professional Education
Trisha Patterson	Parent : Professional Education
Penny Johnson	Student Curriculum Director/Specialist : Professional Education
Jennifer Starner	Student Services Director/Specialist : Professional Education

Core Foundations

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum writing team has been formed to review the curriculum being implemented in our various programs. This team is representative of our programs and has teachers from all levels; primary, intermediate and high school. This committee will ensure instruction is aligned to the standards. They will also develop a list of resources for teachers to access to accommodate the diverse student populations in our classrooms.

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

There are no characteristics that need improvement or are non-existent.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum writing team has been formed to review the curriculum being implemented in our various programs. This committee will ensure instruction is aligned to the standards. They will also develop a list of resources for teachers to access to accommodate the diverse student populations in our classrooms.

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

There are no characteristics that need improvement or are non-existent.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum writing team has been formed to review the curriculum being implemented in our various programs. This committee will ensure instruction is aligned to the standards. They will also develop a list of resources for teachers to access to accommodate the diverse student populations in our classrooms.

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

There are no characteristics that need improvement or are non-existent.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

A curriculum writing team has been formed to review the curriculum being implemented in our various programs. This committee will ensure instruction is aligned to the standards. They will also develop a list of resources for teachers to access to accommodate the diverse student populations in our classrooms.

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

There are no characteristics that need improvement or are non-existent.

Professional Education

Training/Personnel Development Council

Checked answers

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

Unchecked answers

- Parents
- Community Agency Personnel
- Paraprofessionals
- Training Students

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

We do not call this group a Personnel Development Council; this is our professional Learning Committee. There are ten members of this committee that meet bi-monthly to assess the needs of our staff and create quality workshops during our annual inservice. This committee also plans the professional development for our staff for the entire year.

Instructional Rounds: Instructional Rounds are held at least 5 times per year. Every supervisor that supervises Intermediate Unit programs participates. We have rotated through the various classrooms and programs that the IU operates in both the early intervention and school age setting. The data that is gathered and analyzed by the supervisors help steer the direction of the professional learning committee and their decisions around our annual inservices and the ongoing professional learning that occurs during the course of each school year.

Characteristics

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

and community partners.				
Intermediate Unit's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Our professional education program for both teachers and administrators align not only with the state and federal mandates, but also with the vision and mission of our organization. Two years ago we implemented the Instructional Rounds process. This process has allowed supervisors to observe the students and teachers in our programs and make informed decisions about the professional learning needs of our staff. We have developed system wide expectations to increase the level of student engagement in all of our programs. Our professional learning opportunities have focused on this expectations. Our continued use of the Instructional Rounds process will inform our supervisors about the needs of our classrooms, allow us to observe the change of practice with our professional staff and evaluate the effectiveness of our professional learning opportunities, and to help inform what professional learning opportunities to offer in the future.

In addition to our system wide approach, individual supervisors conduct walk throughs four times per year with each teacher assigned to them. This allows the supervisor to make decisions about the individual needs of each of their teachers.

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

All strategies were selected.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/7/2017 These are required as conditions of employment.

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:
8/7/2017

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
The LEA has conducted the training on:
8/7/2017

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).

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

Unchecked answers

None.

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

Working through our program supervisors and with their staff, we communicate a unified message regarding expectations of daily instructional practice, progress monitoring, and student learning.

Our supervisors do walk-throughs utilizing our informal walk-through tool - 321SOS. These informal observation notes are read by cabinet level administrators. All executive cabinet level administrators are expected to be in classrooms.

Through the Instructional Rounds process, we have gathered additional data to inform supervisors about the level of student engagement and how teacher practices affect student engagement. Evidence gathered through this process is driving the professional learning offered to teachers. Our walk-throughs have also been modified to gather additional data about how teachers are implementing the practices covered during professional learning opportunities.

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

All strategies were selected.

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.

Our induction process was revised for this school year to ensure a high quality induction program. Supervisors, teachers, related service providers, former inductees and mentors were all asked to provide input into what our revised plan needs should include enhancing the support provided to new teachers. The above goals and objectives were reviewed to ensure they were included in the revised plan.

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

All strategies were selected.

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.

Inductees

Inductee responsibilities should include attending all induction/orientation activities, seeking help when needed, observing experienced teacher/specialists, meeting regularly with their mentors, meeting with other inductees to discuss experiences, and evaluating the program. Inductees are expected to:

Actively participate in mentoring activities and relationships

Seek out help from colleagues

Accept and act upon constructive feedback through open communication with the mentor

Schedule classroom observation with the mentor

Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) in order to be awarded an Induction Completion Letter

Maintain a confidential relationship with the assigned mentor

Inductee Responsibilities:

Attend five full induction in-service days in the first year of employment provided by the Intermediate Unit. Dates and locations will be provided.

Complete up to two full days of non-evaluative observation of and by mentor or other designated professional within the first year of employment. Observation of inductee will be videotaped to be utilized for the purpose of self-reflection and analysis.

Attend one-half day induction session at IU in-service the second year of induction.

Attend four two hour evening induction sessions during the second year of induction.

Complete a year two project with other inductees and/or other IU #17 employees, focused on topic of choice adhering to a focus group, pilot study or action research format.

Meet at least eight (8) times with your mentor and maintain documentation of those meetings using the mentor/inductee checklist (50% of which must be face-to-face).

Pre-service induction training sessions (Three full days for all 1st year teachers)

: Intermediate Unit staff will conduct three full days of training for new teachers. The topics

covered during the first training date include: an overview of BLaST Intermediate Unit #17 policies and procedures, professional code of conduct and ethics, IEP development, Data and Report Tracking System (DaRTS) orientation, strategies to support English language learners and an overview of the Standards Aligned System (SAS) Portal. Topics covered during days two and three include the following: organization/scheduling/time management, classroom and behavior management, student engagement, explicit instruction, and professional interactions/dealing with contentious situations. Inductees will have the opportunity to meet their mentors as mentors, receive building/district specific information, including potential safety issues that new teachers must be aware of prior to beginning to support students. Inductees will have an assignment associated with each of these sessions to be implemented during the first month of teaching. These three days will be scheduled at least two weeks prior to the start of the school year for students.

All day workshops for first year inductees (2 per/year):

First year inductees will participate in two full day workshops focusing on student engagement, integrating technology into instruction, differentiation of instruction and curriculum. One workshop will occur in the first semester and one during the second semester. Assignments from the pre-service induction training sessions will be reviewed during these workshops.

August in-service induction session (Year two inductees):

All second year inductees will participate in one .5 day training session during BLaST IU #17's annual in-service in August. Topics addressed will include the following: reflective practice and professional goal setting. A collection of instructional resources housed within IU #17's google drive will also be shared. Second year inductees will review the videotapes of their instruction, identify individual strengths and needs, and set goals for their second year of teaching based upon their area(s) of need. Second year inductees will also complete a year two project with other inductees and/or other IU #17 employees, focused on a topic of choice adhering to a focus group, pilot study or action research format. Inductees will develop the criteria by which their project will be assessed as well as the objectives that must be met in order to achieve the criteria as set forth by each inductee.

After school training for year two inductees (8 hours):

Inductees will be required to attend four (4) two hour after school training sessions throughout the course of their second year of teaching. Training sessions will typically be scheduled in September, December, March and May with locations and time to be announced. During these sessions, there will be time provided for year two project completion and collaboration among inductees. Additional topics to be discussed during these meetings will be determined based upon inductee survey results at the end of year one. Level one to level two certificate conversion will be discussed at May meeting.

Any professional staff hired following BLaST Intermediate Unit #17's annual in-service in August will be assigned a mentor at the time of hire and required to watch videotaped sessions from the pre-service induction training dates. New hires will then join the rest of the year one inductees wherever the group is within the induction timeline of activities/events.

Evaluation & Monitoring:

Upon hire, all new teachers will complete an inductee needs assessment. All inductees will

complete an evaluation at the end of their first year of teaching and an end of program assessment at the conclusion of the two year induction program. Mentors will complete an evaluation of the mentor training provided. The evaluation process will be utilized to revise induction program components, mentor training components, and enhance both the second year of the induction program as well as the overall induction experience.

Participation and Completion:

Inductees and mentors will document their meetings using the mentor/inductee meeting checklist, regardless of whether or not the contact was face to face or by other means. Inductees participating in induction meetings and activities will be required to sign the sign in sheet for each meeting/activity. The sign in sheets will be kept on file with other professional development records. Inductees who have completed all required induction plan components will receive written verification of such from the office of the Executive Director of BLaST Intermediate Unit #17.

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

All strategies were selected and utilized to assess the needs of inductees.

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.

Mentor Responsibilities: (Upon successful completion and submission of the mentor/inductee checklist, mentor teachers will be compensated \$500.00).

Meet with inductee eight (8) times throughout the school year (50% of which need to be face-to-face meetings).

Observe inductee in a non-evaluative context up to one full day within the inductee's first year of employment.

Allow inductee to observe mentor in a non-evaluative context for up to one full day within the inductee's first year of employment.

Maintain and submit completed mentor/inductee meeting checklist.

Complete mentor training session. Mentor training session will include information and discussion surrounding the following topics:

Roles and responsibilities of mentors

Expectations for communicating with inductees

Active listening

Coaching

Problem Solving

Non-evaluative observations

Peer observations by mentors:

It is the expectation that the mentor will observe their inductee in their classroom/program environment up to two full days within the inductee's first year of teaching. These observations will be non-evaluative in nature. Observations will be videotaped for the purpose of self-reflection and analysis by the inductee.

Peer observations of mentor and/or other instructional staff:

In the fall and spring of their first year of teaching, inductees will be required to spend .5-1 full day observing an experienced teacher. This could be the inductee's mentor, or another teacher identified with the assistance of the supervisor. This will be a targeted observation, with the inductee identifying specific behaviors or activities they would like to see during the observation.

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

All characteristics were selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for	X					

Educators						
Assessments		X				
Best Instructional Practices	X		X	X	X	X
Safe and Supportive Schools		X				
Standards	X	X				
Curriculum	X	X	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		
Materials and Resources for Instruction		X		X	X	

If necessary, provide further explanation.

BLaST IU #17 has a comprehensive Induction Program for staff.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Our Director of Student Services supervises the Induction program, including the monitoring of the Induction program.

Our Special Education supervisors collaborate with the Director of Student Services to evaluate the Induction program.

All inductees and mentors have the opportunity to provide feedback to the supervisors and director of student services at the end of the induction process. This feedback ensures the continual evaluation and effectiveness of our induction process.

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.

Student achievement data for our academy programs are reported back to the home school districts. Each program monitors the academic and behavioral progress of individual students enrolled at the school and communicates that progress to the home school district. Students have access to highly qualified teachers to ensure each student has access to the general education curriculum. In addition, students receive group and individual counseling to address social skill development and improved behaviors both in and out of school.

Programs, Strategies and Actions

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

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

At our academy programs, the supervisors and social workers work closely with the home district. If Student Assistance Programs referrals are needed, they can be made through the home district. We do not currently have school resource officers through the intermediate unit, but if available through the home district, the programs can utilize those resources.

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.)

Our annual public notice published in numerous papers throughout our four county regions includes information about gifted services and procedures for evaluation. All evaluations are conducted through the home school district. If a student is eligible and in need of gifted services, the intermediate unit or home school district can provide those supports. The annual public notice is also on our website as well as the websites of our nineteen school districts.

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

Each district has screening procedures for gifted. When a student is in an intermediate unit program, teachers may use subject area assessments and curriculum based assessments to screen for giftedness. If a teacher believes a child may be gifted based on these assessments, a referral will be made to the home district for further screening or evaluation.

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

All evaluations included are conducted by the home school district. Eligibility is based on each individual school district's criteria they have established. If found eligible and the student is in an Intermediate Unit program, the IU or the home school district provides the gifted support services.

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.

Gifted services are determined by the home school district. Districts offer both enrichment and acceleration opportunities. Determination of programming for students is done on an individual basis with the GIEP team determining what is most appropriate.

Developmental Services

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

Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal				

Explanation of developmental services:

Our BLaST Acadmies for Integrated Studies incorporate many of the same services students would receive if they were being educated in their home schools. We actually offer more intensive attendance monitoring, behavioral interventions, and individual student planning than many of our school districts are able to offer. The students we serve are at a very high level of risk for dropping out and we believe these services will help students remain in school.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

The students served at our academy programs are primarily special education students. The diagnostic, intervention and referral services are integrated into our programs. When students require a SAP referral, that referral is coordinated through the home district.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	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				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Many of the consultative and coordinated services listed are integrated into our Academy Programs. We have social workers at both schools who coordinate services and act as a liaison between home, school, and community agencies. Attendance is closely monitored and communicated to the home school district on a weekly basis.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Student Handbook	X	X	X	X
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Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

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.

At both of our academy locations, weekly team meetings are held to review student progress, both academic and behavioral. When interventions are needed, all staff have input as to what those interventions should be. There is also communication with the home district to keep them updated on student progress and what interventions are being implemented at the school.

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
1. Child care- BLaST IU does not provide child care.
 2. After school programs- Individual Districts provide after-school programs.
 3. Youth workforce development programs- In the process of applying for grants and planning future workforce development summit.
 4. Tutoring- BLaST IU does not provide any formal tutoring service. Tutoring is provided by individual districts.

The Intermediate Unit provides early intervention services and has a collaborative relationship with birth to 3 providers.

Preschool Agency Coordination

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

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

The Intermediate Unit provides early intervention services for children ages 3-5 in our four counties. We operate center based programs but also serve children in the home and in community day care settings. We also now operate two pre k counts classrooms in Bradford County. Our staff works with families and community agencies to locate and serve students with disabilities.

In February each year, we hold transition meetings with each district to ensure that students who have been receiving early intervention services are transitioned to kindergarten. We work with families and schools to make this a smooth transition and to ensure that services are in place when students begin kindergarten in the fall.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

Technology Systems: BLaST IU has made great strides with implementing more sophisticated technology systems to help with the volume of requests to better serve our employees. We have created an online technology ticketing system, which allows staff to submit requests for any troubleshooting needs. We have also established a technology request form, which allows staff to request items such as printers, Chromebooks and iPads, to then be approved by their supervisors. This is to help support our goal to provide high quality programs.

Accomplishment #2:

Early Intervention Program: Our early intervention program is the recipient of two grants for the 17-18 school year. The first grant focuses on inclusion and was specifically for July 1-September 30, 2017. The grant amount was \$4850 and helped us promote and implement best practices that support the inclusion of all young children in early childhood programs in our local communities. The second grant is in the amount of \$19,159 and is being used to increase the use of evidence based language and literacy interventions with early intervention students. The grant will include opportunities for families to participate in early language and literacy experiences with their children and also learn how to incorporate evidenced based language and literacy interventions within their routines at home.

Accomplishment #3:

EXPLORE Program: BLaST IU 17 has partnered with the Office of Vocational Rehabilitation (OVR) to create the EXPLORE program. The EXPLORE Program provides students with disabilities a variety of work-based learning experiences that will allow them to develop the skills necessary for them to join the work-force. Students are provided exposure to a wide range of work sites with a goal of helping them to make informed choices about the future of their careers. The experiences are age and ability appropriate.

A trained job coach facilitates and structures meaningful learning at the worksite. Students begin to associate classroom learning with the expectations of the competitive work force. Consistent assessment and feedback are part of the training program and emphasis is placed on communication, teamwork, problem solving, and social appropriateness while in a variety of environments and situations.

Accomplishment #4:

Additional Classrooms: In response to the needs in our districts, the IU opened two new autistic support classrooms for the 17-18 school year; one elementary level classroom and one secondary level classroom. The elementary classroom is located in the Sayre area school district at H. Austin Snyder Elementary School and is being taught by Mary Shaw. The secondary classroom is located at Hughesville Junior-Senior High School in the East Lycoming School District and is being taught by Brandy Lair. In addition to the new classrooms, we have a new special education supervisor, Trisha Patterson, supervising the IU

school age autistic support programs located in our school districts. In total, we operate eleven autistic support programs in the Bradford, Tioga and Lycoming County school districts.

Accomplishment #5:

Pre-K Counts Grant: In early August, we were notified by the state that IU #17's grant application for Pre K counts was accepted. Our application is a partnership with the Canton, Northeast Bradford, and Sayre Area School Districts. This grant has given us the opportunity to open two new IU operated classrooms in Canton and Northeast Bradford, and two half day district run classrooms in Sayre. The total grant amount is over \$450,000 and will allow us to provide early childhood services to over seventy, three and four year olds in these three Bradford County school districts.

Accomplishment #6:

Professional Learning Committee: BLaST IU 17 is dedicated to enhancing our professional learning opportunities for our staff and surrounding districts. We have created an internal professional learning committee with representation from a variety of our programs to assist with our staff learning needs at inservice. In addition, we are providing a more personalized approach to serving the professional learning needs of our districts through surveys, 1:1 site visits, a directory and the process of a professional development request form.

Intermediate Unit Concerns

Concern #1:

There is a need to continue to develop high-quality programs which includes high-quality professional development.

Concern #2:

There is a need to continue to develop excellent internal and external relationships.

Concern #3:

There is a need to continue to develop excellent internal communications and increase excellent external communications.

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:

There is a need to continue to develop excellent internal and external relationships.

There is a need to continue to develop excellent internal communications and increase excellent external communications.

There is a need to continue to develop high-quality programs which includes high-quality professional development.

Systemic Challenge #2 (*Guiding Question #3*) Establish a system within the Intermediate Unit that fully ensures assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.

Aligned Concerns:

There is a need to continue to develop excellent internal and external relationships.

There is a need to continue to develop excellent internal communications and increase excellent external communications.

There is a need to continue to develop high-quality programs which includes high-quality professional development.

Systemic Challenge #3 (*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:

There is a need to continue to develop excellent internal and external relationships.

There is a need to continue to develop excellent internal communications and increase excellent external communications.

There is a need to continue to develop high-quality programs which includes high-quality professional development.

Systemic Challenge #4 (*Guiding Question #11*) Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU’s mission and vision will be fully met.

Aligned Concerns:

There is a need to continue to develop excellent internal and external relationships.

There is a need to continue to develop excellent internal communications and increase excellent external communications.

There is a need to continue to develop high-quality programs which includes high-quality professional development.

Systemic Challenge #5 (*Guiding Question #4*) Establish a system within the IU that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with curriculum objectives are fully accessible to teachers, instructors, and students.

Intermediate Unit Plan

Action Plans

Goal #1: Continue to develop excellent internal communications and increase excellent external communications.

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 assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.
- 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.
- Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Indicators of Effectiveness:

Type: Annual

Data Source: Newsletter, website, videos and survey's

Specific Targets: Increased internal and external communications will have a positive impact on internal staff, school board members, district and the community.

Strategies:

Improve Internal Communications

Description:

BLaST IU #17 will continue the work of the Communications Committee that was created during the Spring/Summer of 2017 by implementing the plans developed.

SAS Alignment: Materials & Resources

Improve External Communications

Description:

BLaST IU #17 will continue to enhance our external communication through the website redesign, newsletter, and regularly sharing information with our Board, which will then be distributed to the districts throughout our region.

SAS Alignment: None selected

Implementation Steps:

Employee Newsletter

Description:

Continue the development of a BLaST IU employee Newsletter to promote staff recognitions, events and service & program accomplishments.

Start Date: 8/1/2017 **End Date:** 6/28/2019

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

Supported Strategies:

- Improve Internal Communications
- Improve External Communications

Increase communication through social media, blogs, video and website redesign

Description:

Increase communication through social media, blogs, video and website redesign utilizing the school outreach specialist and technology department.

Start Date: 10/2/2017 **End Date:** 6/28/2019

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

Supported Strategies:

- Improve Internal Communications
- Improve External Communications

Goal #2: Continue to develop excellent internal and external relationships.

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 assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.
- 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.
- Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Indicators of Effectiveness:

Type: Annual

Data Source: Culture and Climate Survey and Professional Development for Supervisors and Support Staff

Specific Targets: Increase positive feedback through data analysis, Develop Coffee and Conversation at each program to build positive relationships, Professional Development for Supervisors and Support Staff and Employee Appreciation- design a standardized employee recognition/appreciation program to increase staff morale

Strategies:

Develop and Improve Internal Relationships with Staff and School Board of Directors

Description:

BLaST IU #17 has developed measurable strategies and action plans to increase positive communications within the organization for staff and school board.

SAS Alignment: Materials & Resources

Develop and Improve External Relationships with School Districts and the Community

Description:

BLaST IU #17 will develop and improve External Relationships with School Districts and the Community through various avenues including improved Superintendent Meetings, improved district support teams and the development of Industry Council Partnerships.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Increase Positive Relationships with Staff

Description:

Increase positive feedback through data analysis of the Culture and Climate Survey for Staff

Develop Coffee and Conversation at each program to build positive relationships

Professional Development for Supervisors and Support Staff on building positive relationships

Employee Appreciation- design a standardized employee recognition/appreciation program to increase staff morale

Start Date: 7/3/2017 **End Date:** 6/28/2019

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

Supported Strategies:

- Develop and Improve Internal Relationships with Staff and School Board of Directors

BLaST IU #17 Supervisor Professional Development

Description:

The Supervisors meet annually for a retreat where they will review best practices and set department goals for the year. The Supervisors are required to participate in the same professional learning activities that the teachers are engaged in so that they may follow through with their walk-throughs and observations.

Start Date: 8/1/2017 **End Date:** 8/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Develop and Improve Internal Relationships with Staff and School Board of Directors

Increase School Board of Director Engagement

Description:

Increase School Board of Director Engagement through the following:

Meet & Greet Opportunities for School Board Members

Increase consistent reporting to School Board Members

New School Board Member Orientation

Professional Development for School Board Members

Start Date: 10/2/2017 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Develop and Improve Internal Relationships with Staff and School Board of Directors

Goal #3: Continue to develop high-quality programs, which includes high-quality professional development.

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 assessments aligned with established course curricula and with instruction are used to monitor student achievement and to adjust instructional practices, including the curricula associated with adult learners.
- 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.
- Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Indicators of Effectiveness:

Type: Annual

Data Source: The data source will be the 321 Walk-through Data.

Specific Targets: Measure an increase in student engagement across all programs.

Strategies:

Curriculum, Materials, Resources and Technology as it relates to Student Achievement

Description:

BLAST IU #17 will continue to evaluate the present structure of Curriculum, Materials, Resources and Technology as it relates to Student Achievement and revamp for progress.

This will be implemented through our Curriculum Writing Team that will met 5 times during the school year. The Committee recommendations will then be implemented.

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

Instructional Rounds and Professional Development

Description:

BLAST IU #17 will continue to evaluate the progress of Instructional Rounds as it relates to Professional Development

As we continue to use instructional rounds to assess the needs of our classroom programs, we are going to expand from just including SUpervisors to including curriculum, TaC, and teacher leaders.

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

Professional Development Focused on Populations Served

Description:

BLaST IU #17 will continue to develop Professional Development focused on populations served.

We have system-wide professional development for all teachers and administrators, but our Supervisors will also provide additional professional development around specific programs or specific teacher needs.

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

Implementation Steps:

Curriculum, Materials, Resources and Technology as it relates to Student Achievement

Description:

There is a process in place for educators that would like to request technology and materials for their classroom. The Instructional Technology Specialist will then consult with the teacher to provide professional development needed to integrate the technology into the classroom.

Start Date: 7/2/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Curriculum, Materials, Resources and Technology as it relates to Student Achievement

Instructional Rounds and Professional Development

Description:

The instructional rounds will help inform the administration as to what professional development is needed for our staff. The rounds will also allow us to see if the educators have implemented the professional development.

Start Date: 7/2/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Instructional Rounds and Professional Development

Professional Development Focused on Populations Served

Description:

In addition the professional development that all teachers get, the Supervisors provide additional PD based on the types of classroom teachers are working in or the types of disabilities. Teachers also develop professional development goals and are able to seek out professional development specific to their teaching assignment.

Start Date: 7/2/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Professional Development Focused on Populations Served