

Delaware County IU 25

IU Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

Intermediate Unit Name		AUN
Delaware County Intermediate Unit		125000000
Address 1		
200 Yale Ave		
Address 2		
City	State	Zip Code
Morton	Pennsylvania	19070
Executive Director Name		Executive Director Email
Dr. Maria Edelberg		medelberg@dcIU.org
Single Point of Contact Name		
Dr. Joyce Mundy		
Single Point of Contact Email		
jmundy@dcIU.org		
Single Point of Contact Phone Number		Single Point of Contact Extension
6109389000		2095

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Maria Edelberg	Administrator	DCIU	medelberg@dciu.org
Dr. Joyce Mundy	Administrator	DCIU	jmundy@dciu.org
Nikki Borradaile	Administrator	DCIU	nborradaile@dciu.org
Matt White	Administrator	DCIU - ES The County Alternative	mwhite@dciu.org
Lisa Kirk	Administrator	DCIU - ES Aston Ed. Center	lkirk@dciu.org
Dr. Kim Mecca	Administrator	DCIU	kmecca@dciu.org
Dr. Natalie Hess	Administrator	DCIU	nhess@dciu.org
Dr. Mark Avitabile	Administrator	DCIU	mavitabile@dciu.org
John Reid	Administrator	DCIU	jreid@dciu.org
Sara Christianson	Administrator	DCIU	schristianson@dciu.org
Khalid Ayyubov	Data Analyst	DCIU	kayyubov@dciu.org
Amy Sampil	Staff Member	DCIU	asampil@dciu.org
Tracy Karwoski	Board Member	DCIU	tkarwoski@dciu.org
Stephen Butz	District/School Leader	DCIU	sbutz@dciu.org
Frank Salerno	Administrator	DCIU	fsalerno@dciu.org
Jackie Smith	Parent	DCIU	julizmomma2811@yahoo.com
Marlo Frisco	Staff Member	DCIU	mfrisco@dciu.org
Don Main	Community Partner	Marotta Main	adm@marottamain.com

LEA Profile

The Delaware County Intermediate Unit (DCIU) is one of 29 regional educational service agencies established by the Pennsylvania State Department of Education in 1970. The Delaware County Intermediate Unit administers instructional, enrichment and administrative programs and services to the 15 Delaware County public school districts and also to over 66 nonpublic schools and four charter schools in the county.

The DCIU is governed by a Board of Directors that is comprised of one school board director from each of the 15 Delaware County public school districts.

DCIU serves approximately 74,000 students and more than 6,000 educators on a regional basis. Direct instruction is provided to more than 12,000 students enrolled in DCIU's Student Services, Career and Technical Education, specialized programs, and other services.

Today, after more than 45 years in the business of serving the needs of Delaware County, DCIU has grown to provide more than \$160 million worth of services through the management of at least 60 programs.

Mission and Vision

Mission

The mission of the Delaware County Intermediate Unit, a regional educational service agency, is to provide leadership in the development and delivery of quality, cost-effective programs and services to school communities.

Vision

DCIU empowers partnerships that Drive, Create, Inspire, and Understand excellence in education. Drives strategic forward movement; Creates dynamic innovative solutions; Inspires limitless possibilities; Understands challenges and aspirations

Educational Values

Students

We believe in our commitment to provide diverse and flexible education programs and services within a safe environment by fostering the development of learning communities of integrity and excellence. We pledge to promote forward thinking, creativity, partnerships and to encourage positive change. We will seek to maintain our entrepreneurial spirit while developing meaningful goals that indicate the success of our mission.

Staff (Formally Educators)

We believe in our commitment to provide diverse and flexible education programs and services within a safe environment by fostering the development of learning communities of integrity and excellence. We pledge to promote forward thinking, creativity, partnerships and to encourage positive change. We will seek to maintain our entrepreneurial spirit while developing meaningful goals that indicate the success of our mission.

Administration

We believe in our commitment to provide diverse and flexible education programs and services within a safe environment by fostering the development of learning communities of integrity and excellence. We pledge to promote forward thinking, creativity, partnerships and to encourage positive change. We will seek to maintain our entrepreneurial spirit while developing meaningful goals that indicate the success of our mission.

LEA Leaders

We believe in our commitment to provide diverse and flexible education programs and services within a safe environment by fostering the development of learning communities of integrity and excellence. We pledge to promote forward thinking, creativity, partnerships and to encourage positive change. We will seek to maintain our entrepreneurial spirit while developing meaningful goals that indicate the success of our mission.

Parents

We believe in our commitment to provide diverse and flexible education programs and services within a safe environment by fostering the development of learning communities of integrity and excellence. We pledge to promote forward thinking, creativity, partnerships and to encourage positive change. We will seek to maintain our entrepreneurial spirit while developing meaningful goals that indicate the success of our mission.

Community

We believe in our commitment to provide diverse and flexible education programs and services within a safe environment by fostering the development of learning communities of integrity and excellence. We pledge to promote forward thinking, creativity, partnerships and to encourage positive change. We will seek to maintain our entrepreneurial spirit while developing meaningful goals that indicate the success of our mission.

Other (Optional)

Omit selected.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for IU Continuous Improvement

Foster a vision and culture of high expectations for success for all stakeholders	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit	Exemplary

Focus on Continuous Improvement of Instruction

Facilitate effective, standards-aligned curriculum and assessment	Emerging
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	Operational

Provide Learner-Centered Supports to Ensure That All are Ready to Learn

Coordinate and monitor supports aligned with learners' and families' needs	Operational
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced, and high-quality employees	Emerging
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources based on the analysis of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	Emerging

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Recruit and retain fully credentialed, experienced, and high-quality employees
Allocate resources based on the analysis of data
Coordinate fiscal resources from local, state, and federal programs to achieve the IUs goals and priorities
Facilitate effective, standards aligned curriculum and assessment

Performance Data

K-12

Data Source	Measure of Quality	Measure of Impact
Data collected for professional learning communities for each program	Aligned with curriculum and program frameworks for student needs	Quarterly meetings to establish adjustments needed have guided implementation of curriculum and support services
Instructional walkthroughs to assess engagement and instruction	Tools developed and implemented with support from teaching and learning specialists and training and consultation staff.	Additional data source for administrator PLCs that result in professional development for faculty and staff.
Equity Considerations	Careful analysis of program frameworks to ensure the unique needs of students are part of instructional design, scaffolded supports, and walkthrough observations.	

STEM Education

Data Source	Measure of Quality	Measure of Impact
Engagement in accessing newsletters and requests for services data	The tools we use for newsletter and advertising are able to be analyzed to see how many are viewing and the number of times per user along with other metrics collected for follow up requests	Data has led to adaptations in modalities and frequency of communications for services offered.
Enrollment in events and evaluations from participants	Provides data to guide need for increase/decrease in offerings and ways to improve programming	Discussed at administrative meetings to guide ongoing program development and services.
Equity Considerations	The data collected in stem is disaggregated to consider gender, special education services, and access to high need school districts in the county.	

Professional Development

Data Source	Measure of Quality	Measure of Impact
Analysis of participants in registration system	Data is disaggregated to provide data on districts, type of staff attending, and topic	Discussed at administrative meetings to guide ongoing program development and services.
Program evaluations	Provides feedback on quality, relevance, and input for future needs for professional development	Used to guide catalog development and provide feedback to training teams.
Equity Considerations		

Systems to consider data through equity lenses for districts socio-economic levels, student needs, and accessibility of training materials for attendees.

Summary

Strengths

Identify the strengths that are most positively contributing to achievement of your mission and vision and could be leveraged in your efforts to improve upon your most pressing challenges.

Implementation of professional learning communities to foster instructional leadership from administrators and increased capacity of K-12 program teachers
Supervisors Academy to grow the goals and impact of K-12 services in the DCIU
STEM innovation and inclusion studio program offerings that impact students and teachers use of STEM programs, assistive technology, and co-curricular activities for the county
Ongoing expansion of professional development through job alike groups and job-embedded support for teachers and administrators in the county and DCIU

Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission and vision.

Retention of staff (administrators and teachers) so that continuity of programming continues for instruction and program frameworks at DCIU
Implementation of professional development opportunities is challenging due to the bandwidth of districts to provide time, substitutes as teachers and staff are expressing burnout and issues with well being
K-12 student programs at an intermediate unit are in high demand particularly for emotional support at the same time staffing and retention are challenges.

State Systems of Support

Safe Schools (Equity, School Climate, Bullying, and other Safe School Supports)

This section is not included in my plan

A-TSI/TSI Targeted School Improvement Support

Data Source	Comments/Notable Observations
School Improvement Plan progress monitoring	Schools are aligning their professional development, interventions, and supports with plan goals.
Team meetings with A-TSI/TSI schools	Supporting teams' abilities to collect and analyze data to guide school improvement remains a challenge
DCIU team meetings	Calibration of our teams' programs and services is critical to ensuring schools are receiving the right supports.

STEM Education

Data Source	Comments/Notable Observations
STEM statement of work goals and hours	There are a lot of critical goals and initiatives to support including TaC hours that need to be incorporated which is a challenge
Feedback from LEAs on what is needed for STEM goals at network meetings	STEELs standards implementation has been effective in meeting the needs of the LEAs we serve

Data Governance/Quality

This section is not included in my plan

CDT Focus and Support

Data Source	Comments/Notable Observations
Participation data for individual district supports and professional development offerings	Districts using CDTs request training and support and find it helpful

Continuity of Education

Data Source	Comments/Notable Observations
Network meeting agendas, minutes, and participants feedback	Support for the areas of gifted education, school improvement, mental health and wellbeing, and MTSS sessions are effectively meeting the needs of districts.

Surveys on districts needs to support Tier 1 and 2 MTSS behavior	LEAs are seeking and attending sessions to support students who are presenting with challenging behaviors and trauma responses. There needs to be more opportunities for coaching teachers and administrators in MTSS behavior.
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Summary

Strengths

Identify the strengths that are most positively contributing to your IU's successful implementation of the deliverables in each focus area of the State System of Support.

Schools are aligning their professional development, interventions, and supports with plan goals.
STEELs standards implementation has been effective in meeting the needs of the LEAs we serve
Support for the areas of gifted education, school improvement, mental health and wellbeing, and MTSS sessions are effectively meeting the needs of districts.
LEAs are seeking and attending sessions to support students who are presenting with challenging behaviors and trauma responses.

Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact the implementation of the deliverables in each focus area of the State System of Support.

There needs to be more opportunities for coaching teachers and administrators in MTSS behavior.
There are a lot of critical STEM goals and initiatives to support including TaC hours that need to be incorporated which is a challenge
Supporting teams' abilities to collect and analyze data to guide ATSI/TSI school improvement remains a challenge

Supplemental Intermediate Unit Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Students changing needs require us to evaluate program frameworks to support students diverse behavioral and academic needs.
Technology	Emerging technologies are important to consider as we continue to develop evidence based instructional practices.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

DCIU has engaged administrators, faculty and staff in implementing high quality, effective instruction and assessment to impact student outcomes.
DCIU has focused on safety and security and become a leader in the county to convene job alike groups and stakeholder engagement.
DCIU has engaged in significant professional learning to understand Artificial Intelligence and other emerging technologies to guide decision making.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Students changing needs require us to evaluate program frameworks to support students diverse behavioral and academic needs.
Emerging technologies are important to consider as we continue to develop evidence based instructional practices.
Emerging technologies are moving at a rapid pace and need scrutiny to ensure policy is appropriate and security are protected.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
DCIU has engaged administrators, faculty and staff in implementing high quality, effective instruction and assessment to impact student outcomes.	True
DCIU has focused on safety and security and become a leader in the county to convene job alike groups and stakeholder engagement.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	True
DCIU has engaged in significant professional learning to understand Artificial Intelligence and other emerging technologies to guide decision making.	True
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
Implementation of professional learning communities to foster instructional leadership from administrators and increased capacity of K-12 program teachers	True
Schools are aligning their professional development, interventions, and supports with plan goals.	True
STEELs standards implementation has been effective in meeting the needs of the LEAs we serve	False
Support for the areas of gifted education, school improvement, mental health and wellbeing, and MTSS sessions are effectively meeting the needs of districts.	True
Supervisors Academy to grow the goals and impact of K-12 services in the DCIU	True
STEM innovation and inclusion studio program offerings that impact students and teachers use of STEM programs, assistive technology, and co-curricular activities for the county	False
LEAs are seeking and attending sessions to support students who are presenting with challenging behaviors and trauma responses.	False
Ongoing expansion of professional development through job alike groups and job-embedded support for teachers and administrators in the county and DCIU	False
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Intermediate Unit and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Students changing needs require us to evaluate program frameworks to support students diverse behavioral and academic needs.	True
Emerging technologies are important to consider as we continue to develop evidence based instructional practices.	True
Recruit and retain fully credentialed, experienced, and high-quality employees	True
Allocate resources based on the analysis of data	True
Emerging technologies are moving at a rapid pace and need scrutiny to ensure policy is appropriate and security are protected.	True
Coordinate fiscal resources from local, state, and federal programs to achieve the IUs goals and priorities	True
Implementation of professional development opportunities is challenging due to the bandwidth of districts to provide time, substitutes as teachers and staff are expressing burnout and issues with well being	True
K-12 student programs at an intermediate unit are in high demand particularly for emotional support at the same time staffing and retention are challenges.	False
There needs to be more opportunities for coaching teachers and administrators in MTSS behavior.	True
There are a lot of critical STEM goals and initiatives to support including TaC hours that need to be incorporated which is a challenge	False
Supporting teams' abilities to collect and analyze data to guide ATSI/TSI school improvement remains a challenge	False
Retention of staff (administrators and teachers) so that continuity of programming continues for instruction and program frameworks at DCIU	False
Facilitate effective, standards aligned curriculum and assessment	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The process of doing the needs assessment illustrated that the goals selected are extremely critical to meet the academic, social and emotional, and behavioral needs for both DCIU programs and the schools and districts we serve. As there is limited time to support

professional development, we need to consider ways to effectively train and support new and current staff members to be successful in a variety of areas that support our students and families.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Recruit and retain fully credentialed, experienced, and high-quality employees	Demand exceeds qualified staff that are applying.	True
Allocate resources based on the analysis of data		False
Coordinate fiscal resources from local, state, and federal programs to achieve the IUs goals and priorities		False
Implementation of professional development opportunities is challenging due to the bandwidth of districts to provide time, substitutes as teachers and staff are expressing burnout and issues with well being		False
There needs to be more opportunities for coaching teachers and administrators in MTSS behavior.		False
Students changing needs require us to evaluate program frameworks to support students diverse behavioral and academic needs.	Students have significant needs for support that can be difficult to meet in the current designs for programming and require new levels of support.	True
Emerging technologies are important to consider as we continue to develop evidence based instructional practices.		False
Emerging technologies are moving at a rapid pace and need scrutiny to ensure policy is appropriate and security are protected.		False
Facilitate effective, standards aligned curriculum and assessment	The systems for ensuring effective implementation are a consistent focus to ensure continuity.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	This will support implementation of program frameworks to best meet students' needs.
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	As we continue to refine curriculum and instruction to students' needs, this will support rigorous, standards-aligned instruction.

Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	This supports the goal for all learners to have access to rigorous, standards' aligned instruction.
Implementation of professional learning communities to foster instructional leadership from administrators and increased capacity of K-12 program teachers	The PLC model supports our administrators as instructional leaders.
Supervisors Academy to grow the goals and impact of K-12 services in the DCIU	This supports development and retention of high-quality administrators.
Schools are aligning their professional development, interventions, and supports with plan goals.	Professional development will support the goals and keep the DCIU focused on priority tasks.
Support for the areas of gifted education, school improvement, mental health and wellbeing, and MTSS sessions are effectively meeting the needs of districts.	The DCIU is providing services to LEAs that are aligned with their priorities and goals.
DCIU has engaged administrators, faculty and staff in implementing high quality, effective instruction and assessment to impact student outcomes.	This impacts the quality of programs for our students.
DCIU has engaged in significant professional learning to understand Artificial Intelligence and other emerging technologies to guide decision making.	This impacts the development of high-quality instruction that is relevant and incorporates emerging technologies to support students' skill development and outcomes.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	DCIU will implement strategies to ensure there is a highly effective hiring and recruitment process to fill any vacant positions within the organization and develop strategies to retain staff.
	DCIU will ensure that there are systems in place to administer and deliver evidence-based, state of the art programs and services that are high quality and promote service excellence across the organization.
	Establish a system within programs that ensures consistent implementation of standards-aligned curricula and effective instructional practices across all classrooms.

Goal Setting

Priority: DCIU will implement strategies to ensure there is a highly effective hiring and recruitment process to fill any vacant positions within the organization and develop strategies to retain staff.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
DCIU will effectively implement strategies to ensure there is a highly effective hiring and recruitment process to fill vacant positions that leads to an increase in applications within the organization.		
Measurable Goal Nickname (35 Character Max)		
Recruitment		
Target Year 1	Target Year 2	Target Year 3
DCIU will audit current recruitment practices and identify creative and innovative approaches and identify to increase interest and attract future candidates to the DCIU.	Implement strategies and analyze the data to determine the effectiveness of strategies and to what degree they are resulting in the increase of applicants across the organization. Monitor and adjust as needed.	DCIU will effectively implement strategies to ensure there is a highly effective hiring and recruitment process to fill vacant positions that leads to an increase in applications within the organization.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Administrators will create and implement a plan to support staff retention and establish data points to inform retention strategies and identify measures of success.		
Measurable Goal Nickname (35 Character Max)		
Retention		
Target Year 1	Target Year 2	Target Year 3
Administrators across the organization will create a plan for retention that includes the identification of data mechanisms to collect analytics to measure success and capture the feedback of new hires.	In cooperation with the Teaching and Learning division, implement programming for new administrators, faculty, and staff to increase employee engagement and satisfaction.	Administrators will create and implement a plan to support staff retention and establish data points to inform retention strategies and identify measures of success.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Establish a system within programs that ensures strong instructional leadership and supports consistent implementation of standards-aligned curricula, effective instruction, and strong assessment practices across all classrooms.		
Measurable Goal Nickname (35 Character Max)		
Instructional Leadership		
Target Year 1	Target Year 2	Target Year 3
Implement site based professional learning communities that identify and analyze data sources to assess the consistent implementation of effective instructional and assessment practices.	Administrators will support implementation effective instructional and assessment practices through professional development that is job-embedded and focuses on needs identified in the professional learning communities.	Establish a system within programs that ensures strong instructional leadership and supports consistent implementation of standards-aligned curricula, effective instruction, and strong assessment practices across all classrooms.

Priority: DCIU will ensure that there are systems in place to administer and deliver evidence-based, state of the art programs and services that are high quality and promote service excellence across the organization.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
DCIU will ensure that each program identifies and implements evidence-based, state of the art programs and services for students with complex academic and behavioral needs that supports student outcomes.		
Measurable Goal Nickname (35 Character Max)		
Program frameworks		
Target Year 1	Target Year 2	Target Year 3
Identify and train staff on evidence-based practices that support the development of school climate, social and emotional well-being, and positive behavior support.	Support the implementation of evidence-based, state of the art programs and services that are high-quality and promote service excellence across the organization.	DCIU will ensure that each program identifies and implements evidence-based, state of the art programs and services for students with complex academic and behavioral needs that supports student outcomes.

Priority: Establish a system within programs that ensures consistent implementation of standards-aligned curricula and effective instructional practices across all classrooms.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Establish a system within programs that ensures strong instructional leadership and supports consistent implementation of standards-aligned curricula and effective instructional and assessment practices across all classrooms.		
Measurable Goal Nickname (35 Character Max)		
Instructional Leadership		
Target Year 1	Target Year 2	Target Year 3
Implement site based professional learning communities that identify and analyze data sources to assess the consistent implementation of effective instructional and assessment practices.	Administrators will support implementation effective instructional and assessment practices through professional development that is job-embedded and focuses on needs identified in the professional learning communities.	Establish a system within programs that ensures strong instructional leadership and supports consistent implementation of standards-aligned curricula and effective instructional and assessment practices across all classrooms.

Action Plan

Measurable Goals

Recruitment	Retention
Instructional Leadership	Program frameworks
Instructional Leadership	

Action Plan For: Talent Acquisition

Measurable Goals:
DCIU will effectively implement strategies to ensure there is a highly effective hiring and recruitment process to fill vacant positions that leads to an increase in applications within the organization.

Action Step		Anticipated Start/Completion Date	
Analyze vacancies to prioritize needs		2025-07-01	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HR Director	Vacancy reports	No	No
Action Step		Anticipated Start/Completion Date	
In partnership with supervisors, establish candidate profiles that align with vacancy trends		2025-09-01	2025-12-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Human Resources Director	job descriptions, postings	No	No
Action Step		Anticipated Start/Completion Date	
Establish committee for ongoing data review and plan adjustment		2026-01-05	2026-05-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Human Resources Director	Analytics for advertising, posting, and talent acquisition	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reports on talent acquisition and vacancies	bi-annually to Executive Council

Action Plan For: Coaching and Professional Development

Measurable Goals:

- Administrators will create and implement a plan to support staff retention and establish data points to inform retention strategies and identify measures of success.

Action Step		Anticipated Start/Completion Date	
Facilitate committee for employee retention to identify strategies for onboarding and job-embedded support		2025-09-15	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Human Resources Director	agendas, training resources	Yes	No
Action Step		Anticipated Start/Completion Date	
School climate and trauma informed practices		2025-01-09	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Executive Council	Training for strategies and evaluation tools for administrator's implementation	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Higher employee engagement and retention	Quarterly review of data as related to committee goals. Share with key teams.

Action Plan For: Needs assessment

Measurable Goals:
DCIU will ensure that each program identifies and implements evidence-based, state of the art programs and services for students with complex academic and behavioral needs that supports student outcomes.

Action Step		Anticipated Start/Completion Date	
Conduct a needs assessment of the program needs for behavior and academic outcomes to identify the goals for program development		2025-09-02	2026-03-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Assistant Directors	Tools for data collection	No	No
Action Step		Anticipated Start/Completion Date	
Identify the program goals to support student success based on complex behavioral or academic needs		2026-03-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Directors and program supervisors	Research resources, training and facilitation on plan construction for program goals	No	No
Action Step		Anticipated Start/Completion Date	
Train faculty and staff on program frameworks for MTSS behavior		2027-01-02	2027-07-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Program Supervisors	Training support and program resources	Yes	No
Action Step		Anticipated Start/Completion Date	
Implementation and support for faculty and staff		2027-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Program Supervisor	TaC and Teaching and Learning Team	No	No
Action Step		Anticipated Start/Completion Date	
Monitor implementation and adjust support as needed		2027-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Directors	Tools for observations, walkthroughs, and protocols for building team meetings	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of program frameworks with progress monitoring tools	Monthly meetings for building administrative team, faculty and staff, and quarterly meetings for district leadership team

Action Plan For: Professional Learning Communities

Measurable Goals:

- Establish a system within programs that ensures strong instructional leadership and supports consistent implementation of standards-aligned curricula, effective instruction, and strong assessment practices across all classrooms.

Action Step		Anticipated Start/Completion Date	
Goal setting for professional learning communities to conduct ongoing data team meetings aligned to curriculum, instructional practices and assessment		2025-07-01	2025-10-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Directors	Facilitation of sessions for PLC protocols and goal setting	No	No
Action Step		Anticipated Start/Completion Date	
Establish schedule for supervisors and building teams to engage in the PLC meetings		2025-09-01	2025-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Directors	Calendars and scheduling tools	No	No
Action Step		Anticipated Start/Completion Date	
Create protocols and procedures for PLC meetings, data collection, and documentation		2025-09-01	2025-11-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Directors	Teaching and Learning trainers	No	No
Action Step		Anticipated Start/Completion Date	
Ongoing implementation of PLCs from building supervisors and IU central administrators		2025-11-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Program Supervisors	PLC agendas, resources, teaching and learning department support	Yes	No
Action Step		Anticipated Start/Completion Date	
After initial year, assess needs for PLCs and implement adjusted meeting protocols and related professional development throughout		2026-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Directors and Supervisors	Needs assessment tools and facilitation for goal setting	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Professional learning community model that increases effectiveness of instruction, assessment and related professional development	Monthly meetings for planning and turn-around of PLCs and quarterly administrative meetings to monitor progress.
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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Coaching and Professional Development	Facilitate committee for employee retention to identify strategies for onboarding and job-embedded support
Coaching and Professional Development	School climate and trauma informed practices
Needs assessment	Train faculty and staff on program frameworks for MTSS behavior
Professional Learning Communities	Ongoing implementation of PLCs from building supervisors and IU central administrators

Establishing engagement for recruitment

Action Step		
Identify strategies for advertising and systems to increase engagement		
Audience		
Induction and onboarding team		
Topics to be Included		
Trainings to support new employees that prepare them for their roles in supporting students		
Evidence of Learning		
implementation of strategies for professional ethics, common ground principles, and student engagement		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Human Resources	2026-01-05	2026-05-07

Learning Format

Type of Activities	Frequency
Action research	Monthly
Observation and Practice Framework Met in this Plan	
4f: Showing Professionalism 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Strategies for Retention and Climate

Action Step

- School climate and trauma informed practices - Train faculty and staff on program frameworks for MTSS behavior		
Audience		
Administrators		
Topics to be Included		
Inclusive practices, culture, communication		
Evidence of Learning		
Staff feedback and retention data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Directors	2025-02-01	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
1f: Designing Student Assessments 4e: Growing and Developing Professionally 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Establishing Frameworks for Student Outcomes

Action Step		
- School climate and trauma informed practices - Train faculty and staff on program frameworks for MTSS behavior		
Audience		
Supervisors, faculty, and staff		
Topics to be Included		
Needs assessments, indicators for success for academic and behavioral outcomes, interventions		
Evidence of Learning		
Walkthroughs, clearly aligned program frameworks		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Directors	2026-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Professional Learning Communities

Action Step		
Create protocols and procedures for PLC meetings, data collection, and documentation		
Audience		
Supervisors and program staff		
Topics to be Included		
Research based practices for PLCs and data based decision making		
Evidence of Learning		
Implementation of PLCs and data informed practices		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Directors	2025-09-01	2028-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Communications Activities

Strategies for advertising, branding, and recruitment					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Internal and external job candidates	social media, newsletters, mailers, advertising tools	Director of Communications	01/05/2026	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Monthly		
Newsletter			Monthly		
Other			Social media- ongoing		

Professional Learning Community Communications					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Supervisors, faculty, and staff	Communication hub for sharing information, success stories, and resources	Assistant Directors	12/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			On intranet site		

Employee Engagement					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Staff	Celebrations, organizational news, highlights of programs	Director of Communications	01/09/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Newsletter			Monthly		
Podcast			Quarterly		

Approvals & Signatures

Uploaded Files
Board Affirmation Statement.pdf

Executive Director	Date