

FERNDALE AREA SCHOOL DISTRICT

EQUITY PLAN

2018-2019

Submitted by:

Director of Education: Dr. William J. Brotz

Revised May 18, 2018

The Ferndale Area School District's equity plan includes:

1. Equity information with school data on the following:
 - District/School Accountability status
 - District/School poverty percentage
 - District/School Minority percentage
 - Teachers' HQT status
 - Teachers' experience percentage
2. A general summary of results
3. A general summary of core academic subject teaching areas that are difficult to fill with highly qualified teachers.
4. A description of FASD'S process 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.
5. Process of how success is determined.
6. HQT Verification of Compliance (PDE 425) including the HQT Individualized Professional Development Plan.

Pennsylvania's Definition of Highly Qualified Teacher

To satisfy the definition of a Highly Qualified Teacher, teachers must:

- 1) Hold at least a bachelor's degree;
- 2) Hold a valid Pennsylvania teaching certificate (i.e. Instructional I, Instructional II or Intern certificate but **Not** an emergency permit); **and**
- 3) Demonstrate subject matter competency for the core content area they teach.

Core content areas include English, Reading/Language Arts, Math, Sciences, Foreign Languages, Music and Art, and Social Studies (history, economics, geography, and civics and government).

The Ferndale Area School District only hires Highly Qualified Teachers and Paraprofessionals.

The **Verification of Compliance (PDE 425)** form with the **HQT Individualized Professional Development Plan** is included at the end of this report. (if/when needed)

Districts may apply to the Pennsylvania Department of Education for Emergency Permits in these areas if a highly qualified teacher cannot be employed to fill the vacancy.

The first table presents data for the Ferndale Area School **DISTRICT**. This data shows the percent of poverty level students (using free and reduced lunch data), percent of minority students, percent of HQT teachers, percent of teacher experience (< or > than 3 years) and the accountability status for the Ferndale Area School **DISTRICT**.

Table 1

FERNDALE AREA SCHOOL DISTRICT	% OF Poverty	% OF Minority	% OF HQ TEACHERS	% > 3 YEARS EXPERIENCE	% < 3 YEARS EXPERIENCE	SCHOOL IMPROVEMENT STATUS 2017-2018
TOTAL	70.21%	16.36%	100%	97%	3%	District SPP not published

Table 2 presents data for the Ferndale Area School District **JR/SR HIGH School**. This data shows the percent of poverty level students (using free and reduced lunch data), percent of minority students, percent of HQT teachers, percent of teacher experience (< or > than 3 years) and the accountability status for the Ferndale Area School District **JR/SR High School**

Table 2

FASD JR/SR High School	% OF Poverty	% OF Minority	% OF HQ TEACHERS	% > 3 YEARS EXPERIENCE	% < 3 YEARS EXPERIENCE	SCHOOL IMPROVEMENT STATUS 2017-2018
TOTAL	71%	11.26%	100%	100%	0%	SPP not published

The third table presents data for the Ferndale Area School District **Elementary School**. This data shows the percent of poverty level students (using free and reduced lunch data), percent of minority students, percent of HQT teachers, percent of teacher experience (< or > than 3 years) and the accountability status for the Ferndale Area School District **Elementary School**.

Table 3

FASD Elementary School	% OF Poverty	% OF Minority	% OF HQ TEACHERS	% > 3 YEARS EXPERIENCE	% < 3 YEARS EXPERIENCE	SCHOOL IMPROVEMENT STATUS 2017-2018
TOTAL	70%	20.2%	100%	93%	7%	SPP not published

The fourth and last table presents data for both schools showing the number and percentage of teachers that are using an emergency permit. The data also shows core teacher experience in number of core teachers and percentage of core teachers for both buildings.

Table 4

	CORE TEACHERS	ALL TEACHERS	NUMBER OF TEACHERS/W EMERGENCY CERTIFICATE	% OF TEACHERS/W EMERGENCY CERTIFICATE	# CORE > 3 Years		#CORE < 3 Years	
					#	%	#	%
FASD Elementary	24	31	0	0%	29	93%	2	7%
FASD JR/SR HS	17	28	0	0%	28	100%	0	0%

General Summary of Findings

The Ferndale Area School District is a small district in Cambria County with a total enrollment, as of October 2, 2017, of 691 students, grades K-4 through 12. The district is made up of two (2) buildings. An elementary building serving grades K-4 through 6 with an enrollment of 381. The JR/SR high school building contains grades 7-12 with an enrollment of 310. The district poverty level is 70.21% based on free and reduced lunches. The district minority level is 16.36%. At the present time there are 0 teachers (0%) that are working with an emergency permit in the FASD, 97% of the district's core teachers have more than 3 years experience with 3% having less than 3 years of experience. The elementary has 93% of the core teachers with 3 or more years of experience. The JR/SR high school has 100% of the core teachers with 3 or more year's experience.

The K4 - 6 elementary building is a Title I building.

All teachers in the district are Highly Qualified. The number of vacancies that cannot be filled with Highly-Qualified teachers is - (0%).

FASD has two trained and certified ESL teachers in the elementary school building and two trained and certified ESL teachers at the JR/SR high school.

Academic subject teaching areas that are difficult to fill with highly qualified teachers.

All teaching positions are filled with Highly Qualified Teachers or teachers of record. The positions that have been hardest to fill are the special education positions at the high school level. Finding teachers for the learning support positions that have multiple subject certifications is difficult and more difficult to retain. Several of the FASD special education teachers have successfully obtained certifications by taking the PRAXIS exam in various subject areas.

Strategies to ensure that our staff remains 100% highly qualified and experienced teachers are distributed equally among all students regardless of economic or ethnic background.

The District is currently or will implement the following strategies as needed to ensure that our staff remains 100% highly qualified and that the economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced teachers.

1. Advertising

FASD currently advertises for vacant teaching positions in the following local newspapers:

- Greensburg Tribune Review
- Indiana Gazette
- Altoona Mirror
- Johnstown Tribune Democrat

The District also uses the school web site and the web based Career Link site to distribute information about vacant teaching positions.

2. Professional Development

- FASD currently uses Title I funds to pay for one Reading Specialist, 60% of the Federal Programs Coordinator and 2 Title I Aides.
- Title IIB along with District funds are used for professional development.
- FASD currently provides or makes available trainings and workshops to strengthen teacher knowledge in content areas and instructional strategies.

The relatively low District minority rate (16.36%), relatively high poverty rate (70.21%) and the small size of the Ferndale Area School District in enrollment (691) and number of buildings (2) limits what can be done regarding the distribution of our inexperienced teachers.

- The elementary building (K/4-6) has two K-4 classrooms, three (Grade 6 two) classrooms each of grades K, 1,2,3,4,5,6, and 3 special education teachers.
- Currently the FASD elementary staff reviews the following criteria when students are placed into their grade level classrooms;
 - Academic Level
 - Behavior
 - Gender
 - Special Needs
 - Other specific concerns (i.e. brother/sister, twins)

The FASD Elementary school (K4-6) has a relatively low minority rate (20.2%) and a poverty rate of over half at (70%). There is only one JR/SR high school building with 2-5 teachers teaching each of the core subjects. There is only one core subject teacher in grade levels 7-9.

- The JR/SR high school staff has 2-5 teachers for the core classes.
 - 2 languages
 - 3 math
 - 3 science / 1 family and consumer science
 - 3 social studies
 - 5 Reading/language/Arts
 - 4 Special Education

The FASD JR/SR high school (7-12) has a relatively low minority rate (11.26%) and a poverty rate of over half at (71.0%). There is only one JR/SR high school building with 2-5 teachers teaching each of the core subjects. There is only one core subject teacher in grade levels 7-9.

The experienced teacher distribution will be monitored carefully.

Future Strategies (as needed)

- Expand the advertising to include the Pittsburgh, Philadelphia, Harrisburg and other larger newspapers.
- Expand advertising to include the School Leader News (PSBA) and the Penn Link (PDE)

- Increase and/or expand involvement with student teachers programs with the local colleges and universities
- Develop a stronger working relationship with local colleges and universities and their future teachers programs
- Develop teacher profiles – information from current or exiting teachers about our District (positive/negative)
- Identify/track local high school students who have an interest in a teaching career
- Enhance new teacher induction program and establish a non-tenured teacher support program.
- Work to continue to align our hiring, induction, supervision and professional development plans

Measuring Success

Success will be measured by maintaining the FASD Highly Qualified teacher percentage at 100%. This will be done with certification checks, Act 48 compliance etc.

The FASD will also monitor the distribution of the teaching staff with experience equally among the elementary grade levels and JR/SR high school classes. The District will also work to limit the use of emergency permits and to reduce the number of teachers who resign each year.

The exercise of revisiting and revising this Equity Plan on an annual basis will serve as an opportunity for formal review of the strategies enumerated above. Any activities that prove to be ineffective will be identified and remediated during this annual review/revision. Ongoing classroom visitation and observations by administrators will provide evidence of the effectiveness of the teaching staff.

PUBLIC LAW 107-110 - JAN. 8, 2002

“SEC.1112. LOCAL EDUCATION AGENCY PLANS.

“(C) ASSURANCES.

“(1) IN GENERAL. – Each local educational agency plan shall provide assurances that the local educational agency will-

“(L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of field, or inexperienced teachers.

“SEC.1114. SCHOOLWIDE PROGRAM

“(b) COMPONENTS OF A SCHOOLWIDE PROGRAM.

“(1) IN GENERAL – A schoolwide program shall include the following components:

“(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

333 MARKET STREET
HARRISBURG, PA 17126-0333
www.pde.state.pa.us

DIVISION OF FEDERAL PROGRAMS
Qualifications for Teachers and Paraprofessionals
Verification of Compliance
2013 - 2014

The No Child Left Behind Act of 2001, Title I, Section 1119(i)(1) and Title II, Section 2141(c) requires the principal of each school operating a program under Section 1114 or Section 1115 to attest annually in writing as to whether such school is in compliance with the requirements of both

LEA Name: Ferndale Area School District

AUN Number: 108112003

School Name: Ferndale Area Elementary

Principal Name: Dr. William Brotz

The signature below attests that the school is in compliance with the requirements of Section 1119, Qualifications of Teachers and Paraprofessionals and Section 2141(c) Technical Assistance and Accountability.

Check all that apply:

- Teachers paid with Title I funds and/or working in a schoolwide program hired on or after July 1, 2002, meet the highly qualified requirements.
[Title I, Section 1119(a)(1) Regs. 200.55(a)]

- Each LEA receiving Title I funds has developed a plan to ensure that all core academic subject teachers will be highly qualified no later than the end of the 2005-2006 school year.
[Title I, Section 1119(a)(3) Regs. 200.55(b)]

- LEAs that do not maintain 100% HQT for two consecutive years beginning with the 2005-2006 school year are required to create an Individualized Professional Development Plan (**see attachment**) for each core academic teacher who is not highly qualified. The teacher and the district must agree to and sign the HQ IPDP within 30 days of the date of hire. Further, if the teacher does not achieve HQT Designation status within 3 years of the date the IPDP was signed he/she cannot continue to work in that non-highly qualified assignment.
[Title II, Section 2141(c)]

- LEAs that did not maintain 100% HQT **AND ALSO** failed to make adequate yearly progress for *three consecutive years* will enter into a written agreement with the PA Department of Education no later than December 31st of each year. This agreement will direct how the LEA will use its Title I and Title II Part A funds to bring their schools into compliance with having 100% of its core academic subject teachers highly qualified; and state that the LEA will be monitored by federal program monitors each year it has a written agreement with the PDE.
[Title II, Section 2141(c)]
- Instructional paraprofessionals paid with Title I funds and/or working in a schoolwide program have:
1. completed 2 years of study at an institution of higher education (48 college-level credits);
 2. obtained an associate's degree or higher; or
 3. met a rigorous standard of quality and have demonstrated, through a formal local academic assessment, knowledge of and the ability to assist in the instruction of reading, writing and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).
[Title I, Section 1119(d) Regs. 200.58(a) and (d)]
- Instructional paraprofessionals paid with Title I funds and/or working in a schoolwide program hold a secondary school diploma or its equivalent.
[Title I, Section 1119(c)(2) Regs. 200.58(b)]

Principal's Signature Date

Date

Copies of attestation forms shall be maintained at each school operating a program under Section 1114 or 1115 and at the main office of the LEA, and shall be made available to any member of the general public upon request.

ATTACHMENT (only needed if third check box has been checked)

HQT Individualized Professional Development Plan

Any core content teacher of record who is hired by the district and who not Highly Qualified in their assignment, must develop, in consultation with his/her school district, an HQT Individualized Professional Development Plan (IPDP) to attain Highly Qualified Teacher Designation. The teacher and the district must agree to and sign the HQ IPDP within 30 days of the date of hire. (See form attached below). If the teacher does not achieve HQT Designation status within 3 years of the date the IPDP was signed he/she cannot continue to work in that non-Highly Qualified assignment.¹

The HQT IPDP must be updated yearly until the teacher completes the plan and attains HQT status.

Any teacher making satisfactory progress on his/her HQT IPDP may continue to teach the core content area(s) for which he/she is seeking HQT status, even though that teacher will not be considered Highly Qualified until the teacher completes the IPDP and demonstrates subject matter competency in the core content area(s). Teachers who are neither Highly Qualified nor engaged in an HQT IPDP should not be assigned as the primary instructor of any core content area class. Districts must report to the public and parents the Highly Qualified Teacher status of all teachers in accordance with federal requirements.

If a teaching assignment changes, the federal Highly Qualified Teacher requirements must be met for each new and continuing core academic subject assignment.

¹ **The School District Superintendent may extend any Individual Professional Development Plan on an individual, case-by-case basis when exceptional circumstances warrant the extension. Exceptional circumstances include active military duty, debilitating medical condition and authorized family medical leave. A teacher wishing to apply for an extension must do so by submitting a written application to the Superintendent setting forth the exceptional circumstances and providing any documentation or other evidence deemed pertinent.**

**Pennsylvania Highly Qualified Teacher
Individual Professional Development Plan**

Teacher Name: _____ SSN: _____

School District: _____ Building: _____

Areas of Pennsylvania Certification: _____

Current Core Academic Subject Assignments: _____

Core Academic Assignment(s) for which the educator has not yet met the federal definition of a highly qualified teacher: _____

Actions	Specific Activity to Be Accomplished	Timeline for Completion
1. Take and Pass the appropriate PRAXIS II content test		
2. Take additional college coursework and/or approved professional development courses		
3. Other (Be specific)		

Teacher signature: _____ Date: _____

Superintendent (or designee) name and title: _____

Superintendent (or designee) signature: _____ Date: _____

Please note: a copy of this form must be maintained on file by the Superintendent.