

Luzerne Intermediate Unit 18



Comprehensive Plan 2024-2027

Public Review Copy

LUZERNE IU 18

368 Tioga Avenue
IU Comprehensive Plan | 2024 – 2027

MISSION STATEMENT

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 STATEMENT

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.

INTERMEDIATE UNIT PROFILE OF STUDENT SERVICES

The Luzerne Intermediate Unit is driven by our tireless efforts to increase each student's individual potential in the most appropriate environment, implementation of a model of collaboration, and resource allocation that responds to the needs of the community. The LIU provides services and enrichment opportunities to students in the Luzerne County region to ensure that these students served in PreK-12 settings reach their full potential. The following is a list of these services that demonstrate our commitment to our mission:

Special Education, including Early Childhood and Related Services

- Adapted Physical Education (A.P.E.) - Adapted Physical Education is instruction in physical education designed on an individual basis to meet the needs of a child with a disability.
- Autism Support - The Luzerne Intermediate Unit provides high-quality behavioral and therapeutic programs for children K-21. Students in these classrooms receive instruction utilizing a Verbal Behavior Program with Applied Behavioral Analysis (ABA).
- 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, emphasizing the joy of learning with the expectation that each child will become a successful lifelong learner.
- 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.
- 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.
- 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.
- 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.
- Life Skills Support - The Life Skills Programs are specialized placements for students with significant intellectual disabilities who need opportunities to develop functional academic skills.

- Multiple Disabilities Support - The Multiple Disabilities Programs are specialized placements for students diagnosed with multiple disabilities causing severe educational needs that cannot be accommodated in a special education program solely for one of the impairments.
- Transition Programs and Services - Includes Community-Based Vocational Training (CBVT), Community Living Transition Class (CLTC), Dream Green Farm, Document Destruction Depot (DDD), Job Shadowing, Paid Work Experience, PA LAE, Pineapple Projects, and REAL (Rewarding Education Adult Living) Academy.

Behavioral Health Programs

- Partial Hospitalization Programs (PHP) - A school-based or center-based program that services elementary, middle, and high school children in need of mental health services.
- Intensive Behavioral Health Services - This program services children and adolescents in Luzerne, Wyoming, and Carbon Counties.
- School-Based Social Work Services - Social Work services provided by Licensed Master level Clinicians in Pennsylvania.
- Community and School-Based Behavioral Health Teams - Teams provide case management, 24-hour crisis intervention, and mental health treatment for children and teenagers with severe emotional and/or behavioral problems.
- Outpatient Services - A comprehensive private practice with a board-certified Children & Adolescent Psychiatrist.
- School Programs
- Lighthouse Academy and Lighthouse Academy at Mehoopany - 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.
- Federal & State/Non-Public Programs - Various programs provided through Act 89 resources and federal and state resources, including Remedial Reading, Remedial Math, 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.

Related Services/Itinerant Staff

- ACT 89 - Provides auxiliary/supplemental services to non-public school students.
- Deaf and Hard of Hearing (Itinerant) - Works with students who are deaf and hard of hearing to meet their individual needs.
- Nursing (Itinerant) - Offers nursing support to students with special needs within special education classrooms.
- Occupational Therapists (Itinerant) - Assist students in daily living activities, play, leisure activities, transition and work, and social participation within the educational setting.
- Orientation and Mobility (Itinerant) - Provides orientation and mobility services to persons with blindness or visual impairments.
- Physical Therapists (Itinerant) - Assist students in traveling throughout the school environment and participating in various activities.
- School Psychologists - Support students' ability to learn and teachers' ability to teach by applying expertise in mental health, learning, and behavior.
- Speech and Language Pathologist (Itinerant) - Diagnoses, prognoses, prescribes, remediates, and intervenes in speech, language, and swallowing disorders.
- Teacher of the Visually Impaired (Itinerant) - Provides educational services to infants, children, and young adults with visual impairments.
- Transition Specialists (Itinerant) - Provide transitional support for students with the age of 14 or older, ensuring they receive appropriate transitional services.

This comprehensive array of services reflects the Luzerne Intermediate Unit's dedication to meeting the diverse needs of students and promoting their success throughout their educational journey.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

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.

STAFF (Formally Educators)

The staff at the Luzerne Intermediate Unit are dedicated to providing high-quality learning experiences that help all of our learners feel safe, supported, and encouraged to reach their full potential. We demonstrate by action that it is important to support staff and educators with the tools and strategies they need to succeed. Their success is ultimately the success of their students and the children they serve. The LIU offers educators a range of tools and strategies to ensure students get the most out of classroom instruction. Up-to-date secure access to technology, high-quality professional development opportunities, curriculum services, and coaching from experts in the field of special education are available to all of our instructional staff. We aim to enhance innovation in educational practices, provide high-quality instruction, and support equitable practices.

Administration

The LIU recognizes that strong education leadership has positive impacts on organizational culture, employee engagement, and student success. Core principles of the LIU are regularly reviewed with educational leaders and integrated into professional development and growth activities. Upper-tier administrators meet weekly to discuss the state of programs and current needs, departments meet regularly among their respective supervisory groups to ensure program fidelity and discuss opportunities for innovation, and our core group of instructional strategists meets quarterly to discuss our comprehensive plan and trends noticed in the field.

LEA Leaders

The LIU empowers local school districts by offering a range of services to aid them in their fiscal and educational programming. These programs address district needs in technology, school health and safety, billing, print services, achievement for all students, transportation, and curriculum services. In these areas, the LIU serves as a support to LEA leaders to facilitate innovative, high-quality services meant to ensure fiscal responsibility, and compliance with local, state, and federal mandates. LIU administration meets monthly with regional job-alike groups. Job-alike groups are populated by LEA leaders from our membership schools. These groups include:

- Superintendents
- Curriculum Coordinators
- School Principals and Assistant Principals
- Special Education Directors
- Technology Directors
- School Data Coordinators
- Human Resources Coordinators

Parents

The LIU believes that family engagement is a cornerstone of our educational programs. We highly encourage parents and caregivers to be active members of their child's education. Opportunities for engagement include our Support Group for Parents of a Child with a Disability. This local task force is immersed in the world of special education and serves to help families navigate the challenging process of pursuing special education and related services. The parent support group of our 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 support to parents of children with a disability. These supports may be provided through meetings, trainings, emails, video links, and other informational channels. The LTF meets, at a minimum, five times a year to provide this information exchange. The Chairperson and Vice-Chairperson of the LTF facilitates LTF meetings, and they provide advocacy support to any parents who 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.

Community

The LIU is persistent in serving the community. It does so in several different ways. Beyond providing direct support to parents (see parent's value statement section), the LIU also realizes that high employment levels are necessary to foster a strong community. For this reason, and to support staffing shortages in our regional schools, the LIU has engaged in several programs to foster employment in the surrounding communities.

Guest Teacher Program - The LIU Guest Teacher Program is a service offered to our local school districts, and Career and Technical Institutes in Luzerne County. The program aims to train individuals with any bachelor's degree from an accredited college that are interested in serving as substitute teachers for our local school districts.

Special Education Certification Program - The Special Education Certification Program was implemented to address the widespread teacher shortage throughout our region. This program allows anyone with a bachelor's degree to fast-track into a certification program, allowing them to teach in any Special Education classroom in Pennsylvania.

To support human resources (HR) in our regional LEAs, our HR department is conducting job-alike group meetings meant to support their labor efforts and more. We believe that in doing so, we will support our membership LEAs better service both their in- and out-of-school communities. Meetings will include guest speakers presenting on one of the many pressing human resources issues impacting local schools and round table discussions where participants will have the opportunity to ask, answer, and share their questions and experiences related to Human Resources in a school setting.

Luzerne Learns to Work is a program that gives 11th and 12th grade Luzerne County students the power to explore potential career pathways through free access to LinkedIn Learning video courses, Metrix Learning video courses, Luzerne County Library courses, several local workforce and career development tools, and work-based learning experiences with local companies.

Fingerprinting Services - the Luzerne Intermediate Unit is an approved location where members of the community can receive FBI Fingerprint clearances.

STEERING COMMITTEE

Name	Position	Building/Group
Anthony Grieco	District/School Leader	Luzerne Intermediate Unit
Elizabeth Krokos	Administrator	Luzerne Intermediate Unit
Ty Yost	Administrator	Luzerne Intermediate Unit
Richard Mackrell	Administrator	Luzerne Intermediate Unit
Jessica Jacobs	Administrator	Luzerne Intermediate Unit
Suzanne McCabe	Administrator	Luzerne Intermediate Unit
Susan Kuhl	Staff Member	Luzerne Intermediate Unit
Andrew Kuhl	Community Partner	Kuhl Education and Consulting Services LLC
Bobby Barletta	Community Partner	B3 Consulting Services
Deanna Mennig	Staff Member	Luzerne Intermediate Unit
Larry Schuler	Board Member	Luzerne Intermediate Unit/Dallas SD
Thomas Murray	Parent	Luzerne Intermediate Unit
Diani Milies	Student	Luzerne Intermediate Unit

Name	Position	Building/Group
Andrew Arndt	Student	Luzerne Intermediate Unit
Yasmeylin Garcia	Student	Luzerne Intermediate Unit
Ariana Bristol	Student	Luzerne Intermediate Unit
Dylan Dennis	Student	Luzerne Intermediate Unit
Nathan Miller	Student	Luzerne Intermediate Unit

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Revision of curriculum in select areas is necessary to reflect new or updated standards such as STEELS, Personal Finance, Family and Consumer Science, and Career and Work.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Additional state mandates regarding teacher induction programs require that we include new areas to maintain compliance and an additional year of mentorship and supports.	Essential Practices 1: Focus on Continuous Improvement of Instruction
The use of instructional coaching has been successful in teacher management of student behavior. Classroom coaches will shift to include a greater focus on high-quality teaching and learning that is grade and standards-based.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Teacher Induction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Teacher Induction	Provide new staff with an induction plan that incorporates feedback and that meets Chapter 49 requirements,

Goal Nickname	Measurable Goal Statement (Smart Goal)			
	including (1) lengthening induction plans to two years, (2) the integration competencies related to professional ethics and trauma-informed cultural sensitivity, and (3) leveraging mentorship throughout the induction duration.			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Provide new staff with an induction plan that integrates competencies related to professional ethics and trauma-informed cultural sensitivity.	2024-03-13 - 2024-08-13	Office of Professional Learning	Schoology course and registration materials. New state mandate requirements.	
Provide new staff with an induction plan that leverages mentorship throughout the induction duration.	2024-04-18 - 2026-08-06	Office of Professional Learning	Staff schedules, mentorship logs, and time for correspondence.	
Provide new staff with an induction plan that incorporates lengthening the duration of the plan to two years and includes mentorship and reflection logs.	2024-04-10 - 2026-08-05	Office of Professional Learning	Reflection logs as a Google Form.	
Anticipated Outcome				
Updated Curriculum that meeting new mandates.				
Monitoring/Evaluation				
OPL/Throughout implementation of the program/logs				

Evidence-based Strategy			
Instructional Coaching			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Instructional Coaching	By the end of June of 2027, the instructional coaching schedule will include a minimum of 10 hours of individualized support based on identified areas of staff needs.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a detailed mid-year and end-of-year check-in protocol designed for instructional coaches, staff, and supervisors. This protocol should include specific guidelines and assessment criteria to systematically identify areas of staff growth. Distribute the protocol to all relevant parties and provide necessary training to ensure consistent and effective implementation. Regularly review and update the protocol based on feedback and evolving needs to enhance its relevance and impact.	2024-06-06 - 2026-08-10	TAC/Supervisors	Rosters, TAC Caseloads identifying coaching assignments, professional development resources.
Develop and use a mid-year and end-of-year check-in protocol that will be provided to instructional coaches, staff, and supervisors to identify areas of staff growth.	2024-02-20 - 2024-08-19	Supervisors/Coaches	Skills tracking sheets, coaching schedules.

Anticipated Outcome
Instructional coaching schedule

Monitoring/Evaluation
Supervisors/Mentor Logs/Monthly

Evidence-based Strategy
Design a STEELS-based curriculum for implementation in the 2025-2026 School Year (Science and STEM).

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum	Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design a model where curriculum and training and consultation staff create implementation opportunities within the STEELS-based curriculum for both low- and high-incidence populations.	2024-03-13 - 2024-08-08	Office of Professional Learning	Curriculum and resources related to the implementation of the STEELS standards.
Opening-Day In-Service staff (supervisors, teachers, and paras) will	2024-08-08 -	Office of	Curriculum and resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
receive an introduction to the STEELS standards and later receive training on relevant resources (Discovery Ed.) and provide as needed support for both high-incidence and low-incidence populations.	2025-06-05	Professional Learning	related to the implementation of the STEELS standards.
Curriculum developers will visit low-incidence classrooms in order to better align standards-based expectations with student ability. Staff of high-incidence classrooms will attend, as needed, STEELS-based professional development.	2024-04-09 - 2025-06-18	Office of Professional Learning	Curriculum and resources related to the implementation of the STEELS standards.

Anticipated Outcome

STEELS aligned curriculum that is adaptable to the needs of the student populations in LIU classrooms.

Monitoring/Evaluation

Feedback from professional development sessions and teacher evaluations conducted by supervisors.

Evidence-based Strategy

Related Arts specifically Personal Finance, Family and Consumer Science, and Career Education and Work for implementation in the 2026-2027 School Year.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname	Measurable Goal Statement (Smart Goal)
Curriculum	Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Design a model where curriculum and training and consultation staff create implementation opportunities within the related arts curriculum for both low- and high-incidence populations.	2025-04-10 - 2026-06-24	Office of Professional Learning	Curriculum and resources related to the implementation of the standards influenced by standards aligned to this step in the curriculum evaluation cycle.
Staff responsible for the delivery of these standards receive training on relevant resources and are provided with needed support for both high-incidence and low-incidence populations.	2025-04-17 - 2026-06-23	Office of Professional Learning	Curriculum and resources related to the implementation of the standards influenced by standards aligned to this step in the curriculum evaluation cycle.

Anticipated Outcome
Curriculum includes concepts from areas like Related Arts content for all grades and Personal Finance for secondary students that is adaptable to the needs of the student populations in LIU classrooms.

Monitoring/Evaluation
Feedback from professional development sessions and teacher evaluations conducted by supervisors.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide new staff with an induction plan that incorporates feedback and that meets Chapter 49 requirements, including (1) lengthening induction plans to two years, (2) the integration competencies related to professional ethics and trauma-informed cultural sensitivity, and (3) leveraging mentorship throughout the induction duration. (Teacher Induction)	Teacher Induction	Provide new staff with an induction plan that integrates competencies related to professional ethics and trauma-informed cultural sensitivity.	03/13/2024 - 08/13/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide new staff with an induction plan that incorporates feedback and that meets Chapter 49 requirements, including (1) lengthening induction plans to two years, (2) the integration competencies related to professional ethics and trauma-informed cultural sensitivity, and (3) leveraging mentorship throughout the induction duration. (Teacher Induction)	Teacher Induction	Provide new staff with an induction plan that incorporates lengthening the duration of the plan to two years and includes mentorship and reflection logs.	04/10/2024 - 08/05/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Design a STEELS-based curriculum for implementation in the 2025-2026 School Year (Science and STEM).	Curriculum developers will visit low-incidence classrooms in order to better align standards-based expectations with student ability. Staff of high-incidence classrooms will attend, as needed, STEELS-based professional development.	04/09/2024 - 06/18/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Related Arts specifically Personal Finance, Family and Consumer Science, and Career Education and Work for implementation in the 2026-2027 School Year.	Design a model where curriculum and training and consultation staff create implementation opportunities within the related arts curriculum for both low- and high-incidence populations.	04/10/2025 - 06/24/2026

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Related Arts specifically Personal Finance, Family and Consumer Science, and Career Education and Work for implementation in the 2026-2027 School Year.	Staff responsible for the delivery of these standards receive training on relevant resources and are provided with needed support for both high-incidence and low-incidence populations.	04/17/2025 - 06/23/2026

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Design a STEELS-based curriculum for implementation in the 2025-2026 School Year (Science and STEM).	Design a model where curriculum and training and consultation staff create implementation opportunities within the STEELS-based curriculum for both low- and high-incidence populations.	03/13/2024 - 08/08/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Executive Director, I affirm that this IU Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the IU Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school’s governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Executive Director	Anthony P. Grieco	2022-06-13
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ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The Office of Professional Learning continues to play a vital role in the professional development of professional educators that instruct students with special needs.

Program supervisors play a significant role through mentoring and supports to maximize the efficacy of classroom instruction.

Promote a vision and foster a culture that sets high expectations for success among all stakeholders.

Participate in meaningful two-way communication with stakeholders to establish and maintain shared responsibility for learning throughout the Intermediate Unit.

Align and supervise support services based on the needs of learners and their families.

Collaborate with local businesses, employers, community organizations, and other agencies to address the needs of the Intermediate Unit.

Facilitate the growth, professional learning, and progression of employees in accordance with the mission, vision, and values of the intermediate unit.

Challenges

Professional development and continuity of education have been a challenge to provide to teachers in light of the shortage of substitute teachers that can successfully cover an educator's absence.

The implementation of grade-appropriate instruction functions below age appropriateness across our LIU classrooms as a result of the extensive array of exceptionalities present in our diverse learning environments.

The high turnover of new teachers poses a challenge in effectively monitoring, implementing, and promoting exemplary instructional coaching strategies.

Curriculum revision poses a challenge in every classroom due to the diverse range of exceptionalities present. Differentiation emerges as a crucial element in all aspects of curriculum planning and revision.

Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction.

Execution of statement of work is based on LEA need and

Strengths

The Luzerne Intermediate Unit has systems in place that accurately track the time and effort of staff assigned to statement of work initiatives.

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.

Successfully engaged the community to garner support and involvement in initiatives aimed at overcoming challenges, bringing valuable perspectives and resources.

Leveraged the commitment and dedication of staff members as a driving force in successfully tackling challenges, harnessing their passion for the mission to implement effective solutions.

Successfully established and nurtured strong partnerships with local organizations, businesses, and educational institutions, utilizing collaborative efforts to achieve comprehensive solutions.

The Intermediate Unit excels in forming and nurturing strategic collaborative partnerships with various stakeholders, including local school districts, community organizations, and educational agencies. This strength enhances the coordination of efforts, facilitates resource-sharing, and fosters a cohesive approach to implementing deliverables across all focus areas of the State System of Support.

Challenges

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.

Repetition of statement of work deliverables has proved problematic in identifying LEAs that have not received related supports.

Luzerne Intermediate Unit implementation plans based on broadly defined statements of work require improved local definitions and methods of delivery.

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.

Additional state mandates regarding teacher induction programs require the organization to include new areas to maintain compliance.

Maintain standards-aligned curriculum and assessment that is current with Chapter 4 regulations while serving the diverse needs of our learners.

Consistent instructional strategies related to the implementation of curriculum and related standards are needed across our LIU classrooms stemming from the broad range of exceptionalities in

Strengths

Operationalized a student-centric approach, ensuring that initiatives are consistently aligned with improving student outcomes, driving continuous improvements in areas of concern.

Challenges

our diverse classrooms.

The LIU teacher induction program requires updates to meet current Chapter 49 requirements and must include the current inductee needs and new training mandates required by the state, as well as the inclusion of an additional year of mentorship.

Curriculum revision is challenging in each classroom due to the wide range of exceptionalities in each class. Differentiation is a critical component of all curriculum planning and revision.

Most Notable Observations/Patterns

Upon examining the current challenges, it has been observed that there exists a disparity in our staff's comprehension of standards-aligned instruction and the achievement of Individualized Education Program (IEP) goals. An assessment of the diverse classrooms under our purview and the students therein reveals the necessity to bridge the gaps between successful practices in some classrooms and less effective approaches in others. Furthermore, there are specific student cohorts undergoing the introduction of new curricula. The benchmark for evaluating the success of these programs relies on the outcomes derived from the PSSA/Keystones and PASA scores.

Challenges	Discussion Point	Priority for Planning
Additional state mandates regarding teacher induction programs require the organization to include new areas to maintain compliance.	Additional state mandates regarding teacher induction programs require that we include new areas to maintain compliance.	✓
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction.	The use of instructional coaching has been successful in placement and teacher management of student behavior. Now, that behavioral concerns have been addressed, classroom coaches will shift to include a greater focus on high-quality teaching and learning that is grade and standards-based.	✓
Maintain standards-aligned curriculum and assessment that is current with Chapter 4 regulations while serving the diverse needs of our learners.	Revision of curriculum in select areas is necessary to reflect new or updated standards such as STEELS, Personal Finance, Family and Consumer Science, and Career and Work.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Teacher Induction

Action Steps	Anticipated Start/Completion Date
Provide new staff with an induction plan that integrates competencies related to professional ethics and trauma-informed cultural sensitivity.	03/13/2024 - 08/13/2024

Monitoring/Evaluation	Anticipated Output
OPL/Throughout implementation of the program/logs	Updated Curriculum that meeting new mandates.

Material/Resources/Supports Needed	PD Step	Comm Step
Schoology course and registration materials. New state mandate requirements.	yes	no

Action Steps	Anticipated Start/Completion Date
Provide new staff with an induction plan that leverages mentorship throughout the induction duration.	04/18/2024 - 08/06/2026

Monitoring/Evaluation	Anticipated Output
OPL/Throughout implementation of the program/logs	Updated Curriculum that meeting new mandates.

Material/Resources/Supports Needed	PD Step	Comm Step
Staff schedules, mentorship logs, and time for correspondence.	no	no

Action Steps	Anticipated Start/Completion Date
Provide new staff with an induction plan that incorporates lengthening the duration of the plan to two years and includes mentorship and reflection logs.	04/10/2024 - 08/05/2026

Monitoring/Evaluation	Anticipated Output
OPL/Throughout implementation of the program/logs	Updated Curriculum that meeting new mandates.

Material/Resources/Supports Needed	PD Step	Comm Step
Reflection logs as a Google Form.	yes	no

Action Plan: Instructional Coaching

Action Steps		Anticipated Start/Completion Date	
Establish a detailed mid-year and end-of-year check-in protocol designed for instructional coaches, staff, and supervisors. This protocol should include specific guidelines and assessment criteria to systematically identify areas of staff growth. Distribute the protocol to all relevant parties and provide necessary training to ensure consistent and effective implementation. Regularly review and update the protocol based on feedback and evolving needs to enhance its relevance and impact.		06/06/2024 - 08/10/2026	
Monitoring/Evaluation		Anticipated Output	
Supervisors/Mentor Logs/Monthly		Instructional coaching schedule	
Material/Resources/Supports Needed		PD Step	Comm Step
Rosters, TAC Caseloads identifying coaching assignments, professional development resources.		no	no

Action Steps	Anticipated Start/Completion Date
Develop and use a mid-year and end-of-year check-in protocol that will be provided to instructional coaches, staff, and supervisors to identify areas of staff growth.	02/20/2024 - 08/19/2024

Monitoring/Evaluation	Anticipated Output
Supervisors/Mentor Logs/Monthly	Instructional coaching schedule

Material/Resources/Supports Needed	PD Step	Comm Step
Skills tracking sheets, coaching schedules.	no	no

Action Plan: Design a STEELS-based curriculum for implementation in the 2025-2026 School Year (Science and STEM).

Action Steps		Anticipated Start/Completion Date	
Design a model where curriculum and training and consultation staff create implementation opportunities within the STEELS-based curriculum for both low- and high-incidence populations.		03/13/2024 - 08/08/2024	
Monitoring/Evaluation		Anticipated Output	
Feedback from professional development sessions and teacher evaluations conducted by supervisors.		STEELS aligned curriculum that is adaptable to the needs of the student populations in LIU classrooms.	
Material/Resources/Supports Needed		PD Step	Comm Step
Curriculum and resources related to the implementation of the STEELS standards.		no	yes

Action Steps	Anticipated Start/Completion Date
Opening-Day In-Service staff (supervisors, teachers, and paras) will receive an introduction to the STEELS standards and later receive training on relevant resources (Discovery Ed.) and provide as needed support for both high-incidence and low-incidence populations.	08/08/2024 - 06/05/2025

Monitoring/Evaluation	Anticipated Output
Feedback from professional development sessions and teacher evaluations conducted by supervisors.	STEELS aligned curriculum that is adaptable to the needs of the student populations in LIU classrooms.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum and resources related to the implementation of the STEELS standards.	no	no

Action Steps	Anticipated Start/Completion Date
Curriculum developers will visit low-incidence classrooms in order to better align standards-based expectations with student ability. Staff of high-incidence classrooms will attend, as needed, STEELS-based professional development.	04/09/2024 - 06/18/2025

Monitoring/Evaluation	Anticipated Output
Feedback from professional development sessions and teacher evaluations conducted by supervisors.	STEELS aligned curriculum that is adaptable to the needs of the student populations in LIU classrooms.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum and resources related to the implementation of the STEELS standards.	yes	no

Action Plan: Related Arts specifically Personal Finance, Family and Consumer Science, and Career Education and Work for implementation in the 2026-2027 School Year.

Action Steps	Anticipated Start/Completion Date		
Design a model where curriculum and training and consultation staff create implementation opportunities within the related arts curriculum for both low- and high-incidence populations.	04/10/2025 - 06/24/2026		
Monitoring/Evaluation	Anticipated Output		
Feedback from professional development sessions and teacher evaluations conducted by supervisors.	Curriculum includes concepts from areas like Related Arts content for all grades and Personal Finance for secondary students that is adaptable to the needs of the student populations in LIU classrooms.		
Material/Resources/Supports Needed	PD Step	Comm Step	
Curriculum and resources related to the implementation of the standards influenced by standards aligned to this step in the curriculum evaluation cycle.	yes	no	

Action Steps	Anticipated Start/Completion Date
Staff responsible for the delivery of these standards receive training on relevant resources and are provided with needed support for both high-incidence and low-incidence populations.	04/17/2025 - 06/23/2026

Monitoring/Evaluation	Anticipated Output
Feedback from professional development sessions and teacher evaluations conducted by supervisors.	Curriculum includes concepts from areas like Related Arts content for all grades and Personal Finance for secondary students that is adaptable to the needs of the student populations in LIU classrooms.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum and resources related to the implementation of the standards influenced by standards aligned to this step in the curriculum evaluation cycle.	yes	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide new staff with an induction plan that incorporates feedback and that meets Chapter 49 requirements, including (1) lengthening induction plans to two years, (2) the integration competencies related to professional ethics and trauma-informed cultural sensitivity, and (3) leveraging mentorship throughout the induction duration. (Teacher Induction)	Teacher Induction	Provide new staff with an induction plan that integrates competencies related to professional ethics and trauma-informed cultural sensitivity.	03/13/2024 - 08/13/2024
Provide new staff with an induction plan that incorporates feedback and that meets Chapter 49 requirements, including (1) lengthening induction plans to two years, (2) the integration competencies related to professional ethics and trauma-informed cultural sensitivity, and (3) leveraging mentorship throughout the induction duration. (Teacher Induction)	Teacher Induction	Provide new staff with an induction plan that incorporates lengthening the duration of the plan to two years and includes mentorship and reflection logs.	04/10/2024 - 08/05/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Design a STEELS-based curriculum for implementation in the 2025-2026 School Year (Science and STEM).	Curriculum developers will visit low-incidence classrooms in order to better align standards-based expectations with student ability. Staff of high-incidence classrooms will attend, as needed, STEELS-based professional development.	04/09/2024 - 06/18/2025
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Related Arts specifically Personal Finance, Family and Consumer Science, and Career Education and	Design a model where curriculum and training and consultation staff create implementation opportunities within the related	04/10/2025 - 06/24/2026

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Work for implementation in the 2026-2027 School Year.	arts curriculum for both low- and high-incidence populations.	
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Related Arts specifically Personal Finance, Family and Consumer Science, and Career Education and Work for implementation in the 2026-2027 School Year.	Staff responsible for the delivery of these standards receive training on relevant resources and are provided with needed support for both high-incidence and low-incidence populations.	04/17/2025 - 06/23/2026

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
STEELS Curriculum Training	Teachers	Template for curriculum development/design/mapping - Standards alignment - Materials and resources - Progress monitoring tools

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of a standards-aligned curriculum	03/22/2024 - 08/22/2024	Office of Professional Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings
1c: Setting Instructional Outcomes	
1b: Demonstrating Knowledge of Students	

Professional Development Step	Audience	Topics of Prof. Dev
Design a model where curriculum and training and consultation staff create implementation opportunities within the related arts curriculum for both low and high incidence populations.	Teachers	Template for curriculum development/design/mapping - Standards alignment - Materials and resources - Progress monitoring tools

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of standards-aligned curriculum	04/04/2024 - 08/10/2026	Office of Professional Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in Inclusive Settings
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Expansion of Induction plan to two years.	Training and Consultation Staff	Curriculum, Mentorship program

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Fluid transition of induction plan to OPL Staff	08/07/2024 - 08/23/2024	Office of Professional Learning Staff

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Special Education State Plan Training
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
4a: Reflecting on Teaching	

Professional Development Step	Audience	Topics of Prof. Dev
Professional Ethics/Trauma	Training and Consultation Staff	Training in new mandates

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Fluid transition of new material to OPL Staff	06/15/2024 - 08/14/2024	Office of Professional Learning Staff

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	
1c: Setting Instructional Outcomes	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Achieve the completion of the updated curriculum, aligned with the latest standards, by 2027, ensuring comprehensive coverage and integration of the revised educational requirements. (Curriculum)	Design a STEELS-based curriculum for implementation in the 2025-2026 School Year (Science and STEM).	Design a model where curriculum and training and consultation staff create implementation opportunities within the STEELS-based curriculum for both low- and high-incidence populations.	2024-03-13 - 2024-08-08

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COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
STEEL Standards Curriculum	Teachers and Supervisors	Completion of a standards-aligned curriculum
Anticipated Timeframe	Frequency	Delivery Method
11/26/2025 - 06/26/2027	As needed	Presentation
Lead Person/Position		
Office of Professional Learning		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The Luzerne Intermediate Unit Comprehensive Plan will be disclosed to the public during the February 2024 meeting with the Board of Education. It will then be posted to the Luzerne Intermediate Unit webpage for a 30-day public review	Public Approval Plan Updates based on recommendations from stakeholders. Luzerne Intermediate Unit final plan posted to www.liu18.org .	Presentation and text via host website.	LIU Administration and staff, community stakeholders, the public, and the Board of Education.	March 2024 to June of 2027.