

Montgomery County IU 23

Intermediate Unit Plan

07/01/2019 - 06/30/2022

Intermediate Unit Profile

Demographics

2 West Lafayette Street
Norristown, PA 19401
(610)755-9400
Executive Director: John George

Planning Process

In order to be successful and thrive as an educational service agency, the Montgomery County Intermediate Unit (MCIU) needs to be positioned to respond to the needs of its school districts and clients in a timely, effective manner. Organizationally, the MCIU must have systems in place to be attentive to the educational issues of importance to its clients and be prepared to take action and employ its resources accordingly. To systematically address this need, the MCIU has been involved in Strategic Planning and Comprehensive Planning on an ongoing basis.

Comprehensive Planning at the Montgomery County Intermediate Unit is a continuous process used to ensure that all students are achieving at high levels. We can create better environments so that more students are successful. Continuous Comprehensive Planning is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and public participation in planning, are critical factors that demonstrate continuous growth.

All stakeholders involved with the Montgomery County Intermediate Unit are involved in the development of our Goals, Strategies, Initiatives and Objectives. Included in the process: the input of the Montgomery County Intermediate Unit Staff, School Board of Directors, Chief School Administrators, County School Districts, Community Agencies, Parents and Students.

Mission Statement

The Montgomery County Intermediate Unit, a regional educational service agency, provides dynamic, visionary leadership and effective, efficient services for constituent school districts, schools and students. The MCIU offers more than 200 instructional and administrative programs and services to Montgomery County's 22 public school districts, the four career-technical schools and more than 150 nonpublic schools in Montgomery County.

Vision Statement

The Montgomery County Intermediate Unit is the first choice of school districts and schools when seeking educational resources and services. Its services are valued, cost effective, results-oriented and delivered by staff who are leaders in their respective fields. The MCIU is the regional hub for the facilitation and provision of collaborative, stimulating, and learner-centered partnerships and services.

Shared Values

- Integrity
- Excellence
- Accountability
- Dedication
- Respect

Educational Community

Montgomery County, Pennsylvania is one of the most diverse, historic, beautiful and economically-vibrant counties in America. It is a diverse and historic community located directly northwest of the city of Philadelphia. The county landscape ranges from wooded hills and rolling farmlands in the west to mature suburbs next to Philadelphia, from old towns and river boroughs on county rail lines to modern office parks and business centers along county highways.

Montgomery County is the third largest county in Pennsylvania, made up of 62 townships and boroughs, the second wealthiest county in the Commonwealth and the 51st wealthiest in the United States. With just under 800,000 people living in its 487 square miles, Montgomery County is home to scores of major employers in pharmaceuticals, banking, manufacturing, healthcare and education.

Residents experience quality schools and hospitals, extensive natural and historical parks including Valley Forge National Park, numerous public libraries, four large malls, over one-hundred shopping centers, a wide selection of senior citizen housing, and many well-known colleges and universities.

Montgomery County government provides a wide range of services serving social needs, business development, employee training, recreational opportunities, public safety, court services and roads and bridges. The county government also provides many other services to its residents, and the county, itself, is home to a wide range of recreational, cultural and artistic outlets. It is served by an excellent public

transportation system and its proximity to Philadelphia adds a great deal more to the quality of life in Montgomery County.

The MCIU is funded through various sources including state and federal revenue, district member services contributions, and fees for service. Approximately 31 percent of the budget comes from state funds, 38 percent from federal funds, and 31 percent from district local membership and fee-based services. MCIU's General Administration, Curriculum, Legislative, and Technology budgets are approved annually by each local school board. The Nonpublic Schools and PaTTAN budgets are almost entirely funded through various state, federal, and other grant sources.

Our support to clients includes more than 200 instructional and administrative programs and services to Montgomery County's 22 public school districts, the four career-technical schools and more than 150 nonpublic schools in Montgomery County.

Planning Committee

Name	Role
Mark Brooks	Administrator
Sandy Edling	Administrator : Professional Education
Donna Gaffney	Administrator : Professional Education
Jack Hurd	Administrator
Bradley Landis	Administrator
Caitlin Navarro	Administrator : Professional Education
Tina Viletto	Administrator
Lou Polaneczky	Business Representative : Professional Education
Anthony Yarmolyk	Business Representative : Professional Education
Maura Buri	Community Representative : Professional Education
Joe Chmielewski	Community Representative : Professional Education
Jeff Rothenberger	Ed Specialist - Instructional Technology : Professional Education
Elizabeth McCaughey	Elementary School Teacher - Special Education : Professional Education
Pam Preston	Elementary School Teacher - Special Education : Professional Education
Ben DeSantis	High School Teacher - Regular Education : Professional Education
Jesse Gluckman	High School Teacher - Special Education : Professional Education
Sheldon Wedemeyer	Instructional Technology Director/Specialist :

	Professional Education
Holley Moyer	Intermediate Unit Staff Member
Millie Lavelle-Lore	Middle School Teacher - Regular Education : Professional Education
Michele Fowkes	Middle School Teacher - Special Education : Professional Education
Kristen Landis	Parent : Professional Education
Amber Molloy	Parent : Professional Education
Rebecca Fogle	Special Education Director/Specialist : Professional Education
Justin Kozloski	Student
Brock Molloy	Student

Core Foundations

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

MCIU ensures that materials and resources are aligned to standards, robust in quality, accessible for all students, and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

There are not any characteristics that Need Improvement or are Non Existent.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

MCIU ensures that materials and resources are aligned to standards, robust in quality, accessible for all students, and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

There are not any characteristics that Need Improvement or are Non Existent.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

MCIU ensures that materials and resources are aligned to standards, robust in quality, accessible for all students, and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

There are not any characteristics that Need Improvement or are Non Existent.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

MCIU ensures that materials and resources are aligned to standards, robust in quality, accessible for all students, and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

There are not any characteristics that Need Improvement or are Non Existent.

Professional Education

Training/Personnel Development Council

Checked answers

- Regular Education
- Special Education
- Administrators
- Paraprofessionals

Unchecked answers

- Parents
- Related Service Personnel
- Community Agency Personnel
- Training Students

Describe how the council functions and how many times it meets in a given year.

MCIU convenes Professional Development Leadership throughout the school year. The audience is made up of those in leadership roles who are responsible for the professional development in our 22 school districts as well as in the MCIU. Members share student achievement and teacher effectiveness data from their individual LEA, discuss patterns and trends in needs for professional development, and identify topics for enhancing professional practice that are coordinated by MCIU. MCIU staff designs and delivers this professional learning or brings in local, state or national experts in the field to do so.

Characteristics

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

Intermediate Unit's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

MCIU is supported by internal professional and administrative staff to implement Pennsylvania Department of Education (PDE) initiatives and mandates such as the Educator Effectiveness System and Comprehensive Planning. Trainings are provided to MCIU's staff to develop their knowledge and understanding of regulations and processes related to these initiatives. MCIU staff is also assisted with the internal implementation and compliance requirements of such mandates.

Additional professional development that meets the specific needs of MCIU's staff is coordinated and facilitated by internal professional and administrative staff on an on-going basis. Designated times for professional learning are scheduled throughout the year for all professional staff in all divisions. Professional development topics ensure that all staff receives relevant, current training that is differentiated to meet their specific role and responsibilities within the IU.

MCIU will continue to build the capacity of its staff to analyze and use data in all levels of decision making, work effectively with parents and community members, and align teaching and learning to the PA Core Standards.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
9/2/2016

3/20/2017

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
6/7/2016
8/26/2016
4/19/2017

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

All MCIU educators and administrators have been trained on the Educator Effectiveness system and Framework for Teaching. Common language and clear expectations for teaching practices and student learning are established and reinforced within the supervision and evaluation process. Multiple sources of data are collected from Early Intervention (EI) classrooms, school-age MCIU classrooms, and nonpublic school classrooms that reveal needs for professional development. Patterns and trends that emerge from informal classroom visits, formal observations, school-based principal meetings, and EI evaluations guide the activities designed by each division to meet the diverse needs of their staff. All professional development is evaluated by participants, evaluators, and administrators and feedback informs next steps.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- Role-specific support (ex. Behavior, Assistive Technology, Speech)
- Understanding of nonpublic and public school systems, services, resources
- Continuum of services - e.g., related, transition services, work force services

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

The Induction Program is facilitated by representatives across all Offices at MCIU. Through regular communication and collaborative planning, the needs of the inductees are at the forefront of a constantly refined program. Inductees are provided opportunities to interact with colleagues across Offices and benefit from the knowledge and experience of their peers. The Induction program includes a beginning-of-year and mid-year needs assessment that promotes the differentiation of professional development for the broad, job-alike, and individual participants. Goals, objectives and competencies are connected to: the Framework for Teaching, PA Core Standards, Differentiation of Instruction, use of resources such as the SAS portal, and role-specific needs.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Supervisor support and coordination of additional resources and/or professional development
- Job-alike, peer observations

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Frequent observations of inductees are conducted by mentors and supervisors. Special attention is paid to lesson plans, communication logs, and other artifacts of teaching and learning. The collection, interpretation, and use of data as an integral part of instructional practice, is also a focus of inductee/mentor and inductee/supervisor conversations. Since reflective practice is essential to the professional growth of all educators, all collegial interactions and conversations serve as an information gathering on how best to support the new educator. Information gathered is used to refine and enhance the Induction program, as well as meet the specific needs of the individual inductee.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All strategies were selected.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Supervisors and/or Administrators identify and assign mentors relative to best-fit. In an Intermediate Unit, this may be driven by job-alike position, geography, or other important factors. Mentors are selected for their strong interpersonal skills and dispositions. Prior effective mentors are often asked to mentor again. Training and support is provided to mentors to ensure success.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

In an Intermediate Unit, it is not always possible for mentors and inductees to have compatible schedules so that they can meet regularly. This is due to the variety of roles and positions within the IU and the itinerant nature of the staff. The MCIU Induction Program addresses this challenge by scheduling time for inductees and mentors to meet, by providing opportunities for inductees to shadow their mentor, and encouraging the use of technology for virtual interaction.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The Montgomery County Intermediate Unit prides itself on providing quality, comprehensive, on-going support and professional learning for teachers new to the MCIU.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program timeline is reflective of the IU and the needs of the professional staff it employs. Driven by the needs assessments done in August/September and then again in December/January, every effort is made to differentiate the type of professional learning inductees receive so that it is relevant and meaningful. This has resulted in a shift towards more role-specific professional development that addresses the nature of the Early Intervention, public school, and nonpublic school positions within the IU. The end-of-year evaluation done in June/July provides essential feedback for an ongoing cycle of program improvement.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

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

Unchecked answers

None.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

This section intentionally left blank. The MCIU does not operate a school.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
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Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management				
Peer Helper Programs				
Safety and Violence Prevention Curricula				
Student Codes of Conduct				
Comprehensive School Safety and Violence Prevention Plans				
Purchase of Security-related Technology				
Student, Staff and Visitor Identification Systems				
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students				
Internet Web-based System for the Management of Student Discipline				

Explanation of strategies not selected and how the LEA plans to address their incorporation:

This section intentionally left blank. The MCIU does not operate a school.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

This narrative is empty.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

This narrative is empty.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

This narrative is empty.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

This narrative is empty.

Developmental Services

Developmental Services	EEP	EEL	ML	HS
Academic Counseling				
Attendance Monitoring				

Behavior Management Programs				
Bullying Prevention				
Career Awareness				
Career Development/Planning				
Coaching/Mentoring				
Compliance with Health Requirements -i.e., Immunization				
Emergency and Disaster Preparedness				
Guidance Curriculum				
Health and Wellness Curriculum				
Health Screenings				
Individual Student Planning				
Nutrition				
Orientation/Transition				
RTII/MTSS				
Wellness/Health Appraisal				

Explanation of developmental services:

This section intentionally left blank. The MCIU does not operate a school.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEL	ML	HS
Accommodations and Modifications				
Administration of Medication				
Assessment of Academic Skills/Aptitude for Learning				
Assessment/Progress Monitoring				
Casework				
Crisis Response/Management/Intervention				
Individual Counseling				
Intervention for Actual or Potential Health Problems				
Placement into Appropriate Programs				
Small Group Counseling-Coping with life situations				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				
Special Education Evaluation				
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

This section intentionally left blank. The MCIU does not operate a school.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)				
Home/Family Communication				
Managing Chronic Health Problems				
Managing IEP and 504 Plans				
Referral to Community Agencies				
Staff Development				
Strengthening Relationships Between School Personnel, Parents and Communities				
System Support				
Truancy Coordination				

Explanation of consultation and coordination services:

This section intentionally left blank. The MCIU does not operate a school.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website				
Meetings with Community, Families and Board of Directors				
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar				
Student Handbook				

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings				
Individual Screening Results				

Letters to Parents/Guardians				
Website				
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook				

Frequency of Communication

Elementary Education - Primary Level

Not Answered

Elementary Education - Intermediate Level

Not Answered

Middle Level

Not Answered

High School Level

Not Answered

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

This section intentionally left blank. The MCIU does not operate a school.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

This section intentionally left blank. The MCIU does not operate a school.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

This section intentionally left blank. The MCIU does not operate a school.

Needs Assessment

Intermediate Unit Accomplishments

Accomplishment #1:

Early Learning Expansion

The MCIU has been the sole provider for early intervention services (preschool-aged, 3-5 yrs old) in Montgomery County since 1991 and serves more than 3,000 students annually through this program. In addition, the MCIU recently became sole provider for the federal Head Start program in Montgomery County and serves 450 students annually through this program. Finally, the MCIU participates as a Pennsylvania Pre-K Counts provider and provided services to 140 students during the 2017-2018 school year.

Accomplishment #2:

Workforce Development

MontcoWorks Now serves at-risk youth and young adults who are presented with a significant barrier to completing or advancing in education or obtaining employment. The program provides year-round programs and services for eligible youth and young adults who are either in school, have left school without a diploma and are now motivated and re-engaged, or who have graduated and are unemployed/underemployed. The MCIU partners with Montgomery County to serve these young adults, funding this program with a Workforce Innovation and Opportunity Act (WIOA) grant.

Accomplishment #3:

Regional Resource

The MCIU provides a vast array of effective and efficient services that meet the educational and service needs of Montgomery County's schools and school districts. Supports include: School-Age Services and Classroom Programs, Transition Programs, Professional Learning Opportunities, Back-Office Operations, and Administrative Searches.

Accomplishment #4:

Efficiencies for Business and Operational Services

With an ever present need to reduce expenses and control costs within our schools, the Office of Business Services and Office of Technology Services coordinate numerous cooperative purchasing activities for the schools in Montgomery County.

Intermediate Unit Concerns

Concern #1:

Sufficient human and capital resources needed to provide services that lower barriers to student learning.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

Aligned Concerns:

Sufficient human and capital resources needed to provide services that lower barriers to student learning.

Systemic Challenge #2 (*Guiding Question #11*) Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Aligned Concerns:

Sufficient human and capital resources needed to provide services that lower barriers to student learning.

Intermediate Unit Plan

Action Plans

Goal #1: Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

Related Challenges:

- Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Indicators of Effectiveness:

Type: Annual

Data Source: Programmatic, enrollment, and fiscal data.

Specific Targets: Performance and perceptual data.

Strategies:

Ensure Facilities that Lower Barriers to Student Learning

Description:

Upgrade physical space at MCIU facilities. A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect health, behavior, engagement, learning, and growth in achievement. Researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs and facility quality is an important predictor of teacher retention and student learning.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Establish a Culture of Learning for ALL

Description:

Students from diverse backgrounds bring their varied learning, cultural, and socio-economic characteristics with them to school. An educational system designed to serve all students requires educators with the skills, knowledge, and attitudes to value the diversity among students. In order to connect with and support their students, educators need to acquire new teaching strategies that match students' ways of understanding and interacting with the world. These approaches will help increase student performance as measured by grades and tests, enhance student access to more rigorous curriculum, and advance student future readiness.

SAS Alignment: Assessment, Instruction, Materials & Resources, Standards, Curriculum Framework, Safe and Supportive Schools

Implementation Steps:

Create physical conditions for an effective learning environment.

Description:

The MCIU facility located at 1605 W. Main Street is in need of significant upgrades in order to handle the early learning programs housed in the facility.

Start Date: 10/2/2017 **End Date:** 9/3/2019

Program Area(s):

Supported Strategies:

- Ensure Facilities that Lower Barriers to Student Learning

Literacy Acquisition for ALL

Description:

Organization-wide, surveys/needs assessments provide all stakeholders an opportunity to share where they are in their understanding of standards-aligned instruction. This information reveals what resources and materials are effective in meeting the needs of diverse learners, as well as what resources and materials may be needed to further support their learning.

Administrative teams work with IU professional development staff to gather information and identify IU educator professional development needs related to literacy.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Establish a Culture of Learning for ALL

Teaching Diverse Learners

Description:

Students achieve greater success when they:

- are actively engaged in instructional tasks and are active participants in the learning process
- become independent, self-regulated learners through instruction that is deliberately guided by assessment and carefully differentiated
- are supported by intentional and intensive family engagement

Administrative teams work with IU professional development staff to gather information and identify IU educator professional development needs related to teaching diverse learners.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Establish a Culture of Learning for ALL

Goal #2: Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Related Challenges:

- Establish a system that fully ensures the Intermediate Unit actively investigates viable opportunities for funding that increases the likelihood that the IU's mission and vision will be fully met.

Indicators of Effectiveness:

Type: Interim

Data Source: Grant opportunities are reviewed at bi-monthly cabinet meetings to determine if appropriate for the MCIU to pursue.

Specific Targets: Grant opportunities are reviewed at bi-monthly cabinet meetings to determine if appropriate for the MCIU to pursue.

Strategies:

Seek and optimize resources that improve student learning.

Description:

Effective educational organizations require human, fiscal, material, technology, and time resources to achieve results for educators and students. The availability and allocation of these resources directly affects program and service quality, as well as results. Identifying and strategically directing resources to address the organization's most pressing needs, most challenged programs and most at-risk students can overcome inequities and significantly impact learning for all.

SAS Alignment: None selected

Implementation Steps:

Identify innovative funding streams and maximize fiscal efficiency.

Description:

Through a deep understanding of the organization's programs, goals and financial needs, investigate potential funding sources and encourage an entrepreneurial spirit among employees in seeking new and different funds to support improvement efforts aligned with the comprehensive plan.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Seek and optimize resources that improve student learning.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

Strategy #1: Establish a Culture of Learning for ALL

Start	End	Title	Description	Type	App.
7/1/2019	6/30/2022	Literacy Acquisition for ALL	Organization-wide, surveys/needs assessments provide all stakeholders an opportunity to share where they are in their understanding of standards-aligned instruction. This information reveals what resources and materials are effective in meeting the needs of diverse learners, as well as what resources and materials may be needed to further support their learning.	IU	Yes
Person Responsible Dr. Brittany Lourea-Waddell, Dr. Holly Acosta, Dr. Donna Gaffney, IU Professional Development Staff, Classroom/Program Supervisors	SH 7.0	S 9	EP 120	Provider IU Professional Development Staff	

Knowledge Implementation of effective literacy instructional practices across all IU programs that establish a culture of

learning for ALL..

Supportive Research

LETRS and Standards-aligned instruction related to literacy.

Designed to Accomplish

- 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.

For classroom teachers, school counselors and education specialists:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

For school and district administrators, and other educators seeking leadership roles:

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Training Format

Offsite Conferences

Participant Roles	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<p>Classroom teachers Paraprofessional New Staff Other educational specialists</p>		
<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles</p>		<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA</p>
Follow-up Activities		<p>Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio</p>
<p>Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting Instructional Coaching</p>		Evaluation Methods

Establish a system within the IU that fully ensures barriers to student learning are lowered in order to maximize student achievement within the K-12 grade range.

Strategy #1: Establish a Culture of Learning for ALL

LEA Goals Addressed:

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Teaching Diverse Learners	<p>Students achieve greater success when they:</p> <ul style="list-style-type: none"> are actively engaged in instructional tasks and are active participants in the learning process become independent, self-regulated learners through instruction that is deliberately guided by assessment and carefully differentiated are supported by intentional and intensive family engagement <p>Administrative teams work with IU professional development staff to gather information and identify IU educator professional development needs related to teaching diverse learners.</p>	Dr. Brittany Lourea-Waddell, Dr. Holly Acosta, Dr. Donna Gaffney, IU Professional Development Staff, Classroom/Program Supervisors	3.0	9	120	MCIU Training and Consulting Staff	IU	Yes

Knowledge Implementation of SmartBoard Technology in planning and delivering instruction to diverse learners.

Supportive Research

Technology to support diverse learners.

Designed to Accomplish

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.

For classroom teachers, school counselors and education specialists:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Training Format

Classroom teachers
 New Staff
 Other educational

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

Participant Roles

Grade Levels

specialists

High (grades 9-12)

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers
 Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting
 Follow-up job-embedded support.

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data
 Participant survey

Review of participant lesson plans

Review of written reports summarizing instructional activity

Portfolio

Evaluation Methods

Follow-up Activities

Intermediate Unit Level Affirmations

We affirm that this Intermediate Unit Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Intermediate Unit offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Maura Buri on 8/30/2018

Board President

Affirmed by Bradley Landis on 8/30/2018

Executive Director