

Pottsville Area School District

Equity Plan

2019 – 2020



Local Education Agency (LEA) Teacher Equity Plan

2019 – 2020 School Year

Pottsville Area School District

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The Pottsville Area School District's Equity Plan

The Pottsville Area School District believes in equitable access to the best instruction for all students. The district is committed to implementing best practices in all classrooms to improve the achievement of all students.

The following items are included as part of the equity plan:

- School Accountability Status
- School Poverty Percentages (*Free/Reduced Lunch*)
- School Minority Percentage
- Teachers' applicable certification status
- Teacher experience percentage
- Teacher effectiveness status

Pottsville Area School District chooses to accept Title I funding. In doing so, the District abides by the Every Student Succeeds Act (ESSA) of 2015 by developing an equity plan that ensures their poor and minority students in Title I schools are not being taught at a disproportionate rate by teachers who are ineffective, inexperienced (in PA, "experienced" means 3 or more years of teaching), or who are teaching out of field.

School Accountability Status based on 2018-2019 PSSA/2018-2019 Keystone Results

Schools	Accountability Status
<i>Elementary School</i> - John S. Clarke*	No Designation
<i>Middle School</i> - D.H.H. Lengel*	A-TSI Designation
<i>High School</i> - Pottsville Area High School	No Designation

* Title 1 School

School Poverty as determined by Free/Reduced Lunch (October 31, 2019 Statistics)

School	Free Lunch	Reduced Lunch	Total Number of Students	Percent
John S. Clarke Elementary*	465	37	776	65%
D.H.H. Lengel Middle School*	419	51	759	62%
Pottsville Area High School	431	45	953	50%
District Total	1,315	133	2,488	58%

* Title 1 School

School Minority Percentage (October 31, 2019 Statistics)

School	Number	Percent
John S. Clarke Elementary*	156	20.3%
D.H.H. Lengel Middle School*	137	18.3%
Pottsville Area High School	110	11.7%
District Total	403	16.4%

* Title 1 School

ESSA Appropriately Certified Teachers

All public school teachers must meet appropriate state certification and licensure requirements of Pennsylvania.

Pottsville Area School District's Position on Hiring and Retaining Appropriately Certified Teachers

In order to meet the diverse needs of our students, teachers are selected for employment based on several factors, including their ability to relate to the population of the students we serve. Teachers are recruited by posting vacancies on-line, in local and regional newspapers, and by advertising on college campuses. If it becomes necessary to hire a teacher who is not appropriately certified, a plan is developed and closely monitored to ensure the teacher meets the plan's goal for obtaining appropriate certification within the first year of employment. Teachers of all teaching levels are placed throughout the system to ensure that low income and minority

students are not taught more frequently than other students by inexperienced teachers. The administration examines test results by grade level and subgroup in making decisions regarding teacher placement to ensure the delivery of quality instruction. Retaining highly qualified teachers is a goal of the Pottsville Area School District. Teachers are provided tuition reimbursement to enhance their effectiveness in the classroom. Professional development opportunities are offered throughout the school year and are designed to equip teachers with the latest research-based strategies aimed at meeting the needs of all students. Parents may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.

Appropriately Certified Teacher Status for 2019-2020

School	% Appropriately Certified Teachers
John S. Clarke Elementary*	100%
D.H.H. Lengel Middle School*	100%
Pottsville Area High School	98.4%
District Total	99%

* Title 1 School

Teachers with Less than Three Years' Experience in 2019-2020

School	Number/Total Teachers Per Building	% < 3 Years of Experience
John S. Clarke Elementary*	7/56	12.5%
D.H.H. Lengel Middle School*	11/52	21.2%
Pottsville Area High School	2/62	3%
District Total	20/170	11.8%

* Title 1 School

Definition of “not new teachers”: one who has taught in a public school for three or more full academic years.

Definition of “new teachers”: one who has taught in a public school for less than three full academic years.

Summary Table

School	% Poverty	% Minority	% Appropriately Certified	% < 3 Years Exp.	School Imp. Status
John S. Clarke Elementary*	65%	20.3%	100%	12.5%	No Designation
D.H.H. Lengel Middle School*	62%	18.3%	100%	19.6%	A-TSI Designation
Pottsville Area High School	50%	11.7%	98.4%	3%	No Designation
District Total	58%	16.4%	99%	11.2%	No Designation

*Title 1 School

Equity Plan Worksheet

List of schools (indicate whether or not each is Title I)	School accountability Status (i.e. focus, Priority, Reward, or non-designated)	% of Poverty children taught by out of field teachers	% of Minority children taught by out of field teachers	% of Poverty children taught by inexperienced teachers	% of Minority children taught by inexperienced teachers	% of Poverty children taught by ineffective teachers	% of Minority children taught by ineffective teachers
John S. Clarke Elementary*	<i>Non-designated</i>	0	0	17%	15%	0	0
D.H.H. Lengel Middle School*	<i>A-TSI designated</i>	0	0	45%	12%	0	0
Pottsville Area High School	<i>Non-designated</i>	0	0	30%	7%	0	0

*Title 1 School

Pottsville Area School District

Strategies Being Implemented to Ensure Teacher Effectiveness

The Pottsville Area School District lists goals and creates strategies recommended by the Comprehensive Planning Team to meet ACT 48 hours and certification requirements of the District's professional staff.

GOALS

- To provide opportunities for professional development designed to prepare staff for the implementation of curriculum, instruction and assessment based on PA Standards, PA Core Standards, and Assessment Anchors.
- To provide ongoing opportunities for professional development in the effective utilization of all technology as outlined in the District's Technology Plan.
- To identify, design, and implement programs to ensure a safe and responsible environment for learning.
- To provide ongoing opportunities for professional development for teachers and staff in strategies to accommodate the diverse needs of students.
- To provide opportunities for professional development in topics that will improve and promote professional responsibility and accountability.

The Comprehensive Planning Committee and Schoolwide Leadership Team have suggested the following list of professional education options that may be used to fulfill the six credits and/or 180 – hour requirements. The Committee and Team recognizes that professional education options need prior approval from the appropriate supervisor or administrator. Methods of delivery to meet these goals may include, but shall not be limited to the following:

STRATEGIES

- Collegiate studies
- Continuing professional education courses taken for credit
- Approved continuing education credits
- Curriculum development and other programs designed to deliver activities to departments or grade levels as determined by and/or approved by district administration
- Participation in professional conferences and workshops
- Education in the Workplace where the work is related to the professional educator's area of assignment and is approved by the administration and board of directors
- Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the school board
- In-service programs that comply with the professional education criteria
- Early childhood, Elementary, and Child Development activities for professional educators whose area of assignment includes kindergarten through fourth grade
- Other continuing professional education courses, programs activities or learning experiences sponsored by the Department of Education, Intermediate Units throughout the state, and Pennsylvania school entities

- Preparation of continuing professional education courses, in-service programs, or workshops for school districts, the Department of Education, professional conferences, or Intermediate units. One hour of preparation will be counted for each hour taught.
- Any experience or course related to certification, general pedagogy, and the needs identified in the district's plan
- Teachers, educational specialists, and administrators involved in approved councils, programs, or learning experiences occurring on a regular basis throughout the school year
- Induction professional development activities acquired through a district or intermediate unit defined induction plan
- Mentor Activities
- Observations and visitations. Observations and visitations are defined as school entity-sponsored visitations for the purpose of improving instruction and student achievement. These opportunities may include, but are not limited to, activities such as observations within the intermediate unit, visitations to other sites outside of the intermediate unit, and business and industry collaboration
- Program/department meetings for a specific purpose (i.e. planning and coordinating curriculum or sharing successful projects). These meetings may be scheduled during in-service days, the regular school day, and /or through release time
- Individualized projects/pilot programs which are defined as individually created projects designed to improve instruction and/or student achievement. The purpose, procedures, and timeline to be followed in order for successful completion and awarding of Act 48 credit will be determined collaboratively by the individual and supervisor prior to beginning the project
- Parent involvement planning time for Title 1 or PTO programs and specialized training programs involving parents (or promotion of parental involvement) in their child's educational process
- On-line courses and webinars
- Presentation by staff for the entire school entity
- State-sponsored/developed professional education courses, programs, activities or learning experiences
- Training by textbook companies for the adoption of a program of study by district staff
- Training provided through grant participation

Potential providers, courses, programs, and activities

The following list includes, but is not limited to approved providers for Pottsville Area School District.

- Pottsville Area School District
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Pennsylvania's Intermediate Units
- Providers approved by the Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges including but not limited to:
 Penn State University, University of Pennsylvania, Temple University, Bloomsburg University, Millersville University, Kutztown University, East Stroudsburg University, Luzerne County Community College, Lehigh Carbon Community College, Indiana Wesleyan University, Shippensburg University, Bucknell University, Wilkes

University, Widener University, Lehigh University, Marywood University, University of Scranton, Alvernia College, Cedar Crest College, Harrisburg Community College, McCann's School of Business and others

- Community, County, and State Agencies and Organizations including but not limited to: American Red Cross, American Heart Association, Schuylkill County Mental Health/Retardation, Turning Point, United Cerebral Palsy, DARE, Big Brothers/Big Sisters of Schuylkill County, Schuylkill Medical Center North and South, Literacy Council for Schuylkill County, Inc., Keystone State Reading Association, Manufacturers' Association of Mid-Eastern Pennsylvania, Native American Experiences, Pennsylvania Geographic Alliance, Pennsylvania Newspaper Association, Pottsville Hospital and Warne Clinic, The Pottsville Republican & Evening Herald, Schuylkill County Chamber of Commerce, Schuylkill Community Education Council, Schuylkill Conservation District, Schuylkill County Drug and Alcohol Commission, PPL Corp., Schuylkill County Curriculum Task Force, Schuylkill County Reading Council, Schuylkill County Unity Coalition, Schuylkill County Vision, Schuylkill Keep It Pretty, Schuylkill Women In Crisis
- State and National Professional Organizations, including but not limited to: PAFPC, PSBA, NEA, PSEA, NASSP, NAESP, PASESP, NMSA, ASCD, PSLA, PSCA, NASA, IRA, SCRA, KSRA, PNA and other organizations offering CEU's for nurses and teachers
- Local, County, and State Organizations who meet qualifications as outlined in the guidelines, including but not limited to the Schuylkill County Council of the Arts, Historical Societies, local clubs and organizations
- Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to on-line training and courses, distance learning workshops, webinars, national consultants, and experts in the areas which have been identified
- Any and all providers who meet the requirements set forth in Guidelines and who are approved by the Continuing Professional Education Committee or a designated subcommittee

The methods of Pottsville Area School District in determining the effectiveness of the strategies may include, but shall not be limited to the following:

- Successful completion of the professional activity
- Completion of the appropriate documentation and paperwork associated with the professional activity
- Administrative observations
- Completion of appropriate surveys
- Review and reflection meetings