

LUZERNE IU 18

368 Tioga Avenue

IU Comprehensive Plan

2021 - 2024

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Anthony Grieco	District/School Leader	Luzerne Intermediate Unit	tgrieco@liu18.org
Elizabeth Krokos	Administrator	Luzerne Intermediate Unit	tyost@liu18.org
Ty Yost	Administrator	Luzerne Intermediate Unit	ekrokos@liu18.org
Richard Mackrell	Administrator	Luzerne Intermediate Unit	rmackrell@liu18.org
Jessica Jacobs	Administrator	Luzerne Intermediate Unit	jjacobs@liu18.org
Suzanne McCabe	Administrator	Luzerne Intermediate Unit	smccabe@liu18.org
Susan Kuhl	Staff Member	Luzerne Intermediate Unit	skuhl@liu18.org
Andrew Kuhl	Community Partner	Kuhl Education and Consulting Services LLC	andykuhl116@gmail.com
Bobby Barletta	Community Partner	B3 Consultation Services	bbarletta@liu18.org
Deanna Mennig	Staff Member	Luzerne Intermediate Unit	dmennig@liu18.org
Need Member	Board Member	Luzerne Intermediate Unit	HOLD@liu18.org
Thomas Murray	Parent	Luzerne Intermediate Unit	tpm6@msn.com
Keirsten Arnold	Student	Luzerne Intermediate Unit	keiarnold@gapps.liu18.org
Carly Carey	Student	Luzerne Intermediate Unit	carcarey@gapps.liu18.org
Teffany Cruz-Quiles	Student	Luzerne Intermediate Unit	tefcruz-quiles@gapps.liu18.org
Nathan Evanusa	Student	Luzerne Intermediate Unit	natevanusa@gapps.liu18.org
John Paul Kitchen	Student	Luzerne Intermediate Unit	johkitchen@gapps.liu18.org
Justin Oursler	Student	Luzerne Intermediate Unit	jusoursler@gapps.liu18.org

Intermediate Unit Profile

The Luzerne Intermediate Unit encompasses Luzerne and Wyoming Counties servicing: 12 member school districts, 2 Career and Technical Centers, Bear Creek Community Charter School, and various non-public entities. Intermediate Units are entrepreneurial, highly skilled, technology-rich, and agile providers of cost-effective, instructional, and operational services to school districts, charter schools, and over 2,400 non-public and private schools. Additionally, Intermediate Units are direct providers of quality instruction to over 50,000 Pennsylvania students.

Over the years, Intermediate Units have responded to a wide array of needs as they developed in schools and communities throughout the state. Today, Intermediate Units continue to fulfill their mission of service by addressing traditional and emerging needs, serving as essential links for learning in Pennsylvania, and as a liaison between local schools and the Pennsylvania Dept. Of Education.

Pennsylvania's 29 Intermediate Units were established in 1971 by the Pennsylvania General Assembly to operate as regional educational service agencies to provide cost-effective, management-efficient programs to Pennsylvania school districts.

Mission and Vision

Mission

The Luzerne Intermediate Unit strives to increase each student's individual potential in the most appropriate environment by implementing a model of collaboration and resource allocation that responds to the needs of the community.

Vision

The Luzerne Intermediate Unit endeavors to focus our internal and external leadership, guidance and support resources to ensure the provision of meaningful and purposeful education-related programs and services to our educational clients, community stakeholders and business partners.

Educational Value Statements

Students

Special Education including Early Childhood and Related Services - The role of the special education department is to ensure students have access to quality and meaningful supports, services, and opportunities in accordance with all state and federal guidelines. We provide varying levels of programming for students within Luzerne County and the Tunkhannock Area School District. Classrooms are assigned a lead teacher and a paraprofessional (as needed). Currently, the Luzerne Intermediate Unit operates the following programs:

- Adapted Physical Education (A.P.E.) - Adapted Physical Education is instruction in physical education that is designed on an individual basis to meet the needs of a child with a disability.
- Autistic Support - The Luzerne Intermediate Unit provides high-quality verbal behavior and therapeutic behavioral programs for children K-21. Students in these classrooms receive instruction utilizing a Verbal Behavior Program with Applied Behavioral Analysis.
- ABA focuses on behavior and applying data-supported techniques.
- Deaf & Hard of Hearing Pre-K - The Luzerne Intermediate Unit's preschool program brings hearing children and children with hearing loss, together in an enriched academic environment. It emphasizes the joy of learning with the expectation that each child will become a successful life-long learner. The program seeks to build knowledge in literacy, science, mathematics, and motor skills. A thematic approach, utilizing hands-on activities for the children and parent-teacher collaboration, nurtures each child's diverse abilities.
- Dual Diagnosis - The population served includes children and young adults who meet the definition of Dual Diagnosis - a term applied to the co-existence of the symptoms of both intellectual disabilities or developmental delays and mental health diagnoses. This population of students will have significantly below-average adaptive behavior. The students receive instruction utilizing the Universal Design for Learning Curriculum (ULS). The IU has Dual Diagnosis classrooms located at the Lighthouse Academy.
- Early Intervention Service Provider (Preschool-aged) - Early Intervention in Pennsylvania consists of services and supports designed to help families with children who have developmental delays or disabilities. Early Intervention builds upon the natural learning that occurs in a child's first few years of life. It is a process that promotes collaboration among parents, service providers, and others, who are significantly involved with a child. The primary developmental areas are:
 - Ability to move, see and hear - physical development
 - Ability to talk, express needs - language and speech development
 - Ability to relate to others - social and emotional development
 - Ability to eat, dress and take care of themselves - self-help (or adaptive) development
 - Ability to think and learn - cognitive development
- Emotional Support - The Luzerne Intermediate Unit's Emotional Support programs deliver intensive levels of intervention to challenged students in the initial stages of their school careers in order to prepare them educationally and emotionally for a successful transition back to their districts of residence. The ES classrooms provide a culture of success and optimism in which students learn to manage and control their own behaviors, gain the required academic skills, and successfully function at home, school, and in the community. The IU provides programming for both Center-Based Programs and School-Based Programs.

- Learning Support - The role of a Learning Support teacher is to assess students who may be falling behind their peers in school and help them bridge that gap. They seek to identify individual obstacles to learning and adjust their teaching approach accordingly. The Luzerne Intermediate Unit Learning Support Services are offered at West Side CTC. Services are provided in vocational and academic classes. Services are provided on an Itinerant or Supplemental Level. LIU Learning Support Classes offered at West Side CTC are:
 - English 9-English 10-English 11-English 12
 - Algebra A-Algebra B-Geometry-Senior Math
 - General Science-Biology 1-Biology 2
 - Wilson Reading
 - LIU Learning Support Staff also provide support in the vocational training classrooms on a daily basis.
- Life Skills Support - The Life Skills Programs are specialized placements for students with significant intellectual disabilities who need opportunities to develop functional academic skills; along with skills that they will need in everyday life such as: self-care, vocational, functional reading and math, money management, self-advocacy, independence, and others.
- Multiple Disabilities Support - The Multiple Disabilities Programs are specialized placements for students who are diagnosed with having multiple disabilities that cause severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. MDS students receive instruction utilizing the Unique Learning System (ULS) is a set of guiding principles used in designing curriculum and lessons from the earliest stages so that the greatest number of students will be able to learn most effectively and deeply.
- Transition Programs and Services –
 - Community-Based Vocational Training (CBVT): allows students with disabilities that are of transition-age to learn employment and transferable skill. A job mentor assists the student to prepare for employment outcomes at various work sites throughout Luzerne County. CBVT sites are selected based on student interests and abilities. Students participate in one to three 10 week cycles with a maximum of three students assigned to each mentor. Students are assessed based on a task analysis of each specific job.
 - Community Living Transition Class (CLTC) at LCCC is a transition opportunity for youth with disabilities 18 years of age or older with a post-secondary goal of employment or education/training and independent living. The curriculum content of this program includes social skills, budgeting skills, banking, shopping management/organizational skills, public transportation skills, employability skills, and job shadowing activities. Because the class is located on a college campus, students are afforded an opportunity to interact with college-age peers, to audit a class, as appropriate, while still in high school. Students are assessed using student portfolios, interest inventories, situational assessments, and formal assessments. A special education teacher and para-educator help students reach their full potential.
 - Dream Green Farm: is a paid employment transition opportunity offered to youth with disabilities with a post-secondary goal of employment. This opportunity is a partnership with the Luzerne Intermediate Unit and the Land at Hillside. The donated greenhouse and farmland offer a non-traditional classroom for students. Students learn agriculture, horticulture, employability, social and marketing skills. These skills are practiced during seasonal sales as well as the Farmer’s Market. Two job coaches oversee and mentor the student to reach their highest potential.
 - Document Destruction Depot (DDD): is a paid employment transition opportunity for youth with disabilities who have a post-secondary goal of employment.. The DDD is operated by the Luzerne Intermediate Unit. This program teaches students various employability skills and job skills specific to warehousing. Students must be at least 18 years of age to operate the shredder. Students work a maximum of three days per week. A job mentor guides the student and ensures safety while at the DDD Safety and job training is provided to students prior to beginning employment.

- Job Shadowing: These opportunities are facilitated by the Transition Specialist and/or career counselor at the district level which allows students to visit a job site of interest and be exposed to the responsibilities and duties of that particular career. These experiences help students determine if they are interested in pursuing that career.
- Paid Work Experience: This transition opportunity is offered to students seeking gainful employment prior to exiting their secondary educational experience. As part of the students' transition program, students have the opportunity to receive school credit in addition to receiving monetary compensation. The students' work-based goals are monitored regularly by a special education teacher and/or cooperative education certified instructor.
- PAES LAB: The Practical Assessment Exploration System is a career training program provided to students 16years +. This program is offered in AM and PM sessions. It includes basic generalized vocational and life skills that relate to most careers. It also encompasses skills needed for vocational training, placement, and independent living.
- Pineapple Project: The Pineapple Project is a project between East Mountain Inn and the Luzerne Intermediate Unit to give High School students with special needs a chance to get work experience in the hospitality industry. It provides a combination of academic instruction with a community experience that helps students gain knowledge in the area of hospitality.
- REAL (Rewarding Education Adult Living) Academy: is a community living transition opportunity for youth with disabilities. The program helps students develop independent living skills while supporting students who may have a post-secondary goal of employment. The REAL Academy operates as a full-day program for the entire school year. The curriculum of this program includes functional living skills including the following: social, budgeting, banking, shopping, cooking, housekeeping, management/organizational, public transportation, and employability. Opportunities for job shadowing/training activities occur both in the community and at the REAL Academy. Students are assessed using student portfolios, interest inventories, situational assessments, and formal assessments. A special education teacher and para-educator help students to reach their full potential. Class Rotations for LIU and District Special Education classes are geared for teachers and students to utilize the REAL Academy facility to further enhance their transition instruction. Classes are scheduled to attend one full week each quarter for a total of four weeks. During the first week, the students participate in kitchen activities and follow recipes. The second week is devoted to housekeeping activities including making beds, washing windows, etc. The 2nd floor of the REAL Academy is set up for the student to work on skills such as table setting, stocking shelves, folding linens, and office etiquette during the third week. Finally, during the fourth week, the students participate in a transition project selected by their classroom teacher. This setting is appropriate for high school Life Skills, MDS, Transition, and Autistic Support classes.
- Skilled Co-Op: Skilled Co-Op is a referral program offered to students at the career technical centers and at the district level. This program offers students an opportunity to work in their area of training and receive monetary compensation for their efforts.
- Vocational Transition Shop: is a transition opportunity for youth with disabilities, whose post-secondary goal is that of employment. The program is designed to accommodate a morning and afternoon session. The curriculum content consists of technical skills, transferable skills (i.e. hygiene, punctuality, and conflict resolution), and reading and math in the vocational context. The vocational areas that the student may experience are maintenance, landscaping, auto detailing, and customer service. This program is designed for students who desire vocational learning but require specially designed instruction and accommodations for success. Students are assessed in this program using curriculum-based assessment, task analysis, situational assessments, and student portfolios. A special education teacher and at least one full-time para-educator help the students to reach their highest potential.

Staff (Formally Educators)

The Luzerne Intermediate Unit strives to create environments of respect and inclusion to support diversity among all our programs and services. We foster each child's intellectual, social, and physical development to acquire the skills needed throughout their academic and post-academic life.

- Behavioral Health Programs Partial Hospitalization Programs - PHP is a school-based or center-based program that services elementary, middle, and high school children in need of mental health services. The goal of the PHP is to increase client functioning by providing mental health treatment for children and adolescents in a school setting. The program operates 6 hours a day Monday through Friday according to the School District calendar it follows. Summer hours are available based on need.
- Intensive Behavioral Health Services - This program services children and adolescents in Luzerne, Wyoming, and Carbon Counties. The following services are provided to the clients identified throughout the interagency wraparound process: Behavior Specialist, Mobile Therapy (Brief/ Extended), and Therapeutic Staff Support. BHRS services offer 1 on 1 support in the home, school, and community.
- School-Based Social Work Services – Social Work services are provided by Licensed Master level Clinicians in Pennsylvania. These services are designed for school-aged students who may benefit from individual or group therapy as designated by the school district and family. Community and School-Based Behavioral Health Teams - Teams provide case management, 24-hour crisis intervention, and mental health treatment for children and teenagers with a severe emotional and/or behavioral problem that interferes with their learning.
- Outpatient Services - A comprehensive private practice with a board-certified Children & Adolescent Psychiatrist. Services include comprehensive psychiatric evaluation, medication management, outpatient psychotherapy, etc. School Programs
- Lighthouse Academy - Delivers intensive interventions to children and youth through specialized classrooms.
- Personalized Academy of Learning (PAL) - A school-based mentoring program designed to build student assets to address issues such as literacy skills for academic success, career pathways, behavior, soft skills, and problem-solving/conflict management to become successful and productive members of the workforce with the completion of the program. Our individualized approach to learning begins with our PAL mentors, who serve as mentors, advocates, and facilitators for students.
- Federal & State/ Non-Public Programs
 - Education for Children and Youth Experiencing Homelessness - The main objective of PA's Education for Children and Youth Experiencing Homelessness (ECYEH) program is to make sure homeless youth have access to appropriate education while removing barriers that homeless children face. Its goal is to have the educational process continue as uninterrupted as possible while the children are in homeless situations. Some of the other objectives of our program are to inform school districts of their responsibilities to homeless children and youth, increase awareness about the needs of homeless children, explain current legislation and policies and provide practical tips for working with homeless children. The Pennsylvania Department of Education (PDE), the Pennsylvania Department of Human Services (DHS), and the Center for Schools and Communities (CSC) are working together to promote school stability and success for foster care youth.
 - ELECT Program - ELECT (Education Leading to Employment and Career Training) offers free case management and supportive services to expectant or already parenting teen mothers and fathers 21 years old and younger. ELECT will help them achieve their highest potential, both personally and academically. ELECT will encourage students to become successful parents and citizens, by providing the support they need to stay in school through graduation.
 - Non-Public Schools - The nonpublic/private school services program consists of programs provided through Act 89 resources and federal and state resources. All services and programs are intended to provide opportunities for both student and teacher growth, professional development,

technology training, and continued student achievement. Students may be referred for services by a teacher, parent, guidance counselor, or administrator. Services include Remedial Reading (k-4), Remedial Math (k-4), and Guidance/Counseling Services.

- Paraprofessionals - Instructional paraprofessionals work under the guidance of special education teachers to support educational programming.
- Office of Professional Learning Training and Consultation staff - Provides professional development and instructional supports to Intermediate Unit staff and member schools including Transition, Inclusive Practices, Assistive Technology, Autism, MTSS Behavior, and MTSS Academics. Related Services / Itinerant Staff
- ACT 89 - The program provides auxiliary/supplemental services (legally distinct from Special Education programs) to nonpublic school students. These services include remedial English/Language Art and Mathematics instruction, speech services, and school counselor services.
- Deaf and Hard of Hearing (Itinerant) - The hearing itinerant works with students who are deaf and hard of hearing and their classroom teachers on a regular basis to meet the student's individual needs as outlined on the IEP. The areas appropriate for instruction with students having a hearing loss are the basic skills necessary for functioning in the standard educational environment. These may include:
 - Auditory training
 - Speechreading
 - Language and vocabulary development
 - Compensatory listening and communication
 - Strategies
 - Self-advocacy skills
 - Synthesis of auditory and visual cues
 - Adjustment, orientation, and management of assistive devices, including hearing aids
- Nursing (Itinerant) - Good health is critical to the academic success of all children, and students with special needs may have additional health concerns that require skilled medical care during the school day. Within our special education classrooms, we offer students nursing support as is required. These children may utilize specialized equipment such as a medical ventilator or feeding tube – the type of equipment that requires skilled monitoring and support to ensure it is functioning properly for the child's safety and comfort.
- Occupational Therapy (Itinerant) - Assist people throughout life to do things they want and need to do. In Schools, Occupational Therapists assist students in the areas of daily living activities, play, leisure activities, transition and work, social participation as well as activities of daily living (ADLs).
- Orientation and Mobility (Itinerant) - The Orientation and Mobility Specialist involves the knowledge and competence required to provide orientation and mobility services to persons with blindness or visual impairments that adversely impact educational performance in grades PK–12.
- Physical Therapy (Itinerant) - Physical therapists in schools assist the child in traveling throughout the school environment, participating in classroom activities, managing stairs, restrooms, and the cafeteria and enabling a student to maintain or change positions within a classroom. Physical therapy is provided at schools only when it is related to educational needs
- School Psychologist - School Psychologists support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.
- Speech and Language Pathologist (Itinerant) - A speech-language pathologist is responsible for the diagnosis, prognosis, prescription, remediation, and intervention of speech, language, and swallowing disorders. A speech-language pathologist evaluates and treats children who have difficulty speaking,

listening, reading, writing, or swallowing. The overall objective of speech-language pathology services is to optimize an individual's ability to communicate and swallow, thereby improving quality of life and educational achievement.

- Teacher of the Visually Impaired (Itinerant) - TVI's provide educational services to infants, children, and young adults with visual impairments which adversely affect their educational performance
- Transition Specialists (Itinerant) - Transition Specialists provide support for both the district and the IU programs. They provide transitional support for students with the age of 14 or older (or when deemed necessary). Their role is making sure students are receiving the appropriate transitional services. This would include transitional surveys, tours, establishing connections with post-secondary opportunities. Specialists in this area have been identified and work with districts in creating a transitional plan for students.

Administration

The Luzerne Intermediate Unit presumes competence in all of our staff across all programs and services. We are unwavering in our commitment to approaching all students not in terms of what they lack but in terms of what is possible.

District Services Division

- Office of Professional Learning - Provides professional development to IU and member districts within our footprint. This department includes Curriculum, ESL, and ELECT/ECYEH supervisors. The Luzerne Intermediate Unit Office of Professional Learning strives to provide quality professional development that has the power to increase school communities' knowledge of academic content and skills. We believe that focused, ongoing, sustained, and progressive professional development is essential to success, must be focused on student learning data, and linked to achievement and comprehensive planning goals.
- Technology Department is responsible for the operation of the Luzerne Intermediate Unit Professional Development Center and the administration of continuing professional development activities and courses. The Technology Department uses MyLearningPlan to schedule and register participants in IU-sponsored events. The Technology Department provides the following supports and services both within and outside the organization:
 - Wide Area Network (WAN) Design, Installation, and Support
 - Local Area Network (LAN) Design, Installation, and Support
 - VOIP Phone Systems
 - Structured Cable Installation Services
 - Wireless Network Design and Support including Firewall Installation and Support
 - Desktop and Software and Antivirus Installation and Support
 - Desktop and Laptop Computer Repairs
 - Remote End User Support
 - Software and Hardware Product Consultation
 - Network and Infrastructure Review
 - Technology Budget Planning
 - Website Development and Hosting

Student Services Division

- Special Education Services - The role of the special education department is to ensure students have access to quality and meaningful supports, services, and opportunities in accordance with all state and federal guidelines. We provide varying levels of programming for students within Luzerne County and the Tunkhannock Area School District. Classrooms are assigned a lead teacher and a paraprofessional (as needed). Behavioral Health Services - The Luzerne Intermediate Unit Behavioral Health Department serves as a leader in integrating mental health and educational services through a comprehensive system maximizing the least restrictive option.
- Management Services - The role of the Management Services Department is to provide data quality to the LIU and member districts through data entry, analysis, and accountability. Currently, Management Services oversees:
 - ACCESS
 - Child Accounting
 - PIMS (Pennsylvania Information Management System)
 - Student Tracking through the IEPWriter System
 - Alternative Education
 - Service Learning Program
 - Special Education
 - December 1st Child Count
 - Reconciliation Data for Billings to School Districts

Other IU Service Departments

- Operational Services - Operational Services oversees buildings and grounds, pupil transportation, copiers, and maintenance work orders.
- Business Office - The Business Office oversees all financial needs of the organization.
- Human Resources - The HR Department is responsible for the recruiting, interviewing, and hiring of new staff; consulting with top executives and serving as a link between an organization's management and its employees.

LEA Leaders

Job-alike groups meet monthly. Job-alike groups are populated by LEA leaders from our membership schools. These groups include: ○

- Superintendents
- Curriculum Coordinators
- Special Education Directors
- Technology Directors

Parents

Parent Support Group for Parents of a Child with a Disability – “The Local Task Force”

Understanding special education and the process of special education at times can be confusing and challenging. The parent support group of your intermediate unit region is called the Local Task Force (LTF). This group is comprised of parents of children with disabilities, agencies that provide support to parents of children with disabilities, intermediate unit support, and local education agencies (public school representatives, charter school representatives, and cyber charter school

representatives). The purpose of the LTF is to outsource information and supports to parents of children with a disability. These supports may be provided in the form of meetings, trainings, emails, video links, and other varied informational channels. The LTF meets at a minimum of five times a year to provide this information exchange. The Chairperson and Vice-Chairperson of the LTF not only facilitates these LTF meetings, they also provide advocacy support to members and other parents that seek guidance and support as it relates to their children. One of the most valuable attributes of the LTF, besides information sharing, is parent networking and sharing each other's experiences and challenges in maneuvering through the different avenues of information and support in raising their child. LIU18 Family Portal - <https://sites.google.com/gapps.liu18.org/liu18familyportal/home>. The purpose of this site is to support families that care for children with disabilities. The resources herein are aligned to specific needs and represent an essential listing of resources. While there is a wide array of resources families can find online, the posted links within this portal have been vetted by professional educators with expertise in fields directly related to special education.

Community

The LIU online homepage houses resources for the community including:

- Resources for Children, Youth, and Families
- Opportunities for Student Meals During School Closures
- Pandemic Electronic Benefits Transfer (P-EBT)
- CEO Food Pantries Available For Families to Utilize
- Resources for the Coronavirus Pandemic
- Guest Teacher Program - The Luzerne Intermediate Unit #18 Guest Teacher Program is a service offered to our local school districts, and Career and Technical Institutes in Luzerne County. The purpose of the program is to train individuals with any bachelor's degree from an accredited college who are interested in serving as substitute teachers for our local school districts. The program provides substitute teacher training to people who have a bachelor's degree but do not have a Pennsylvania teaching certificate. The blended training sessions, conducted by Luzerne Intermediate Unit professionals, will provide instruction in Planning and Preparation, Classroom Environment, Instruction, and Professionalism. This will be done in two parts.
- Special Education Certification Program - This accelerated program is offered to candidates who already possess a Bachelor's degree in any content area, but would like to be a special education teacher. This flexible program allows the student to work in a hybrid format with classes in the evening and online.
- Fingerprinting Services - the Luzerne Intermediate Unit is an approved location where members of the community can receive FBI Fingerprint clearances.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Foster a vision and culture of high expectations for success for all stakeholders.	No
The Luzerne Intermediate Unit has met and exceeded the requested supports in all areas of professional development as indicated by LIU teacher supervisors and administration from member LEAs.	No
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit.	No
Coordinate and monitor support aligned with learners' and families' needs.	No
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit.	Yes
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values.	No
The Luzerne Intermediate Unit has systems in place that accurately track the time and effort of staff assigned to statement of work initiatives.	No
The Luzerne Intermediate Unit has met and exceeded the requested supports in all statement of work initiatives as indicated by the PA Department of Education.	Yes
The Office of Professional Learning continues to play a vital role in the professional development of professional educators that instruct students with special needs.	No

Challenges

Challenge	Consideration In Plan
Facilitate effective, standards-aligned curriculum and assessment.	No

Inconsistent implementation and use of professional development and resources across LIU classrooms have challenged the establishment of a baseline understanding of use. This unclear baseline has proved problematic in determining the next steps in professional learning needed by instructional staff.	Yes
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction.	Yes
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning.	No
Execution of statement of work is based on LEA need and educator availability. School shortages in substitute coverage and administrators unwilling to travel to an offsite location have proved problematic in garnering larger populations of participants to include in supports aligned to statement of work.	No
Repetition of statement of work deliverables has proved problematic in identifying LEAs that have not received related supports.	No
Luzerne Intermediate Unit implementation plans based on broadly defined statements of work require improved local definitions and methods of delivery.	No
The positional instability of the administrative staff in LEAs has proved to be challenging as frequent shifts in school leadership influence previously established development priorities.	No
Professional development and continuity of education has been a challenge to provide to teachers in light of the shortage of substitute teachers that can successfully cover an educator's absence.	No
The Luzerne Intermediate Unit director whose responsibilities included the formation and input of safety and security protocols has left the organization. This gap is presently being filled with staff that is continuously growing in their knowledge of the necessary mechanisms to ensure the safety and security of LIU and LEA staff and students.	No
The Intermediate Unit does a New Hire Orientation; however this encompasses all new hires from various departments. This is not exclusive to our teaching staff. This becomes problematic when the new hires need more guidance and support with the day to day operations of our organization	Yes

Most Notable Observations/Patterns

When analyzing the challenges we are currently facing, it was noted we have a discrepancy between our staff's understanding of standards-aligned instruction and meeting IEP goals. When we look at the types of classrooms we operate and the students within those classrooms, we find there is a need to close the gaps of what is working in those classrooms versus what is not working in others' classrooms. Additionally, we also have targeted areas of students in which new curricula are being implemented. Our baseline for these programs is the results from the 2018/19 PSSA/Keystones and PASA scores.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit.	The expansion of the LIU partnership within a STEM Ecosystem has provided grant opportunities and connections with business and post-secondary partners. Additionally, the LIU transition program facilitates the Pineapple Program and has built partnerships with members of the hotel and restaurant industry.
The Luzerne Intermediate Unit has met and exceeded the requested supports in all statement of work initiatives as indicated by the PA Department of Education.	The LIU Office of Professional Development is sufficiently flexible and entrepreneurial to meet the demands of the Statement of Work while still providing direct and network services to all member school districts.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Inconsistent implementation and use of professional development and resources across LIU classrooms have challenged the establishment of a baseline understanding of use. This unclear baseline has proved problematic in determining the next steps in professional learning needed by instructional staff.	Historically, the administration chose topics that were specific to educator availability and the intersection of their instructional responsibilities. This has led to an inconsistent connection between teacher evaluations and their professional development needs.	Yes	LIU administration will focus on professional development and support based on observed staff struggle with the difference between standards-aligned instruction and addressing IEP goals. This will be accomplished via teacher evaluation and instructional coaching support. Doing so will shift professional development focus to closing achievement gaps and lost learning.
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction.	LIU administration believes our staff struggles with the difference between standards-aligned instruction and addressing IEP goals. There is a notable focus on instructional level as opposed to	Yes	Curriculum analysis completion will identify the learning gaps in grade-level scope and sequence thus addressing curricular misalignment with student IEP goals. This will be accomplished via collection of teacher lesson plans, monthly

	adapting/modifying grade-level instruction as necessary.		walk-throughs, and the teacher evaluation process.
The Intermediate Unit does a New Hire Orientation; however this encompasses all new hires from various departments. This is not exclusive to our teaching staff. This becomes problematic when the new hires need more guidance and support with the day to day operations of our organization	New employee orientation should include a greater focus on job-specific information and be available to all new instructional and instructional support staff. This program should be in place regardless of the number of new hires and/or staff with changes in job responsibilities.	Yes	New employee orientation will include a greater focus on job-specific information and be available to all new instructional and instructional support staff. This program will occur regardless of the number of new hires and/or staff with changes in job responsibilities.

Goal Setting

Priority: LIU administration will focus on professional development and support based on observed staff struggle with the difference between standards-aligned instruction and addressing IEP goals. This will be accomplished via teacher evaluation and instructional coaching support. Doing so will shift professional development focus to closing achievement gaps and lost learning.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 5: Allocate Resources Strategically and Equitably	By June of 2024, the professional development schedule will include up to 10 hours of professional development informed by feedback provided by the instructional coaching staff and based on identified areas of staff need. Feedback from LIU coaches, special education supervisors, and teachers will be included in the annual refinement of the program.	Instructional Needs and Responsibilities	By June 2022, establish a coaching schedule where all instructional staff is assigned to a specific instructional coach from the Training and Consultation team.	By June 2023, develop a system to tie in any observed classroom needs to the delivery of staff development. Identified and agreed-upon needs will be used to include both the specific delivery of professional support and the use of aggregate needs to address broader and more generalized areas of instruction.	By June of 2024, the professional development schedule will include up to 10 hours of professional development informed by feedback provided by the instructional coaching staff and based on identified areas of staff need. Feedback from LIU coaches, special education supervisors, and teachers will be included in the annual refinement of the program.

Priority: Curriculum analysis completion will identify the learning gaps in grade-level scope and sequence thus addressing curricular misalignment with student IEP goals. This will be accomplished via collection of teacher lesson plans, monthly walk-throughs, and the teacher evaluation process.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By the end of June 2024, all LIU programs will have completed a curriculum revision cycle. Success will be measured by instructional alignment to grade-level standards, alignment of instructional resources to these standards, and evaluation of curricular outcomes based on this analysis.	Achievement Gaps and Lost Learning	By December of 2022, the MDS and Life Skills programs will create a standards-based curriculum cycle meant to align ULS resources to specific grade bands. Each group will create a timeline of instruction including the materials and resources encompassing all content areas (ELA, Math, Science, & Social Studies).	By June 2023, the Autistic Support programs will create a standards-aligned cycle within the National Environment Teaching section of their VB implementation. Each group will create a timeline of instruction including materials and resources encompassing all content areas (ELA, Math, Science, & Social Studies.)	By the end of June 2024, all LIU programs will have completed a curriculum revision cycle. Success will be measured by instructional alignment to grade-level standards, alignment of instructional resources to these standards, and evaluation of curricular outcomes based on this analysis.

Priority: New employee orientation will include a greater focus on job-specific information and be available to all new instructional and instructional support staff. This program will occur regardless of the number of new hires and/or staff with changes in job responsibilities.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Professional learning	The LIU administration will create the protocols to ensure all new employees receive focused orientation services specifically aligned to their employment responsibilities. By the end of June 2024, these steps will be implemented to meet the needs of 100% of new or transitioning staff. Success will be defined by the annual completion and collection of feedback to foster program improvement along with mentorship from LIU special education supervisors.	New Employee Orientation	By June 2022, the LIU administration will create the protocols to ensure all new employees receive appropriate orientation steps and that these steps are designed to meet the needs of new or transitioning staff. Success will be defined as the existence of a plan that addresses the needs of all new hires.	By June 2023, the LIU will implement the protocols designed to ensure all new employees receive focused orientation services specifically aligned employment responsibilities.	The LIU administration will create and implement the protocols to ensure all new employees receive focused orientation services specifically aligned to their employment responsibilities. By the end of June 2024, these steps will be implemented to meet the needs of 100% of new or transitioning staff. Success will be defined by the annual completion and collection of feedback to foster program improvement along with mentorship from LIU special education supervisors.

Action Plan

Action Plan for: Educator Recruitment / Retention

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> New Employee Orientation 		The LIU administration will create the protocols to ensure all new employees receive focused orientation services specifically aligned to their employment responsibilities. By the end of June 2024, these steps will be implemented to meet the needs of 100% of new or transitioning staff. Success will be defined by the annual completion and collection of feedback to foster program improvement.			By June of 2024, LIU administration will reflect and refine the orientation protocols based on employee and supervisor feedback that includes the success rates of the program and each individual program's specific and actionable needs.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Create a checklist/tool to address the introduction into the organization, the employee classifications, and an opportunity to complete any required paperwork. Each department will complete this and submit it to the executive office.	12/01/2021	06/01/2022	Program Directors	Orientation Needs Template	Yes	No
Create an implementation schedule for new hires specific to departments.	07/01/2022	08/01/2022	Program Directors	Room availability, calendar, human capital availability, HR	No	Yes
Implementation Schedule Review	07/01/2022	08/01/2022	Program Directors	Room availability, calendar, human capital availability, HR	No	Yes
Communicate the schedule to each respective team / implement the calendar / pair new hires with special education supervisors to operate as a teaching mentor	08/01/2022	08/30/2022	Program Directors / Special Education Supervisors	Room availability, calendar, human capital availability, HR	No	Yes

Action Plan for: Educator Effectiveness - Curriculum

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Achievement Gaps and Lost Learning 		By the end of June 2024, all LIU programs will have completed a curriculum revision cycle. Success will be measured by instructional alignment to grade level standards, alignment of instructional resources to these standards, and evaluation of curricular outcomes based on this analysis.			By June 2025, all programs will review and revise their current curricula as necessary based on the 2022 and 2023 implementation years.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify the Lead Administrator(s)	01/01/2022	02/28/2022	Program Directors	Not applicable	No	Yes
Identify which teachers will participate	03/30/2022	04/30/2022	Special Education Administration	Not Applicable	No	Yes
Create a schedule of curriculum meetings to occur during the Fall of 2022	05/01/2022	06/30/2022	Special Education Administration/OPL Administration	Room availability, substitutes, template, technology	No	Yes
Establish the goals, protocols, and templates to be used	05/01/2022	08/30/2022	Special Education Administration /OPL Administration	Room availability, substitutes, template, technology	No	Yes
Calendar invites to curriculum meetings	08/30/2022	09/07/2022	Program Directors	Technology, room availability, substitute teachers, administration availability	No	Yes
Curriculum alignment	09/01/2022	12/30/2023	Program Directors	Technology, room availability, substitute teachers, administration availability	Yes	No
Implementation rotation	08/01/2023	06/01/2024	Special Education Administration	Technology, room availability, substitute teachers, administration availability	Yes	No
Systemic review and revisions	06/30/2024	06/01/2025	Special Education Administration	Technology, room availability, substitute teachers, administration availability	No	Yes

Action Plan for: Instructional Coaching

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Instructional Needs and Responsibilities 		By June of 2024, the professional development schedule will include up to 10 hours of professional development informed by feedback provided by the instructional coaching staff and based on identified areas of staff need. Feedback from LIU coaches, special education supervisors, and teachers will be included in the annual refinement of the program.			By June of 2024, the connection between instructional coaching and staff professional development will be ongoing and seamless in terms of the identification of areas of staff need and the training meant to overcome identified challenges. Feedback from LIU coaches, special education supervisors, and teachers will be included in the annual refinement of the program.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a coaching schedule that ensures maximized use of Training and Consultation staff and equitable distribution of support to all LIU teaching staff.	11/01/2021	06/30/2022	Program Directors	Teacher schedules for the 2022-2023 school year	No	Yes
Develop a system to tie in any observed classroom needs to the delivery of staff development.	07/01/2022	08/30/2022	Program Directors / Training and Consultation Staff	Coach time and effort logs	No	Yes
Identify agreed-upon staff professional development needs to be based on coach input that addresses both the specific delivery of professional support and the use of aggregate needs to address broader and more generalized areas of instruction.	08/30/2022	06/01/2023	Special Education Supervisors	Instructional Coaches and professional development resources aligned to the identified needs	Yes	Yes
The connection between instructional coaching and staff professional development will be	08/01/2023	06/01/2024	Program Directors	Teacher assignment schedules, instructional coaches, and professional development resources aligned to the identified needs	Yes	No

ongoing and seamless in terms of the identification of areas of staff need and the training meant to overcome identified challenges.						
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Professional Development Action Steps

Evidence-based Strategy	Action Steps
Educator Recruitment / Retention	<ul style="list-style-type: none"> • Create a checklist/tool to address the introduction into the organization, the employee classifications, and an opportunity to complete any required paperwork. Each department will complete this and submit it to the executive office.
Educator Effectiveness	<ul style="list-style-type: none"> • Curriculum alignment • Implementation rotation
Instructional Coaching	<ul style="list-style-type: none"> • Identify agreed-upon staff professional development needs to be based on coach input that addresses both the specific delivery of professional support and the use of aggregate needs to address broader and more generalized areas of instruction. • The connection between instructional coaching and staff professional development will be ongoing and seamless in terms of the identification of areas of staff need and the training meant to overcome identified challenges.

Professional Development Activities

New Employee Checklist Creation and Use						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create a checklist/tool to address the introduction into the organization, the employee classifications, and an opportunity to complete any required paperwork. Each department will complete this and submit it to the executive office. 	Program Directors and new hires	<ul style="list-style-type: none"> Schedule one-on-one meetings with the key staff members the new hire will work with Offer cheat sheets, such as the company phone list, office map, or voicemail instructions Provide a list of who does what in their department in case they have questions Give them a copy of the organizational chart and explain how the company is structured Show them where labor law posters are located and offer to answer questions Provide a building tour so they know where conference rooms, copy machines, and emergency exits are Describe the training they'll receive, and when / where it will occur Make sure they know where to find user manuals, documents, and reference materials Have them shadow a peer, so they see what a day in the life of a co-worker looks like Ensure they have all the tools they need for their job: a computer, VPN, badges, keys, website URLs, and IDs Orient them to the company mission, vision, values, and strategic plan Schedule time with their supervisor to engage in mentor-based conversation to review job descriptions, IU protocols, and answer questions about pedagogy 	Sign-in sheets and training agendas	Program Directors / Special Education Supervisors	12/01/2021	06/01/2022
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Workshop(s)	As needed.	<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 		Teaching Diverse Learners in an Inclusive Setting		

		<ul style="list-style-type: none"> 4f: Showing Professionalism 	
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Curriculum Alignment

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Curriculum alignment 	Special Education Administration, Office of Professional Learning, and Identified Teachers	- Template for curriculum development/design/mapping - Standards alignment - Materials and resources - Progress monitoring tools	Completion of a standards-aligned curriculum	Special Education Administration	12/01/2022	06/01/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly/Bi-monthly/Act 80 Days/In-Service Days through 2024	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 	Teaching Diverse Learners in an Inclusive Setting

Implementation Rotation

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Special Education Administration, Office of Professional Learning, and Identified Teachers based on group: Group 1: MDS and Life Skills Teachers Group 2: Autistic Support Teachers Group 3: Emotional Support Teachers	- Template for curriculum development/design/mapping - Standards alignment - Materials and resources - Progress monitoring tools	Completion of a standards-aligned curriculum	Special Education Administration	12/01/2022	06/01/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly/Bi-monthly/Act 80 Days/In-Service Days through 2024	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources 	Teaching Diverse Learners in an Inclusive Setting

Instructional Coaching						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify agreed-upon staff professional development needs to be based on coach input that addresses both the specific delivery of professional support and the use of aggregate needs to address broader and more generalized areas of instruction. 	Instructional coach, assigned teachers, special education supervisor, and Office of Professional Learning staff as needed.	Any component within the Danielson Framework as agreed upon between the instructional coach and teacher.	Coaching logs	Asst. Director of Office of Professional Learning	08/30/2022	06/01/2023
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly and may include Act 80 and In-Service days. The frequency may increase based on teacher need.	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2a: Creating and Environment of Respect and Rapport 2d: Managing Student Behavior 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 			Teaching Diverse Learners in an Inclusive Setting	

Use of Instructional Coaches

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> The connection between instructional coaching and staff professional development will be ongoing and seamless in terms of the identification of areas of staff need and the training meant to overcome identified challenges. 	Instructional coach, assigned teachers, special education supervisor, and Office of Professional Learning staff as needed.	Any component within the Danielson Framework as agreed upon between the instructional coach and teacher.	Coaching logs and changes in teacher practices as evidenced by administrative walk-through.	Special Education Administration	08/01/2023	06/01/2024

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly and may include Act 80 and In-Service days. The frequency may increase based on teacher need.	<ul style="list-style-type: none"> 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 2a: Creating and Environment of Respect and Rapport 2d: Managing Student Behavior 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 4a: Reflecting on Teaching 	Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Educator Recruitment / Retention	<ul style="list-style-type: none"> • Create an implementation schedule for new hires specific to departments. • Implementation Schedule Review • Communicate the schedule to each respective team / implement the calendar / pair new hires with special education supervisors to operate as a teaching mentor
Educator Effectiveness	<ul style="list-style-type: none"> • Identify the Lead Administrator(s) • Identify which teachers will participate • Create a schedule of curriculum meetings to occur during the Fall of 2022 • Establish the goals, protocols, and templates to be used • Calendar invites to curriculum meetings • Systemic review and revisions
Instructional Coaching	<ul style="list-style-type: none"> • Establish a coaching schedule that ensures maximized use of Training and Consultation staff and equitable distribution of support to all LIU teaching staff. • Develop a system to tie in any observed classroom needs to the delivery of staff development. • Identify agreed-upon staff professional development needs to be based on coach input that addresses both the specific delivery of professional support and the use of aggregate needs to address broader and more generalized areas of instruction.

Communications Activities

Educator Recruitment and Retention					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Create an implementation schedule for new hires specific to departments. • Implementation Schedule Review • Communicate the schedule to each respective team / implement the calendar / pair new hires with special education supervisors to operate as a teaching mentor 	Program Directors / Special Education Supervisors	Program Directors will create an orientation schedule and checklist for new hires specific to departments. This process will undergo a cyclical review of the orientation checklist and review of communication of a training schedule.	Program Directors	07/01/2022	08/30/2022
Communications					
Type of Communication			Frequency		
Email			Annual		

Curriculum Staff ID					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Identify the Lead Administrator(s) • Identify which teachers will participate 	Program Directors and instructional staff	Inform teachers of the present status of their curriculum and a timeline of development and review.	Program Directors and Office of Professional Learning	11/01/2022	08/30/2022

Communications	
Type of Communication	Frequency
Email	Annual

Curriculum - Schedule and Protocols

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create a schedule of curriculum meetings to occur during the Fall of 2022 Establish the goals, protocols, and templates to be used 	Office of Professional Learning, Special Education Supervisors, and instructional staff	Create a schedule of curriculum meetings to occur during the Fall of 2022 and establish the protocols and templates to be used to ensure consistent implementation.	Special Education Supervisor and Office of Professional Learning	11/01/2021	06/01/2022

Communications	
Type of Communication	Frequency
Other	Annual

Curriculum Review

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Program Directors, Office of Professional Learning, and participating teachers	Once each area of curriculum is complete, the following year will include a year of review and modification of curriculum based on implementation experiences.	Director or Office of Professional Learning staff assigned to support the	08/30/2022	06/01/2025

Communications	
Type of Communication	Frequency
Email	As each curriculum is complete.

Instructional Coaching - Assignment of Staff

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Establish a coaching schedule that ensures maximized use of Training and Consultation staff and equitable distribution of support to all LIU teaching staff. 	Office of Professional Learning, Special Education Supervisors, and instructional staff	Establish a coaching schedule that ensures maximized use of Training and Consultation staff and equitable distribution of support to all LIU teaching staff.	Special Education Supervisors	11/01/2021	06/30/2022

Communications	
Type of Communication	Frequency
Email	Annual

Instructional Coaching - Assignment of PD to Staff

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Develop a system to tie in any observed classroom needs to the delivery of staff development. 	Office of Professional Learning and	The development and communication of protocols that connect instructional coaching and staff professional development. The goal for this communication step will facilitate ongoing and seamless support of LIU staff in terms of	Office of Professional Learning	11/01/2021	06/01/2022

<ul style="list-style-type: none"> Identify agreed-upon staff professional development needs to be based on coach input that addresses both the specific delivery of professional support and the use of aggregate needs to address broader and more generalized areas of instruction. 	instructional staff.	the identification of any areas of need and the training meant to overcome identified challenges. The Office of Professional Learning will meet as a collective group to communicate professional development opportunities available to staff.			
Communications					
Type of Communication			Frequency		
Presentation			Monthly		