

RIVERVIEW IU 6

270 Mayfield Road

IU Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

To provide distinctive educational services that are responsive to the needs of our member districts and support the growth and success of the students we serve.

VISION STATEMENT

To be the regional leader in creating and providing distinctive educational services to our member districts and students.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Currently IU 6 employs approximately 160 professional and support staff in special education. We have school age teachers and paraprofessionals, early intervention teachers, speech therapists, teachers of the hearing and visually impaired, occupational therapists, physical therapists, nurses, training and consultation staff, service coordinators, social workers, school psychologists, autism specialists, behavior specialists, and secretaries. Our staff provides services to students in life skills classrooms, emotional support classrooms, multiple disabilities support classrooms, autistic support classrooms, mental health programs, residential placements, and early intervention classroom settings. Our staff works collaboratively with school district staff to provide the best quality services to students in IU operated classrooms. We service approximately 1200 students through our early intervention programming, have around 130 students in school age consortium classes, service around 500 students in non-public school setting and then push into other educational settings to service well over 1500 other students across our IU region. These are our more direct services, however indirectly we service around 21,000 through our supports of the local school systems, and their leadership, staff, and families.

STAFF (FORMALLY EDUCATORS)

The RIU6 Education Programs department and our Training and Consultation team provide supports in all kinds of ways for our member districts, from grant writing, research, and professional development to specific educational services and interventions, we work to add value to all the educational programs across our IU region. We value quality, collaboration, professionalism, innovative approaches, and the efficient utilization of time and resources. We believe all learners have the ability to grow when taught using strategies that draw on their strengths rather than a one-size-fits-all mentality. As students' needs differ, we recognize districts' needs differ as well. We invest time to research and learn about our local districts. When we are presented with a challenge, we provide custom solutions based on the needs of the district. We do our best to provide accurate, educationally relevant solutions which allow our districts to create unique standards-aligned systems to benefit their students. The Education Programs department relies on team member knowledge and experiences in addition to the ability to reach out to state-wide contacts to provide guidance and support to local education agencies. Team members attend train-the-trainer sessions to further enhance their knowledge of best practices in the field which can be shared with local educators at RIU6 headquarters or in district.

ADMINISTRATION

The Division of Administrative Services leads and directs the administrative functions of Riverview Intermediate Unit, as well as program development and coordination, state and federal liaison, and consultative services to school districts in the service area. We hold a series of network meetings to support the administration of the our local schools, both public and non-public. Below is a list of meetings that we hold for Leadership groups to get updates from PDE and changes in law and regulations, while having the opportunity to have open dialogue with colleagues on resources, processes, and solutions to difficulties. • Curriculum Council Network Meetings • Data Quality Network Meetings • Facilities Management / Supervisor of Buildings & Grounds Meetings • Federal Programs Network Meetings • Gifted Network Meetings • School Counselor (Guidance) Network Meetings • Librarian Network Meetings • Principal Network Meetings • School Psychologist Network Meetings • Special Education Directors Network Meetings • Superintendent Network Meetings • Technology Consortium Network Meetings (Technical side of technology - RWAN, hardware, software, plugs, and wires) • Tech Integrators Network Meetings (Instructional technology side - application, instruction, teaching with tech tools). • Transition Coordinator Network Meetings • Pennsylvania Inspired Leadership Program (PIL) (Act 45 awarded)

LEA LEADERS

RIU is governed by a seventeen-member Board of Directors, representing each of our school districts, and the Executive Director, with feedback from an Advisory Council consisting of all seventeen Superintendents in the RIU region. RIU is committed to responding to community, school, and student needs, assisting districts in meeting state and federally mandated programs, and developing and coordinating regional programs to increase the capacity of our region in education. From our network of meetings to support our LEA leaders, to school board member training, to planning advocacy events with our local legislators, we are always working for the benefit and support our local school leadership.

PARENTS

RIU assists our region by hosting the Local Task Force meetings for supporting parents and collaborating on events with our local districts to engage stakeholders and families. We have hosted camps, brought in parents for demonstrations and celebrations, and provided training for parents in special education and other areas. Our specialists work closely with families to support students, from hearing vision, speech, autism, and behavior specialists, to service coordinators and social workers we are always trying to maximize the success of the students

through parent and family engagement. RIU is heavily involved in the development and implementation of programs and services in which communities may invest in as a commitment to students with disabilities who are about to leave school. The Individuals with Disabilities Act stipulates the establishment of interagency responsibilities or linkages or both before the student leaves school. RIU assists districts, parents, and students with the initial planning and ongoing consultation for establishment of local interagency council organizations and the related activities.

COMMUNITY

RIU is connected throughout our communities, working closely with various organizations from non-profits, higher education facilities, and the government programs and agencies to the local hospitals, schools, and mental health services. We are tied into the local work force development boards and the economic development agencies, as well as the local chambers throughout our region. We collaborate and support students with interagency coordination as well as engage local businesses with teacher in the workplace and opportunities for students to connect curriculum with work-based learning experiences.

OTHER (OPTIONAL)

Our shared values as an organization are defined as... > Teamwork - All employees and departments working collaboratively to provide focused RIU programs and services requiring our collective strength to meet challenging opportunities to serve others. > Communication - Clear and concise sharing of current RIU programs, services, and information; listening to determine how we can develop new programs and services to better meet the needs of our districts and students; and internal communications to collaboratively develop programs and services from a position of organizational strength. > Organizational Capacity - Commitment to ongoing organizational change and growth necessary to address local, state and federal initiatives; and serve our member districts and students to the best of our ability. > Resource Development - Consistently striving to improve the delivery of service including increasing the competency level of providers and receivers of RIU programs. And our commitment is that we execute these values with the focus on being a "Premier Provider, Resource, & Liaison" that always does the following... 1. Be Great for Kids! 2. Celebrates our IU – Staff & Students! 3. Works Together for Continuous Improvement!

STEERING COMMITTEE

Name	Position	Building/Group
Michael Stahlman	Administrator	Riverview Intermediate Unit 6
Matthew LaVerde	Administrator	Riverview Intermediate Unit 6
Mary Anne Jordan	Administrator	Riverview Intermediate Unit 6
Amy Smith	Staff Member	Riverview Intermediate Unit 6
Andy Lugg	Staff Member	Riverview Intermediate Unit 6
Teresa Baker	Staff Member	Riverview Intermediate Unit 6
Tammy Starcher	Staff Member	Riverview Intermediate Unit 6
Lisa Thompson	Staff Member	Riverview Intermediate Unit 6
Deanna Sintobin	Administrator	Riverview Intermediate Unit 6
Greg Barrett	Board Member	Keystone School District
Chris Pedersen	Board Member	Forest School District
Eric Ochs	Parent	North Clarion County School District
Martha Heise	Community Partner	Business Representative

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement

To recruit a highly competent staff for delivery of high quality services to meet the needs of our member districts and their students.

Outcome Category

Essential Practices 4:
Implement Data-Driven
Human Capital Strategies

Essential Practices 4:
Implement Data-Driven
Human Capital Strategies

To recruit, train, and prepare our administrative staff to support staff in instructional leadership and high quality teaching to maximize student learning.

Essential Practices 1: Focus
on Continuous
Improvement of Instruction

To build relationships with a variety of stakeholders for improvement of our organization and the educational process, from businesses and non-profits to families and member district staff, the relationships are key to adding value to our organizational capacity.

Community Engagement

To provide continuous professional development that fosters a vision and culture of high expectations that focuses on relationship building, instructional leadership, and meeting student needs on a daily basis.

Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Continuous and Job-embedded Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Administrative staff focused on continuous improvement of instruction by attending at minimum of 60 hours of PD in SE, PIL, or job alike supervision.	Develop organizational capacity to keep member districts informed of local, state and federal initiatives and to assist districts in the challenges faced in implementation of these initiatives by having an administrative staff that is focused on continuous improvement of instruction by attending at minimum of 60 hours of professional development in special education, PIL courses, or supervisor specific trainings for their job alike group.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Messaging expectations and follow through of tracking time as part of evaluation	2021-07-01 - 2024-06-30	Department Directors & Executive Directors	Act 13 Evaluation process, messaging in leadership meetings, and collecting evidence of learning.

Anticipated Outcome

60 hours of PD per person

Monitoring/Evaluation

Yearly Evaluation of Staff Members

Evidence-based Strategy

Continuous and Job-embedded Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Over 200 professional development opportunities that foster a culture of high expectations.	Provide over 200 professional development opportunities that foster a vision and culture of high expectations surrounding relationship building, instructional leadership, and meeting student needs.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Set high expectations for instructional improvement, relationship building, and providing student supports in every professional development activity offered by the organization.	2021-07-01 - 2024-06-30	Department Directors & Executive Directors	Professional Development sessions and schedule, messaging in leadership meetings, and collecting evidence of learning.

Anticipated Outcome

200 sessions of PD offered annually

Monitoring/Evaluation

Yearly evaluation of IU Services

Evidence-based Strategy

Highly Qualified staff for Admin & Professional Staff Positions

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
98% Highly Qualified professional & admin staff for 98% of the year.	Build on existing collaborative structure for the purpose of strengthening the organization's programs and services to member districts by recruiting a highly competent and fully qualified staff to meet the needs of our member districts and their students - 98% Highly qualified for admin & professional staff 98% of the time in a year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Utilize all avenues of PDE certification options to ensure we are highly qualified with administrative and professional staff positions.	-	Assistant Executive Director	Annual reporting, TIMS, and time tracking.

Anticipated Outcome

98% Highly Qualified professional & admin staff for 98% of the year.

Monitoring/Evaluation

Annual evaluation report

Evidence-based Strategy

Following up with every New Hire in support positions at 30, 60, and 90 days

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% of support staff positions filled for 95% of the year.	Build on existing collaborative structure for the purpose of strengthening the organization’s programs and services to member districts by recruiting a highly competent and fully qualified staff to meet the needs of our member districts and their students - 95% of support staff positions filled for 95% of the time in a year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Track follow up with every new hire at 30, 60, and 90 days into their hire so that employee satisfaction stays in the conversation.	-	HR department	Tracking calendar

Anticipated Outcome

Lower turnover and increased number of positions staying filled.

Monitoring/Evaluation

HR department calendar and annual report.

Evidence-based Strategy

Building Community Partnerships

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Admin & Curriculum staff in Leadership roles with Community Engagement Activities	Our administrative staff and curriculum staff has a presence in leadership roles on community boards and committees in at least 5 different topic areas across each of our 4 major counties.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Asset mapping for each county the community partners and our staff's connection to each entity.	-	Executive Directors and Department Directors	Asset Mapping Process

Anticipated Outcome

Better relationships with all community stakeholders in education.

Monitoring/Evaluation

Annual Report of Asset Mapping

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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Develop organizational capacity to keep member districts informed of local, state and federal initiatives and to assist districts in the challenges faced in implementation of these initiatives by having an administrative staff that is focused on continuous improvement of instruction by attending at minimum of 60 hours of professional development in special education, PIL courses, or supervisor specific trainings for their job alike group. (Administrative staff focused on continuous improvement of instruction by attending at minimum of 60 hours of PD in SE, PIL, or job alike supervision.)</p>	<p>Continuous and Job-embedded Professional Development</p>	<p>Messaging expectations and follow through of tracking time as part of evaluation</p>	<p>07/01/2021 - 06/30/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide over 200 professional development opportunities that foster a vision and culture of high expectations surrounding relationship building, instructional leadership, and meeting student needs. (Over 200 professional development opportunities that foster a culture of high expectations.)	Continuous and Job-embedded Professional Development	Set high expectations for instructional improvement, relationship building, and providing student supports in every professional development activity offered by the organization.	07/01/2021 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Develop organizational capacity to keep member districts informed of local, state and federal initiatives and to assist districts in the challenges faced in implementation of these initiatives by having an administrative staff that is focused on continuous improvement of instruction by attending at minimum of 60 hours of professional development in special education, PIL courses, or supervisor specific trainings for their job alike group. (Administrative staff focused on continuous improvement of instruction by attending at minimum of 60 hours of PD in SE, PIL, or job alike supervision.)	Continuous and Job-embedded Professional Development	Messaging expectations and follow through of tracking time as part of evaluation	07/01/2021 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Build on existing collaborative structure for the purpose of strengthening the organization’s programs and services to member districts by recruiting a highly competent and fully qualified staff to meet the needs of our member districts and their students - 98% Highly qualified for admin & professional staff 98% of the time in a year. (98% Highly Qualified professional & admin staff for 98% of the year.)</p>	<p>Highly Qualified staff for Admin & Professional Staff Positions</p>	<p>Utilize all avenues of PDE certification options to ensure we are highly qualified with administrative and professional staff positions.</p>	<p>01/01/0001 - 01/01/0001</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Build on existing collaborative structure for the purpose of strengthening the organization's programs and services to member districts by recruiting a highly competent and fully qualified staff to meet the needs of our member districts and their students - 95% of support staff positions filled for 95% of the time in a year. (95% of support staff positions filled for 95% of the year.)</p>	<p>Following up with every New Hire in support positions at 30, 60, and 90 days</p>	<p>Track follow up with every new hire at 30, 60, and 90 days into their hire so that employee satisfaction stays in the conversation.</p>	<p>01/01/0001 - 01/01/0001</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Our administrative staff and curriculum staff has a presence in leadership roles on community boards and committees in at least 5 different topic areas across each of our 4 major counties. (Admin & Curriculum staff in Leadership roles with Community Engagement Activities)	Building Community Partnerships	Asset mapping for each county the community partners and our staff's connection to each entity.	01/01/0001 - 01/01/0001

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Executive Director, I affirm that this IU Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the IU Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Executive Director

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Recruit and retain fully credentialed, experienced, and high-quality employees

Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values

Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction

Coordinate and monitor supports aligned with learners' and families' needs

The relationships with our member districts, students in our services, families of our students, local businesses, and community.

The organization capacity that has been built by our staff.

The responsiveness of our services to meet the needs of our

Challenges

Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit

Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning

Facilitate effective, standards-aligned curriculum and assessment

Foster a vision and culture of high expectations for success for all stakeholders

Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities

Staffing all our positions with highly competent educators and service providers.

Staff turnover as we have had just over 10% of our staff exit employment at the IU in the last year.

The substitute shortage changing the way we deliver professional development with educators due to not being able to be released

Strengths

member districts and students.

The number of trainings, meetings, and technical assistance activities engage it by our districts and our local educators.

The relationships built with our member districts and their staffs, their engagement in our meetings, trainings, and technical assistance activities.

Special education plan with related services meeting student needs with continuum of services.

Health, Safety, and Equity enhancements have been well received by our member districts.

Challenges

for professional learning.

Staffing needs for IU to staff our training and consultation positions.

Staffing needs with our school districts for release time for ongoing professional development activities.

Continue to recruit and fill positions with highly competent people so that our services are meeting the needs of our member districts and their students.

Continue to build relationships with member districts administration and staff, community businesses, workforce development, state network of educational resources, and within our organization to build capacity and teamwork.

Most Notable Observations/Patterns

The challenge of filling positions and continue to build positive relationships with all stakeholders is vital to the success of our intermediate unit.

Challenges	Discussion Point	Priority for Planning
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit		
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	Staff turnover in administrative positions so constant conversations and professional development are necessary for building capacity.	
Foster a vision and culture of high expectations for success for all stakeholders	Staff turnover and the the nature of the organization being spread over 3200 square miles is the root cause for the need to building vision and culture of high expectations for success of all stakeholders.	
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities		
Staffing all our positions with highly competent educators and service providers.		
The substitute shortage changing the way we deliver professional development with educators due to not being able to be released for professional learning.		
Continue to recruit and fill positions with	Staffing shortages have been recognized in every industry, teacher	

Challenges

highly competent people so that our services are meeting the needs of our member districts and their students.

Continue to build relationships with member districts administration and staff, community businesses, workforce development, state network of educational resources, and within our organization to build capacity and teamwork.

Discussion Point

shortages and support positions in education have had a large turnover in the last couple years with the pandemic and rising opportunities for employment in all industries. Our Union negotiated wages in support contract have been outpaced with inflation and opportunities in the private sector.

Staff turnover in both our organization and our stakeholders organizations have created a need for continuous relationship building and networking for providing resources and opportunities for our staff and students.

Priority for Planning

ADDENDUM B: ACTION PLAN

Action Plan: Continuous and Job-embedded Professional Development

Action Steps	Anticipated Start/Completion Date	PD Step	Comm Step
Messaging expectations and follow through of tracking time as part of evaluation	07/01/2021 - 06/30/2024		
Monitoring/Evaluation	Anticipated Output		
Yearly Evaluation of Staff Members	60 hours of PD per person		
Material/Resources/Supports Needed		PD Step	Comm Step
Act 13 Evaluation process, messaging in leadership meetings, and collecting evidence of learning.		yes	yes

Action Plan: Continuous and Job-embedded Professional Development

Action Steps	Anticipated Start/Completion Date
Set high expectations for instructional improvement, relationship building, and providing student supports in every professional development activity offered by the organization.	07/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Yearly evaluation of IU Services	200 sessions of PD offered annually

Material/Resources/Supports Needed	PD Step	Comm Step
Professional Development sessions and schedule, messaging in leadership meetings, and collecting evidence of learning.	yes	yes

Action Plan: Highly Qualified staff for Admin & Professional Staff Positions

Action Steps	Anticipated Start/Completion Date
Utilize all avenues of PDE certification options to ensure we are highly qualified with administrative and professional staff positions.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Annual evaluation report	98% Highly Qualified professional & admin staff for 98% of the year.

Material/Resources/Supports Needed	PD Step	Comm Step
Annual reporting, TIMS, and time tracking.	no	yes

Action Plan: Following up with every New Hire in support positions at 30, 60, and 90 days

Action Steps	Anticipated Start/Completion Date
Track follow up with every new hire at 30, 60, and 90 days into their hire so that employee satisfaction stays in the conversation.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
HR department calendar and annual report.	Lower turnover and increased number of positions staying filled.

Material/Resources/Supports Needed	PD Step	Comm Step
Tracking calendar	no	yes

Action Plan: Building Community Partnerships

Action Steps	Anticipated Start/Completion Date
Asset mapping for each county the community partners and our staff's connection to each entity.	01/01/0001 - 01/01/0001

Monitoring/Evaluation	Anticipated Output
Annual Report of Asset Mapping	Better relationships with all community stakeholders in education.

Material/Resources/Supports Needed	PD Step	Comm Step
Asset Mapping Process	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Develop organizational capacity to keep member districts informed of local, state and federal initiatives and to assist districts in the challenges faced in implementation of these initiatives by having an administrative staff that is focused on continuous improvement of instruction by attending at minimum of 60 hours of professional development in special education, PIL courses, or supervisor specific trainings for their job alike group. (Administrative staff focused on continuous improvement of instruction by attending at minimum of 60 hours of PD in SE, PIL, or job alike supervision.)</p>	<p>Continuous and Job-embedded Professional Development</p>	<p>Messaging expectations and follow through of tracking time as part of evaluation</p>	<p>07/01/2021 - 06/30/2024</p>
<p>Provide over 200 professional development opportunities that foster a vision and culture of high expectations surrounding relationship building, instructional leadership, and meeting student needs. (Over 200 professional development opportunities that foster a culture of high expectations.)</p>	<p>Continuous and Job-embedded Professional Development</p>	<p>Set high expectations for instructional improvement, relationship building, and providing student supports in every professional development activity offered by the organization.</p>	<p>07/01/2021 - 06/30/2024</p>

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Administrative Staff in 60 hours of SE, PIL, Student Support, or job specific PD	Administrative Staff	Special Education, Pennsylvania Inspired Leadership, Relationship Building, Student Supports, or job specific to supervision assignment
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Certificates of completion, Act 48 hours, & 45 hours	07/01/2021 - 06/30/2024	Department Directors and Executive Directors

Danielson Framework Component Met in this Plan:

- 4d: Participating in a Professional Community
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 4f: Showing Professionalism
- 4e: Growing and Developing Professionally
- 1b: Demonstrating Knowledge of Students
- 3a: Communicating with Students
- 2d: Managing Student Behavior
- 3d: Using Assessment in Instruction
- 3b: Using Questioning and Discussion Techniques
- 2c: Managing Classroom Procedures
- 2b: Establishing a Culture for Learning
- 3c: Engaging Students in Learning
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments
- 1c: Setting Instructional Outcomes

This Step meets the Requirements of State Required Trainings:

- Teaching Diverse Learners in an Inclusive Setting
- Trauma Informed Training (Act 18)
- Language and Literacy Acquisition for All Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Develop organizational capacity to keep member districts informed of local, state and federal initiatives and to assist districts in the challenges faced in implementation of these initiatives by having an administrative staff that is focused on continuous improvement of instruction by attending at minimum of 60 hours of professional development in special education, PIL courses, or supervisor specific trainings for their job alike group. (Administrative staff focused on continuous improvement of instruction by attending at minimum of 60 hours of PD in SE, PIL, or job alike supervision.)</p>	<p>Continuous and Job-embedded Professional Development</p>	<p>Messaging expectations and follow through of tracking time as part of evaluation</p>	<p>2021-07-01 - 2024-06-30</p>
<p>Provide over 200 professional development opportunities that foster a vision and culture of high expectations surrounding relationship building, instructional leadership, and meeting student needs. (Over 200 professional development opportunities that foster a culture of high expectations.)</p>	<p>Continuous and Job-embedded Professional Development</p>	<p>Set high expectations for instructional improvement, relationship building, and providing student supports in every professional development activity offered by the organization.</p>	<p>2021-07-01 - 2024-06-30</p>
<p>Build on existing collaborative structure for the purpose of strengthening the</p>	<p>Highly</p>	<p>Utilize all avenues</p>	<p>-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>organization's programs and services to member districts by recruiting a highly competent and fully qualified staff to meet the needs of our member districts and their students - 98% Highly qualified for admin & professional staff 98% of the time in a year. (98% Highly Qualified professional & admin staff for 98% of the year.)</p>	<p>Qualified staff for Admin & Professional Staff Positions</p>	<p>of PDE certification options to ensure we are highly qualified with administrative and professional staff positions.</p>	
<p>Build on existing collaborative structure for the purpose of strengthening the organization's programs and services to member districts by recruiting a highly competent and fully qualified staff to meet the needs of our member districts and their students - 95% of support staff positions filled for 95% of the time in a year. (95% of support staff positions filled for 95% of the year.)</p>	<p>Following up with every New Hire in support positions at 30, 60, and 90 days</p>	<p>Track follow up with every new hire at 30, 60, and 90 days into their hire so that employee satisfaction stays in the conversation.</p>	-
<p>Our administrative staff and curriculum staff has a presence in leadership roles on community boards and committees in at least 5 different topic areas across each of our 4 major counties. (Admin & Curriculum staff in Leadership roles with Community Engagement Activities)</p>	<p>Building Community Partnerships</p>	<p>Asset mapping for each county the community partners and our staff's connection to each entity.</p>	-

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Continuous messaging of expectations for staff	All staff	Professional Development Expectations
Anticipated Timeframe	Frequency	Delivery Method
07/01/2021 - 06/30/2024	monthly	Email Presentation Webinar
Lead Person/Position		
Department Directors and Executive Directors		
Communication Step	Audience	Topics/Message of Communication
Follow up check-ins with new hires	New Hires	HR topics, Salary & Benefit Information, Access to Information, Technology Access,

Anticipated Timeframe**Frequency****Delivery Method**

07/01/2022 - 06/30/2024

Monthly

Email
Other
Presentation**Lead Person/Position**

HR Department

Communication Step**Audience****Topics/Message of Communication**

Asset Mapping Community Connections

Administrators

Partnership in each county, leadership roles on boards and committee, gap analysis

Anticipated Timeframe**Frequency****Delivery Method**

10/01/2022 - 06/30/2024

Quarterly

Email
Presentation
Webinar**Lead Person/Position**

Executive Directors

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

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