Beaver Valley IU 27
IU Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

Intermediate Unit Name	AUN
Beaver Valley Intermediate Unit 27	127000000
Address 1	
147 Poplar Avenue	
Address 2	

City	State	Zip Code	
Monaca	Pennsylvania	15061	
Executive Director Name		**Executive Director Email**	
Dr. Eric G. Rosendale		eric.rosendale@bviu.org	
Single Point of Contact Name			
Eric Rosendale			
Single Point of Contact Email			
eric.rosendale@bviu.org			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
7247747800		3036	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Eric Rosendale	Administrator	BVIU	eric.rosendale@bviu.org
Melissa Niedbala	Administrator	BVIU	melissa.niedbala@bviu.org
Michelle McKinley	Administrator	BVIU	michelle.mckinley@bviu.org
Constance Harmotto	Administrator	BVIU	constance.harmotto@bviu.org
John Sanderbeck	Administrator	BVIU	john.sanderbeck@bviu.org
David Rodgers	District/School Leader	BVIU	david.rodgers@bviu.org
Susan Emmett	Staff Member	BVIU	susan.emmett@bviu.org
Lori Murtha	Administrator	BVIU	lori.murtha@bviu.org
Diane Workman	District/School Leader	Freedom Area SD	dworkman@freedomarea.org
Carol Wright	Community Partner	The Wright Promise	Carol@thewrightpromise.org
Jeff Beltz	District/School Leader	Hopewell Area SD	beltzj@hopewellarea.org
Ron Miller	Board Member	BVIU/BBF School Board	rmiller188@comcast.net
Brittnay Modany	Parent	New Horizon School Parent	brimodany@gmail.com
Zachry Huwar	District/School Leader	BVIU	zachry.huwar@bviu.org
Jason Guzie	District/School Leader	BVIU	jason.guzie@bviu.org
Kristi Leiper	District/School Leader	BVIU	kristi.leiper@bviu.org

LEA Profile

The BVIU is a regional educational service agency created by Act 102 of 1970. Through cooperation and collaboration among school districts and community agencies, the intermediate unit works to provide innovative, responsive, and cost-effective programs to the local school districts, the Beaver County Area Career and Technical Center, charter schools, and non-public schools located in Beaver County.

Beaver County school districts that are served range from rural to suburban in nature. They are also diverse in size ranging from a district that graduates 40-50 students to districts that graduate 200+ students. One of the main roles the BVIU serves in our county and neighboring county school districts is to provide assistance through our special education school, New Horizon School. New Horizon School is a public special education school which serves students with special needs from ages 5-21. Students from the 14 school districts in Beaver County and its surrounding communities attend New Horizon School. New Horizon is situated in a county setting located one mile from downtown Beaver, PA. Twenty-four classrooms are grouped into four major sections within this one-floor school. Children and young adults with a wide range of disabilities are served.

The BVIU operations are conducted under the approval of a Board of Directors elected by Beaver County's local school board members, consisting of one representative from each of our 14 local school districts. An Advisory Council comprised of the local district superintendents meets monthly to review programs and services. Additionally, the BVIU serves three area charter schools and eleven non-public schools.

Mission and Vision

Mission

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

Vision

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

Educational Values

Students

With the IU27 schools, early intervention and behavior services that serve students directly, we design our programs for special individuals. By implementing the individualized educational program (IEP) goals, our students are provided the opportunity to develop their full potential intellectually, socially, emotionally, physically, and vocationally. Services provided include individualized, small group support through classrooms; providing therapies for multiple needs; transition services from school to the workplace or after graduation goals; behavior services; school-wide positive behavior support; and a student assistance program.

Staff (Formally Educators)

Services provided include professional development opportunities for both New Horizon schools and surrounding IU27 school districts. We offer the following professional development courses: CPE Courses, IEP writing, autism training, training in transition services, statewide system of supports, MTSS, and behavior.

Administration

Services provided include job-alike meetings, customized leadership support services, leadership training, networking, and professional learning opportunities.

LEA Leaders

Services provided include job-alike meetings, customized leadership support services, leadership training, networking, and professional learning opportunities.

Parents

Parents are an integral part of the IU27 schools, early intervention and behavior services. They are part of the team to make decisions for their student's needs, support and education.

Community

IU27 is connected to and involved with the following organizations: IDAC (Inclusion, Diversity and Awareness Council); BCCAN (Beaver County Collaboration and Action Network); QEC (Quality Education Council); Beaver County Behavioral Health to name a few. IU27 provides space, facilitation of meetings, connections, and communications to our district partners. Additionally, we use social media and our website as a conduit to provide information and connections to various agencies.

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	Operational

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	Emerging

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	Exemplary

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	Operational

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.

With the continued use of community partnerships and local businesses, we hope to provide and extend services to our LEAs and students within our schools.
As leadership continues to focus on high expectations for learning and support of all we serve, this will drive higher expectations within classrooms, with parents

and with LEA services.
Through the use of our fiscal resources and increased professional learning opportunities for employees, we will strengthen outcomes for students and stakeholders.

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.

One of the challenges is to continue to adapt the PA Core Standards for the students who have a variety of learning challenges within our school-based systems and within some of our LEAs who have limited systems of support.
Without a human resources department or point of contact, it has been a challenge to recruit high-quality teachers and provide a system of internal support in this area. We are investigating solutions for this.
Due to limited staff capacity, it is often difficult to use data to recognize the impact of how resources are allocated and develop a quality system around this.

Performance Data

Direct Services (School Students)

Data Source	Measure of Quality	Measure of Impact
County-wide needs assessment	Questions related to direct services including early intervention, school based supports, New Horizon Schools and other BVIU services.	Number of schools participating in the survey was just over 1000 responses.
Equity Considerations		
All stakeholders were provided the survey to give us a balanced response to review with the data received.		

LEA Services

Data Source	Measure of Quality	Measure of Impact
Monthly meetings with superintendents, curriculum directors, special ed directors, principals, and other stakeholder groups to discuss needs and provide feedback on services.	Stakeholder perception and continuation of specific programs (or not) that help gauge effectiveness of services and programs.	Number of students serviced; number of teachers serviced; number of administrators serviced.
Equity Considerations		
All school districts were engaged in monthly meetings and conversations to reflect on current services and where/how to expand support within planning for BVIU changes, continued vision/mission and future needs.		

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.

Our 14 brick-and-mortar and 5 charter/cyber schools access our services on an on-going basis reaching out for a variety or supports, trainings and consultations.
For LEA services, we analyze district needs and customize supports based on the data received.
We have expanded services on-going to support students within early intervention and special education needs.

Challenges

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

A continuing challenge are the funds to sustain the programs and supports that are put into place to serve both students and LEAs.
Space is a challenge to support district and student needs as we have expanded.
We have the challenge of providing adequate personnel to meet the needs of the requests we receive for services (which is a fiscal challenge).
Finding high quality resources aligned to the PA standards to support students with disabilities (often extreme disabilities).

State Systems of Support

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

Data Source	Comments/Notable Observations
Number of sessions offered	The number of sessions continues to increase each school year to offer the topics of trauma, bully prevention, Act 55 criteria and requirements, school security personnel support, youth mental health and first aid, suicide awareness/prevention, cultural awareness, situational awareness, physical security and taple top exercises.
Number of LEAs that attend sessions	Consistently we have six districts who attend every offering; depending on topic we have higher attendance from all LEAs; target audience depends on attendance as well.

A-TSI/TSI Targeted School Improvement Support

Data Source	Comments/Notable Observations
Frequency of support accessed by the designated school to the IU supports	ATSI schools access support with higher frequency than TSI schools. Support is often related to writing and composing of plans. Most supports include teacher based training and leadership supports.
Quarterly meetings to review progress of plans	ATSI schools attend these meetings with high frequency. TSI schools attend less depending on need.

STEM Education

Data Source	Comments/Notable Observations
Number of sessions offered at BVIU	BVIU hosted at least one STEM session per quarter.
Frequency of customized Session for Districts	At least 12 districts have requested customized sessions.
LEAs attendance of STEM offerings	Due to the new STEELS standards, all 14 districts and 5 charters, plus the CTC have attended at least one training session per year, if not more.

Data Governance/Quality
This section is not included in my plan

CDT Focus and Support

Data Source	Comments/Notable Observations
Number of LEAs utilizing CDTs	12 districts utilize CDTs in some capacity. All have reached out for various levels of support.
Number of LEAs asking for CDT assistance on making data-informed decisions	5 districts frequently reach out for CDT support.

Continuity of Education
This section is not included in my plan

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.

Having a dedicated staff member to facilitate the mental health and safety trainings and support has increased exposure and opportunities for all of our LEAs.
Variety of attendees to the safety/mental health trainings include administrators, teachers, security personnel, paraprofessionals and counselors which is helpful to all schools.
STEM continues to be a high interest and high need of support in which we can service with expertise.
CDTs have been more frequently used in the LEAs. This is supporting efforts towards online testing. Firefly will continue to strengthen this.

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.

Being able to have substitutes within school districts to send teachers to trainings continues to be a challenge.
Due to the many requirements of the SSoS and our small IU size of 2.5 staff members to meet all the requirements, there are challenges with depth of services.

Supplemental Intermediate Unit Plans

Programs and Plans	Comments/Notable Observations
Special Education Schools	Have expanded to another school; New supervisors are in place for each school
Behavior Services	Have expanded these services to support LEAs with behavior interventionists; we serve every brick-and-mortar school except one with this
Early Intervention	Continued expansion of services to support daycares and preschools to prevent suspension and expulsion.
Mental Health Support Services	This is a new endeavor with community connections to provide school-based counseling and therapy with after school supports.

Strengths

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

Using data and stakeholder feedback to lean in and provide these new services of support for students and LEAs.
Community supports and partnerships to be able to start and create these new systems of support.
Successful supports for positive behavior supports within LEA school based programs.

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.

Hiring quality staff and maintaining current staff to sustain programs that are created.
Fiscal challenges of LEAs to fund the services that have been created that they need (to pay for what has been created for them).
Transportation issues between the LEAs and the IU-based schools to support students in a timely manner.

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
Using data and stakeholder feedback to lean in and provide these new services of support for students and LEAs.	True
Community supports and partnerships to be able to start and create these new systems of support.	False
With the continued use of community partnerships and local businesses, we hope to provide and extend services to our LEAs and students within our schools.	True
As leadership continues to focus on high expectations for learning and support of all we serve, this will drive higher expectations within classrooms, with parents and with LEA services.	True
Through the use of our fiscal resources and increased professional learning opportunities for employees, we will strengthen outcomes for students and stakeholders.	False
Successful supports for positive behavior supports within LEA school based programs.	False
Having a dedicated staff member to facilitate the mental health and safety trainings and support has increased exposure and opportunities for all of our LEAs.	False
Variety of attendees to the safety/mental health trainings include administrators, teachers, security personnel, paraprofessionals and counselors which is helpful to all schools.	False
STEM continues to be a high interest and high need of support in which we can service with expertise.	False
CDTs have been more utilized by the LEAs which is supporting efforts toward online testing. The new Firefire should strengthen our work in districts.	False
CDTs have been more frequently used in the LEAs. This is supporting efforts towards online testing. Firefly will continue to strengthen this.	False
Our 14 brick-and-mortar and 5 charter/cyber schools access our services on an on-going basis reaching out for a variety or supports, trainings and consultations.	True
For LEA services, we analyze district needs and customize supports based on the data received.	False
We have expanded services on-going to support students within early intervention and special education needs.	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

Hiring quality staff and maintaining current staff to sustain programs that are created.	False
Fiscal challenges of LEAs to fund the services that have been created that they need (to pay for what has been created for them).	False
One of the challenges is to continue to adapt the PA Core Standards for the students who have a variety of learning challenges within our school-based systems and within some of our LEAs who have limited systems of support.	True
Without a human resources department or point of contact, it has been a challenge to recruit high-quality teachers and provide a system of internal support in this area. We are investigating solutions for this.	False
Due to limited staff capacity, it is often difficult to use data to recognize the impact of how resources are allocated and develop a quality system around this.	False
Transportation issues between the LEAs and the IU-based schools to support students in a timely manner.	False
Being able to have substitutes within school districts to send teachers to trainings continues to be a challenge.	False
Due to the many requirements of the SSoS and our small IU size of 2.5 staff members to meet all the requirements, there are challenges with depth of services.	False
A continuing challenge are the funds to sustain the programs and supports that are put into place to serve both students and LEAs.	False
Space is a challenge to support district and student needs as we have expanded.	False
We have the challenge of providing adequate personnel to meet the needs of the requests we receive for services (which is a fiscal challenge).	False
Finding high quality resources aligned to the PA standards to support students with disabilities (often extreme disabilities).	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.

Some of the challenges, like transportation and fiscal issues are within limited control. We discussed focusing on what will be an impact for students within our IU schools.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
One of the challenges is to continue to adapt the PA Core Standards for the students who have a variety of learning challenges within our school-based systems and within some of our LEAs who have limited systems of support.	New supervisors are learning PA curriculum and having discussions with staff on how to best fit it for students with significant and complex needs.	True
Finding high quality resources aligned to the PA standards to support students with disabilities (often extreme disabilities).	Thinking about using teacher teams to explore various resources and alignment to standards.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
With the continued use of community partnerships and local businesses, we hope to provide and extend services to our LEAs and students within our schools.	Maybe use community-based support to explore purchasing of resources where applicable.
As leadership continues to focus on high expectations for learning and support of all we serve, this will drive higher expectations within classrooms, with parents and with LEA services.	Leadership will support new supervisors in their work with teachers and curriculum.
Our 14 brick-and-mortar and 5 charter/cyber schools access our services on an on-going basis reaching out for a variety or supports, trainings and consultations.	Use our local schools to network and see what resources they have found to be successful.
Using data and stakeholder feedback to lean in and provide these new services of support for students and LEAs.	Analyze student success rates within new services.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will prioritize the integration of the PA Core Standards to create an inclusive and equitable learning environment that addresses the diverse challenges faced by students in our schools and local education agencies, ensuring access to effective instructional practices that foster academic success and personal growth.
	We will prioritize the identification and utilization of high-quality resources aligned to the PA standards to effectively support students with disabilities, including those with extreme disabilities, in their educational journey.

Goal Setting

Priority: We will prioritize the integration of the PA Core Standards to create an inclusive and equitable learning environment that addresses the diverse challenges faced by students in our schools and local education agencies, ensuring access to effective instructional practices that foster academic success and personal growth.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
By the end of the third academic year, we will adapt the PA Core Standards for English Language Arts to meet the diverse needs of all students, with a focus on inclusivity, by providing targeted professional development for 100% of Special Education teachers, resulting in a 25% increase in student proficiency rates as measured by benchmark assessments and classroom performance evaluations.

Measurable Goal Nickname (35 Character Max)
ELA Curriculum Alignment and Adaptations

Target Year 1	Target Year 2	Target Year 3
As teachers deepen their understanding of PA Core Standards and ELA curriculum, students will increase in proficiency by 15%.	As teachers deepen their understanding of PA Core Standards and ELA curriculum, students will increase in proficiency by 20%.	By the end of the third academic year, we will adapt the PA Core Standards for English Language Arts to meet the diverse needs of all students, with a focus on inclusivity, by providing targeted professional development for 100% of Special Education teachers, resulting in a 25% increase in student proficiency rates as measured by benchmark assessments and classroom performance evaluations.

Outcome Category
Professional learning

Measurable Goal Statement (Smart Goal)
By the end of the third academic year, our team will successfully adapt the PA Core Standards for all grade levels, ensuring that at least 85% of educators in our school-based systems and local education agencies (LEAs) receive training on these adaptations, leading to a measurable increase of 20% in student engagement and academic performance, as evidenced by standardized assessments and classroom evaluations.

Measurable Goal Nickname (35 Character Max)
Structured Literacy Professional Learning

Target Year 1	Target Year 2	Target Year 3
All staff will be trained in structured literacy training and receive resources to implement their learning to increase student engagement.	All staff will implement an ELA resource that is aligned with PA Core standards and curriculum as well as the concepts of ECRI to improve literacy and student progress.	By the end of the third academic year, our team will successfully adapt the PA Core Standards for all grade levels, ensuring that at least 85% of educators in our school-based systems and local education agencies (LEAs) receive training on these adaptations, leading to a measurable increase of 20% in student engagement and academic performance, as evidenced by standardized assessments and classroom evaluations.

Priority: We will prioritize the identification and utilization of high-quality resources aligned to the PA standards to effectively support students with disabilities, including those with extreme disabilities, in their educational journey.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By the end of the third academic year, we will identify and integrate at least 10 high-quality resources aligned to the PA standards that support students with disabilities, including those with extreme disabilities, with 95% of special education teachers reporting effective implementation in their classrooms, as measured by a feedback survey and progress monitoring of student outcomes.
Measurable Goal Nickname (35 Character Max)
ELA Resource Adoption

Target Year 1	Target Year 2	Target Year 3
By year 1, teacher teams will identify 3 high-quality resources to use and 95% of teachers will implement and provide feedback based on student progress.	By year 2, teacher teams will identify 3 high-quality resources to use and 95% of teachers will implement and provide feedback based on student progress.	By the end of the third academic year, we will identify and integrate at least 10 high-quality resources aligned to the PA standards that support students with disabilities, including those with extreme disabilities, with 95% of special education teachers reporting effective implementation in their classrooms, as measured by a feedback survey and progress monitoring of student outcomes.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction
Measurable Goal Statement (Smart Goal)
By the end of the third academic year, we will provide targeted professional development training for all special education teachers on the effective integration of the MTSS process as it aligns to the PA standards for supporting students with disabilities, including those with extreme disabilities, to achieve 100% participation and 90% of participants reporting increased confidence in using these resources, as measured through post-training surveys and follow-up evaluations.
Measurable Goal Nickname (35 Character Max)
Teacher training MTSS with ELA focus

Target Year 1	Target Year 2	Target Year 3
Introduction and professional development training with MTSS processes for academic support in ELA for 100% of the staff to work towards 50% confidence in using these resources and processes.	Continued accountability, training and support to obtain 75% confidence in using resources and the MTSS process.	By the end of the third academic year, we will provide targeted professional development training for all special education teachers on the effective integration of the MTSS process as it aligns to the PA standards for supporting students with disabilities, including those with extreme disabilities, to achieve 100% participation and 90% of participants reporting increased confidence in using these resources, as measured through post-training surveys and follow-up evaluations.

Action Plan

Measurable Goals

ELA Curriculum Alignment and Adaptations	Structured Literacy Professional Learning
ELA Resource Adoption	Teacher training MTSS with ELA focus

Action Plan For: Structured Literacy and PA Core for ELA

Measurable Goals:

- By the end of the third academic year, we will adapt the PA Core Standards for English Language Arts to meet the diverse needs of all students, with a focus on inclusivity, by providing targeted professional development for 100% of Special Education teachers, resulting in a 25% increase in student proficiency rates as measured by benchmark assessments and classroom performance evaluations.
- By the end of the third academic year, our team will successfully adapt the PA Core Standards for all grade levels, ensuring that at least 85% of educators in our school-based systems and local education agencies (LEAs) receive training on these adaptations, leading to a measurable increase of 20% in student engagement and academic performance, as evidenced by standardized assessments and classroom evaluations.

Action Step	Anticipated Start/Completion Date	
Goal 1: Adapt the PA Core Standards for English Language Arts for Inclusivity and Provide Professional Development for Special Education Teachers Identify Key Stakeholders by forming a committee including Special Education teachers, curriculum specialists, and administrators. Next, conduct a Needs Assessment: Survey Special Education teachers to identify specific areas of need related to the PA Core Standards in English Language Arts. Develop Adaptation Resources: Collaborate with experts to create and curate resources that align the PA Core Standards with inclusive practices tailored for diverse learners. Professional Development Planning: Design a professional development program focused on the adapted standards and their implementation in the classroom. This will include scheduling workshops, webinars, and ongoing support sessions throughout the academic year. Implementation of Professional Development: Deliver training sessions to 100% of Special Education teachers, ensuring hands-on experiences and practical application strategies. Monitor and Evaluate: Collect feedback through surveys after training sessions and observe classroom implementation. Analyze student proficiency rates through benchmark assessments to measure the impact of the adaptations. Goal 2: Adapt PA Core Standards for All Grade Levels and Train Educators Establish a Collaborative Team: Form a diverse team of educators from various grade levels to ensure broad perspectives. Conduct a Comprehensive Review: Review current PA Core Standards and identify areas requiring adaptation for greater inclusivity across all grade levels. Resource Development: Create or identify high-quality resources that align with the adapted PA Core Standards, focusing on various instructional strategies. Training Program Development: Develop a comprehensive training program targeting at least 85% of educators in school-based systems and LEAs on the adapted standards. Implement Training Sessions: Schedule and conduct training workshops, ensuring accessibility and support for all educators. Evaluate Impact: Utilize classroom performance evaluations and standardized assessments to measure improvements in student engagement and academic performance, aiming for a 20% increase. Ongoing Support and Feedback: Establish a system for ongoing support, including collaboration sessions and resource sharing among educators, and regularly collect feedback for continuous improvement.	2025-08-01	2028-07-31

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jason Guzie and Mr. Zachry Huwar	PA Core Standards for ELA; Subs to train teachers (create time); TaC team; PATTAN	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output for Goal 1 includes the successful adaptation of the PA Core Standards for English Language Arts, resulting in the creation of inclusive resources and the delivery of targeted professional development for 100% of Special Education teachers, enhancing their instructional practices. For Goal 2, the output will involve the development and implementation of a comprehensive training program that reaches at least 85% of educators, leading to improved student engagement and academic performance as measured by standardized assessments and classroom evaluations.	Mrs. Niedbala, TaC, School Supervisors will do quarterly monitoring with staff surveys and meetings with teachers.

Action Plan For: MTSS and ELA Resource

Measurable Goals:

- By the end of the third academic year, we will provide targeted professional development training for all special education teachers on the effective integration of the MTSS process as it aligns to the PA standards for supporting students with disabilities, including those with extreme disabilities, to achieve 100% participation and 90% of participants reporting increased confidence in using these resources, as measured through post-training surveys and follow-up evaluations.
- By the end of the third academic year, we will identify and integrate at least 10 high-quality resources aligned to the PA standards that support students with disabilities, including those with extreme disabilities, with 95% of special education teachers reporting effective implementation in their classrooms, as measured by a feedback survey and progress monitoring of student outcomes.

Action Step	Anticipated Start/Completion Date	
Action Plan Goal 1: Identify and Integrate High-Quality Resources Aligned to PA Standards for Students with Disabilities Form a Resource Selection Committee: Include Special Education teachers, curriculum specialists, and administrators to ensure diverse perspectives. Conduct a Resource Audit: Review existing resources currently used in classrooms and identify gaps in materials that support students with disabilities. Research and Identify Resources: Collaborate with experts to identify and vet at least 10 high-quality resources that align with PA standards and cater to students with disabilities, including those with extreme disabilities. Develop Resource Integration Plan: Create a detailed plan for integrating the identified resources into classroom instruction, focusing on practical applications and strategies for effective use. Implement Resources in Classrooms: Roll out the selected resources in classrooms, providing guidance and support to teachers during the integration process. Monitor and Evaluate Implementation: Collect	2025-08-01	2028-07-31

feedback through surveys and observe classroom practices to assess the effectiveness of the resource integration, aiming for 95% of Special Education teachers reporting successful implementation. Goal 2: Provide Targeted Professional Development on the MTSS Process Identify Professional Development Needs: Survey Special Education teachers to determine specific areas of need related to the MTSS process and its alignment with PA standards. Develop Professional Development Program: Design a comprehensive training program focused on the effective integration of the MTSS process for supporting students with disabilities, ensuring it aligns with PA standards. Schedule Training Sessions: Organize workshops, webinars, and ongoing support sessions throughout the academic year to facilitate engagement and participation. Implement Professional Development: Deliver training sessions to all Special Education teachers, ensuring 100% participation and providing hands-on experiences related to resource integration and the MTSS process as well as the new resources selected. Evaluate Training Effectiveness: Collect feedback through post-training surveys and follow-up evaluations to measure participants' confidence in using the resources and the MTSS process, aiming for 90% of participants reporting increased confidence. Ongoing Support and Follow-Up: Establish a system for ongoing support, including collaboration sessions, resource sharing, and opportunities for teachers to discuss challenges and successes in implementing the MTSS process.		

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jason Guzie and Mr. Zachry Huwar	PA Core for ELA; TaC; MTSS resources; PATTAN; new ELA resources TBD	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The anticipated output for Goal 1 includes the successful identification and integration of at least 10 high-quality resources aligned with PA standards that effectively support students with disabilities, with 95% of Special Education teachers reporting successful implementation in their classrooms. For Goal 2, the output will involve comprehensive professional development training that ensures 100% participation of Special Education teachers, with 90% of participants expressing increased confidence in using the MTSS process to support students with disabilities.	Mrs. Niedbala, TaC, School Supervisors will do quarterly monitoring with staff surveys and meetings with teachers.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy and PA Core for ELA	Goal 1: Adapt the PA Core Standards for English Language Arts for Inclusivity and Provide Professional Development for Special Education Teachers Identify Key Stakeholders by forming a committee including Special Education teachers, curriculum specialists, and administrators. Next, conduct a Needs Assessment: Survey Special Education teachers to identify specific areas of need related to the PA Core Standards in English Language Arts. Develop Adaptation Resources: Collaborate with experts to create and curate resources that align the PA Core Standards with inclusive practices tailored for diverse learners. Professional Development Planning: Design a professional development program focused on the adapted standards and their implementation in the classroom. This will include scheduling workshops, webinars, and ongoing support sessions throughout the academic year. Implementation of Professional Development: Deliver training sessions to 100% of Special Education teachers, ensuring hands-on experiences and practical application strategies. Monitor and Evaluate: Collect feedback through surveys after training sessions and observe classroom implementation. Analyze student proficiency rates through benchmark assessments to measure the impact of the adaptations. Goal 2: Adapt PA Core Standards for All Grade Levels and Train Educators Establish a Collaborative Team: Form a diverse team of educators from various grade levels to ensure broad perspectives. Conduct a Comprehensive Review: Review current PA Core Standards and identify areas requiring adaptation for greater inclusivity across all grade levels. Resource Development: Create or identify high-quality resources that align with the adapted PA Core Standards, focusing on various instructional strategies. Training Program Development: Develop a comprehensive training program targeting at least 85% of educators in school-based systems and LEAs on the adapted standards. Implement Training Sessions: Schedule and conduct training workshops, ensuring accessibility and support for all educators. Evaluate Impact: Utilize classroom performance evaluations and standardized assessments to measure improvements in student engagement and academic performance, aiming for a 20% increase. Ongoing Support and Feedback: Establish a system for ongoing support, including collaboration sessions and resource sharing among educators, and regularly collect feedback for continuous improvement.
MTSS and ELA Resource	Action Plan Goal 1: Identify and Integrate High-Quality Resources Aligned to PA Standards for Students with Disabilities Form a Resource Selection Committee: Include Special Education teachers, curriculum specialists, and administrators to ensure diverse perspectives. Conduct a Resource Audit: Review existing resources currently used in classrooms and identify gaps in materials that support students with disabilities. Research and Identify Resources: Collaborate with experts to identify and vet at least 10 high-quality resources that align with PA standards and cater to students with disabilities, including those with extreme disabilities. Develop Resource Integration Plan: Create a detailed plan for integrating the identified resources into classroom instruction, focusing on practical applications and strategies for effective use. Implement Resources in Classrooms: Roll out the selected resources in classrooms, providing guidance and support to teachers during the integration process. Monitor and Evaluate Implementation: Collect feedback through surveys and observe classroom practices to assess the effectiveness of the resource integration, aiming for 95% of Special Education teachers reporting successful implementation. Goal 2: Provide Targeted Professional Development on the MTSS Process Identify Professional Development Needs: Survey Special Education teachers to determine specific areas of need related to the MTSS process and its alignment with PA standards. Develop Professional Development Program: Design a comprehensive training program focused on the effective integration of the MTSS process for supporting students with disabilities, ensuring it aligns with PA standards. Schedule Training Sessions: Organize workshops,

webinars, and ongoing support sessions throughout the academic year to facilitate engagement and participation. Implement Professional Development: Deliver training sessions to all Special Education teachers, ensuring 100% participation and providing hands-on experiences related to resource integration and the MTSS process as well as the new resources selected. Evaluate Training Effectiveness: Collect feedback through post-training surveys and follow-up evaluations to measure participants' confidence in using the resources and the MTSS process, aiming for 90% of participants reporting increased confidence. Ongoing Support and Follow-Up: Establish a system for ongoing support, including collaboration sessions, resource sharing, and opportunities for teachers to discuss challenges and successes in implementing the MTSS process.

Structured Literacy and PA ELA Standards Connection

Action Step
• Goal 1: Adapt the PA Core Standards for English Language Arts for Inclusivity and Provide Professional Development for Special Education Teachers Identify Key Stakeholders by forming a committee including Special Education teachers, curriculum specialists, and administrators. Next, conduct a Needs Assessment: Survey Special Education teachers to identify specific areas of need related to the PA Core Standards in English Language Arts. Develop Adaptation Resources: Collaborate with experts to create and curate resources that align the PA Core Standards with inclusive practices tailored for diverse learners. Professional Development Planning: Design a professional development program focused on the adapted standards and their implementation in the classroom. This will include scheduling workshops, webinars, and ongoing support sessions throughout the academic year. Implementation of Professional Development: Deliver training sessions to 100% of Special Education teachers, ensuring hands-on experiences and practical application strategies. Monitor and Evaluate: Collect feedback through surveys after training sessions and observe classroom implementation. Analyze student proficiency rates through benchmark assessments to measure the impact of the adaptations. Goal 2: Adapt PA Core Standards for All Grade Levels and Train Educators Establish a Collaborative Team: Form a diverse team of educators from various grade levels to ensure broad perspectives. Conduct a Comprehensive Review: Review current PA Core Standards and identify areas requiring adaptation for greater inclusivity across all grade levels. Resource Development: Create or identify high-quality resources that align with the adapted PA Core Standards, focusing on various instructional strategies. Training Program Development: Develop a comprehensive training program targeting at least 85% of educators in school-based systems and LEAs on the adapted standards. Implement Training Sessions: Schedule and conduct training workshops, ensuring accessibility and support for all educators. Evaluate Impact: Utilize classroom performance evaluations and standardized assessments to measure improvements in student engagement and academic performance, aiming for a 20% increase. Ongoing Support and Feedback: Establish a system for ongoing support, including collaboration sessions and resource sharing among educators, and regularly collect feedback for continuous improvement.

Audience
All BVIU teachers

Topics to be Included
PA Standards for ELA; Core components of structured literacy and a program to support those components

Evidence of Learning
100% participation of teachers; implementation of practices as evidenced through supervisor walk throughs and formal observations

Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Jason Guzie and Mr. Zachry Huwar	2025-08-01	2028-07-31

Learning Format

Type of Activities	Frequency
Inservice day	6 times per year over 3 years of the plan
Observation and Practice Framework Met in this Plan	
1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

MTSS and ELA resources

Action Step
Action Plan Goal 1: Identify and Integrate High-Quality Resources Aligned to PA Standards for Students with Disabilities Form a Resource Selection Committee: Include Special Education teachers, curriculum specialists, and administrators to ensure diverse perspectives. Conduct a Resource Audit: Review existing resources currently used in classrooms and identify gaps in materials that support students with disabilities. Research and Identify Resources: Collaborate with experts to identify and vet at least 10 high-quality resources that align with PA standards and cater to students with disabilities, including those with extreme disabilities. Develop Resource Integration Plan: Create a detailed plan for integrating the identified resources into classroom instruction, focusing on practical applications and strategies for effective use. Implement Resources in Classrooms: Roll out the selected resources in classrooms, providing guidance and support to teachers during the integration process. Monitor and Evaluate Implementation: Collect feedback through surveys and observe classroom practices to assess the effectiveness of the resource integration, aiming for 95% of Special Education teachers reporting successful implementation. Goal 2: Provide Targeted Professional Development on the MTSS Process Identify Professional Development Needs: Survey Special Education teachers to determine specific areas of need related to the MTSS process and its alignment with PA standards. Develop Professional Development Program: Design a comprehensive training program focused on the effective integration of the MTSS process for supporting students with disabilities, ensuring it aligns with PA standards. Schedule Training Sessions: Organize workshops, webinars, and ongoing support sessions throughout the academic year to facilitate engagement and participation. Implement Professional Development: Deliver training sessions to all Special Education teachers, ensuring 100% participation and providing hands-on experiences related to resource integration and the MTSS process as well as the new resources selected. Evaluate Training Effectiveness: Collect feedback through post-training surveys and follow-up evaluations to measure participants' confidence in using the resources and the MTSS process, aiming for 90% of participants reporting increased confidence. Ongoing Support and Follow-Up: Establish a system for ongoing support, including collaboration sessions, resource sharing, and opportunities for teachers to discuss challenges and successes in implementing the MTSS process.
Audience
All BVIU teachers
Topics to be Included
MTSS framework and application as it relates to ELA; ELA resources review, selection, training, and implementation
Evidence of Learning
100% participation of teachers; implementation of MTSS practices and new resources as evidenced through supervisor walk-throughs and formal observations

Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Jason Guzie and Mr. Zachry Huwar	2025-08-01	2028-07-31

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Bi weekly meetings
Observation and Practice Framework Met in this Plan	
1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

MTSS and PA ELA Standards					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Action Plan Goal 1: Identify and Integrate High-Quality Resources Aligned to PA Standards for Students with Disabilities Form a Resource Selection Committee: Include Special Education teachers, curriculum specialists, and administrators to ensure diverse perspectives. Conduct a Resource Audit: Review existing resources currently used in classrooms and identify gaps in materials that support students with disabilities. Research and Identify Resources: Collaborate with experts to identify and vet at least 10 high-quality resources that align with PA standards and cater to students with disabilities, including those with extreme disabilities. Develop Resource Integration Plan: Create a detailed plan for integrating the identified resources into classroom instruction, focusing on practical applications and strategies for effective use. Implement Resources in Classrooms: Roll out the selected resources in classrooms, providing guidance and support to teachers during the integration process. Monitor and Evaluate Implementation: Collect feedback through surveys and observe classroom practices to assess the effectiveness of the resource integration, aiming for 95% of Special Education teachers reporting successful implementation. Goal 2: Provide Targeted Professional Development on the MTSS Process Identify Professional Development Needs: Survey Special Education teachers to determine specific areas of need related to the MTSS process and its alignment with PA standards. Develop Professional Development Program: Design a comprehensive training program focused on the effective integration of the MTSS process for supporting students with disabilities, ensuring it aligns with PA standards. Schedule Training Sessions: Organize workshops, webinars, and ongoing support sessions throughout the academic year to facilitate engagement and participation. Implement Professional Development: Deliver training sessions to all Special Education teachers, ensuring 100% participation and providing hands-on experiences related to resource integration and the MTSS process as well as the new resources selected. Evaluate Training Effectiveness: Collect feedback through post-training surveys and follow-up evaluations to measure participants' confidence in using the resources and the MTSS process, aiming for 90% of participants reporting increased confidence. Ongoing Support and Follow-Up: Establish a system for ongoing support, including collaboration sessions, resource sharing, and opportunities for teachers to discuss challenges and successes in implementing the MTSS process.	All BVIU stakeholders	MTSS processes and training; PA ELA Standards integration for students with complex needs	Dr. Jason Guzie and Mr. Zachry Huwar	08/01/2025	07/31/2028

Communications	
Type of Communication	**Frequency**
Email	Quarterly and as needed to communicate efforts and training focus
Letter	Quarterly and as needed to communicate efforts and training focus

Approvals & Signatures

Uploaded Files

Executive Director	Date

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	Yes	36
3 - 5	Yes	58
6 - 8	Yes	57
9 - 12	Yes	79
	Total	230

☐ This IU does NOT offer center-based programs.

Grade Levels	IU offers center-based programs	List the Programs Offered
Grade Levels - K - 2	Yes	ELA, math, science, social studies, career readiness, life skills, social-emotional learning

Grade Levels	IU offers center-based programs	List the Programs Offered
Grade Levels - 3 - 5	Yes	ELA, math, science, social studies, career readiness, life skills, social-emotional learning
Grade Levels - 6 - 8	Yes	ELA, math, science, social studies, career readiness, life skills, social-emotional learning, transition planning
Grade Levels - 9 - 12	Yes	ELA, math, science, social studies, career readiness, life skills, social-emotional learning, transition planning

Chapter 4 **Curriculum and Instruction Requirements**	**Written Curriculum Framework**	**Taught within the Grade Span**
PA-Core English Language Arts		K-2, 3-5, 6-8, 9-12
PA-Core Mathematics		K-2, 3-5, 6-8, 9-12
Science and Technology		K-2, 3-5, 6-8, 9-12
Environment and Ecology		K-2, 3-5, 6-8, 9-12
Civics and Government		K-2, 3-5, 6-8, 9-12
Economics		K-2, 3-5, 6-8, 9-12
Geography		K-2, 3-5, 6-8, 9-12
History		K-2, 3-5, 6-8, 9-12
Arts and Humanities		K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education		K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences		K-2, 3-5, 6-8, 9-12
Reading and Writing for Science and Technical Subjects		K-2, 3-5, 6-8, 9-12
Reading and Writing for History and Social Studies		K-2, 3-5, 6-8, 9-12
Career Education and Work		K-2, 3-5, 6-8, 9-12

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.

We do not have a locally designed curriculum that is used for all students since all of our students have an IEP. We use PA Standards as a reference for curriculum based on IEP goals that meet individual learner needs. This requires a variety of curricula and resources to meet all student needs.

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.

We do not have a locally designed curriculum since all of our students have an IEP. We use We use PA Standards as a reference for curriculum based on IEP goals. This requires a variety of curricula and resources to meet all student needs.

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.

We do not have a locally designed curriculum since all of our students have an IEP. We use PA Standards as a reference for curriculum based on IEP goals. This requires a variety of curricula and resources to meet all student needs.

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.

We do not have a locally designed curriculum since all of our students have an IEP. We use PA Standards as a reference for curriculum based on IEP goals. This requires a variety of curricula and resources to meet all student needs.

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.

We do not have a locally designed curriculum since all of our students have an IEP. We use PA Standards as a reference for curriculum based on IEP goals. This requires a variety of curricula and resources to meet all student needs.

☐   **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.

Every student IEP goal must be aligned to PA academic standards. Each school year, teachers receive training on PA standards via the SAS Portal and how to implement them with diverse learners. IEPs are selected at random monthly to ensure goals are aligned to standards. If the random selection produces errors, the administration follows up with training.

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

PASA DLM Website and resources PA Academic Standards

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

Each summer resources are inventoried. Before each school year ends, staff is asked what materials may be needed for the upcoming year. Administration purchases new materials on a 3-year cycle. We also use web-based resources that are updated annually.

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.	Yes
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)

The IU annually assesses the needs through our steering committee, parent feedback and IEP goals progress monitoring for all content areas.

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	79
C. Non-Teaching Professionals	18
D. Principals	3
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	2d: Managing Student Behavior	2d: Managing Student Behavior	2d: Managing Student Behavior
Domain 3: Instruction	3a: Communicating with Students	3c: Engaging Students in Learning	3c: Engaging Students in Learning
Domain 4: Professional Responsibilities	4c: Communicating with Families	4c: Communicating with Families	4c: Communicating with Families

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

Since we operate a center-based school with students who have severe disabilities, it is our goal to be excellent communicators with families. We strive to make parents a part of the educational experience and we can always do better in this area. The intermediate unit through its partnership with AIU3 will strategically plan effective communication to families through the use of a monthly newsletter. Managing student behavior requires continuous professional development. This will be achieved through the use of TACT2 programming and professional development in trauma-informed classrooms.

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	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy
Domain 2: The Classroom Environment	2e: Organizing Physical Space	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures

	Elementary School	Middle School	High School
Domain 3: Instruction	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques	3b: Using Questioning and Discussion Techniques
Domain 4: Professional Responsibilities	4a: Reflecting on Teaching	4a: Reflecting on Teaching	4a: Reflecting on Teaching

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

The action step we will take in this area is in the reflection of teaching. We will use professional development to guide administrators on how to promote reflection among teachers. Training will be completed on how to be a reflective leader.

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

Goals Set	Comments/Considerations
Provided at the district level	District-level goals are determined each year through a collaborative administrative meeting. Goals are based on the comprehensive plan for each principal.
Provided at the building level	Principals use surveys and data collected through PBIS to determine performance goals.
Individual principal choice	Data for this is based on previous evaluations.
Other (state what other is)	NA

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
Locally Developed School District Rubric	Grades K-12, IEP specific for individualized progress for each content area as addressed in the IEP.	Kaufman of Academic Achievement, Functional Independent Systems, Verbal Behavior Maps, Curriculum Based Assessments
District-Designed Measure & Examination	Grades K-12, IEP specific for individualized progress for each content area as addressed in the IEP.	Kaufman of Academic Achievement, Functional Independent Systems, Verbal Behavior Maps, Curriculum Based Assessments
Nationally Recognized Standardized Test	Grades K-12, IEP specific for individualized progress for each content area as addressed in the IEP.	Kaufman of Academic Achievement, Functional Independent Systems, Verbal Behavior Maps, Curriculum Based Assessments
Industry Certification Examination	NA	NA
Student Projects Pursuant to Local Requirements	NA - students graduate based on IEP goals.	NA - students graduate based on IEP goals.
Student Portfolios Pursuant to Local Requirements	NA - students graduate based on IEP goals	NA - students graduate based on IEP goals.

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			Type of Assessment	
Kaufman Test of Academic Achievement			Benchmark	

Frequency or Date Given	K-2	3-5	6-8	9-12
1 time a school year	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
Curriculum Based Assessments			Diagnostic	

Frequency or Date Given	K-2	3-5	6-8	9-12
Monthly as diagnostic	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
PASA, PSSA, Keystone Exams			Summative	

Frequency or Date Given	K-2	3-5	6-8	9-12
1 time a school year	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
Verbal Behavior MAPP			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
4 times a year	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
IXL			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
4 times a year	Yes	Yes	Yes	Yes

Assessment			Type of Assessment	
Core Phonics Survey			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
3 times a year	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.
The intermediate unit uses all assessment data to determine student's individualized education goals. Students are initially assessed before their IEP to determine academic levels and then are continuously assessed throughout the student's IEP year. Progress monitoring is completed four times a school year to determine student's progress. Progress reports are analyzed and if data shows no progress is being made, an IEP meeting is reconvened.

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 ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA'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

Beaver Valley Intermediate Unit 27
127000000
147 Poplar Avenue , Monaca, Pennsylvania 15061

Melissa Niedbala
melissa.niedbala@bviu.org
724-774-7800 Ext. 3007

Dr. Eric G. Rosendale
eric.rosendale@bviu.org

STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA 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	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
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	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA 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
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)	Yes
Acceptable Use Policy for Technology Resources 24 P.S. § 4604	Yes

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

Superintendent/CEO Electronic Signature   Date

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

Beaver Valley Intermediate Unit 27
127000000
147 Poplar Avenue, Monaca, Pennsylvania 15061

Dr. Jason Guzie
jason.guzie@bviu.org
724-728-3730 X 4100

Dr. Eric G. Rosendale
eric.rosendale@bviu.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jason Guzie	Supervisor	Administrator	Administration Personnel
Zachry Huwar	Supervisor	Administrator	Administration Personnel
Brittany Modany	Parent	Parent of Child Attending	School Board of Directors
Daniel Frye	CEO of Frye Transportation	Local Business Representative	School Board of Directors
Melissa Lanious	TAC	Education Specialist	Administration Personnel
Jerrod Rebich	Special Education Teacher	K-12 Teacher	Teacher

Name	Title	Committee Role	Appointed By
Ronald Miller	Board Member	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 committee meets 4 times a year.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

STRUCTURED LITERACY AND PA ELA STANDARDS CONNECTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Goal 1: Adapt the PA Core Standards for English Language Arts for Inclusivity and Provide Professional Development for Special Education Teachers Identify Key Stakeholders by forming a committee including Special Education teachers, curriculum specialists, and administrators. Next, conduct a Needs Assessment: Survey Special Education teachers to identify specific areas of need related to the PA Core Standards in English Language Arts. Develop Adaptation Resources: Collaborate with experts to create and curate resources that align the PA Core Standards with inclusive practices tailored for diverse learners. Professional Development Planning: Design a professional development program focused on the adapted standards and their implementation in the classroom. This will include scheduling workshops, webinars, and ongoing support sessions throughout the academic year. Implementation of Professional Development: Deliver training sessions to 100% of Special Education teachers, ensuring hands-on experiences and practical application strategies. Monitor and Evaluate: Collect feedback through surveys after training sessions and observe classroom implementation. Analyze student proficiency rates through benchmark assessments to measure the impact of the adaptations. Goal 2: Adapt PA Core Standards for All Grade Levels and Train Educators Establish a Collaborative Team: Form a diverse team of educators from various grade levels to ensure broad perspectives. Conduct a Comprehensive Review: Review current PA Core Standards and identify areas requiring adaptation for greater inclusivity across all grade levels. Resource Development: Create or identify high-quality	All BVIU teachers	PA Standards for ELA; Core components of structured literacy and a program to support those components	100% participation of teachers; implementation of practices as evidenced through supervisor walk throughs and formal observations

Action Step	Audience	Topics to be Included	Evidence of Learning
resources that align with the adapted PA Core Standards, focusing on various instructional strategies. Training Program Development: Develop a comprehensive training program targeting at least 85% of educators in school-based systems and LEAs on the adapted standards. Implement Training Sessions: Schedule and conduct training workshops, ensuring accessibility and support for all educators. Evaluate Impact: Utilize classroom performance evaluations and standardized assessments to measure improvements in student engagement and academic performance, aiming for a 20% increase. Ongoing Support and Feedback: Establish a system for ongoing support, including collaboration sessions and resource sharing among educators, and regularly collect feedback for continuous improvement.			

Lead Person/Position	Anticipated Timeline
Dr. Jason Guzie and Mr. Zachry Huwar	08/01/2025 - 07/31/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	6 times per year over 3 years of the plan	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	Structured Literacy

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

MTSS AND ELA RESOURCES

Action Step	Audience	Topics to be Included	Evidence of Learning
Action Plan Goal 1: Identify and Integrate High-Quality Resources Aligned to PA Standards for Students with Disabilities Form a Resource Selection Committee: Include Special Education teachers, curriculum specialists, and administrators to ensure diverse perspectives. Conduct a Resource Audit: Review existing resources currently used in classrooms and identify gaps in materials that support students with disabilities. Research and Identify Resources: Collaborate with experts to identify and vet at least 10 high-quality resources that align with PA standards and cater to students with disabilities, including those with extreme disabilities. Develop Resource Integration Plan: Create a detailed plan for integrating the identified resources into classroom instruction, focusing on practical applications and strategies for effective use. Implement Resources in Classrooms: Roll out the selected resources in classrooms, providing guidance and support to teachers during the integration process. Monitor and Evaluate Implementation: Collect feedback through surveys and observe classroom practices to assess the effectiveness of the resource integration, aiming for 95% of Special Education teachers reporting successful	All BVIU teachers	MTSS framework and application as it relates to ELA; ELA resources review, selection, training, and implementation	100% participation of teachers; implementation of MTSS practices and new resources as evidenced through supervisor walk-throughs and formal observations

Action Step		Audience	Topics to be Included	Evidence of Learning
implementation. Goal 2: Provide Targeted Professional Development on the MTSS Process Identify Professional Development Needs: Survey Special Education teachers to determine specific areas of need related to the MTSS process and its alignment with PA standards. Develop Professional Development Program: Design a comprehensive training program focused on the effective integration of the MTSS process for supporting students with disabilities, ensuring it aligns with PA standards. Schedule Training Sessions: Organize workshops, webinars, and ongoing support sessions throughout the academic year to facilitate engagement and participation. Implement Professional Development: Deliver training sessions to all Special Education teachers, ensuring 100% participation and providing hands-on experiences related to resource integration and the MTSS process as well as the new resources selected. Evaluate Training Effectiveness: Collect feedback through post-training surveys and follow-up evaluations to measure participants' confidence in using the resources and the MTSS process, aiming for 90% of participants reporting increased confidence. Ongoing Support and Follow-Up: Establish a system for ongoing support, including collaboration sessions, resource sharing, and opportunities for teachers to discuss challenges and successes in implementing the MTSS process.				

Lead Person/Position

Dr. Jason Guzie and Mr. Zachry Huwar

Anticipated Timeline

08/01/2025 - 07/31/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Bi weekly meetings	1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
		1e: Designing Coherent Instruction	
		1f: Designing Student Assessments	
		1d: Demonstrating Knowledge of Resources	
		1c: Setting Instructional Outcomes	
		1b: Demonstrating Knowledge of Students	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

MTSS MEETINGS

Audience	Topics to be Included	Evidence of Learning
Emotional Support Teachers	How to do MTSS, reading screeners, intervention materials, flexible grouping	Assessment from student IEP, data analysis

Lead Person/Position	Anticipated Timeline
Jason Guzie and Kristi Leiper	01/07/2025 - 01/07/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	bi-monthly		Teaching Diverse Learners in Inclusive Settings

ALIGN ASSESSMENTS TO STREAMLINE STUDENT SUPPORT

Audience	Topics to be Included		Evidence of Learning
Entire Staff	What assessments do you give, universal screeners, diagnostic testing, SEL		New Assessment information in IEPs and Progress Reports

Lead Person/Position		Anticipated Timeline
Jason Guzie and Kristi Leiper		01/07/2025 - 01/06/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	monthly		Teaching Diverse Learners in Inclusive Settings

TIER 2 BEHAVIOR AND COUNSELING SERVICES

Audience	Topics to be Included	Evidence of Learning
Entire Staff	Tier 1 interventions, Tier 2 interventions, MTSS	Surveys from districts and staff

Lead Person/Position	Anticipated Timeline
David Rodgers	01/07/2025 - 01/06/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	monthly		At Least 1-hour of Trauma-informed Care Training for All Staff

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
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)?
Professional staff have the opportunity to move around in our organization so as an organization we have decided that all certified professional staff will be trained.

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.

Through the Danielson framework, through PLCs and feedback from staff

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

Profile

Intermediate Unit Name	AUN	
Beaver Valley Intermediate Unit 27	127000000	
Address 1		
147 Poplar Avenue		
Address 2		
City	**State**	**Zip Code**
Monaca	Pennsylvania	15061
Executive Director Name		
Dr. Eric G. Rosendale		
Executive Director Email		
eric.rosendale@bviu.org		
Single Point of Contact Name		
Melissa Niedbala		
Single Point of Contact Email		
melissa.niedbala@bviu.org		
Single Point of Contact Phone	**Single Point of Contact Extension**	
724-774-7800	3007	

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.).

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.

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.

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).

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?

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.

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.

Training for general education teachers	
Staff costs	
Training for gifted support staff	
Materials used for project-based learning	
Transportation	
Field Trips	

Signatures and Quality Assurance

Chief School Administrator	Date

Steering Committee

1Steering Comittee

Name	Title	Committee Role	Chosen/Appointed By
Jason Guzie	Supervisor	Administrator	Administration Personnel
Zachry Huwar	Supervisor	Administrator	Administration Personnel
Melissa Lanious	TAC	Education Specialist	Education Specialist
Jerrod Rebich	Teacher	Teacher	Teacher

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	Yes
Other NA	

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

At the beginning of each school year, teachers are asked to fill out a survey to declare their interest in being a mentor. Once the list is complied, certifications are examined. New teachers are paired with mentors who have same certifications.

Discussion with mentor explaining the progress o   End of the Year Reflection * Reflection on action plans taken to reach goals * Review of portfolio/Discussion with Supervisor • Meetings with a mentor to discuss checklist/portfolio progress •   During formal meeting/trainings with supervisors, induction candidates will understand and apply concepts of professional ethics and code of conduct as explained Here BVIU Portfolio Guide: •   Goals: Should be based on the need's assessment. Attach your domains of needs to the action plan. • Action Plans: This should be like a lesson plan. It should highlight the actions you intend to take to achieve the selected goal. Questions to consider: What are the specific tasks you plan to do to meet your goals? How will you incorporate your actions into teaching? What changes do you plan to make to your instruction to incorporate the goal? What will change for you, your students, parents, and colleagues? •   Professional Development: What types of professional development did you pursue to meet the goal? • Evidence: Collect examples that indicate you have met your goal. This should not be every test, worksheet, or student work from the year. Choose items you are proud of, that show growth, and that may need revision. This collection should be purposeful to show goal achievement. •

Research Project: What is trauma-informed approaches to instruction? How will you implement this into your teaching styles? The paper should be comprehensive and include professional articles of research.

Assessments and Progress Monitoring

Selected Observation and Practice Framework(s):

3d: Using Assessment in Instruction

1f: Designing Student Assessments

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

Instructional Practices

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

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

Standards/Curriculum

Selected Observation and Practice Framework(s):

1c: Setting Instructional Outcomes

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Progress Reports and Parent-Teacher Conferencing

Selected Observation and Practice Framework(s):

4c: Communicating with Families

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

Accommodations and Adaptations for diverse learners

Selected Observation and Practice Framework(s):

3c: Engaging Students in Learning

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

Year 2 Winter

Year 2 Spring

Year 2 Summer

Year 3 Fall

Year 3 Winter

Year 3 Spring

Year 3 Summer

Materials and Resources for Instruction

Selected Observation and Practice Framework(s):

1d: Demonstrating Knowledge of Resources

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

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

Professional Ethics Program Framework Guidelines

Selected Observation and Practice Framework(s):

4f: Showing Professionalism

Timeline

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 1 Summer

Year 2 Fall

Year 2 Winter

Educator Effectiveness

Selected Observation and Practice Framework(s):

3a: Communicating with Students

4f: Showing Professionalism

4e: Growing and Developing Professionally

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

Evaluation and Monitoring

Evaluation and Monitoring

The induction team will meet each year to evaluate the plan. The inductees and mentors are asked annually to complete an evaluation of the plan. Those evaluations will be monitored and the team will re-evaluate and make changes as needed. The PDE 427 form will be used to assess a teacher's readiness from Level I to Level II certification as a part of a end of induction meeting with the supervisors along with looking at the comprehensive Act 13 observation and practices evaluations.

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
Melissa Niedbala	

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