

St. Marys Area School District EQUITY PLAN

LEAs that choose to accept federal dollars are required by the federal Every Student Succeeds Act (ESSA) 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.

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 2018-2019 School Year

St. Marys Area School District
LEA Name

11/19/18
Date

11/19/18
Revised/Reviewed Date

James E Wortman
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1. LEA EQUITY WORKSHEET: Enter LEA **data from the 2018 – 2019 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 “not new teachers”	# of “new teachers”	% of new teachers
St. Marys Area High School	NA	32.18%	2.27%	48	100%	0	0%	45	3	6%
St. Marys Area Middle School	NA	39.25%	6.90%	36	100%	0	0%	33	3	8%
South St. Marys Elementary	NA	45.90%	7.33%	42	100%	0	0%	39	3	9%
Fox Township Elementary	NA	41.40%	3.82%	14	100%	0	0%	13	1	7%
Bennetts Valley Elementary	NA	47.06%	1.96%	9	100%	0	0%	9	0	0%
St. Marys Area School District	NA	39.41%	5.00%	149	100%	0	0%	139	10	7%

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 October Accuracy Certification Statement (ACS) The percent of poverty in district buildings range from 32% at the high school to 46% at South St. Marys Elementary school. Fox Township is at 41% and Bennetts Valley Elementary school remains our highest percent poverty at 47% and just beyond South St. Marys elementary . The middle school’s percent of poverty is 39%. The high school’s percent is lower than the elementary and middle schools as a result of a 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 also 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 2% at both Bennetts Valley elementary and the high school to 7% at both South St. Marys Elementary and the middle school. All schools are within range of the district average of 5%

The district hires only 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 0% to 9%. Bennetts Valley Elementary has 0% new teachers, South St. Marys Elementary has 9% new teachers, Fox Township Elementary has 7% new teachers, the Middle School has 8% new teachers, and the St. Marys Area high school has 6% new teachers. The difference between the new teacher percentages 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 14 teachers at Fox Township Elementary and only 9 teachers at Bennetts Valley Elementary, each teacher movement commands a larger percentage in the “new teacher” category

Nonetheless, in summary, there are no indications that inequity exists among our 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 hires only highly qualified teachers. Subsequently, efforts are made to further the professional development of all hired teachers. First, new teachers participate in a newly developed three 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 (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, assistant superintendent, and superintendent 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 findings and for formulation of action plans that are needed 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.)