RESULTS BY DESIGN

Beaver Valley Intermediate Unit 27

2022

TABLE OF CONTENTS

MESSAGE FROM DR. ERIC ROSENDALE

EXECUTIVE DIRECTOR, IU27

Thank you for taking the time to read Beaver Valley Intermediate Unit's (BVIU) "Results by Design" strategic plan that shares a path for the important work over the next three years. This document was created through the hard work and thoughtful discussion of multiple stakeholders over various meetings and interviews. All of us at the BVIU appreciate the time and effort that everyone put into this process.

The BVIU is always striving to provide the best programs and services for our students, school districts, and communities. The pandemic caused by COVID-19 has upended the education sector, and our schools have faced unprecedented challenges. BVIU has played an important part helping schools navigate these troubled times. Right now, is an appropriate time to recalibrate and implement a plan that reaffirms BVIU as a valuable partner with school districts and community stakeholders in Beaver County.

Thank you for your commitment and support of BVIU. My hope is that you will connect with the words that are written and embrace the strategic vision and take action to help lead, connect, innovate, and serve.

THE
PROCESS

This document is the result of a unique process of planning known as Results by Design. The concept blends the best of strategic design planning, change thinking, and future forecasting. Results by Design enables us to look beyond today's problems through the lens of a desired long-term future. Forecasting serves as a base for backward design by connecting the future to our present.

Results by Design is a customized process created by the Pennsylvania Leadership Development Center (PLDC), a leadership development non-profit. The process is targeted at shifting thinking by looking at the product of learning six years into the future. The work involves learning and dialogue in future forecasting, defining Beliefs, developing a Purpose, and creating Core Values. The stakeholders and leadership of IU27 agreed that the existing Mission and Vision statements created by the IU six years ago provided a strong foundation for the Results by Design work.

Driven by the vision, backward design begins moving people's thoughts from the future to the current day. Domains of the work, or critical areas, are chosen that best impact the organization in implementing its new design. These domains are defined and explained through the lens of people, language, and systems. The process produces key indicators of success that form the basis for long-term performance goals.

Each Result by Design process is customized for the specific needs of the organization. At IU27 the following steps were used:

- Meeting with the Executive Director to assess the process and current condition of IU 27.
- Meeting with the Leadership Team to discuss the "why" of the process and to outline the Result by Design tool and facilitator expectations.
- Interviewing a cross-section of superintendents from IU27.
- Meeting with a cross-section of staff, district representatives, and board members.
- Writing of a customized plan by an independent source intended to provide a unique third-party look at the data.
- Meeting with the Executive Director and the leadership team to determine further implementation steps, including goal development and measures of success.

MISSION

Providing innovative educational programming, leadership, and resources for all learners.

VISION

Shaping the future by facilitating learning opportunities and ensuring excellence in education, services and support.
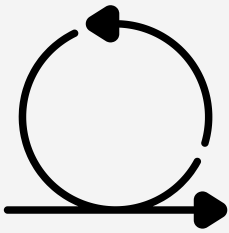
PURPOSE

To Lead, Connect, Innovate, and Serve

SUMMARY OF BELIEFS

Beliefs define parameters for the structure of an organization. Although strong and often impassioned, they may and do evolve.

1.Service

The IU serves with passion, skill, and commitment to the betterment of those it serves.

2. Agility

The IU believes in being proactive and forward-thinking. In an ever-changing education environment, the IU anticipates changes and responds to those changes with programs and services to meet the new education realities.

3. Partnerships

The IU believes that partnerships are the keys to school district and community success. Creating partnerships and collaborations between all of our stakeholders create better community and education outcomes.

4. Support

The IU is uniquely qualified to offer resources and assist school districts in reaching the intended goals for their students and communities. Support is service in action!

CORE VALUES

The Core Values of an organization provide the moral foundation and operating structure for an organization. Once defined and embedded, these values serve as non-negotiable standards of conduct within the organization.
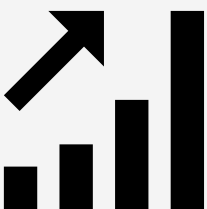
1.Integrity

We at the IU define integrity as "Doing what you say you are going to do!"

2. Inclusiveness

We at the IU design our programs and services to embrace all people to create a sense of belongingness.

3. Accountability

We at the IU hold ourselves to a set of standards assuring that we exceed the needs of our stakeholders.

DOMAINS OF THE WORK

Domains of the Work target the broader vision and focus it on the future. These Domains determine how the organization intends to function as it pursues its future vision. Each Domain is defined as a whole, and also through the influencers of people, language, and systems. Each Domain is further refined into goals, strategies, and tasks.

DOMAINS OF THE WORK

To achieve a bold vision such as that embraced by the planning team, it is necessary that it—the Vision—be broken into defined segments or Domains of the Work. It is these Domains—and how the IU 27 staff chooses to impact each—that serve to define success in reaching the organization's Vision, thus fulfilling its Purpose and Mission.

The planning team worked with several predetermined Domains based on interviews with IU27 superintendents. These were expanded to create a list of five Domains.

These five are not presented in priority order. Indeed, the Domains are interdependent parts, each engaging with each other to accomplish the future vision. The five include networks, student achievement, special education, professional development, and communication.

The Domains are presented in defined terms. It describes what the specific Domain is to look like six years from now when the organization is operating at its ideal best.

It is from this data that the following was developed. Each Domain is then defined through its impact on and needs of IU 27's people, language, and systems.

- The **people** of the organization—those within the organization.
- The **language**, a message that inspires people to excel.
- The **systems** that provide stability, while providing the freedom to embrace ideas.

DOMAINS OF THE WORK
SPECIAL EDUCATION

Special education is an essential service provided by the IU to its partner schools and directly to its clients, the children. There is no doubt that this critical service is going to continue into the future.

In six years, IU27 is the recognized leader in universal education for all children. This requires the IU to continue its role as an education service provider, serving students and school districts with direct programs and services. In addition, the IU must become a conduit to encourage school district collaboration to provide the best learning opportunities for students with special needs, leveraging the knowledge, skills, and relationships of IU27 staff. Continued focus on collaboration impacts capacity in networks, student achievement, professional development, and communication. IU27 will inspire a culture of leadership in this endeavor to serve all children within varied types of schools in its region.

People must:
- Embrace the purpose of the IU.
- Be problem solvers.
- Be skilled in helping others plan, innovate, and implement new programs and services.
- Understand current laws, standards, and teaching methods in helping customers achieve the intended benefit for children.
- Be willing to share responsibility, foster ideas, and provide support that accommodates various circumstances of customers.
- Inspire hope for the future of education.

Language must:
- Be positive.
- Be accurate in defining ways of assisting to ensure supporting the individual needs of all students.
- Be inclusive, taking into account all children.
- Inspire partnership and collaboration that maximizes the use of limited resources.
- Inspire a mindset of abundance.
- Target the removal of negative stereotypes.

Systems must:
- Be designed to embrace growth and grow confidence.
- Be designed to expand partnerships through collaborative thinking, technology, and innovative program design.
- Be designed to ensure accountability for each child.
- Be designed to strengthen community ties so that all children have access to a future filled with productivity and hope.

DOMAINS OF THE WORK
PROFESSIONAL DEVELOPMENT

Professional development is an area where IU27 can have a supportive, far-reaching, and highly valued impact for school districts connecting PDE guided initiatives to classroom/leadership practice. School districts are facing an environment requiring constant shifting and changing of expectations and information.

In six years, IU27 will utilize current and enduring research on adult learning, to create professional development opportunities that assist participants in improving their practice. Through formal and informal learning and innovative delivery models, IU27 provides professional development that is timely, practical, and provides high value to participants.

People must:
- Reflect ownership and responsibility for one's own learning.
- Be responsive to the learning needs of IU27 staff.
- Be responsive to the specific learning needs and programs of districts served by IU27.
- Reflect a growth mindset.
- Understand the power of collaborative learning as well as customization.

Language must:
- Ensure relevance and have a direct impact on student support and achievement.
- Stretch people and challenge thought.
- Create a mindset of organizational accountability and adaptability.

Systems must:
- Be designed to create targeted, job-embedded learning.
- Encourage exploration.
- Reward imagination, creativity, and adaptability.
- Embrace all learning needs.
- Encourage a global and inclusive learning design within the IU and the school districts it serves.
- Recognize informal and formal networks of support.

DOMAINS OF THE WORK
STUDENT ACHIEVEMENT

Student Achievement

To Lead, Connect, Innovate, and Serve

Professional Development

Networks

Communication

Special Education

Student achievement is at the heart of the needs of the communities within IU27. The strength and vibrancy of Beaver County in the future depend to a large extent on how well schools can maximize available resources to offer viable, equitable learning experiences for all students regardless of the physical location of the schools.

In six years, IU27 is an organization that works extensively with school districts to build bridges that leverage assets between schools and community partners to expand learning opportunities for all students. IU27 is a hub for programs and services that directly impact student achievement. IU27 is the first stop for school districts that want to learn how they can improve student achievement and expand student learning opportunities.

People must:
- Be comfortable forming partnerships between relevant stakeholders.
- Be open to expanding the definition of student success.
- Understand learning.
- Be skilled at linking and making sense of data and research.
- Reflect a Growth Mindset for themselves and the school districts they are serving.

Language must:
- Be student-centered.
- Reflect the collaborative nature of the future of learning in IU27.
- Be positive and reflect the hope for the future of Beaver County.
- Be clear and focused on the purpose of IU27.

Systems must:
- Reflect an openness to move beyond test scores as a measure of student, school, and school district success.
- Encourage innovative partnerships that increase student learning opportunities.
- Be quick to adapt to rapid changes in society.
- Reflect an understanding that adult learning is as important as student learning.

Leadership networks are a key resource to assist school leaders and other stakeholders. Networks serve two purposes. First, they allow people to share with peers the challenges and successes that are occurring in their organizations and get advice on how to proceed in addressing identified situations. Second, networks offer peer learning and support among role-alike individuals. Networks create an environment of collaboration that encourages partnerships, problem-solving, collegiality, and accountability within the networked group.

In 2027, IU27 facilitates meetings among new and existing networks, to discuss important topics that help participants learn from each other and seek ways to improve. IU27 is the center of an interconnected network in which participants gain knowledge, skill, and value for their organizations.

People must:
- Gain knowledge on the operations of peer networks.
- Become advocates of learning organizations.
- Become adept at listening and synthesizing what they hear.

Language must:
- Be clear and unambiguous.
- Be honest, transparent, and reflect the idea of "walking the talk."
- Come from a place of courtesy, politeness, and dignity.
- Assist in forming connections between ideas, people, and resources.

Systems must:
- Be agile and respond to the changes in the education environment.
- Reflect a learning organization.
- Permit time for idea sharing and challenge.
- Provide a framework that allows the time to nurture different networks across a diverse set of school leaders and stakeholders.

DOMAINS OF THE WORK
COMMUNICATION

Student Achievement

Networks

Professional Development

To Lead, Connect, Innovate, and Serve

Special Education

Communication

Communicating the worth of the people, programs, and services of the IU is integral to building capacity with its stakeholders. Sharing what is going well within IU27 is an opportunity to expand the influence of the IU and highlight the success of member school districts. People and organizations want to be part of something successful. Oftentimes the biggest impediment to growth in programs and services is the simple fact that people are not aware of the program or service.

In 2027, IU27 increases the enrollment of adults and students in their programs by creating and executing a communication plan that highlights the value of the people, programs, and services of IU27 and its member schools.

People must:
- Be good at communicating with all stakeholders.
- Learn and practice listening skills to learn from all stakeholders.
- Understand that "how" they say something is as important as "what" they say.
- Build capacity through positive relationships with schools and stakeholders.

Language must:
- Be positive.
- Be entrepreneurial.
- Be optimistic...create positive "word of mouth" with all stakeholders.

Systems must:
- Have clear, open lines of communication that permit challenging questions targeted to the growth of the whole.
- Serve to complete...to bring customers together with a focus to a common end that simplifies and expands efficiency and critical effectiveness.
- Have an organized plan to effectively tell the story of the IU's people, programs, and services.

PERFORMANCE GOALS
SPECIAL EDUCATION

People must:
- Embrace the purpose of the IU.
- Be problem solvers.
- Be skilled in helping others plan, innovate, and implement new programs and services.
- Understand current laws, standards, and teaching methods in helping customers achieve the intended benefit for children.
- Be willing to share responsibility, foster ideas, and provide support that accommodates various circumstances of customers.
- Inspire hope for the future of education.

Language must:
- Be positive.
- Be accurate in defining ways of assisting to ensure supporting the individual needs of all students.
- Be inclusive, taking into account all children.
- Inspire partnership and collaboration that maximizes the use of limited resources.
- Inspire a mindset of abundance.
- Target the removal of negative stereotypes.

Systems must:
- Be designed to embrace growth and grow confidence.
- Be designed to expand partnerships through collaborative thinking, technology, and innovative program design.
- Be designed to ensure accountability for each child.
- Be designed to strengthen community ties so that all children have access to a future filled with productivity and hope.

Goal: In 2027, IU27 is working toward assuring all students in IU27 receive the services and supports they deserve to become a successful citizen.

Strategy #1: Promote developmental Kindergarten readiness skills in Early Childhood Program

Strategy #2: Provide all students within the intermediate unit with supports and services to allow for the least restrictive environment

PERFORMANCE GOALS
PROFESSIONAL DEVELOPMENT

People must:
- Reflect ownership and responsibility for one's own learning.
- Be responsive to the learning needs of IU27 staff.
- Be responsive to the specific learning needs and programs of districts served by IU27.
- Reflect a growth mindset.
- Understand the power of collaborative learning as well as customization.

Language must:
- Ensure relevance and have a direct impact on student support and achievement.
- Stretch people and challenge thought.
- Create a mindset of organizational accountability and adaptability.

Systems must:
- Be designed to create targeted, job-embedded learning.
- Encourage exploration.
- Reward imagination, creativity, and adaptability.
- Embrace all learning needs.
- Encourage a global and inclusive learning design within the IU and the school districts it serves.
- Recognize informal and formal networks of support.

Goal: **In 2027, IU27 customizes professional development to stakeholders that positively impact student achievement.**

Strategy #1: Create a county-wide newsletter to increase instructional awareness specifically in the areas of STEM to support student growth and achievement.

Strategy #2: Customize PD needs for individual Beaver County districts.

People must:
- Be comfortable forming partnerships between relevant stakeholders.
- Be open to expanding the definition of student success.
- Understand learning.
- Be skilled at linking and making sense of data and research.
- Reflect a Growth Mindset for themselves and the school districts they are serving.

Language must:
- Be student-centered.
- Reflect the collaborative nature of the future of learning in IU27.
- Be positive and reflect the hope for the future of Beaver County.
- Be clear and focused on the purpose of IU27.

Systems must:
- Must reflect an openness to move beyond test scores as a measure of student, school, and school district success.
- Encourage innovative partnerships that increase student learning opportunities.
- Be quick to adapt to rapid changes in society.
- Reflect an understanding that adult learning is as important as student learning.

Goal: **In 2027, IU27 provides learning opportunities, resources, mentoring, and coaching to its stakeholders that leads to increased student achievement via providing and focusing on increased relational, social, emotional learning supports.**

Strategy #1: Create a resource clearinghouse and training programs for SEL resources made available to IU27 stakeholders.

Strategy #2: Expand behavior services program throughout Beaver County including tier 2 and 3 interventions and PBIS restructuring models.

Strategy #3: Reduce the number of suspensions and expulsions in the Early Intervention program.

PERFORMANCE GOALS
NETWORKS

People must:
- Gain knowledge on the operations of peer networks.
- Become advocates of learning organizations.
- Become adept at listening and synthesizing what they hear.

Language must:
- Be clear and unambiguous.
- Be honest, transparent, and reflect the idea of "walking the talk."
- Come from a place of courtesy, politeness, and dignity.
- Assist in forming connections between ideas, people, and resources.

Systems must:
- Be agile and respond to the changes in the education environment.
- Reflect a learning organization.
- Permit time for idea sharing and challenge.
- Provide a framework that allows the time to nurture different networks across a diverse set of school leaders and stakeholders.

Goal: In 2027, IU27 is purposeful in leveraging and creating networks to build capacity within our school districts and the IU.

Strategy #1: Accelerating IU purposeful response to opportunities through networks.

Strategy #2: Explore how to expand and build regional networks.

Strategy #3: Application of Networks within the IU27 service area.

People must:
- Be good at communicating with all stakeholders.
- Learn and practice listening skills to learn from all stakeholders.
- Understand that "how" they say something is as important as "what" they say.
- Build capacity through positive relationships with schools and stakeholders.

Language must:
- Be positive.
- Be entrepreneurial.
- Be optimistic...create positive "word of mouth" with all stakeholders.

Systems must:
- Have clear, open lines of communication that permit challenging questions targeted to the growth of the whole.
- Serve to complete...to bring customers together with a focus to a common end that simplifies and expands efficiency and critical effectiveness.
- Have an organized plan to effectively tell the story of the IU's people, programs, and services.

Goal: Goal: In 2027, IU27 tells the story of the IU and school districts to it's stakeholders.

Strategy #1: Create understanding of effective communication strategies and tools in accomplishing IU mission.

Strategy #2: Learn to maintain communications focus on IU mission attainment and customer needs.

Strategy #3: Integrate and institutionalize communications strategies into IU programs and services.

TASKS FOR EACH GOAL
SPECIAL EDUCATION

Strategy #1: Collaboration with school districts to establish consistent Kindergarten readiness expectations for early intervention services.

	Year 1	Year 2	Year 3
Task #1	Collaboration with school districts to establish consistent Kindergarten readiness expectations for early intervention services	Training early intervention staff on current trends for Kindergarten readiness	Strategies and recources imbedded within IEPs that promote readiness for Kindergarten

Strategy #2: Provide all students within the intermediate unit with supports and services to allow for the least restrictive environment.

	Year 1	Year 2	Year 3
Task #1	Collect behavioral data on district needs for an IU based classroom for emotional support	Implement IU District Emotional Support Classroom	Continue to implement and add more district IU classrooms
Task #2	Provide requested behavior services within a timely manner	Review utilization of behavior services from previous year and build capacity from the data	Become the leader in Beaver County for behavior services
Task #3	Analyze current transition program at New Horizon and survey the local districts for transition needs	Make changes to transition program based on data	Review and modify changes to the transition program

TASKS FOR EACH GOAL
PROFESSIONAL DEVELOPMENT

Strategy #1: Create a county-wide newsletter to increase instructional awareness specifically in the areas of STEM to support student growth and achievement.

	Year 1	Year 2	Year 3
Task #1	Create inital communications with stakeholders; create a focus that ties to PD; purchase platform	Continue integrating district instructional and PD highlights	Continue with newsletter expanding communications to other content areas
Task #2	Gather district input	Gather interest in guest authoring	Garner feedback via assessment to grow and expand use of newsletter
Task #3	Highlight district features	Allow for external blog or article (testimonials) from district staff	Travel to districts to feature PD with newsletter highlight areas
Task #4	Highlight PD opportunities	Expand PD offerings and video vignettes	Include pd videos from districts

Strategy #2: Customize PD needs for individual Beaver County districts.

	Year 1	Year 2	Year 3
Task #1	Survey all districts within the county for specific PD needs	Continue with implementation plans	Continue with district specific PD plans
Task #2	Develop sample PD offerings and district proposals for consultations	provide 1-2 new offerings each year	Identify patterns among schools or districts. Develop ongoing digital marketing tool/catalog of offerings
Task #3	Communicate with POC at the district to follow up with identified needs and priorities	Customize support and PD based on district communications	Host cross-county PD offering as determined by needs assessments (synchronous or asynchronous sessions)

TASKS FOR EACH GOAL
STUDENT ACHIEVEMENT

Strategy #1: Create a resource clearinghouse and training programs for SEL resources made available to IU27 stakeholders.

	Year 1	Year 2	Year 3
Task #1	Establish SEL resources and a focus district network with school personnel	Implement training and support structures for schools with SEL resources including the expansion of district network opportunities	Expand current implementation of SEL resources, training and offer coaching/modeling
Task #2	Provide list of evidence-based resources for SEL	Build upon and expand lists for SEL resources with best practice material	Collaborate and compile cross - county SEL resources for districts

Strategy #2: Expand behavior services program throughout Beaver County including tier 2 and 3 interventions and PBIS restructuring models.

	Year 1	Year 2	Year 3
Task #1	Offering Tier 2 social groups for behavior services	Offer PBIS in all Beaver County Schools providing restructuring models	Continue support for SEL services through Tier 3
Task # 2	Market initial program development efforts	Expand development of program and personal	Customize program areas to district need and expand offerings

Strategy #3: Reduce the number of suspensions and expulsions in the Early Intervention program.

	Year 1	Year 2	Year 3
Task #1	Expand child find efforts for community preschool programs in order to address SEL concerns	Train Early Childhood programs in developing a foundation for SEL	Continue to support Early Childhood programs in SEL implementation through coaching and resources

TASKS FOR EACH GOAL
NETWORKS

Strategy #1: Accelerating IU 27 purposeful response to opportunities through networks.

	Year 1 - Internal to the IU	Year 2 - Expand to Local Region	Year 3 - Expand to State and Federal
Task #1	Create organizational understanding of networks as IU27 human-centered capacity for productive change and innovation	Expand relationships in region to apply network approach to big opportunities	Share examples of IU27 network success with potential collaborators at state and national level
Task #2	Identify networks needed for opportunities and current IU27 connections to network building capacity of external entities	Identify entities in region that hold interest and capacity to engage in targeted network opportunities	Identify entities in state and nation that hold interest and capacity to engage in targeted network opportunities
Task #3	Create list of most promising network collaborators and primary contact information for IU opportunities with high success potential	Create list of most promising network collaborators in region and primary contact information for IU opportunities with high success potential	Create list of most promising network collaborators in state and nation and primary contact information for IU opportunities with high success potential
Task #4	Create tools, processes and databases consistent with needs of networks	Refine IU27 tools, processes and databases to include resources of regional entities that could support needs of networks	Add tools, processes and databases of state and national entities that could support needs of networks
Task #5	Formalize signature "network news" release (e.g., e-newsletter & website) that celebrates activities and accomplishments of networks and participants	Highlight information from regional entities in "Network News" that are collaborators in IU networks	Highlight information from state and national entities in "Network News" that are collaborators in IU networks

Strategy #2: Explore how to expand and build regional networks.

	Year 1	Year 2	Year 3
Task #1	Identify current and potential network leaders in the IU	Identify advocates in region of network approach to addressing big opportunities in education as mutually beneficial investments of time and talents	Identify advocates in state and nation of network approach to addressing big opportunities in education as mutually beneficial investments of time and talents
Task #2	Facilitate study of John Kotter's book XLR8 Accelerate: Building Strategic Agility for a Faster-Moving World	Customize Kotter's principles of dual operating system and 8 accelerators into IU network thinking on engagement of regional entities	Customize Kotter's principles of dual operating system and 8 accelerators into IU network thinking on engagement of state and national entities
Task #3	Establish "best practices" repository of research and practice on network applications in education	Invite key regional persons as presenters for "Networks Speaker Series" focused on "how-to" examples from the field	Continue adding evidence-based practices to repository, including those from state and national entities
Task #4	Conduct "Networks Speaker Series" focused on "how-to" examples from the field	Invite key regional persons as presenters for "Networks Speaker Series" focused on "how-to" examples from the field	Invite key persons in state or other states as presenters for "Networks Speaker Series" focused on "how-to" examples from the field, particularly IUs and other ESAs
Task #5	Customize technology infrastructure to support IU facilitating network functions	Continue customizing technology infrastructure to support IU facilitating network functions with regional entities	Continue customizing technology infrastructure to support IU facilitating network functions with state and national entities

TASKS FOR EACH GOAL
NETWORKS

Strategy #3: Application of Networks within the IU27 service area.

	Year 1	Year 2	Year 3
Task #1	Initiate pilot 2 or 3 networks with high potential of success	Continue pilot and add regional collaborators to pilot network if mutually beneficial opportunity exists	Continue pilot and add state and national collaborators to pilot network if mutually beneficial opportunity exists
Task #2	Provide forum(s) for IU network leaders to share progress and lessons learned	Take advantage of opportunities in region for IU leadership and network leaders to share progress and lessons learned	Take advantage of state and national opportunities for IU leadership and network leaders to share progress and lessons learned
Task #3	Provide annual reflection activity that builds learning culture and institutionalizes networks as valued approach in IU	Expand engagement of IU and regional collaborating entities in planning and conducting reflection activity	Integrate network approach into state and federal supports services provided by IU
Task #4	Develop "Networks How-To Guide" for use by IU staff	Integrate lessons learned into Networks How-To Guide, with attention to engagement of regional entities	Integrate lessons learned into Networks How-To Guide, with attention to engagement of state and national entities

TASKS FOR EACH GOAL
COMMUNICATION

Strategy #1: Create understanding of effective communication strategies and tools in accomplishing IU mission.

	Year 1	Year 2	Year 3
Task #1	Compare and contrast strategies and tools that effectively communicate intended messaging to targeted stakeholders	Continue to acquire information on existing and new communication strategies and tools	Disseminate information on communication strategies and tools that are demonstrating positive results
Task #2	Build a list of customers, stakeholders and networks	Update database as necessary	Update database as necessary
Task #3	Compile a list of tools that support effective communication for intended outcome(s)	Provide professional development opportunities for IU personnel to experience functions of different tools	Update list of new tools and related pd opportunities
Task #4	Acquire and/or develop set of tools aligned with communication and impact needs of IU	Refine tools as sets of support for end users in districts	Document use of communications tools by school districts
Task #5	Hire a communications specialist to support use of communication strategies and tools	Engage communications specialist as support provider for IU and customers in using strategies and tools	Engage communications specialist in designing and delivering training and coaching on effective use of IU communication strategies and tools
Task #6	Design sustainable communications support system	Broaden "communications campaigns" to expand awareness of IU and school districts successful impact in communities and region	Establish revenue stream to support communication functions as essential IU service for customers
Task #7	Create awareness "communications campaigns" that broadly tell the IU story in multiple ways	Broaden "communications campaigns" to expand awareness of IU and school districts successful impact in communities and region	Document awareness effects of "communications campaigns" to stakeholders

TASKS FOR EACH GOAL
COMMUNICATION

Strategy #2: Learn to maintain communications focus on IU mission attainment and customer needs.

	Year 1	Year 2	Year 3
Task #1	Design first communications strategy and use tools to tell story of one or more school districts with measurable benefit of IU service provided (e.g., special ed.)	Initiate implementation communications strategies in additional "candidate" school districts	Integrate lessons learned into established "communication campaigns" and schools districts implementation sites
Task #2	Document outcomes achieved, key process activities, and lessons learned	Prepare IU communication process guide	Revise IU communications process guide as necessary for customized delivery of services
Task #3	Provide IU staff training from first project results	Expand training capacity and use of IU communications process guide	Expand training opportunities to all school districts with expectation each will initiate "communications campaign" strategy
Task #4	Conduct customer survey to identify schools districts with candidates for "success stories"	Maintain survey as ongoing needs assessment	Use needs assessment results in identifying candidate sites for success stories and in designing training opportunities
Task #5	Provide examples of how communication efforts reached and impacted target audience (e.g., parents & families)	Expand examples of how communication efforts reached and impacted target audience (e.g., other than parents & families)	Integrate examples into IU communications guide and training opportunities

Strategy #3: Integrate and institutionalize communications strategies into IU programs and services.

	Year 1	Year 2	Year 3
Task #1	Embed use of customized communication strategies in IU policy and administrative regulations	Gauge evolving understanding of policy and administrative regulations among IU personnel	Revise policies and regulations, if warranted, to increase consistent use of communications strategies in programs and practices
Task #2	Practice implementing communications strategies on targeted audiences	Integrate communications strategies in planning delivery of core IU programs or services with a targeted audience	Document evidence of positive results with use of at least one communications strategy for each core IU program or service
Task #3	Measure and refine messaging practices as needed to reach target audience	Continue revising communications strategies to achieve consistent message and desired impact	Continue revising communications strategies to achieve consistent message and desired impact
Task #4	Gauge school districts and other customers participation in communications program and IU27 services	Determine "drivers" of participation among school districts targeted as implementation sites	Align delivery capacity of communications support services with customer's most desired requests
Task #5	Create county-wide communication plan to tell the story of the successes of all school districts	Initiate "communications campaign" that highlights a success story from each school district	Initiate "communications campaign" that highlights success of school districts in addressing "hot topic" regional theme (e.g., addressing trauma needs of students)
Task #6	Conduct communication strategies that inform and engage legislators in issues important to success of school districts in county	Hold "communications forum" for school district leaders to engage in-person with legislators	Produce annually a paper and or digital document that showcases the value of successful schools in the region