

PROPOSED

**Delaware County Intermediate Unit Comprehensive Plan
July 1, 2019 – June 30, 2022**

Mission

The mission of the Delaware County Intermediate Unit, a regional educational service agency, is to provide leadership in the development and delivery of quality, cost-effective programs and services to school communities.

Vision

DCIU empowers partnerships that drive, create, inspire and understand excellence in education:

- Drives strategic forward movement**
- Creates dynamic innovative solutions**
- Inspires limitless possibilities**
- Understands challenges and aspirations**

Program/Department: Student Services **Department Director:** Kevin Kane

Goal - Establish a system within DCIU school-age programs that fully ensures consistent implementation of **standards aligned curricula** and **effective instructional practices** across all classrooms, and ensures **assessments aligned with established course curricula and instruction** are used to monitor student achievement and to adjust instructional practices.

Measurable: 3% increase in overall achievement based on applicable assessments (BRIGANCE, CDT, GRADE, AIMswab, PSSA/PASA/Keystone)

- 3% Increase in ELA results by 2022

Strategies	Action Steps	Timeline	Person(s) Responsible	Indicators of Implementation
<p>ELA Program Audit: Conduct an ELA program audit that consists of an examination of the curriculum, instructional practices, assessments and professional development.</p>	<ol style="list-style-type: none"> 1. Conduct surveys, focus groups and classroom walkthroughs for teachers/administrators regarding current alignment of curriculum, instructional practices, assessments. 2. Based on survey and focus group data, identify gaps, overlaps and needs for curriculum instructional practices and assessments. 	<p>Spring 2019</p> <p>7/19</p>	<p>K. Kane & Consultants</p>	<p>Audit Report.</p> <p>Report/analysis of gaps, overlaps and needs.</p>

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<p>Curriculum Scope and Sequence: Articulate a clear scope and sequence for ELA curriculum and assessments aligned to PA common core standards that account for diverse learning needs within programs.</p>	<ol style="list-style-type: none"> 1. Use the analysis report from the audit to identify what students should know and be able to do at each level. 2. Articulate the scope and sequence of the curriculum using an identified template 3. Identify/develop assessments aligned to the curriculum. 4. Identify resources needed to implement the new curriculum and assessment plan. 5. Select research based instructional strategies designed to meet the needs of diverse learners. 6. Implement curriculum revisions and additions as articulated. 	<p>8/19-10/19</p> <p>10/19-2/20</p> <p>2/20-6/20</p> <p>6/20-6/21</p> <p>8/21-6/22</p>	<p>K.Kane & Supervisors</p> <p>CIPL Consultants</p> <p>Teachers</p>	<p>Prepared report.</p> <p>Curriculum Documents.</p> <p>List of assessments.</p> <p>List of resources</p> <p>List of instructional strategies.</p>
<p>Technology Plan: Technology review and replacement to support goals in curriculum, instruction and assessment.</p>	<ol style="list-style-type: none"> 1. Inventory/assess technology in all programs (e.g. hardware, software, etc.) 2. Research best practices pertaining to technological assets by program. 3. Determine needs and costs of technology by program. 4. Create and action plan to purchase technology to fill gaps and needs. 5. Create a PD plan to train staff in new technologies as needed. 6. Establish a long-term technology replacement plan. 	<p>8/19-6/20</p> <p>3/20-6/20</p> <p>3/20-6/20</p> <p>6/20-8/20</p>	<p>K. Kane & Dir. of Tech.</p>	<p>Spreadsheet of available technology by program.</p> <p>Plan for new technology to include resources and funding, and timeline.</p> <p>PD plan</p> <p>Long-term purchasing and replacement plan.</p>
<p>Professional Development: Develop processes and procedures to incorporate teacher and program needs for professional development.</p>	<ol style="list-style-type: none"> 1. Identify appropriate PD priorities to meet teacher needs. 2. Develop PD to address priorities identified through the work done in strategies 1-3 articulated above. 3. Establish a professional development calendar that reflects identified priorities and goals. 	<p>6/20</p> <p>6/20-8/20</p>	<p>K. Kane</p> <p>K. Kane and CIPL Director</p>	<p>Survey and focus data collected.</p> <p>PD prioritized needs.</p>



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	<ol style="list-style-type: none"> 4. Identify teacher leaders who can co-facilitate professional development topics and provide turn around trainings for new employees as a part of the induction process. 5. Select research based instructional strategies designed to meet the needs of diverse learners. 6. Provide professional development on research-based instructional strategies to meet the needs of diverse learners. 7. Provide professional development on best instructional practices for teaching all students in an inclusive setting. 8. Provide professional development on best instructional practices for increasing literacy acquisition for all students 	<p>8/20-6/21</p> <p>8/20-6/22</p>	<p>K. Kane</p> <p>K. Kane and CIPL Director</p> <p>K. Kane and Supervisors</p>	<p>PD Calendar</p> <p>Identified teacher leaders.</p> <p>Research-based strategies list.</p> <p>Sign in sheets and evaluations of all PD sessions.</p>
<p>PLCs: Articulate/revise the PLC process to support curriculum instruction and assessment alignment with a strong focus on Multi-Tiered Systems of Support.</p>	<ol style="list-style-type: none"> 1. Create a PLC schedule and expectations for PLCs to include strategies for literacy, meeting the needs of diverse learners, differentiation, student engagement, collaboration, assessment and technology integration. 2. Implement PLC plan. 3. Monitor implementation of newly learned strategies through learning walks. 	<p>Summer 2020</p> <p>8/20-6/22</p>	<p>K. Kane & Student Services Administrators</p> <p>Student Services Administrators</p>	<p>PLC plan to include schedule by program and expectations.</p> <p>PLC Minutes & Feedback Observational Walkthroughs</p>
<p>Math Program Audit: Conduct a program audit that consists of an examination of the curriculum, instructional practices, assessments and professional development in the area of mathematics.</p>	<ol style="list-style-type: none"> 1. Conduct surveys and focus groups for teachers/administrators regarding current alignment of curriculum, instructional practices, assessments for mathematics. 2. Based on survey and focus group data, identify gaps, overlaps and needs for curriculum instructional practices and assessments. 	<p>Fall 2021</p> <p>Spring 2022</p>	<p>K. Kane and Consultants</p>	<p>Program Audit Report</p>