

Appalachia IU 8

IU Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

Intermediate Unit Name		AUN
Appalachia Intermediate Unit 8		108000000
Address 1		
4500 6th Ave		
Address 2		
City	State	Zip Code
Altoona	PA	16602
Executive Director Name		Executive Director Email
Dr. Thomas A. Butler		tbutler@iu08.org
Single Point of Contact Name		
Dr. Thomas A. Butler		
Single Point of Contact Email		
tbutler@iu08.org		
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8149400223		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tom Bullington	Board Member	IU8	tom@cpasstitle.com
Dr. Thomas Butler	Administrator	IU8	tbutler@iu08.org
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Kyle Kane	District/School Leader	Chestnut Ridge school District	kkane@crlions.org

LEA Profile

Source: [U.S. Census Bureau QuickFacts: Somerset County, Pennsylvania; Cambria County, Pennsylvania; Bedford County, Pennsylvania; Blair County, Pennsylvania; Pennsylvania](#)

Characteristic	State	County			
		Bedford	Blair	Cambria	Somerset
Population					
Population estimates, July 1, 2019, (V2019)	12,801,989	47,888	121,829	130,192	73,447
Population estimates base, April 1, 2010, (V2019)	12,702,868	49,776	127,117	143,695	77,731
Population, percent change - April 1, 2010 (estimates base) to July 1, 2019, (V2019)	0.8%	-3.8%	-4.2%	-9.4%	-5.5%
Population, Census, April 1, 2020	13,002,700	47,577	122,822	133,472	74,129
Population, Census, April 1, 2010	12,702,379	49,762	127,089	143,679	77,742
Population # change Census, April 1, 2010 to Census, April 1, 2020	300,321	- 2,185	- 4,267	- 10,207	- 3,613

Population, percent change - Census, April 1, 2010 to Census, April 1, 2020	2.36%	-4.39%	-3.36%	-7.1%	-4.65%
Age and Sex					
Persons under 5 years, percent	5.5%	4.9%	5.1%	4.9%	4.6%
Persons under 18 years, percent	20.6%	19.1%	20.2%	19.1%	17.7%
Persons 65 years and over, percent	18.7%	23.4%	21.3%	23.2%	23.0%
Female persons, percent	51.0%	50.3%	51.0%	50.7%	47.7%
Race and Hispanic Origin					
White alone, percent	81.6%	97.6%	95.6%	93.9%	95.4%
Black or African American alone, percent	12.0%	0.7%	2.0%	3.7%	3.1%
American Indian and Alaska Native alone, percent	0.4%	0.2%	0.2%	0.2%	0.2%
Asian alone, percent	3.8%	0.4%	0.7%	0.5%	0.5%
Native Hawaiian and Other Pacific Islander alone, percent	0.1%				
Two or More Races, percent	2.1%	1.0%	1.5%	1.7%	0.8%

Hispanic or Latino, percent	7.8%	1.3%	1.3%	1.8%	1.6%
White alone, not Hispanic or Latino, percent	75.7%	96.7%	94.5%	92.6%	94.1%
Population Characteristics					
Veterans, 2015-2019	759,474	3,452	9,111	10,700	5,847
Foreign born persons, percent, 2015-2019	6.9%	0.8%	1.2%	1.1%	0.9%
Housing					
Housing units, July 1, 2019, (V2019)	5,732,628	24,474	57,027	66,047	38,585
Owner-occupied housing unit rate, 2015-2019	68.9%	79.1%	69.8%	74.1%	78.1%
Median value of owner-occupied housing units, 2015-2019	\$180,200	\$136,700	\$123,600	\$91,900	\$107,000
Median selected monthly owner costs -with a mortgage, 2015-2019	\$1,494	\$1,128	\$1,092	\$1,041	\$1,066
Median selected monthly owner costs -without a mortgage, 2015-2019	\$539	\$369	\$443	\$445	\$430
Median gross rent, 2015-2019	\$938	\$691	\$722	\$634	\$607

Building permits, 2020	25,706	54	96	59	71
Families & Living Arrangements					
Households, 2015-2019	5,053,106	19,882	52,126	56,674	29,644
Persons per household, 2015-2019	2.45	2.41	2.30	2.23	2.33
Living in same house 1 year ago, percent of persons age 1 year+, 2015-2019	87.6%	91.4%	89.3%	88.9%	91.4%
Language other than English spoken at home, percent of persons age 5 years+, 2015-2019	11.4%	2.8%	2.3%	2.4%	4.1%
Computer and Internet Use					
Households with a computer, percent, 2015-2019	88.0%	79.4%	84.8%	82.2%	79.6%
Households with a broadband Internet subscription, percent, 2015-2019	81.5%	73.4%	78.4%	76.2%	71.4%
Education					

High school graduate or higher, percent of persons age 25 years+, 2015-2019	90.5%	87.9%	91.4%	92.0%	88.2%
Bachelor's degree or higher, percent of persons age 25 years+, 2015-2019	31.4%	14.7%	21.3%	21.1%	15.9%
Health					
With a disability, under age 65 years, percent, 2015-2019	9.8%	10.7%	13.0%	13.7%	11.3%
Persons without health insurance, under age 65 years, percent	7.0%	8.4%	6.7%	5.8%	7.6%
Economy					
In civilian labor force, total, percent of population age 16 years+, 2015-2019	62.7%	57.8%	58.7%	54.8%	54.4%
In civilian labor force, female, percent of population age 16 years+, 2015-2019	58.4%	51.4%	53.8%	50.7%	53.2%

Total accommodation and food services sales, 2012 (\$1,000)	23,504,192	78,629	199,443	179,029	137,192
Total health care and social assistance receipts/revenue, 2012 (\$1,000)	96,329,248	148,864	1,149,504	1,047,349	292,208
Total manufacturers shipments, 2012 (\$1,000)	231,396,178	862,951	2,115,631	1,798,810	836,124
Total retail sales, 2012 (\$1,000)	178,794,945	576,180	2,286,728	1,733,778	781,086
Total retail sales per capita, 2012	\$14,008	\$11,682	\$17,989	\$12,246	\$10,150
Transportation					
Mean travel time to work (minutes), workers age 16 years+, 2015-2019	27.2	26.6	20.4	24.4	25.2
Income & Poverty					
Median household income (in 2019 dollars), 2015-2019	\$61,744	\$50,509	\$49,181	\$46,659	\$49,089
Per capita income in past 12 months (in	\$34,352	\$26,078	\$28,119	\$26,008	\$25,781

2019 dollars), 2015-2019					
Persons in poverty, percent	12.0%	10.4%	14.9%	14.9%	12.5%
Businesses					
Total employer establishments, 2019	303,224	1,066	3,205	3,049	1,651
Total employment, 2019	5,557,885	12,662	53,539	46,181	19,890
Total annual payroll, 2019 (\$1,000)	294,726,635	457,971	2,215,160	1,724,987	754,735
Total employment, percent change, 2018-2019	1.5%	0.5%	0.5%	0.5%	1.4%
Total nonemployer establishments, 2018	865,041	3,245	6,424	6,072	4,506
All firms, 2012	975,453	3,715	7,961	8,860	5,941
Men-owned firms, 2012	579,400	2,271	4,329	4,632	3,513
Women-owned firms, 2012	304,803	812	2,159	2,856	1,579
Minority-owned firms, 2012	131,512	62	225	523	98
Nonminority- owned firms, 2012	818,858	3,472	7,252	7,807	5,619
Veteran-owned firms, 2012	97,969	465	1,009	789	638

Nonveteran-owned firms, 2012	837,792	2,971	6,036	7,308	4,851
Geography					
Population per square mile, 2010*	283.9	49.2	241.7	208.7	72.4
Land area in square miles, 2010	44,742.70	1,012.30	525.80	688.35	1,074.37
FIPS Code	42	42009	42013	42021	42111

* Note: The Center for Rural Pennsylvania’s definition of rural and urban is based on population density (see https://www.rural.palegislature.us/demographics_rural_urban.html). Population density is calculated by dividing the total population of a specific area by the total number of square land miles of that area. According to the 2020 Census, the population of Pennsylvania is 13,002,700 and the number of square miles of land in Pennsylvania is 44,742. Therefore, the population density is 291 people per square mile.

County or school district definition: A county or school district is rural when the number of people per square mile within the county or school district is fewer than 291. Counties and school districts that have 291 people or more per square mile are considered urban. Therefore, all four counties in region are “rural,” as population per square mile in each county of the region using 2020 Census data are less than 291, as follows:

County	2020 Census Population	County Square Miles	Population Per Square Mile	Population Per Square Mile (Center for Rural PA)
Bedford	47,577	1,017	46.78	47
Blair	122,822	527	233.06	234
Cambria	133,472	694	192.32	194
Somerset	74,129	1,081	68.58	69
Region Totals	378,000	3,319	113.89	

Other AIU8 Profile Information of Four County Region

Source: AIU8 [2020-2021 Statistical Report.pdf \(core-docs.s3.amazonaws.com\)](https://core-docs.s3.amazonaws.com/2020-2021_Statistical_Report.pdf)

1. Elementary enrollment (prek-6; 2020-2021): 24,274

2. Secondary enrollment (7-12; 2020-2021): 22,632
3. Total Elementary and Secondary enrollment (pre-k to12; 2020-2021): 46,906
4. Buildings (2020-2021): 97
5. Professional employees (2020-2021): 4,280
6. Support personnel (2020-2021): 981
7. Student enrollment over eight-year period (2013-2014 to 2020-2021): Decreased from 51,636 in 2013-2014 to 46,906 in 2020-2021; decrease of 4,730 students or 9.16% over eight-year period
8. Buildings over eight-year period (2013-2014 to 2020-2021): Decreased from 105 in 2013-2014 to 97 in 2020-2021; decrease of 8 buildings or 7.62% over eight-year period
9. Professional full-time/part-time employees over eight-year period (2013-2014 to 2020-2021): Increased from 4,079.06 in 2013-2014 to 4,280 in 2020-2021; increase of 200.94 or 4.93% over eight-year period
10. Support full-time/part-time personnel over eight-year period (2013-2014 to 2020-2021): Increased from 783 in 2013-2014 to 1,517 in 2020-2021; increase of 734 support personnel or 93.74% over eight-year period
11. Percentage of Free & Reduced Lunch Eligible Students

Range: 29.3% to 100%

F/RPL Range	# Districts	% Districts
<30%	1	2.86
30 to 39.9%	5	14.29
40 to 49.9%	13	37.14
50 to 59.9%	6	17.14
60 to 69.9%	3	8.57

70 to 99.9%	1	2.86
100%	6	17.14

12. Number of Title I "Schoolwide" Schools (2020-2021): 49

13. Number of municipalities represented by the 35 school districts: 188

14. According to the Center for Rural PA (https://www.rural.palegislature.us/demographics_rural_urban.html) definition, Bedford, Blair, Cambria and Somerset counties are “rural” counties. There are 48 rural counties and 19 urban counties in Pennsylvania. In 2020, nearly 3.4 million residents called these rural counties home, or 26 percent of the state’s 13.0 million residents.

15. According to the Center for Rural PA (https://www.rural.palegislature.us/demographics_rural_urban.html) 238 of the state’s 500 public school districts are rural. During the 2020-2021 school year, 374,732 public school students attended school in rural districts, or 25 percent of the state’s nearly 1.41 million public school students.

Mission and Vision

Mission

IU8's mission is to foster innovation in learning.

Vision

IU8's vision is to inspire people to exceed their dreams.

Educational Values

Students

IU8 values quality, professionalism, character, innovation and relationships. These values afford every learner IU8 serves with the opportunity to access learning environments supported by certified and qualified professionals and support professionals dedicated to ensuring meaningful learning in safe and supported learning environments. IU8 provides a spectrum of educational supports and services to learners across, and extending beyond, its regions of Bedford, Blair, Cambria, and Somerset counties.

Staff (Formally Educators)

IU8 values quality, professionalism, character, innovation and relationships. We promote courage, curiosity, responsibility and receptivity within and across our teams and the greater IU organization. We are optimistic in our language and flexible in our systems. We practice personal accountability for ourselves and our teams, and commit to effective and meaningful communication.

Administration

IU8 values quality, professionalism, character, innovation and relationships. To ensure these values remain "top-of-mind" across all administrative teams, leadership teams regularly and consistently engage in the collaborative work critically needed for IU8 governance, IU8 strategic planning and implementation, and IU8 service and outreach to the field.

LEA Leaders

IU8 values quality, professionalism, character, innovation and relationships. IU8 upholds these values by positioning ourselves to offer supports and services to member LEAs through its professional networks where educational leaders serving in diverse and challenging roles can extend their capacity for educational leadership to lead learning into the mid-21st century.

Parents

IU8 values quality, professionalism, character, innovation and relationships. IU8 serves as the host and support to the region's Local Task Force. This network, established in 1972, continues to serve as a forum for parental/guardian networking and parent/guardian education on the right to education for learners with disabilities.

Community

IU8 values quality, professionalism, character, innovation and relationships. These values are exemplified across the many regional networks and collaborations between education and business, offering impact to education and its learners.

Other (Optional)

x

Conditions for Leadership, Teaching, and Learning

Empower Leadership for IU Continuous Improvement

Foster a vision and culture of high expectations for success for all stakeholders	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit	Emerging

Focus on Continuous Improvement of Instruction

Facilitate effective, standards-aligned curriculum and assessment	Operational
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	Operational
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	Emerging

Provide Learner-Centered Supports to Ensure That All are Ready to Learn

Coordinate and monitor supports aligned with learners' and families' needs	Operational
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced, and high-quality employees	Operational
Support the development, professional learning, and advancement of employees in alignment with the intermediate unit's mission, vision, and values	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources based on the analysis of data	Operational
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	Emerging

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning

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

Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit *
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Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence
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Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit
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Performance Data

Instructional Services

Data Source	Measure of Quality	Measure of Impact
Linkit data Survey data Self-created diagnostic tool	Use of 18 essential practices framework	Increase efficacy and efficiency of school improvement efforts and sustain progress over time Number of school districts participating in the service
Equity Considerations		

STEM Education

Data Source	Measure of Quality	Measure of Impact
Workforce surveys Teacher and school district surveys Feedback from multiple networks within the IU	Connection between workforce needs and STEM activities within school districts	# of school districts participating in the STEM Lending Network # of businesses participating in STEM networking activities
Equity Considerations		

Professional Development

Data Source	Measure of Quality	Measure of Impact
Joltedu participation Surveys Focus groups	The training offerings align with the needs of the teachers and their best classroom practices.	# of teachers participating # of school districts accessing the platform
Equity Considerations		

Summary

Strengths

Identify the strengths that are most positively contributing to achievement of your mission and vision and could be leveraged in your efforts to improve upon your most pressing challenges.

Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction

Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit *

Challenges

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

Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities

Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit

State Systems of Support

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

This section is not included in my plan

A-TSI/TSI Targeted School Improvement Support

This section is not included in my plan

STEM Education

This section is not included in my plan

Data Governance/Quality

This section is not included in my plan

CDT Focus and Support

This section is not included in my plan

Continuity of Education

This section is not included in my plan

Summary

Strengths

Identify the strengths that are most positively contributing to your IU's successful implementation of the deliverables in each focus area of the State System of Support.

Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning

Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact the implementation of the deliverables in each focus area of the State System of Support.

Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities

Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit *

Supplemental Intermediate Unit Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Health and Safety	
Safety and Security	
Technology	

Strengths

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

Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit *

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	False
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	True
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	True
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit *	True
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	False
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	False
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	False
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit *	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Intermediate Unit and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	False
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit *	True

Establish and maintain a focused system for continuous improvement and ensure organizational coherence	False
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	True
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	False
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit *	True
Coordinate fiscal resources from local, state, and federal programs to achieve the IU's goals and priorities	False
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Human capital resources are a barrier

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit *	Creating a narrative of "the whole" for the four-county IU8 region	True
Engage in meaningful two-way communication with stakeholders to establish and sustain shared responsibility for learning across the Intermediate Unit *		False
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit	IU must be seen as a legitimate partner for business and community	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Build the capacity of administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning	leverage existing networks
Support implementing evidence-based instructional strategies and programs to ensure all learners have access to rigorous, standards-aligned instruction	leverage existing initiatives
Partner with local businesses, employers, community organizations, and other agencies to meet the needs of the Intermediate Unit *	leverage stakeholder input and existing programs

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The IU needs to create a sense of "community" within the four-county region around instruction and best practices
	The IU must partner with local businesses and community organizations to provide essential programming directly to students in the four-county IU region.

Goal Setting

Priority: The IU needs to create a sense of "community" within the four-county region around instruction and best practices

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
<p>Specific: By June 30, 2026, the Intermediate Unit will enhance instructional practices across its 35 school districts by creating a comprehensive data-driven improvement framework. This will include the development of data sets highlighting areas of need based on state-wide test results, conducting professional development activities targeting key instructional gaps, and engaging the business community to celebrate and support educational successes. Measurable: Develop and disseminate a district-level report analyzing state-wide test performance, highlighting specific instructional areas for improvement by September 2025. Facilitate at least 5 targeted professional development workshops annually, with 85% of participants reporting increased confidence in applying best instructional practices. Partner with at least 4 local businesses to create and host two public events annually that showcase and celebrate district achievements in instructional improvements. Achievable: The Intermediate Unit will leverage its existing data analytics team, professional development network, and connections with regional businesses to implement this goal. Additional resources will be sought through grants and business partnerships to support data collection and event organization. Relevant: This goal directly supports the Intermediate Unit's mission to improve educational outcomes by equipping educators with best practices and fostering community engagement to sustain long-term success.</p>		
Measurable Goal Nickname (35 Character Max)		
Best instructional practices region-wide		
Target Year 1	Target Year 2	Target Year 3
Develop and disseminate a district-level report analyzing state-wide test performance, highlighting specific instructional areas for improvement by September 2025.	Facilitate at least 5 targeted professional development workshops annually, with 85% of participants reporting increased confidence in applying best instructional practices	Specific: By June 30, 2026, the Intermediate Unit will enhance instructional practices across its 35 school districts by creating a comprehensive data-driven improvement framework. This will include the development of data sets highlighting areas of need based on state-wide test results, conducting professional development activities targeting key instructional gaps, and engaging the business community to celebrate and support educational successes. Measurable: Develop and disseminate a district-level report analyzing state-wide test performance, highlighting specific instructional areas for improvement by September 2025. Facilitate at least 5 targeted professional development workshops annually, with 85% of participants

		<p>reporting increased confidence in applying best instructional practices. Partner with at least 4 local businesses to create and host two public events annually that showcase and celebrate district achievements in instructional improvements. Achievable: The Intermediate Unit will leverage its existing data analytics team, professional development network, and connections with regional businesses to implement this goal. Additional resources will be sought through grants and business partnerships to support data collection and event organization. Relevant: This goal directly supports the Intermediate Unit’s mission to improve educational outcomes by equipping educators with best practices and fostering community engagement to sustain long-term success.</p>
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Priority: The IU must partner with local businesses and community organizations to provide essential programming directly to students in the four-county IU region.

<p>Outcome Category</p>
<p>Community Engagement</p>
<p>Measurable Goal Statement (Smart Goal)</p>
<p>Specific: By June 30, 2026, the Intermediate Unit will establish partnerships with local businesses to create and implement programs that connect students and educators with regional industries. These programs will provide students with exposure to local career opportunities and equip educators with insights to integrate real-world applications into instruction. Measurable: Establish partnerships with at least 4 local businesses by December 2025. Facilitate a minimum of 4 industry site visits annually, involving at least 25 students and 10 educators from across the region. Develop and deliver 4 educator-focused professional development sessions annually that emphasize incorporating local industry knowledge into classroom instruction. Create and share a regional career resource guide with all 35 districts by June 2026, highlighting local career pathways and partner businesses. Achievable: The Intermediate Unit will utilize its existing relationships with the business community, chambers of commerce, and economic development organizations to recruit partners. It will coordinate with school district leaders to align industry visits and professional development with district needs and goals. Relevant: This goal aligns with the Intermediate Unit’s mission to prepare students for post-secondary success and build stronger connections between schools and the local economy, fostering a workforce pipeline that benefits students and the community. Time-Bound: By October 2025: Identify priority industries and establish initial partnerships with 4 local businesses. By June 2025: Organize and</p>

complete five industry site visits and one professional development session focused on industry integration. By June 2026: Complete at least 10 industry visits, host 2 professional development sessions, and distribute the regional career resource guide to all districts.

Measurable Goal Nickname (35 Character Max)

Industry-school collaboration

Target Year 1	Target Year 2	Target Year 3
<p>Establish partnerships with at least 4 local businesses by December 2025</p>	<p>Facilitate a minimum of 2 industry site visits annually, involving at least 25 students and 10 educators from across the region</p>	<p>Specific: By June 30, 2026, the Intermediate Unit will establish partnerships with local businesses to create and implement programs that connect students and educators with regional industries. These programs will provide students with exposure to local career opportunities and equip educators with insights to integrate real-world applications into instruction. Measurable: Establish partnerships with at least 4 local businesses by December 2025. Facilitate a minimum of 4 industry site visits annually, involving at least 25 students and 10 educators from across the region. Develop and deliver 4 educator-focused professional development sessions annually that emphasize incorporating local industry knowledge into classroom instruction. Create and share a regional career resource guide with all 35 districts by June 2026, highlighting local career pathways and partner businesses. Achievable: The Intermediate Unit will utilize its existing relationships with the business community, chambers of commerce, and economic development organizations to recruit partners. It will coordinate with school district leaders to align industry visits and professional development with district needs and goals. Relevant: This goal aligns with the Intermediate Unit’s mission to prepare students for post-secondary success and build stronger connections between schools and the local economy, fostering a workforce pipeline that benefits students and the community. Time-Bound: By October 2025: Identify priority industries and establish initial partnerships with 4 local businesses. By June 2025: Organize and complete five industry site visits and one professional development session focused on industry integration. By June 2026: Complete at least 10 industry visits, host 2 professional development sessions, and distribute the regional career resource guide to all districts.</p>

Action Plan

Measurable Goals

Best instructional practices region-wide	Industry-school collaboration
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Action Plan For: 18 essential practices for school improvement

<p>Measurable Goals:</p> <ul style="list-style-type: none"> • Specific: By June 30, 2026, the Intermediate Unit will enhance instructional practices across its 35 school districts by creating a comprehensive data-driven improvement framework. This will include the development of data sets highlighting areas of need based on state-wide test results, conducting professional development activities targeting key instructional gaps, and engaging the business community to celebrate and support educational successes. Measurable: Develop and disseminate a district-level report analyzing state-wide test performance, highlighting specific instructional areas for improvement by September 2025. Facilitate at least 5 targeted professional development workshops annually, with 85% of participants reporting increased confidence in applying best instructional practices. Partner with at least 4 local businesses to create and host two public events annually that showcase and celebrate district achievements in instructional improvements. Achievable: The Intermediate Unit will leverage its existing data analytics team, professional development network, and connections with regional businesses to implement this goal. Additional resources will be sought through grants and business partnerships to support data collection and event organization. Relevant: This goal directly supports the Intermediate Unit’s mission to improve educational outcomes by equipping educators with best practices and fostering community engagement to sustain long-term success.
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Action Step		Anticipated Start/Completion Date	
Create and implement a Diagnostic team that will assist school districts in identifying areas of improvement		2025-06-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Tom Butler	Internal staff Board support	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Program is implemented beyond the pilot program	Monthly meetings for updates on work and review CRM data

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
18 essential practices for school improvement	Create and implement a Diagnostic team that will assist school districts in identifying areas of improvement

Diagnostic Team

Action Step		
<ul style="list-style-type: none"> Create and implement a Diagnostic team that will assist school districts in identifying areas of improvement 		
Audience		
School Districts		
Topics to be Included		
18 essential practices for school improvement		
Evidence of Learning		
The data and information from the CRM are used to create learning opportunities for school district staff.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jen Anderson/ Janel Vancas	2025-05-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	quarterly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Awareness Campaign					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	School Districts	18 essential practices for school improvement	Janel Vancas and Jennifer Anderson	07/01/2025	06/30/2027
Communications					
Type of Communication			Frequency		
Presentation			twice		

Approvals & Signatures

Uploaded Files

Executive Director	Date