

COMPREHENSIVE PLAN

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MIDWESTERN IU 4

453 Maple St

IU Comprehensive Plan | 2024 - 2027

MISSION STATEMENT

Midwestern Intermediate Unit IV is an education and community service agency comprised of highly qualified staff who customize solutions to evolving challenges.

VISION STATEMENT

MIU IV services will be marketed using innovative strategies that target (traditional and nontraditional) audiences. MIU IV will improve effectiveness, efficiency, and competitiveness. MIU IV will engage and respect the knowledge, expertise, and skill of its stakeholders.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Curriculum: The Department of Curriculum, Instruction and Assessment offers programs that challenge students to learn and perform at their highest ability levels in a supportive environment. Strategic STEM Pathway Learning Library Extreme Leadership Academic Games ELECT: The ELECT program serves the physical and emotional needs of parenting and pregnant teens by supporting their efforts in continuing their education and obtaining employable skills. Information delivery Resources Emotional support Counseling Individual Small group Special Education: The Special Education Department delivers services and support in adherence to IDEA and Chapter 14 regulations in the least restrictive environment. Related services, accommodations, and modifications are determined by qualifying scores to access their curriculum in the best interest of each student. In addition, we offer transition services at the age of 14 to support the student in the community for life after graduation. Some of the related services are: Adaptive Physical Education Audiological Support Counseling Services Occupational Therapy Orientation and Mobility Physical Therapy Psychological Services Social Work Services Speech or Language Therapy In addition to related services, MIU IV offers itinerant support services for students in the following areas: Autistic Support Community Based Vocational Training Hearing Impaired Support Inclusion Support Instruction in the Home Speech and Language Support Social and Emotional Learning Support Vision Support Our school districts frequently need additional support and services to meet the needs of their students. The following services are offered as support: Complex Functional Behavior Assessments Extended School Year Services Psychological Evaluations Safety Care for School-Age and Small Children Very Special Arts Program Exhibit is an opportunity for area students with special needs, K-12, to participate in an annual art exhibit sponsored by MIU IV's Communication Department. TaC: Training and Consultation services are a specialized resource for school districts. These highly skilled Educational Consultants provide technical assistance, on-site consultation, guided practice, professional development and professional learning communities in the following Pennsylvania state mandated special education initiatives that provide a variety of direct and indirect consultative services for students. Autism Assistive Technology Least Restrictive Environment/Inclusive Practices Multi-tiered Systems of Support (MTSS) Positive Behavior Support Secondary Transition/Interagency Coordination Special Education Compliance Beyond the required initiatives, TaC staff provide consultation and professional development in other areas related to special education such as IEPs, co-teaching, disability awareness, procedural safeguards, parent engagement, para educator training and compliance monitoring. Non-public school: The Act 89 Program provides auxiliary services to students attending nonpublic nonprofit schools in the Commonwealth of Pennsylvania. Eligible nonpublic schools may choose from the

following Act 89 services: Acadience Math Acadience Reading Resource Teacher Services Speech and Language Services Elementary Counseling Services Standardized Testing Technology Services Technology: The STEAM lending library provides STEAM tools for use by students in the classroom. Pre-K: Pennsylvania Pre-K Counts (Pre-K Counts) provides quality full-day pre-kindergarten to eligible 3 and 4 year olds in Mercer and Lawrence Counties. Pre-K Counts is designed for children who: Are between age 3 and until the entry age for kindergarten; Are at risk of school failure and living in families earning up to 300 percent of the federal income poverty level (such as a family of four earning \$72,900) who may also be English language learners or have special needs. Pre-K Counts classrooms will: Have teachers with the education and expertise to teach young children; Use a curriculum that will help children grow, academically and socially; Regularly review the child's progress and choose teaching and learning activities that are best for the child; Help parents and children adjust to pre-kindergarten and smoothly move on to kindergarten; Offer a small class size (20 students per one teacher and one aide) so that the child can have plenty of one-on-one time with the teachers. Homelessness/Foster Care: Advocacy related to the McKinney-Vento (Homeless) and ESSA (Foster Care) laws and guidance, along with referrals and assistance with dispute resolution. Summer camps/enrichment provided to students in shelters (Homeless). Clothing, uniforms, school supplies, toiletries and other education-related needs are provided to both groups. Connections to higher education and preparation for transition is also a focus for both. Data is tracked including numbers of students identified, attendance, drop-out, school changes, and performance on the state assessment exams (Homeless).

STAFF (FORMALLY EDUCATORS)

Curriculum: Educational Specialists provide local districts with professional development, guidance, support and technical assistance in areas involving PDE initiatives. They also offer workshops and resources for onsite and virtual staff development in implementing research-based best practices. These include professional learning series, customized workshops, guidance and updated information and resources, such as access to the Learning Library, school climate surveys, CDT resources, the Equity Toolkit, OER, and programs and services through partnerships with supportive organizations and vendors. Lending Library The Midwestern Intermediate Unit IV Lending Library is a collection of STEAM-related instructional tools and equipment. These resources come to us through a partnership with the Pittsburgh Penguins Foundation. Departments within the MIU IV have also contributed. These tools and resources are a great compliment to your art, coding, engineering, ELA, math, music, robotics, science, and technology curriculum. Special Education: MIU IV provides monthly LEA contact meetings where PDE updates and initiatives are shared. On-going training as changes occur in special education is also discussed and provided to our school districts in areas involving PDE initiatives. Training options are offered virtually or in-person. TaC: Training options are offered virtually or in-person. Some examples of educator trainings are: Professional Learning Communities HeartSaver AED/CPR Course Driver's Education Theory

Introduction of Basic Sign Language Safety Care Initial Training Safety Care Recertification Safety Care Advanced Skills Training Safety Care School Age Training Safe at Lunch Eating Program Universal Design for Learning LETRS Reading and Math Interventions School Wide Positive Behavior and Interventions Support Secondary Transition Topics Assistive Technology Topics ParaEducator Trainings Special Education Compliance MTSS Co-teaching Positive Behavior Interventions and FBAs Autism/ABA Non-public school: Nonpublic school teachers are able to attend any training that are offered by our Educational Consultants. Technology: Professional development training in various areas of educational technology. STEAM lending library tools available free to use in classrooms Noncredit Technology Workshops offer state of the art technology and multimedia workshops for teachers, administrators, and support staff. Workshops range from beginning to advanced in areas that are relevant to job skills or to using technology in an effective and exciting way. Discovery Education Consortium pricing is available with a greatly reduced rate. Discovery Education integrates into any curriculum with over 10,000 full-length videos segmented into 75,000 content-specific clips tied directly to state standards. SPAC: Midwestern Intermediate Unit IV in cooperation with the Pennsylvania Department of Education operates the State Parent Advisory Council (SPAC). SPAC provides districts statewide access to Title I Parent and Family Engagement resources via its website: www.spac.k12.pa.us Resources include templates for federally mandated forms and meeting agendas as well as training materials that showcase how educators can effectively work with families. Continuing Ed: Act 48 Records Management reports on Act 48 staff development activities and course records to the PDE for those professional educators holding a valid PA teaching certificate. Continuing Education In-service Credit Courses offer a comprehensive program of PA-approved credit courses on a variety of topics. Courses are also designed to meet the needs of individual school districts and are offered throughout the year. English as a Second Language (ESL) Program Specialist Certification is offered to teachers holding a valid PA Instructional I or II certificate. MIU IV is a PDE approved provider for the ESL Program Specialist Certificate. Teacher Induction Courses are specifically designed for beginning teachers and teachers returning to the profession who are mandated by their district to participate in the induction program. Courses are designed to enlighten the beginning teacher's awareness of skills, strategies, activities and information based on current research. Homelessness/Foster Care: In depth training and ongoing technical assistance related to the McKinney-Vento (Homeless) and ESSA (Foster Care) laws and guidance, along with referrals to local service providers and assistance with dispute resolution. District staff are offered training annually and resources from the Regional Office and PDE are available and distributed. Training includes in-person, remote, videos, webinars, books, state and national conferences.

ADMINISTRATION

Curriculum: Educational Specialists provide local districts with professional development, guidance, support and technical assistance in areas

involving PDE initiatives. They include auditing services (Curriculum, STEM Readiness & Implementation, Career Readiness & Implementation, and School Climate Readiness & Implementation). Information & guidance is provided at regular Curriculum Advisory Council meetings. In addition to new information, updates, or guidance coming from PDE, administrators are provided support in the areas of: Educator Effectiveness, Comprehensive Planning, and other PDE Initiatives, such as Career Readiness, the SAS portal, and implementing a robust Data-Driven Culture (ex. CDTs, PVAAS). Human Resources: Human Resources is responsible for: monitoring regulatory compliance; directing recruitment and selection processes; designing/managing total compensation and fringe benefits; managing labor relations; and developing HR policy and development. HR also maintains all personnel records; participates in collective bargaining sessions; provides new staff orientation; and serves on the safety committee. The Labor & Management Committee fosters unity, promotes a positive image and supports quality services through effective communication and collaboration in an atmosphere of mutual trust. Technology: Professional development training in various areas of educational technology. TaC: TaC provides PULSE Training (Principals Understanding and Leading Special Education). TaC also supports administrators in implementing School Wide and the MTSS process within their school buildings.

LEA LEADERS

Executive Team: Administrator Seminars are held regularly during the school year on topics of special interest to district administrators. Administrative Services directs all MIU IV programs and services and provides information and assistance to districts on various aspects of school management. Liaison Services networks with PDE officials, State Board of Education, area legislators, higher education representatives and others that impact education programs. The Superintendents' Advisory Council (SAC) meets monthly or more to exchange information on current educational issues and MIU IV programs and services. The Superintendent Search service assists local school boards in the process of obtaining qualified candidates for the position of Superintendent. The Superintendent Summit offers annual trainings and discussions on current topics with leaders from PDE and other professionals in the field of education. Business Services of MIU IV collaborates with member school districts on a Life Insurance Consortium which provides an avenue for joint purchasing of life insurance to gain savings through volume purchasing. Joint Purchasing coordinates the purchases of supplies by local educational agencies. Currently copy paper, art, athletic, school, medical, and maintenance supplies are bid for school districts and other nonprofit organizations. The Salary and Benefits Survey (Professional & Support Staff) is compiled annually for district administrators to use in decision making and long-term planning. MIU IV's Courier Service runs weekly routes for the purpose of pick up and delivery of items for all school districts in Butler, Lawrence, and Mercer Counties. The Forum of Western PA School Superintendent provides a retreat that includes professional learning for superintendents and LEA leaders. State and Federal Program Liaison Services Department administers the largest federal programs consortium in Pennsylvania. It is comprised of 15 school

entities (12 public school districts 2 neglected institutions and 1 delinquent institution) and supports Title I, Title I Delinquent, Title II A Programs, and Title IV-A funding. Besides ensuring that all districts in the consortium expend funds according to state and federal regulations, the department also serves as a liaison for other federal and state projects, which includes SPAC, School Improvement, Homeless, and Foster Support. It is the goal of MIU IV's Federal Programs Consortium to assist its member districts in maintaining compliance in all areas of federal programming and is available to support them individually or in a group setting. State and Federal Programs staff also serve on various advisory committees at PDE. Technology: E-Rate MIU IV applies to the SLD for discounts on internet service and data lines on behalf of area schools, and provides information and assistance to districts. MIU IV has three different network surveys available. PIMS (Pennsylvania Information Management System) Services The Intermediate Unit can help districts make PIMS edits and submissions. This is a shared service at the Intermediate Unit.

PARENTS

ELECT: The ELECT program provides support, resources, and guidance to parents of pregnant and/or parenting teens through consultations and home visits. ELECT counselors believe that a strong basis of support is needed for students to overcome the challenges of teenage pregnancy/ parenting. **Special Education:** MIU IV website offers a variety of resources accessible to parents. There are activities, interactive sites for fine and gross motor activities, and contact information for local adaptive sports. We also facilitate our monthly Local Task Force meeting that is run by parents where we discuss agency connections and provide any requested training that may be of benefit. **TaC:** Our Educational Consultants provide a "Family How To Series" that has monthly themes of interest and benefit to parents. We also support families through transition staffings as well as AT training when their child has been found eligible for assistive technology. **Non-public school:** Provide parent resources through materials and meetings. Staff available to hold meetings for students to discuss progress and challenges. **SPAC:** SPAC includes parents of children participating in Title I. The purpose of this council is to share ideas with the Division of Federal Programs about involving Title I parents to increase student achievement. SPAC parents advise PDE on many aspects of Parent and Family Engagement- from working with children at home to developing partnerships among parents, teachers, administrators, and community leaders to create effective and engaging parent involvement programs. Additionally, an annual statewide conference is held to bring children and families together to network and receive resources to assist in academic achievement. **Pre-K:** PA Pre-K Counts is a free high-quality early learning program for families that earn up to 300% of the federal poverty income level. The program provides full-day pre-kindergarten programming, meals, and family engagement resources. Pre-K Counts utilizes the PreKindergarten Early Learning Standards for Early Childhood which encompasses Partnerships for Learning. Through these partnerships parents and families are included in the decision-making related to their

child's education and educated on how to assist their child both emotionally and academically in preparation for kindergarten. Homelessness/Foster Care: Advocacy related to the McKinney-Vento (Homeless) and ESSA (Foster Care) laws and guidance, along with referrals and assistance with dispute resolution. The Regional Team provides outreach and information to parents in shelters and other providers that service homeless and foster care children, youth and families. Packets of information and periodic informational sessions are made available for parents who enter shelter, resources are listed on MIU IV webpage and social media site.

COMMUNITY

ELECT: The ELECT program values the partnerships it currently has with family centers, churches, and other social and civic organizations throughout Butler, Lawrence, and Mercer counties in order to provide the support and resources needed by pregnant and parenting teens. Special Education: Community Based Vocational Training with special education students who are of transition age occurs within our three counties. TaC: The TaC Consultants provide various training to our community agencies and private schools. Non-public school: In collaboration with PAFPC the nonpublic program follows all guidelines to stay compliant with state regulations and guidelines. Pre-K: MIU IV partners with three STAR 4 child care centers and the county HeadStart providers in the operation of its five classrooms. Continuing Ed: Guest Teacher Training Program offers a training program for those with a bachelor's degree to train to become a day-to-day substitute teacher in area schools. The workshop assists participants in obtaining an Emergency Day-to-Day Substitute Certificate. The program encourages members of the community to assist their local school district by sharing their services in the classroom. Homelessness/Foster Care: Education and outreach related to the McKinney-Vento (Homeless) and ESSA (Foster Care) laws and guidance. Materials (posters, brochures, flyers) are distributed in the community and regional staff participate in informational tables and fairs throughout the year. Human Resources/ Executive Team: The MIU IV serves as an Act 114 Fingerprint site. All student teachers and prospective employees of public and private schools, intermediate units and area vocational-technical schools who have direct contact with children, must provide to their employer a copy of their PA State Criminal History Background Check and their Federal Criminal History Record. The Design and Print Center (Communication Services) coordinates MIU IV communications, produces publications for MIU IV staff, and manages the graphics and print department. The department also provides assistance to school districts and other nonprofit organizations in the development of publications including design and layout, desktop publishing and printing. The MIU IV executive director serves on the board of The Caring Place, which provides emotional support for students who have experienced the passing of a close relative.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
David Zupsic	Administrator	Midwestern Intermediate Unit IV
Lois Roach	Parent	Midwestern Intermediate Unit IV
Brenda Marino	Administrator	Midwestern Intermediate Unit IV
Jason Williams	Director of Technology	Midwestern Intermediate Unit IV
Shannon Smith	Staff Member	Midwestern Intermediate Unit IV
Cheryl Pilch	Staff Member	Midwestern Intermediate Unit IV
Patti Wilson	Board Member	Midwestern Intermediate Unit IV
Melissa Wyllie	Administrator	Midwestern Intermediate Unit IV
Maureen Werwie	Administrator	Midwestern Intermediate Unit IV
Wayde Killmeyer	District/School Leader	Midwestern Intermediate Unit IV
Emma Roach	Student	Grove City High School
Diane Lorigan	Community Partner	Owner/Director of Creative Preschool and Day Care, Inc
Ray Omer	District/School Leader	Reynolds Area School District

Name

Position

Building/Group

Debra Marino

Community Partner

Owner of Bright Star Learning Center

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>MIU IV has not engaged in a marketing strategy that includes all school decision-makers; therefore, not all school decision-makers are aware of the value of using the services from an educational service agency.</p>	<p>Community Engagement</p> <p>Community Engagement</p>
<p>MIU IV offers consortium pricing but the messaging does not include the value that can be realized to the school personnel involved in making these decisions.</p>	<p>Community Engagement</p> <p>Community Engagement</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Partnerships with schools	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Partnership between MIU	By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer

Goal Nickname	Measurable Goal Statement (Smart Goal)
IV and schools	counties will have purchased at least 3 services, trainings, or programs from MIU IV.
Satisfaction of Clients	By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
CIA director and consultants will promote their menu of services at CAC meetings	2024-03-13 - 2024-05-08	CIA director and consultants	Menu of services; CAC presentation; zoom capabilities
CIA will upgrade its website so that school administrators and teachers can access menu of services, other information about CIA support, and access form to request PD	2024-04-08 - 2024-06-14	Halee McCance, CIA consultants	Access to editing rights to upgrade, improve webpage; webpage, time in schedule, new scheduling form
Individual meetings with school administrators whose role it is to develop the school and/or district's PD plan	2024-03-18 - 2024-05-03	CIA Director	2024-25 schedules of CIA consultants; time to meet with admin; fee schedule; statement of work, menu of services
Participants of workshops, PD will be asked to complete a survey to gauge their satisfaction level of the experience/ interaction with MIU IV.	2024-03-04 - 2027-03-26	Director	MIU IV satisfaction survey
School administrator advisory councils will be established to	2024-09-06 -	CIA director	Communication contacts with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
inform the types of PD, workshops and services that schools need.	2024-09-27		school admin, schedule of meetings, agenda topics
Serve as a coordinating agency between local ed college programs and member districts to support filling personnel needs.	2024-09-23 - 2024-12-20	CIA director/ Continuing Ed coordinator	Anticipated district personnel needs, potential student teachers from local colleges
Tech department will promote its menu of services at tech meetings	2024-04-08 - 2027-03-19	Jason Williams	Tech menu of services, tech meeting agendas
Create a digital mailing list to send a digital newsletter with updates and marketing information.	2024-04-12 - 2027-03-26	Julie McElroy	Digital mailing list, marketing information
The Technology Department will send a “satisfaction survey” after services are completed.	2024-04-17 - 2027-03-26	Julie McElroy	MIU IV satisfaction survey

Anticipated Outcome

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Monitoring/Evaluation

Directors, biannually/ usage reports, invoices and budget reports



Evidence-based Strategy

Membership has its rewards

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Partnership between MIU IV and schools	By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MIU IV Design and Print Center will enact a rewards program that includes a discount for repeat customers.	2024-09-02 - 2024-09-27	Director of Design and Print Center	List of customers, flyer and promotional materials, databases
MIU IV Design and Print Center will offer a membership discount to admin/faculty/ staff from our "member schools" (Lawrence, Mercer, Butler counties).	2024-09-02 - 2024-09-27	Director of Design and Print Center	List of employees and emails from member schools

Anticipated Outcome

The Design and Print Center will increase sales, particularly to member schools and their staff.

Monitoring/Evaluation

Revenue and sales reports, Director of Design and Print Center, Quarterly

Evidence-based Strategy

Marketing and Brand Awareness

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MIU IV website	Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027.
MIU IV social media presence	Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each director will ensure that their respective webpage's information is kept current with updated information and contact information.	2024-06-03 - 2027-03-31	MIU IV Directors	List of available services, department contact information, updated workshops, relevant resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MIU IV departments will promote their services, feature their workshops and professional development activities, celebrate staff accomplishments, and spotlight student/staff accomplishments of MIU IV member schools.	2024-09-02 - 2027-03-31	MIU IV Directors	MIU IV contact for social media
Update the business office page on the website and add links to important and helpful resources.	2024-03-01 - 2024-09-01	Maureen Werwie	Assistance with adding items to the MIU IV Website
All promotional materials will include the web address and appropriate pages.	2024-04-23 - 2027-03-26	Brenda Marino	Promotional materials, standard MIU IV logo and information
Create interesting, on-topic content for social media to gain followers.	2024-04-23 - 2027-03-26	Julie McElroy	MIU IV Social media

Anticipated Outcome

Member schools (public and nonpublic) will understand the types of support services that MIU IV offers and how/who to contact to schedule those services.

Monitoring/Evaluation

MIU IV directors, monthly, webpage monitoring



Evidence-based Strategy

Special Education Partnerships with Schools

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Partnership between MIU IV and schools	By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV.
Satisfaction of Clients	By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MIU IV Special Education Director will meet with the Business Office and develop a competitive pricing structure for all areas.	2024-02-20 - 2024-03-13	Melissa Wyllie, Director of Special Education and Maureen Werwie, Business Manager	Salaries, benefits, competitor rates, budgets
The Special Education Director and Special Education TaC supervisor will hold individual meetings with all school districts to discuss their Needs Assessment with them. In addition, services and training for the upcoming year will be discussed.	2024-04-01 - 2024-05-31	Melissa Wyllie, Director of Special Education and Richael Fertig, Supervisor of Special Education	Completed Needs Assessment, school district training dates, staff calendars, pricing structure

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
<p>MIU IV Special Education Supervisory Leadership Team will continue to promote and advertise offerings of services and training with the following stakeholder groups: MIU IV Facebook and Instagram page and website, SMORE publications, LEA Contact Meetings, Local Task Force Meetings, Superintendent Advisory Council, Curriculum and Principal Meetings</p>	<p>2024-03-01 - 2027-06-30</p>	<p>Melissa Wyllie, Director of Special Education and Richael Fertig, Sarah Pegher, Kelly Kushich, Special Education Supervisors</p>	<p>PowerPoints, advertisement of training, postings on social media</p>

Anticipated Outcome

MIU IV Director of Special Education and Supervisors will continue to develop innovative services, tailor professional development for individual district needs and look at how to create consortium offerings to our school districts.

Monitoring/Evaluation

Special Ed Director, quarterly meetings, usage reports, staff interviews

Evidence-based Strategy

Homeless Services

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Partnership between MIU IV and schools	By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV.
MIU IV website	Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027.
MIU IV social media presence	Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027.
Satisfaction of Clients	By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Homeless and Foster Care Regional Office staff will provide timely responses to requests from any MIU IV LEA staff, within one working day, 100% of the time.	2024-03-01 - 2027-06-30	Regional Coordinator, Outreach Specialist, Social Work Liaison	Regional staff have cell phones, access to desk phones, and utilize MIU IV email to ensure that contact is facilitated promptly.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Regional Coordinator plans ongoing training opportunities for LEA staff, based on feedback from annual interest and need surveys, including access to a self-paced training option and virtual attendance at all workshops and conferences.	2024-03-01 - 2027-06-30	Regional Coordinator	MIU IV provides conference room, tech support, and video conferencing support as required.
The regional office shares student supplies, donations, and other tangible items with all LEAs in Butler, Lawrence, and Mercer Counties as available. This includes inviting all LEAs to participate in an annual “Angel Tree” program, ensuring students in each district are provided the opportunity to obtain gifts during the holidays.	2024-03-01 - 2027-06-30	Regional Coordinator, Outreach Specialist, Social Work Liaison	MIU IV conference room space, administrative assistant support as required.
Regional Office will begin to survey LEAs related to their satisfaction with services in the following areas: 1. Immediacy of response by staff. 2. Training topics and availability. 3. Student support provided. Results will be shared with the MIU IV Administrative team as appropriate.	2024-07-01 - 2025-06-03	Outreach Specialist	N/A
The Regional Coordinator and Outreach Specialist will review the Homeless/Foster Care tabs on the MIU IV webpage monthly for suggested updates, revisions, and additions of content.	2024-03-01 - 2027-06-30	Regional Coordinator/Outreach Specialist	N/A
The Regional Coordinator will advise the MIU IV webpage administrator of any changes needed monthly.	2024-03-01 - 2027-06-30	Regional Coordinator	N/A
The regional office will encourage contacts to utilize the MIU IV webpage during bi-annual training and ensure that needed	2024-03-01 - 2027-06-30	Region 5 Team	N/A

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
materials are current and easily accessible.			
The Regional Coordinator will list the MIU IV webpage information when listed as a presenter at both State and National Conferences under “contact information.”	2024-03-01 - 2027-06-30	Regional Coordinator	N/A
The Region 5 Homeless/Foster Care office will conduct activities throughout the year related to the Outreach and Marketing of the program.	2024-03-01 - 2027-06-30	Wendy Kinnear, Regional Coordinator	Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.
Photos of activities will be taken, with the permission of any participants.	2027-03-01 - 2027-06-30	Regional Coordinator, Outreach Specialist, Social Work Liaison.	Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Informational blurbs accompanying photos will be sent to the MIU IV social media point person within 5 days of the activity 100% of the time.	2024-03-01 - 2027-06-30	Wendy Kinnear, Regional Coordinator	Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.
The Regional Coordinator will post activities on the PDE State ECYEH Facebook page and link to MIU IV social media as appropriate, 100% of the time.	2024-03-01 - 2027-06-30	Wendy Kinnear, Regional Coordinator	Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.
Any community contacts will be followed up within 1 working day, 100% of the time.	2024-03-01 - 2027-06-30	Regional Coordinator, Outreach Specialists.	Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
			the assigned point person should be communicated to the Regional office.

Anticipated Outcome

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Monitoring/Evaluation

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p>	<p>Marketing and Brand Awareness</p>	<p>Each director will ensure that their respective webpage's information is kept current with updated information and contact information.</p>	<p>06/03/2024 - 03/31/2027</p>
<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p>	<p>Marketing and Brand Awareness</p>	<p>MIU IV departments will promote their services, feature their workshops and professional development activities, celebrate staff accomplishments, and spotlight student/staff accomplishments of MIU IV member schools.</p>	<p>09/02/2024 - 03/31/2027</p>
<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)	Partnerships with schools	CIA will upgrade its website so that school administrators and teachers can access menu of services, other information about CIA support, and access form to request PD	04/08/2024 - 06/14/2024
By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p>	<p>Partnerships with schools</p>	<p>Create a digital mailing list to send a digital newsletter with updates and marketing information.</p>	<p>04/12/2024 - 03/26/2027</p>
<p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p>	<p>Marketing and Brand Awareness</p>	<p>Each director will ensure that their respective webpage's information is kept current with updated information and contact information.</p>	<p>06/03/2024 - 03/31/2027</p>
<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			

COMMUNICATION PLAN - STEPS AND TIMELINES:

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<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			

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<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p> <p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p> <p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p> <p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p>	Homeless Services	The regional office will encourage contacts to utilize the MIU IV webpage during bi-annual training and ensure that needed materials are current and easily accessible.	03/01/2024 - 06/30/2027

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p> <p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p> <p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p> <p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p>	Homeless Services	The Regional Coordinator will list the MIU IV webpage information when listed as a presenter at both State and National Conferences under "contact information."	03/01/2024 - 06/30/2027

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.

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

Executive Director

Dr. Wayde Killmeyer

2022-05-09

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

MIU IV's supplemental plans have been well designed and are reviewed and updated regularly.

Supplemental plans have been kept updated with the changing environmental conditions (ex. pandemic).

The quality of services has greatly improved over recent years. Reasons for this include: the recruitment and retainment of exceptional staff, consistent and targeted training/ professional learning, positive relations between labor and management, and the intentional communication and accountability measures of holding each employee to high performance expectations.

Shifting to virtual support has allowed the IU to realize high levels of cost-savings and increased parent participation.

Directors and supervisors value employees' skill and knowledge levels. There are open lines of communication between labor and management, which is helpful to overcome barriers to performance.

Management actively supports the advancement of employees who demonstrate high quality performance.

Challenges

While the plans (supplemental and those not listed) are well-deigned, a more intentional effort must be made to increase revenue through programs and services to maintain the fiscal solvency of the organization. What's more, these plans and services must be communicated with the school districts and organizations that would most likely utilize them.

Creating connections and partnerships with other IU job-alikes/ colleagues that are outside of MIU IV.

Creating partnerships/ collaborations with local businesses, employers, community organizations, colleges/universities, and other agencies.

Developing proprietary content/ training/ workshops that are highly demanded but cannot be duplicated, particularly in a virtual environment.

District leaders and teachers report valuing the support they receive from MIU IV (ex. special ed, social workers, school climate, content-related support, etc); however, these same admin and staff continue to express a lack of knowledge and/or understanding of all the services the IU offers.

Strengths

The MIU IV inservice receives high marks from employee surveys. MIU IV leadership uses these surveys to constantly plan, prepare, and make improvements to the inservice activities, based on employee responses.

The services MIU IV provides are customized to meet each student's individualized needs.

MIU IV has partnered with local police officers to offer workshops on safety training (ex. Threat Assessment Team training).

MIU IV regularly and consistently meets the expectations of deliverables from PDE's Statewide System of Support and individual program's Statements of Work.

MIU IV has personnel that are involved as state (STEM) and regional (SEL) leads within the PDE system of support, which elevates the organization's reputation and "brand" throughout the PAIU system.

Challenges

School leaders understand that MIU IV is an educational service agency but admit a lack of awareness as to all the services and support MIU IV can provide.

MIU IV is not financially competitive with direct competitors (educational vendors/ organizations).

MIU IV does a very good job of delivering the types of technical assistance, support, and resources described in the Statewide System of Support but districts are not able send teachers/staff to PD/workshops at MIU IV due to a substitute shortage.

Most Notable Observations/Patterns

Challenges**Discussion Point****Priority for Planning**

While the plans (supplemental and those not listed) are well-deigned, a more intentional effort must be made to increase revenue through programs and services to maintain the fiscal solvency of the organization. What's more, these plans and services must be communicated with the school districts and organizations that would most likely utilize them.

School leaders understand that MIU IV is an educational service agency but admit a lack of awareness as to all the services and support MIU IV can provide.

MIU IV has not embraced the use of social media, advertising, or marketing its programs/services to organizations/ agencies outside of the "school district" market.

✓

District leaders and teachers report valuing the support they receive from MIU IV (ex. special ed, social workers, school climate, content-related support, etc); however, these same admin and staff continue to express a lack of knowledge and/or understanding of all the services the IU offers.

✓

ADDENDUM B: ACTION PLAN

Action Plan: Partnerships with schools

Action Steps	Anticipated Start/Completion Date	
CIA director and consultants will promote their menu of services at CAC meetings	03/13/2024 - 05/08/2024	
Monitoring/Evaluation	Anticipated Output	
Directors, biannually/ usage reports, invoices and budget reports	MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.	
Material/Resources/Supports Needed	PD Step	Comm Step
Menu of services; CAC presentation; zoom capabilities	no	no

Action Steps**Anticipated Start/Completion Date**

CIA will upgrade its website so that school administrators and teachers can access menu of services, other information about CIA support, and access form to request PD

04/08/2024 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

Access to editing rights to upgrade, improve webpage; webpage, time in schedule, new scheduling form

no

yes



Action Steps**Anticipated Start/Completion Date**

Individual meetings with school administrators whose role it is to develop the school and/or district's PD plan

03/18/2024 - 05/03/2024

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

2024-25 schedules of CIA consultants; time to meet with admin; fee schedule; statement of work, menu of services

no

no



Action Steps**Anticipated Start/Completion Date**

Participants of workshops, PD will be asked to complete a survey to gauge their satisfaction level of the experience/ interaction with MIU IV.

03/04/2024 - 03/26/2027

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

MIU IV satisfaction survey

no

no



Action Steps**Anticipated Start/Completion Date**

School administrator advisory councils will be established to inform the types of PD, workshops and services that schools need.

09/06/2024 - 09/27/2024

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

Communication contacts with school admin, schedule of meetings, agenda topics

no

no



Action Steps**Anticipated Start/Completion Date**

Serve as a coordinating agency between local ed college programs and member districts to support filling personnel needs.

09/23/2024 - 12/20/2024

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

Anticipated district personnel needs, potential student teachers from local colleges

no

no



Action Steps**Anticipated Start/Completion Date**

Tech department will promote its menu of services at tech meetings

04/08/2024 - 03/19/2027

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

Tech menu of services, tech meeting agendas

no

no



Action Steps**Anticipated Start/Completion Date**

Create a digital mailing list to send a digital newsletter with updates and marketing information.

04/12/2024 - 03/26/2027

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

Digital mailing list, marketing information

no

yes



Action Steps**Anticipated Start/Completion Date**

The Technology Department will send a “satisfaction survey” after services are completed.

04/17/2024 - 03/26/2027

Monitoring/Evaluation**Anticipated Output**

Directors, biannually/ usage reports, invoices and budget reports

MIU IV schools (public and nonpublic) will consider MIU IV as partner in education and will plan and budget to use its services.

Material/Resources/Supports Needed**PD Step****Comm Step**

MIU IV satisfaction survey

no

no

Action Plan: Membership has its rewards

Action Steps**Anticipated Start/Completion Date**

MIU IV Design and Print Center will enact a rewards program that includes a discount for repeat customers.

09/02/2024 - 09/27/2024

Monitoring/Evaluation**Anticipated Output**

Revenue and sales reports, Director of Design and Print Center, Quarterly

The Design and Print Center will increase sales, particularly to member schools and their staff.

Material/Resources/Supports Needed**PD Step****Comm Step**

List of customers, flyer and promotional materials, databases

no

no



Action Steps

Anticipated Start/Completion Date

MIU IV Design and Print Center will offer a membership discount to admin/faculty/ staff from our "member schools" (Lawrence, Mercer, Butler counties).

09/02/2024 - 09/27/2024

Monitoring/Evaluation

Anticipated Output

Revenue and sales reports, Director of Design and Print Center, Quarterly

The Design and Print Center will increase sales, particularly to member schools and their staff.

Material/Resources/Supports Needed

PD Step

Comm Step

List of employees and emails from member schools

no

no

Action Plan: Marketing and Brand Awareness

Action Steps**Anticipated Start/Completion Date**

Each director will ensure that their respective webpage's information is kept current with updated information and contact information.

06/03/2024 - 03/31/2027

Monitoring/Evaluation**Anticipated Output**

MIU IV directors, monthly, webpage monitoring

Member schools (public and nonpublic) will understand the types of support services that MIU IV offers and how/who to contact to schedule those services.

Material/Resources/Supports Needed**PD Step****Comm Step**

List of available services, department contact information, updated workshops, relevant resources

yes

yes



Action Steps**Anticipated Start/Completion Date**

MIU IV departments will promote their services, feature their workshops and professional development activities, celebrate staff accomplishments, and spotlight student/staff accomplishments of MIU IV member schools.

09/02/2024 - 03/31/2027

Monitoring/Evaluation**Anticipated Output**

MIU IV directors, monthly, webpage monitoring

Member schools (public and nonpublic) will understand the types of support services that MIU IV offers and how/who to contact to schedule those services.

Material/Resources/Supports Needed**PD Step****Comm Step**

MIU IV contact for social media

yes

no



Action Steps**Anticipated Start/Completion Date**

Update the business office page on the website and add links to important and helpful resources.

03/01/2024 - 09/01/2024

Monitoring/Evaluation**Anticipated Output**

MIU IV directors, monthly, webpage monitoring

Member schools (public and nonpublic) will understand the types of support services that MIU IV offers and how/who to contact to schedule those services.

Material/Resources/Supports Needed**PD Step****Comm Step**

Assistance with adding items to the MIU IV Website

yes

yes



Action Steps**Anticipated Start/Completion Date**

All promotional materials will include the web address and appropriate pages.

04/23/2024 - 03/26/2027

Monitoring/Evaluation**Anticipated Output**

MIU IV directors, monthly, webpage monitoring

Member schools (public and nonpublic) will understand the types of support services that MIU IV offers and how/who to contact to schedule those services.

Material/Resources/Supports Needed**PD Step****Comm Step**

Promotional materials, standard MIU IV logo and information

no

yes



Action Steps

Anticipated Start/Completion Date

Create interesting, on-topic content for social media to gain followers.

04/23/2024 - 03/26/2027

Monitoring/Evaluation

Anticipated Output

MIU IV directors, monthly, webpage monitoring

Member schools (public and nonpublic) will understand the types of support services that MIU IV offers and how/who to contact to schedule those services.

Material/Resources/Supports Needed

PD Step

Comm Step

MIU IV Social media

no

no

Action Plan: Special Education Partnerships with Schools

Action Steps**Anticipated Start/Completion Date**

MIU IV Special Education Director will meet with the Business Office and develop a competitive pricing structure for all areas.

02/20/2024 - 03/13/2024

Monitoring/Evaluation**Anticipated Output**

Special Ed Director, quarterly meetings, usage reports, staff interviews

MIU IV Director of Special Education and Supervisors will continue to develop innovative services, tailor professional development for individual district needs and look at how to create consortium offerings to our school districts.

Material/Resources/Supports Needed**PD Step****Comm Step**

Salaries, benefits, competitor rates, budgets

no

no



Action Steps**Anticipated Start/Completion Date**

The Special Education Director and Special Education TaC supervisor will hold individual meetings with all school districts to discuss their Needs Assessment with them. In addition, services and training for the upcoming year will be discussed.

04/01/2024 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Special Ed Director, quarterly meetings, usage reports, staff interviews

MIU IV Director of Special Education and Supervisors will continue to develop innovative services, tailor professional development for individual district needs and look at how to create consortium offerings to our school districts.

Material/Resources/Supports Needed**PD Step****Comm Step**

Completed Needs Assessment, school district training dates, staff calendars, pricing structure

no

no



Action Steps**Anticipated Start/Completion Date**

MIU IV Special Education Supervisory Leadership Team will continue to promote and advertise offerings of services and training with the following stakeholder groups: MIU IV Facebook and Instagram page and website, SMORE publications, LEA Contact Meetings, Local Task Force Meetings, Superintendent Advisory Council, Curriculum and Principal Meetings

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Special Ed Director, quarterly meetings, usage reports, staff interviews

MIU IV Director of Special Education and Supervisors will continue to develop innovative services, tailor professional development for individual district needs and look at how to create consortium offerings to our school districts.

Material/Resources/Supports Needed**PD Step****Comm Step**

PowerPoints, advertisement of training, postings on social media

no

no

Action Plan: Homeless Services

Action Steps**Anticipated Start/Completion Date**

Homeless and Foster Care Regional Office staff will provide timely responses to requests from any MIU IV LEA staff, within one working day, 100% of the time.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD
Step****Comm
Step**

Regional staff have cell phones, access to desk phones, and utilize MIU IV email to ensure that contact is facilitated promptly.

no

no



Action Steps**Anticipated Start/Completion Date**

The Regional Coordinator plans ongoing training opportunities for LEA staff, based on feedback from annual interest and need surveys, including access to a self-paced training option and virtual attendance at all workshops and conferences.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD Step****Comm Step**

MIU IV provides conference room, tech support, and video conferencing support as required.

no

no



Action Steps**Anticipated Start/Completion Date**

The regional office shares student supplies, donations, and other tangible items with all LEAs in Butler, Lawrence, and Mercer Counties as available. This includes inviting all LEAs to participate in an annual “Angel Tree” program, ensuring students in each district are provided the opportunity to obtain gifts during the holidays.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD Step****Comm Step**

MIU IV conference room space, administrative assistant support as required.

no

no



Action Steps**Anticipated Start/Completion Date**

Regional Office will begin to survey LEAs related to their satisfaction with services in the following areas:
 1. Immediacy of response by staff. 2. Training topics and availability. 3. Student support provided. Results will be shared with the MIU IV Administrative team as appropriate.

07/01/2024 - 06/03/2025

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD Step****Comm Step**

N/A

no

no



Action Steps**Anticipated Start/Completion Date**

The Regional Coordinator and Outreach Specialist will review the Homeless/Foster Care tabs on the MIU IV webpage monthly for suggested updates, revisions, and additions of content.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD Step****Comm Step**

N/A

no

no



Action Steps**Anticipated Start/Completion Date**

The Regional Coordinator will advise the MIU IV webpage administrator of any changes needed monthly.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD Step****Comm Step**

N/A

no

yes



Action Steps**Anticipated Start/Completion Date**

The regional office will encourage contacts to utilize the MIU IV webpage during bi-annual training and ensure that needed materials are current and easily accessible.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD Step****Comm Step**

N/A

no

yes



Action Steps**Anticipated Start/Completion Date**

The Regional Coordinator will list the MIU IV webpage information when listed as a presenter at both State and National Conferences under “contact information.”

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed**PD Step****Comm Step**

N/A

no

yes



Action Steps**Anticipated Start/Completion Date**

The Region 5 Homeless/Foster Care office will conduct activities throughout the year related to the Outreach and Marketing of the program.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed

PD Step **Comm Step**

Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.

no no



Action Steps**Anticipated Start/Completion Date**

Photos of activities will be taken, with the permission of any participants.

03/01/2027 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed

PD Step **Comm Step**

Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.

no no



Action Steps**Anticipated Start/Completion Date**

Informational blurbs accompanying photos will be sent to the MIU IV social media point person within 5 days of the activity 100% of the time.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed

PD Step **Comm Step**

Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.

no no



Action Steps**Anticipated Start/Completion Date**

The Regional Coordinator will post activities on the PDE State ECYEH Facebook page and link to MIU IV social media as appropriate, 100% of the time.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed

PD Step **Comm Step**

Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.

no no



Action Steps**Anticipated Start/Completion Date**

Any community contacts will be followed up within 1 working day, 100% of the time.

03/01/2024 - 06/30/2027

Monitoring/Evaluation**Anticipated Output**

Regional Outreach Coordinator, Quarterly, Usage reports, satisfaction surveys, social media data

To increase LEA awareness of the federal definitions and available services related to the McKinney-Vento homeless education law and the Foster Care law and guidance under ESSA.

Material/Resources/Supports Needed

PD Step	Comm Step
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Point person at MIU IV to communicate with the Regional Coordinator about social media posts, and post appropriate content promptly. Any changes in the assigned point person should be communicated to the Regional office.

no	no
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p> <p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>	Marketing and Brand Awareness	Each director will ensure that their respective webpage's information is kept current with updated information and contact information.	06/03/2024 - 03/31/2027
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p> <p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their</p>	Marketing and Brand Awareness	MIU IV departments will promote their services, feature their workshops and professional development activities, celebrate staff	09/02/2024 - 03/31/2027

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>		<p>accomplishments, and spotlight student/staff accomplishments of MIU IV member schools.</p>	
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p>	<p>Marketing and Brand Awareness</p>	<p>Update the business office page on the website and add links to important and helpful resources.</p>	<p>03/01/2024 - 09/01/2024</p>
<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Webpage User Training	MIU IV member schools, non public schools, and partners	MIU IV support services, announcements, awards, events, training sessions, workshops, competitions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Directors and their designees will be able to effectively edit their department's webpage.	06/10/2024 - 07/19/2024	Jason Williams

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p> <p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p>	Partnerships with schools	CIA will upgrade its website so that school administrators and teachers can access menu of services, other information about CIA support, and access form to request PD	2024-04-08 - 2024-06-14
<p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p> <p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p>	Partnerships with schools	Create a digital mailing list to send a digital newsletter with updates and marketing information.	2024-04-12 - 2027-03-26
Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant,	Marketing	Each director will	2024-06-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p> <p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>	and Brand Awareness	ensure that their respective webpage's information is kept current with updated information and contact information.	03 - 2027-03-31
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p> <p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>	Marketing and Brand Awareness	Update the business office page on the website and add links to important and helpful resources.	2024-03-01 - 2024-09-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p>	Marketing and Brand Awareness	All promotional materials will include the web address and appropriate pages.	2024-04-23 - 2027-03-26
<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p>	Homeless Services	The Regional Coordinator will advise the MIU IV webpage administrator of any changes needed monthly.	2024-03-01 - 2027-06-30
<p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p>			
<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sites will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p> <p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p>			
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p> <p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p> <p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sites will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p> <p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic</p>	Homeless Services	The regional office will encourage contacts to utilize the MIU IV webpage during bi-annual training and ensure that needed materials are current and easily accessible.	2024-03-01 - 2027-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p>			
<p>Midwestern Intermediate Unit IV's website will exist of webpages that contain relevant, timely, and important information. Individual webpages will include a comprehensive list of services, announcements of future events, and points-of-contact to schedule services. The MIU IV webpage will increase analytics (ie. number of visits) by 70% (using March 31, 2024 as a baseline) by March 31, 2027. (MIU IV website)</p>	Homeless Services	The Regional Coordinator will list the MIU IV webpage information when listed as a presenter at both State and National Conferences under "contact information."	2024-03-01 - 2027-06-30
<p>By March 31, 2027, at least 90% of school systems (public and nonpublic) in Butler, Lawrence, and Mercer counties will have purchased at least 3 services, trainings, or programs from MIU IV. (Partnership between MIU IV and schools)</p>			
<p>Midwestern Intermediate Unit IV will maintain social media profiles (ex. Facebook, Instagram) to highlight the organization's mission and staff accomplishments, promote services, trainings and workshops, and build rapport with our school districts and their communities by including achievements of their students and staff. The analytics used to report the number of visits to MIU IV social media sits will increase by 40% (using March 31, 2024 as the baseline) by March 31, 2027. (MIU IV social media presence)</p>			
<p>By March 31, 2027, at least 90% of teachers or administrators (public and nonpublic schools) from Butler, Lawrence, and Mercer counties will report being "satisfied" or "highly satisfied" with the results of any service, training, or program in which they participated. (Satisfaction of Clients)</p>			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
MIU IV Webpage	MIU IV public and non-public- superintendents, business managers, administrators, faculty, staff, board members, parents, students; partners, IU colleagues, college/universities, civic and community organizations, news media, potential clients/ customers	MIU IV support services, announcements, awards, events, training sessions, workshops, competitions
Anticipated Timeframe	Frequency	Delivery Method
06/10/2024 - 07/19/2024	Monthly	Posting on district website
Lead Person/Position		
Jason Williams		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline



PROFESSIONAL DEVELOPMENT PLAN

N

MIDWESTERN IU 4

453 Maple St

Professional Development Plan (Act 48) | 2024 - 2027

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

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

PROFILE AND PLAN ESSENTIALS

Intermediate Unit

104000000

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Dr Wayde Killmeyer

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Teen Sipos	MIU IV Teacher	Elementary Teacher	Teacher
Shannon Smith	Educational Specialist	Education Specialist	Education Specialist
Dr. Wayde Killmeyer	Executive Director	Administrator	Administration Personnel
Brenda Marino	Asst Executive Director	Administrator	Administration Personnel
Melissa Wyllie	Special Ed Director	Administrator	Administration Personnel
Dr. David Zupsic	Director of Educational Services	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Lois Roach	PIMS Coordinator	Parent of Child Attending	School Board of Directors
Diane Lorigan	Local business representative	Local Business Representative	School Board of Directors
Debra Marino	Community representative	Community Member	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The Induction Committee meets biannually. Subcommittees focus on recruitment, reviewing applications, and ensuring that the induction process aligns with the organization's goals and values, and with PDE mandates. Another subcommittee is responsible for developing training materials and orientations for new members, ensuring they understand the organization's mission, policies, and expectations.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

WEBPAGE USER TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Each director will ensure that their respective webpage's information is kept current with updated information and contact information.</p> <p>MIU IV departments will promote their services, feature their workshops and professional development activities, celebrate staff accomplishments, and spotlight student/staff accomplishments of MIU IV member schools.</p> <p>Update the business office page on the website and add links to important and helpful resources.</p>	MIU IV member schools, non public schools, and partners	MIU IV support services, announcements, awards, events, training sessions, workshops, competitions	Directors and their designees will be able to effectively edit their department's webpage.
Lead Person/Position	Anticipated Timeline		
Jason Williams	06/10/2024 - 07/19/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One day training and support as needed		

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

ACT 126 MANDATED REPORTER TRAINING - RECOGNIZING AND RESPONDING TO CHILD ABUSE AND NEGLECT

Audience	Topics to be Included	Evidence of Learning
All Staff	Recognizing and Responding to Child Abuse and Neglect	Formative assessment during the training. Course evaluations.

Lead Person/Position	Anticipated Timeline
MIU IV School Social Worker	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once every five years	4f: Showing Professionalism 1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	

ACT 84 - SEIZURE RECOGNITION AND RESPONSE

Audience	Topics to be Included	Evidence of Learning
All Staff	The Seizure Recognition and First Aid Certification (On-Demand) course formally educates the public on the Epilepsy Foundation's approved procedures for recognizing seizures and responding to someone having a seizure. This course aims to increase the knowledge, skill, and confidence in applying seizure first aid.	This online training has embedded checkpoints after each module to assess student understanding.
Lead Person/Position		Anticipated Timeline
Director of Special Education		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One Time / New Hires	4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

STOP THE BLEED

Audience	Topics to be Included	Evidence of Learning
All Staff	The STOP THE BLEED® Interactive Course guides individuals through the three methods of bleeding control using video demonstrations, interactive learning, and spontaneous quizzes.	Interactive learning activities and embedded quizzes

Lead Person/Position	Anticipated Timeline
Director of Special Education	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One time / New Hires	4e: Growing and Developing Professionally	

SITUATIONAL AWARENESS

Audience	Topics to be Included	Evidence of Learning
All Staff	ALICE Training®, a critical resource for improving school safety within your district, is a research-supported, proactive, option-based active shooter response training program that empowers individuals of all ages and abilities to participate in their own survival in the face of violence. Situational awareness training is at the core of the ALICE program because observations gathered can help inform individuals of which active response strategies can save their lives.	Interactive learning activities and embedded quizzes
Lead Person/Position		Anticipated Timeline
Director of Special Education		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One Time / New Hires	4e: Growing and Developing Professionally	

ALICE FOR SCHOOLS

Audience	Topics to be Included	Evidence of Learning
All Staff	ALICE Training®, a critical resource for improving school safety within your district, is a research-supported, proactive, option-based active shooter response training program that empowers individuals of all ages and abilities to participate in their own survival in the face of violence.	Interactive learning activities and embedded quizzes
Lead Person/Position		Anticipated Timeline
Director of Special Education		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One time with a cyclical review	4e: Growing and Developing Professionally	

ACT 71 - MORE THAN SAD AND QPR

Audience	Topics to be Included	Evidence of Learning
Staff working directly with students	More Than Sad has taught over a million students and educators how to be smarter about mental health. This program teaches students, parents, and educators to recognize signs of mental health distress in students and refer them for help. The program complies with the requirements for teacher education suicide prevention training in many states.	Formative assessment during the training. Course evaluations.
Lead Person/Position		Anticipated Timeline
MIU IV Social Worker		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time every 5 years	3a: Communicating with Students 4e: Growing and Developing Professionally 1b: Demonstrating Knowledge of Students	Common Ground: Culturally Relevant Sustaining Education

CPR / AED

Audience	Topics to be Included	Evidence of Learning
Staff working directly with students	The Heartsaver CPR AED course trains participants to give CPR, and use an automated external defibrillator (AED) in a safe, timely, and effective manner.	Skill demonstration throughout the training

Lead Person/Position	Anticipated Timeline
MIU IV Training and Consultation	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Initial training with renewal every 2 years	4e: Growing and Developing Professionally	

SAFETY CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
Staff working directly with students	<p>Safety-Care® Behavioral Safety Training program is a two-day training that provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals. Using up-to-date and effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), the Safety-Care program will provide your staff with strategies for preventing and managing behavioral challenges, and teaching replacement behaviors. Safety-Care promotes a positive reinforcement-based approach, and the development of new skills, resulting in fewer restraints. Trainees who successfully pass the course will receive a Safety-Care(tm) training certificate. Recertification is required annually through a one-day recertification course.</p>	Skill demonstration throughout the training

Lead Person/Position	Anticipated Timeline
MIU IV Training and Consultation	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Initial training with annual recertification	<p>2d: Managing Student Behavior</p> <p>3a: Communicating with Students</p> <p>2a: Creating an Environment of Respect and Rapport</p>	

**Type of
Activities**

Frequency

**Danielson Framework Component Met in
this Plan**

**This Step Meets the Requirements of State
Required Trainings**

4e: Growing and Developing
Professionally

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Certified Staff	MIU IV offers multiple professional development opportunities that will result in improved language and literacy acquisition for all students. An example of our offerings are LETRS training, Haggerty Phonemic Awareness, and Orton Gillingham.	Demonstration of skills during each professional development activity.
Lead Person/Position	Anticipated Timeline	
MIU IV Training and Consultation	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least one time during the 3-year span of the approved Professional Development Plan.	1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	Language and Literacy Acquisition for All Students

TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
Certified Staff	MIU IV offers multiple professional development opportunities that ensure educators understand how students differ in their abilities and approaches to learning and how to create opportunities for achievement for those students. An example of our offerings are Speech and Reading Professional Learning Communities, the Concussion Management Network, and How to Implement and Use Soundwalls in Your Classroom. These PD opportunities are responsive to the needs of our staff and will continue to include new topics.	Demonstration of skills during each professional development activity.
Lead Person/Position		Anticipated Timeline
MIU IV Training and Consultation		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least one time during the 3-year span of the approved Professional Development Plan.	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	

TRAUMA INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All Staff	MIU IV's Trauma-Informed Care training ensures staff can recognize the signs of trauma in students and others, and can connect individuals with appropriate resources , including those provided directly by MIU IV, and MIU IV policies regarding trauma-informed approaches.	Demonstration of skills during each professional development activity.

Lead Person/Position	Anticipated Timeline
MIU IV Social Worker	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least one time during the 3-year span of the approved Professional Development Plan, or two (2) hours annually when combined with Safety Training Requirements.	1b: Demonstrating Knowledge of Students 4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS

Audience	Topics to be Included	Evidence of Learning
Certified Staff	The standards of behavior, values, and principles that inform and guide professional decision-making, including those detailed in the Pennsylvania Model Cod of Ethics for Educators.	Demonstration of skills during each professional development activity. Additionally, employee expectations are monitored by MIU IV supervisors and administration.
Lead Person/Position	Anticipated Timeline	
Brenda Marino, Assistant to the Executive Director	07/01/2024 - 06/30/2027	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	At least one time during the 3-year span of the approved Professional Development Plan.	4e: Growing and Developing Professionally	Professional Ethics

STRUCTURES LITERACY

Audience	Topics to be Included	Evidence of Learning
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Individuals holding Instructional Certifications in Early Childhood, Elem/Middle, Special Education PK-12, ESL & Reading Specialists

Evidence-based intervention practices on structured literacy; Explicit and systematic instruction in phonological and phonemic awareness; The alphabetic principle, decoding and encoding, fluency and vocabulary; and Reading comprehension and building content knowledge.

Demonstration of skills during each professional development activity.

Lead Person/Position

Anticipated Timeline

Dr, David Zupsic, Director of Educational Services

07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities

Frequency

Danielson Framework Component Met in this Plan

This Step Meets the Requirements of State Required Trainings

Course(s) At least one time during the 3-year span of the approved Professional Development Plan.

3c: Engaging Students in Learning

Structured Literacy

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

1a: Demonstrating Knowledge of Content and Pedagogy

SAFETY TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Situational Awareness, Behavioral Health Awareness, Suicide and Bullying Awareness, Substance Use Awareness, and/or Trauma-Informed.	Demonstration of skills during each professional development activity.
Lead Person/Position		Anticipated Timeline
Dr. David Zupsic, Director of Educational Services		07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Two (2) hours annually of the following or any combination of the following: Situational Awareness, Behavioral Health Awareness, Suicide and Bullying Awareness, Substance Use Awareness, or Trauma Informed.	4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

SAFETY TRAINING II

Audience	Topics to be Included	Evidence of Learning
All Staff	Recognizing Concerning Behaviors and/or Emergency Drills	Demonstration of skills during professional development activity.

Lead Person/Position	Anticipated Timeline
Dr. David Zupsic, Director of Educational Services	07/01/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One (1) hour annually between the following: Recognizing Concerning Behaviors and Emergency Drills (Must be done in person)	4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the IU will offer Structured Literacy Training to the staff?

2024-
2025

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Structured Literacy Training will be received by individuals holding the five required certifications, early childhood, elementary-middle level, special education, ESL, and reading specialists. Staff without these certifications will not receive the training.

Is the IU using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

The professional development plan is reviewed annually. The review includes an evaluation of goals/ outcome (which include student learning outcomes), PD activities and how these activities prepare teachers with improved instructional strategies, and the degree to which teachers believe PD activities are helping them grow as educators. Additionally, the plan is updated to remain compliant with PDE regulations.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Executive Director:

Date

INDUCTION PLAN

N

Midwestern IU 4

Induction Plan (Chapter 49) | 2024 - 2027

Profile

Intermediate Unit Name		AUN
Intermediate Unit		104000000
Address 1		
453 Maple St		
Address 2		
City	State	Zip Code
Grove City	PA	16127
Executive Director Name		
Dr Wayde Killmeyer		
Executive Director Email		
wayde.killmeyer@miu4.org		
Educator Induction Plan Coordinator Name		
Cheryl Pilch, Coordinator of Educational Services		
Educator Induction Plan Coordinator Name Email		
cheryl.pilch@miu4.org		
Educator Induction Plan Coordinator Phone Number		Extension
724-458-6700		1224

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Dr. Wayde Killmeyer	Executive Director	Administrator	School Board of Directors
Brenda Marino	Assistant to the Executive Director	Administrator	Administration Personnel
Melissa Wyllie	Director of Special Education	Administrator	Administration Personnel
Dr. David Zupsic	Director of Educational Services	Administrator	Administration Personnel
Cheryl Pilch	Coordinator of Educational Services	Other	Administration Personnel
Tina Sipos	Teacher	Teacher	Teacher
Shannon Smith	Educational Consultant	Education Specialist	Education Specialist

Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
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).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
Other	

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

MIU IV mentors are selected from those individuals who possess the following: Instructional II Certificate or PA license (when required by assignment); At least three (3) years experience within MIU IV; Knowledge of MIU IV policies, procedures, and resources; Demonstrated ability to work effectively with students and colleagues; and Demonstrated practice of outstanding work performance, continuous learning, and professionalism. MIU IV mentors will participate in mentor training and attend new staff orientations, as necessary. All mentors are veteran staff that has completed a mentor application process and are willing to take on the responsibility of supporting newly hired first-year staff. MIU IV mentors will provide the following for all mentees/inductees: Information about MIU IV policies and procedures Information about quality professional development opportunities Introductions to other staff members Support and encouragement Confidentiality Twenty (20) contacts with the mentee/inductee. Including the initial meeting, the mentor and mentee/inductee should meet in person a minimum of three times during the newly hired employees' first year. MIU IV mentors will provide the additional for all newly hired inductees: Observations and reflections with the inductee (October & April) Support of the inductee through the induction process Monitoring of inductee's completion of the CPE course, Culturally Responsive Teaching Availability after work hours Completion of the Initial and Final Educator Induction Needs Assessments Attestation of the inductee's Educator Induction Plan Tracker The Mentor/Mentee Relationship will provide experience, professional insights, and encouragement so that new employees can achieve success during their first years of employment at MIU IV. Additionally, it will provide new educators with background knowledge about their classrooms and assigned locations so that they can be purposeful in their effectiveness.

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	No
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	No
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	No
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

The Midwestern Intermediate Unit IV's Educator Induction Program consists of three components, Mentor/Mentee Relationships, Professional Development Programming, and CPE Teacher Induction Courses. Mentor/Mentee Relationship: All inductees are assigned a trained mentor, who is a veteran employee of MIU IV that has exhibited exemplary performance. The mentor will provide a consistent system of support to the inductee by maintaining regular contact, observing the inductee's instruction, and then reflecting on best practices, maintaining confidence, and acting as a resource during the induction year. Additionally, the mentor will support the inductee in the completion of the Educator Induction Program. Mentors are expected to make monthly contact (at a minimum) with the inductee to include two opportunities for observation. Professional Development Programming: Inductees will participate in six (6) PD Programming days during the induction program. The days are conducted in person in August/September, January, and May. During the PD Programming days, inductees will develop a network of other first-year educators, have an opportunity to reflect and discuss, and receive instruction surrounding the following: *Review of Induction Plan (Sept I) *MIU IV Mission and Belief (Sept I) *MIU IV Resources (Sept I) *Self-Care Strategies (All sessions) *Safety Procedures (Sept I) *Professional Responsibilities (All sessions) *Student Performance Measures (Sept I) *Assessment and Progress Monitoring (Sept I) *Instructional Practices (Sept I) *Standards/Curriculum (Sept I) *Data-Informed Decision Making (Sept I) *Danielson Framework for Teaching - Domain 2 (Sept I) *Universal Design for Learning (UDL) (Jan I) *Standards Aligned System (SAS) (Jan I) *Professional Ethics (Jan I) *Danielson Framework for Teaching Domain 3 (Jan I) *Classroom and Student Management (May I) *Classroom Organization and Safety (May I) *Danielson Framework for Teaching Domain 1 (May I) *Writing Compliant IEPs (Sept II)

*Progress Reports / Parent-TEacher Conferencing (Sept II) *Danielson Framework for Teaching Domain 4 (Sept II) *Positive Behavior in the Classroom (January II)
*Teaching Diverse Learners in Inclusive Settings - Understanding Special Education (January II) *Danielson Framework for Teaching - Pre and Post-Conferences
(January II) *Trauma-Informed Care (May II) *Teaching Diverse Learners in Inclusive Settings - Assistive Technology (May II) CPE Teacher Induction Courses:
Inductees are required to complete the three-credit CPE course, Culturally Responsive Teaching during the induction process. The course content is specifically
designed to address Culturally Relevant and Sustaining Education (CR-SE) requirements for first-year educators, including, but not limited to, the exploration of
the principles of culturally responsive teaching and the examination of the teaching strategies that promote a culturally responsive classroom. This CPE course
has been approved by the PA Department of Education.

Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Plan - MIU IV - 2024.pdf

Selected Observation and Practice Framework(s):

4e: Growing and Developing Professionally

4f: Showing Professionalism

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1f: Designing Student Assessments

3b: Using Questioning and Discussion Techniques

Timeline

Year 1 Fall

Selected Observation and Practice Framework(s):

1a: Demonstrating Knowledge of Content and Pedagogy

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2e: Organizing Physical Space

2d: Managing Student Behavior

Timeline

Year 1 Spring

Year 2 Winter

Selected Observation and Practice Framework(s):

1f: Designing Student Assessments

1d: Demonstrating Knowledge of Resources

1a: Demonstrating Knowledge of Content and Pedagogy

Timeline

Year 1 Fall

Year 1 Winter

Year 2 Fall

Year 2 Winter

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

1d: Demonstrating Knowledge of Resources

4c: Communicating with Families
4b: Maintaining Accurate Records

Timeline

Year 1 Fall
Year 2 Fall
Year 2 Spring

Selected Observation and Practice Framework(s):

4c: Communicating with Families
4b: Maintaining Accurate Records
3d: Using Assessment in Instruction

Timeline

Year 1 Fall
Year 2 Fall

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning
3c: Engaging Students in Learning
3e: Demonstrating Flexibility and Responsiveness
4a: Reflecting on Teaching
1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall

Year 2 Winter
Year 2 Spring
Year 2 Summer
Year 3 Fall
Year 3 Winter
Year 3 Spring
Year 3 Summer

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes
1e: Designing Coherent Instruction
1b: Demonstrating Knowledge of Students

Timeline

Year 1 Fall
Year 1 Winter
Year 2 Fall

Selected Observation and Practice Framework(s):

Timeline

Year 1 Fall
Year 1 Winter
Year 1 Spring
Year 1 Summer
Year 2 Fall
Year 2 Winter

Selected Observation and Practice Framework(s):

2b: Establishing a Culture for Learning

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

2e: Organizing Physical Space

3a: Communicating with Students

2c: Managing Classroom Procedures

2d: Managing Student Behavior

Timeline

Year 1 Spring

Year 2 Winter

Selected Observation and Practice Framework(s):

4d: Participating in a Professional Community

4c: Communicating with Families

Timeline

Year 1 Fall

Year 2 Fall

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

4e: Growing and Developing Professionally

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

2a: Creating an Environment of Respect and Rapport

4c: Communicating with Families

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

4a: Reflecting on Teaching

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

4e: Growing and Developing Professionally

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

Evaluation and Monitoring

Evaluation and Monitoring

MIU IV is purposeful in its design of the Educator Induction Plan. By using surveys, observations, and interviews with past inductees, mentors, and program supervisors, a plan has been developed that will address not only the requirements set forth by the Pennsylvania Department of Education but also the areas of need as identified by veteran MIU IV staff. MIU IV recognizes that its first-year educators are quite diverse in their specializations, but that they also have similar basic needs as a first-year teachers. Data about the Educator Induction Plan is collected throughout the two program years via the following methods:

Mentor/Inductee Relationship The mentor will observe and reflect with the inductee at least two (2) times during each school year. The observations will occur during the fall and again in the spring unless the mentor sees a need for additional support. The purpose of these observations is to allow the mentor to identify any instructional needs of the inductee and to offer strategies and support. Additionally, the inductee will be invited to observe the mentor to gain a new perspective on specific classroom techniques. At a minimum, the mentor will have purposeful contact with the inductee at least monthly during each program year. The consistent presence of this support system allows the inductee to immediately seek assistance if needed, and also provides the opportunity for the mentor to become familiar with the inductee's needs and growth during the first years in the classroom. The Mentor/Inductee Relationship provides valuable feedback to the Educator Induction Committee via the mentor's completion of the Initial Educator Induction Plan Needs Assessment, the Final Educator Induction Plan Needs Assessment and interviews.

Supervision Program supervisors conduct formal and informal classroom observations on all staff, including inductees. Inductees will possess a Level I Instructional Certificate and will be formally evaluated bi-annually until such a time as they have converted to a Level II Instructional Certificate. During these observations, the program supervisors will note and address any areas of improvement. As veteran staff, the supervisors are able to identify patterns of need in first year educators and share those needs with the Educator Induction Committee via interviews and surveys. As a portion of the evaluation process, inductees will submit Student Performance Data. This data is also used by the supervisor to gauge the educator's effectiveness. If the inductee is struggling with any of the instructional practices required to support student performance, this will be identified by the supervisor and indicated during the Educator Induction interview and/or survey.

Evaluations During the course of the Educator Induction Program, the inductee will be completing the Initial Educator Induction Needs Assessment, the Final Educator Induction Needs Assessment, multiple evaluations aligned to the Professional Development Programming, and the CPE Teacher Induction Course Action Plan. These documents will identify the increase of content knowledge from the beginning of the program year until the end of the program year, it will assess the effectiveness of the Professional Development Programming, and it will document the inductees ability to apply the knowledge attained during the Educator Induction Program. At the beginning of the program year, the Educator Induction Coordinator will evaluate the Initial Educator Induction Needs Assessment to ensure that the Professional Development Programming is aligned with the collective identified needs of the incoming class of inductees. During the course of the program year, the Educator Induction Coordinator will review the evaluations aligned with the Professional Development Programming to ensure that content has been delivered effectively and is relevant to the class of inductees. At the end of the program year, the Educator Induction Coordinator will evaluate the effectiveness of the program by comparing and contrasting the Initial and Final Educator Induction Needs Assessments of the inductees and mentors, and by conducting mentor and supervisor interviews. All data will be shared with the Educator Induction Committee for discussion to identify program successes, needs, and continued quality improvement.

InductionPlan

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

Confirm that all first-year teachers are required to participate in the induction program.

Yes

If "No" is selected, please explain what individuals were not included in the Induction Program and why.

Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Cheryl Pilch	2024-02-07

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator	Date

**CHAPTER 4:
ACADEMIC STANDARDS
AND ASSESSMENT
REQUIREMENTS PLAN**

N

MIDWESTERN IU 4

453 Maple St

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each IU will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the IU. In this section, IUs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

1. Identify your school entity type from the drop-down list:

Intermediate Unit

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	No	0
3 - 5	No	0
6 - 8	No	0
9 - 12	No	0
		Total 0

This IU does NOT offer center-based programs.

Grade Levels	IU offers center-based programs	List the Programs Offered
Grade Levels - K - 2	Yes	

Grade Levels

IU offers center-based programs

List the Programs Offered

Grade Levels - 3 - 5

Grade Levels - 6 - 8

Grade Levels - 9 - 12

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

PA-Core English Language Arts

N/A

PA-Core Mathematics

N/A

Science and Technology

N/A

Environment and Ecology

N/A

Civics and Government

N/A

Economics

N/A

Geography

N/A

History

N/A

Arts and Humanities

N/A

Health, Safety, and Physical Education

N/A

Family and Consumer Sciences

N/A

Reading and Writing for Science and Technical Subjects

N/A

Reading and Writing for History and Social Studies

N/A

Career Education and Work

N/A

ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Any curriculum developed by MIU IV staff/teachers is supervised by receiving school district.

2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Any curriculum developed by MIU IV staff/teachers is supervised by receiving school district.

3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Any curriculum developed by MIU IV staff/teachers is supervised by receiving school district.

4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

Any curriculum developed by MIU IV staff/teachers is supervised by receiving school district.

5. Our IU has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

MIU IV does have a standardized format for developing curriculum; however, any curriculum developed by MIU IV staff/teachers is supervised by receiving school district.

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

6. Describe your IU’s cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.

Curriculum is developed based on individual students' IEPs. It is developed by MIU IV staff on an as needed basis.

7. List resources, supports or models that are used in developing and aligning curriculum.

MIU IV teachers use a variety of resources, such as the SAS portal and a list of special education resources.

8. Describe how the IU ensures all teachers have access to the written curriculum and needed instructional materials.

MIU IV staff maintain a portal of various evidence-based curriculum and learning activities.

Planned instruction consists of at least the following elements: (Chapter 4.12)

9. IU develops/maintains a standard format that includes scope, sequence, and pacing.

No

Please provide an explanation for why “No” was selected. Describe your plan to come into compliance with this regulation.

MIU IV supports students using a curriculum that is individualized and cannot be standardized.

10. Essential content is developed from PA Core/Academic Content Standards.

Yes

11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.

Yes

12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.

Yes

13. Courses and units of study are developed from measurable outcomes and/or objectives.

Yes

14. Course objectives to be achieved by all students are identified.

Yes

15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.

Yes

16. Describe your IU’s intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)

MIU IV supports students using a curriculum that is individualized and cannot be standardized.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

No

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

No

ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

A. Data Available Classroom Teachers	0
B. Non-Data Available Classroom Teachers	50
C. Non-Teaching Professionals	50
D. Principals	0
Total	100

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students

	Elementary School	Middle School	High School
Domain 2: The Classroom Environment	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records	4b: Maintaining Accurate Records

3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?

MIU IV celebrates the successes and accomplishments of its staff. Individual student and staff achievements are shared through various communication channels. Best practices that are being used in classrooms are embedded into organizational mentor programs.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space
Domain 3: Instruction	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness	3e: Demonstrating Flexibility and Responsiveness

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally

5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?

Teachers are generally rated highly but individual deficiencies are addressed with individualized professional development assignments. Mentors are assigned to provide additional, one-on-one support. Teachers who do not show growth in deficient areas are placed on an improvement plan.

6. What information is used to determine Principal Performance Goals?

Goals Set	Comments/Considerations
Provided at the district level	NA- MIU IV does not have its own educational facility and does not outsource principal personnel
Provided at the building level	NA- MIU IV does not have its own educational facility and does not outsource principal personnel
Individual principal choice	NA- MIU IV does not have its own educational facility and does not outsource principal personnel
Other (state what other is)	NA- MIU IV does not have its own educational facility and does not outsource principal personnel

7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.

IU Selected Measures	Grades/Content Area	Student Assessment Examples
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Locally Developed School District Rubric	NA	NA
District-Designed Measure & Examination	Grade and content is based on IEP.	Teacher-developed assessments.
Nationally Recognized Standardized Test	NA	NA
Industry Certification Examination	NA	NA
Student Projects Pursuant to Local Requirements	NA	NA
Student Portfolios Pursuant to Local Requirements	NA	NA

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

No

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment

Assessments are designed to inform student's IEPs.

Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

As per the IEP

Yes

Yes

Yes

Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your IU uses benchmark and/or diagnostic assessments in instructional practices.

Assessments are designed to inform student's IEPs. Teachers develop instructional activities based on the results of the assessments.

Based on the responses above, would the planning, alignment, or analysis of current IU assessment practices be a priority in your Comprehensive Plan? No

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Executive Director, I affirm that this IU's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Executive Director

Date

STUDENT SERVICES PLAN

N

MIDWESTERN IU 4

453 Maple St

Student Services Assurances (Chapter 12) | 2024 - 2027

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an IU's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

Intermediate Unit

104000000

453 Maple St , Grove City, PA 16127

David Zupsic

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724-458-6700 Ext. 1227

Dr Wayde Killmeyer

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STUDENT SERVICES ASSURANCE

IUs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following IU policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	No
Bullying Prevention Program	No
Conflict Resolution or Dispute Management	No

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

No

Safety and Violence Prevention Program

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#))

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

No

Counseling Services available for all Students

No

Internet Web-Based System for the Management of Student Discipline

No

IUs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following IU policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#)) and in compliance with [§ 12.41\(d\)](#))

Yes

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#))

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

As Executive Director, I affirm that this IU complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Executive Director Electronic Signature

Date

GIFTED SERVICES PLAN

N

Midwestern IU 4

Gifted Education Plan Assurances (Chapter 16) | 2024 - 2027

Profile

Intermediate Unit Name	AUN	
Intermediate Unit	104000000	
Address 1		
453 Maple St		
Address 2		
City	State	Zip Code
Grove City	PA	16127
Executive Director Name		
Dr Wayde Killmeyer		
Executive Director Email		
wayde.killmeyer@miu4.org		
Single Point of Contact Name		
David Zupsic		
Single Point of Contact Email		
david.zupsic@miu4.org		
Single Point of Contact Phone	Single Point of Contact Extension	
724-458-6700	1227	

Gifted Education Plan Assurance

1. Describe your IU's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

MIU IV does manage an educational facility and does not provide gifted services to students.

2. Describe your IU's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

MIU IV does manage an educational facility and does not provide gifted services to students.

3. Describe your IU's specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

MIU IV does manage an educational facility and does not provide gifted services to students.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option. Describe what acceleration means and how it is applied in each of the grade spans (EL, MS,HS). Describe what enrichment means and how it is applied in EL,MS,HS. (i.e. there are 20 forms of acceleration- which ones are offered in the IU and at which grade spans are they offered).

MIU IV does manage an educational facility and does not provide gifted services to students.

5. Look at the IU's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the IU's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

MIU IV does manage an educational facility and does not provide gifted services to students.

6. Review the IU data for gifted identification proportionality. Is the IU identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

MIU IV does manage an educational facility and does not provide gifted services to students.

7. 22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the IU is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

Midwestern Intermediate Unit 4 hosts two annual informational meetings for all gifted teachers in the MIU4 catchment. These meetings, scheduled for fall and spring, provide statewide updates, address frequently asked questions, and engage gifted teachers in professional learning and job alike collaboration. In response to the consistent influx of new gifted teachers, MIU4 offers a Gifted Bootcamp each school year that is supported by shared resources. The shared resources include support in the areas of goal writing, progress monitoring, gifted student characteristics, data collection for PLEP, gifted timelines, screening and evaluation, acceleration, enrichment, and GIEP writing. Notice of the informational meetings and the Bootcamp is posted in Curriculum and Principals meetings,

Special Education Directors meetings, and emailed to the Gifted Listserv that includes all gifted education teachers. All districts are reminded of their compliance obligations for regular education teacher professional learning opportunities, but MIU4 has no accountability mechanism. All districts in the MIU4 catchment has access to a number of professional development slide decks that they can deliver to their regular ed teachers or request MIU4 consultants to engage with their regular ed teachers. These services can be requested by emailing the Gifted Consultants listed on the MIU4 service directory. MIU4 Gifted Consultants attend all statewide meetings, participate in statewide resource development, and communicate updates with gifted education teachers and supervisors via email and periodic meetings. In addition, the gifted consultants provide LEA consultation serves to support GIEP writing, goal development, parent information, and student planning for acceleration and enrichment. These services can be scheduled by emailing the gifted consultants.

Training for general education teachers	0
Staff costs	\$4500
Training for gifted support staff	0
Materials used for project-based learning	0
Transportation	\$500
Field Trips	0

Signatures and Quality Assurance

Chief School Administrator	Date