

St. Marys Area School District EQUITY PLAN

LEAs that choose to accept federal dollars are required by the federal No Child Left Behind Act to develop an equity plan for how they place teachers in schools and classrooms to ensure that their lowest-achieving students are not being taught at a disproportionate rate by teachers who are inexperienced (in PA, "experienced" means 3 or more years of teaching), who are teaching out of field, or who are not HQ under NCLB.

Local Education Agencies (LEA) are required to address the issue of equity through district plans describing actions the LEA will implement outlining specific uses of Title I, Title II, and other funds to support the planned actions. The plan should include:

1. An LEA Equity Worksheet providing school data on the following:

- School Accountability status
- School poverty percentage
- School minority percentage
- Teachers' HQT status
- Teacher experience percentage

2. A general summary of findings that show where possible inequities exist.

3. A data report on core academic subject teaching vacancies that are difficult to fill with highly qualified teachers, by LEA, school, and grade level.

4. As part of its application for Title I funds, LEAs are required to provide an assurance that through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (§1112(c)(1)(L)). Provide a brief description of strategies and use of funds the LEA is implementing to fulfill this assurance?

5. How will the LEA determine whether or not the strategies are effective?

Equity Plan

St. Marys Area School District Teacher Equity Plan 2017-2018 School Year

St. Marys Area School District

LEA Name

11/20/17

Date

11/20/17

Revised/Reviewed Date

James E Wortman

Name of Contact Person

814-781-2123

Contact Person's Phone Number

jwortman@smasd.org

Contact Person's E-Mail Address

1. **LEA EQUITY WORKSHEET:** Enter LEA **data from the 2017 – 2018 school year** for the following elements -
 School Name

- School Accountability Status
- School poverty percentage
- School minority percentage
- Number and percentage of highly qualified teachers
- Number and percentage of non-highly qualified teachers
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years).

The information itemized above can be found in the table below, and is as follows:

LEA: St. Marys Area School District

LIST of SCHOOLS	School Improvement Status	% of Poverty	% of Minority	# and % of HQ Teachers		# and % of non-HQ Teachers		Teacher Experience		% of new teachers
								# of “not new teachers”	# of “new teachers”	
St. Marys Area High School	NA	33.52%	2.69%	49	100%	0	0%	45	4	8%
St. Marys Area Middle School	NA	36.31%	6.37%	38	100%	0	0%	34	4	11%
South St. Marys Elementary	NA	45.63%	7.25%	41	100%	0	0%	40	1	2%
Fox Township Elementary	NA	42.58%	4.52%	15	100%	0	0%	12	3	20%
Bennetts Valley Elementary	NA	42.31%	2.88%	7	100%	0	0%	6	1	14%
St. Marys Area School District	NA	38.89%	5.04%	150	100%	0	0%	137	13	9%

EQUITY PLAN WORKSHEET

2. Provide a general summary of findings outlining where possible inequities exist. Address these areas as they specifically relate to LEA data:

- School Name
- School Accountability Status
- School poverty percentage
- School minority percentage
- Number and percentage of highly qualified teachers
- Number and percentage of non-highly qualified teachers
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years). □ Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years).

LEA: St. Marys Area School District

Based on our November Accuracy Certification Statement (ACS) The percent of poverty in district buildings range from 33.5% at the high school to 45.6% at South St. Marys Elementary school. Fox Township and Bennetts Valley Elementary schools are both at 42% percent poverty. The middle school’s percent of poverty is 36.3%. The high school’s percent is somewhat lower than the elementary and middle schools due to the lower amount of free and reduced lunch forms submitted by families. The district annually educates parents at back-to-school evenings, orientations, and open house about the free and reduced lunch program at each school and offers assistance with completing forms on line or via paper pencil.

There is not an inequitable distribution of minority students within the district given the low percentage of minority students overall and a range of 3% at Bennetts Valley elementary to 7% at South St. Marys Elementary

The district only hires highly qualified teachers at the elementary, middle, and high schools. Core academic classes are taught by “new” and “not new” teachers with an equitable distribution of students.

The number of new teachers distributed among the district's school buildings range from 2% to 20%. South St. Marys elementary school has 2% new teachers, Fox Township Elementary has 20% new teachers, Bennetts Valley Elementary has 14% new teachers, and the St. Marys Area high school has 8% new teachers. The middle school has 11% new teachers. The difference between the new teacher percentages at the elementary schools is due to recent staff retirements and/or taking positions out of the district and our employing of highly qualified "not new" teachers. With only 15 teachers at Fox Township Elementary and only 7 teachers at Bennetts Valley Elementary, each teacher move commands a larger percentage in the "new teacher" category

In summary there are no indications that inequity exists among school buildings.

3. Collect and report data on core academic subject teaching vacancies that are difficult to fill with highly qualified teachers, by LEA, school, and grade level.

Core Academic Subjects and Grades with Teacher Vacancies That Cannot be filled by Highly Qualified Teachers

List of Schools	Subject	Grades(s)	# of Vacancies Filled by Non-HQT Per Subject/Grade
St. Marys Area High School	NA	9-12	0
St. Marys Area Middle School	NA	6-8	0
South St. Marys Elementary	NA	K-5	0
Fox Township Elementary	NA	K-5	0
Bennetts Valley Elementary	NA	K-5	0

4. Provide a brief description of strategies the LEA is implementing to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers.

- Describe how the LEA plans to implement a recruitment and retention program for highly qualified teachers in all schools (i.e. identifying strategies to be used).

The St. Marys Area School District only hires highly qualified teachers. Subsequently, efforts are made to further their professional development. First, new teachers participate in a year-long induction program with an assigned veteran teacher mentor. Secondly, teachers are reimbursed for graduate course work in accord with terms of our professional bargaining agreement. Corresponding increments in salary are awarded for successful completion of qualified course work, as are Act 48 hours. District professional development opportunities are presented throughout the school year on topics ranging from instructional strategies and curriculum development to classroom management and interventions for at risk learners. In general the district teacher turnover rate is very low and most departures are the consequence of retirement.

- Describe how Title I, Title IIA, and other funds are used to support recruitment and retention of highly qualified teachers in all schools.

The district commits significant Title I funding to salaries and benefits for our Multi Tiered System of Support (MTSS) teachers and tutors at both the elementary school and the middle school. Title II money is used for the salary of an elementary teacher and class size reduction. Funding is aligned to the goals and instructional strategies and activities that are articulated in the schoolwide plans in our Title I school settings.

5. How will the LEA determine whether or not the strategies are effective?

Highly qualified status is monitored meticulously by the central office and building administrators on an ongoing basis (e.g. certification checks, Act 48 compliance, etc.) and at the time that a new teacher is hired.

The Equity Plan is reviewed on an annual basis and serves as an opportunity for a formal review of the strategies enumerated above. Furthermore, ongoing classroom visitations and observations, both formal and informal by our building level administrators and superintendent will provide evidence of the effectiveness of our teachers.

Star 360 benchmarking data serves as the school year monitoring resource for our Title I schoolwide interventions and MTSS.

Monthly meetings of the principals and central office administrators serve as a forum for discussion of our findings, and for our formulation of comprehensive plans that may subsequently need to develop to address observed deficiencies. The Equity Plan is presented annually to the Board of School Directors.

(*Please be sure to document the plan process, e.g., agendas, sign-in sheets, etc.)