

Conemaugh Township Area School District

Equity Plan

2015 - 2016

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Conemaugh Township Area School District Equity Plan 2015 - 2016

The Conemaugh Township Area School District's Equity Plan includes the following information:

1. Pennsylvania's definition of a Highly Qualified Teacher
2. 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
3. A general summary of results
4. A general summary of core academic subject teaching areas that are difficult to fill with highly qualified teachers
5. A description of the Conemaugh Township Area School District'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-the field teachers.
6. Process of how success is determined

1. Pennsylvania's Definition of a Highly Qualified Teacher

To satisfy the definition of a Highly Qualified Teacher in the state of Pennsylvania, a teacher must

- a) hold at least a bachelor's degree;
- b) hold a valid Pennsylvania Teaching Certificate (i.e. Instructional I, Instructional II, or Intern certificate but **not an emergency permit**; and
- c) demonstrate subject matter competency for the core content area they teach

Core content areas included English, Reading/Language Arts, Math, Science, Foreign Language, arts, and Social Studies (history, economics, geography, and civics and government).

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.

2. Equity Information with School Data

This information in this table presents data for the district, high school, and elementary school. This data includes the percentage of low income students (based on free/reduced lunch data), percentage of minority students, percentage of HQT, percent of teachers experience (\leq or \geq three years), and district/schools accountability status.

CTASD (K-12) 987	% of Poverty	% of Minority	% of HQT	%>three years (teachers)	%\leqthree Years (teachers)	Building Level Academic Score
Totals	50.86%	2.63%	99.35%	88.31%	11.69%	N/A
CTA Middle/Senior High School (9-12) 570	% of Poverty	% of Minority	% of HQT	%>three years (teachers)	%\leqthree Years (teachers)	Building Level Academic Score
Totals	48.75%	2.32%	98.78%	90.24%	9.76%	69.3%
CTA Elementary School (K-5) 427	% of Poverty	% of Minority	% of HQT	%>three years (teachers)	%\leqthree Years (teachers)	Building Level Academic Score
Totals	53.63%	3.04%	100%	86.11%	13.89%	87.5%

The information in this table presents data for all three buildings shown the number core teachers, all teachers, number and percentage of teachers using an emergency permit, and the percent of teachers (\leq or \geq three years) experience.

	Core Teacher	All Teachers	Number of Teacher with Emergency Certificates	Percentage of Teachers with Emergency Certificate	Core Teachers Experience > three years	Core Teachers Experience \leq three years
District	48	77	.5	.65	88.31%	11.69%
CTA MS/HS	27	41	.5	1.22	90.24%	9.76%
CTA ELEM	21	36	0	0	86.11%	13.89%

3. General Summary of Findings

The Conemaugh Township Area School District is a rural district in Somerset County with a total enrollment of 987 for Grades K-12. The District is made up of the following two buildings: Conemaugh Township Elementary School which serves K-5 with an enrollment of 427, and Conemaugh Township Middle School/Senior High School which serves 6-12 with an enrollment of 560.

- The District's poverty level is 53.63% based on free and reduced lunch rate.
- The District's minority level is 3.04 %.
- For the 2015 - 2016 school year, there are .5 teachers (.65%) that are working with an emergency certificate.
- 88.31 % of the District's core teachers have more than 3 years of teaching experience with 11.69 % having 3 years or less teaching experience.
- 86.11 % of the Elementary core teachers have more than 3 years of teaching experience with 13.89 % having 3 years or less teaching experience.
- 90.24 % of the Middle/Senior School's core teachers have more than 3 years of teaching experience with 9.76 % having less than 3 years or less teaching experience.
- The District has two trained and certified ESL teachers in the elementary and one teacher being trained in the high school.

4. Academic Subject Areas Difficult to Fill with Highly Qualified Teachers

For the 2015 - 2016 school year, all core subject teaching positions are filled with highly qualified teachers. The district currently does not have any issues with finding highly qualified teachers.

5. Strategies to Ensure a 100% Highly Qualified Staff and Equal Distribution of Experienced and Inexperienced Teachers among Students Regardless of Economic or Ethnic Background

The district is currently implementing the following strategies 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

The Conemaugh Township Area School District currently advertises for vacant teaching positions in the following manner:

- in the Johnstown Tribune Democrat
- in the Somerset Daily American
- in the Altoona Mirror
- in the Greensburg Tribune
- in the PSBA School Leader News

- on the District website

2. Professional Development

- The Conemaugh Township Area School District uses District funds to provide professional development opportunities for its staff.
- The Conemaugh Township Area School District provides or makes available trainings and workshops to strengthen teacher knowledge in content areas and instructional strategies.

The relatively low District minority rate (2.63%), relatively high poverty rate (50.86%), and the fact that the District has only one elementary, one middle school/senior high school limits what can be done regarding the distribution of our inexperienced teachers.

6. Individual Professional Development Plan

In the event the District is in a position in which a non-highly qualified teacher would be hired, an **Individual Professional Development Plan (Appendix A)** would be initiated.

7. Measuring Success

Success will be measured by maintaining the Conemaugh Township Area School District's highly qualified teacher percentage at, or as close to, 100% as possible. The Conemaugh Township Area School District will also monitor the distribution of the teaching staff with experience equally among all grade levels as well as work to limit the use of emergency certificates.

8. Future Strategies

Expand the advertising for available teaching positions to include the Pittsburgh and PSBA School Leader News.

Expand involvement with the student teacher programs at the local colleges and universities.

Attend job fairs or other recruiting fairs.

Work to continue to align District hiring, induction, supervision, and professional development plans.

Appendix A

HQT Individualized Professional Development Plan

Any core content teacher of record who is hired by the district and who is not Highly Qualified in his/her 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: _____

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	Funding Source	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.