

Governor Mifflin 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

Governor Mifflin School District Teacher Equity Plan 2011-2012 School Year

Governor Mifflin School District
LEA Name

November 30, 2011
Date

January 18, 2012
Revised Date

Dr. Maryellen Kueny, Federal Programs Coordinator
Name of Contact

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1. LEA EQUITY WORKSHEET: Enter LEA data from the 2011-2012 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).

EQUITY PLAN WORKSHEET

LEA: Governor Mifflin 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
Governor Mifflin High School	Made AYP Making Progress Status	27%	18%	102	100%	0	0%	95	7	7%
Governor Mifflin Middle School	Made AYP	29%	21%	49	100%	0	0%	45	4	8%
Governor Mifflin Intermediate School	Made AYP	28%	21%	42	100%	0	0%	40	2	5%
Mifflin Park Elementary School	Made AYP	37%	30%	37	100%	0	0%	33	4	12%
Cumru Elementary School	Made AYP	31%	26%	38	100%	0	0%	33	5	15%
Brecknock Elementary School	Made AYP	19%	6%	32	100%	0	0%	26	6	23%
Governor Mifflin School District	Made AYP	28.5%	20.3%	300	100%	0	0%	272	28	12%

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).

The percentages of new teachers distributed among the district’s school buildings range from 7% to 23%, with an average of 12%. Poverty percentages among the schools range from a high of 37% to a low of 19%. We are proud to report that all of the teachers assigned to all of our schools are considered highly qualified.

School	Number of New Teachers	Position
Brecknock	1	Speech Pathologist
Brecknock	3	Elementary Teachers
Brecknock	1	Reading Specialist
Brecknock	1	Elementary Special Education
Cumru	3	Elementary Teachers
Cumru	2	Elementary Special Education
MP	3	Elementary Teachers
MP	1	Elementary Gifted Teacher
GMIS	1	Music Teacher
GMIS	1	Speech Pathologist
MS	1	Guidance Counselor
MS	1	Secondary Special Education
MS	1	Social Studies Teacher
MS	1	Science Teacher
HS	1	Art Teacher
HS	1	High School Social Studies Teacher
HS	1	Music Teacher
HS	2	High School English Teachers
HS	1	High School Chemistry Teacher
HS	1	High School Bio/Chemistry Teacher

During the course of the past three years, the vast majority of our teacher vacancies have resulted from retirements. Our data indicate that none of our buildings is particularly difficult to staff or subject to high rates of staff turnover. New teachers at the elementary, middle, and high school levels are assigned to the buildings in which the vacancies occur. At the elementary level, people are reassigned among grade levels in accordance with a number of factors, including the optimal grade level for a teaching assignment for a particular candidate or currently employed teacher, the experience of other teachers at a particular grade level in a building, and teacher personality as it relates to the culture of the school building. New teachers are assigned at the middle and high school levels to the buildings in which the vacancies for which they are applying occur.

It is noteworthy to mention that elementary students in grades K-4 are very carefully placed in classes and that the process is not at all random. Classrooms are heterogeneously grouped with careful consideration to a student's achievement levels, gender, ethnicity, economic status, special needs, and other criteria. Building principals meet with teachers of sending and receiving grades and carefully consider each student's placement on an individual basis. Care is given to match each student with a compatible teacher both in terms of personality and of instructional strengths and with classmates whose personalities would provide the best environment in which a particular student might be successful.

In summary there are no indications that inequity exists among our school buildings. Approximately 100% of district teachers are highly qualified, and those with three or less years of experience are evenly distributed among our school buildings. None of our buildings has a particularly high rate of teacher turnover; in fact, the vast majority of our teacher vacancies in any given year result from the retirement of long-term employees of Governor Mifflin School District.

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
Governor Mifflin High School	N/A	9-12	0
Governor Mifflin Middle School	N/A	7-8	0
Governor Mifflin Intermediate School	N/A	5-6	0
Mifflin Park Elementary School	N/A	K-4	0
Brecknock Elementary School	N/A	K-4	0
Cumru Elementary School	N/A	K-4	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).

It is a firmly held belief of the Governor Mifflin School District that the single-most influential factor in the academic success of our students is the classroom teacher. In accordance with this belief, we consider the recruitment, interviewing, and selection processes to be of paramount importance among the many administrative functions that we perform each year. We do not hire a non-highly qualified teacher to serve in any capacity when there are highly-qualified alternative candidates. In the event that we need to fill a position for which there are no highly-qualified candidates, we will hire a candidate with an emergency certificate. Candidates are only hired with emergency certification once a defined, time-bound plan for them to become highly qualified is articulated with them. At the current time, we have one teacher employed who is not highly qualified, a speech therapist at Mifflin Park Elementary School.

Recruitment of top candidates is a district priority that is advanced by district administration and approved by our school board each year. As a matter of routine, all professional vacancies are posted in our district buildings, advertised in our local newspaper, and posted on our district website.

Our teacher interview process is **fluid** throughout the year as needs arise and is comprised of two or three rounds beyond the initial paper screening of candidates. During the first round, candidates are screened in a 45-minute interview with a team of building administrators. In the case of candidates for secondary positions, a member of the academic department in which a particular vacancy occurs may join the committee as well. The second round of the process involves additional time spent answering more in-depth questions with central office personnel. Significant time on the part of building- and district-level administrators is invested in the interview process each year. We feel that the results of our efforts are exemplary and well worth the commitment that we make to the hiring process.

Once new teachers join the district, significant efforts are made to further their continued professional development and retention. First, the district operates a very successful Teacher Induction program to support our newly-hired, inexperienced teachers. Each inductee works closely with an experienced mentor teacher who provides continual guidance and support in strategies to ensure that students are academically successful. New and veteran teachers periodically are afforded an opportunity to participate in workshops to learn more about enhanced classroom management strategies. Also, the school data teams meet to address the concerns of children exhibiting needs and to provide individual teachers with appropriate intervention strategies to meet the needs of these children. Second, teachers are reimbursed for graduate course work in accordance with the terms of the agreement signed by the Governor Mifflin School District and the Governor Mifflin Education Association. Corresponding increments in salary are awarded for successful completion of qualified course work. Third, our Professional Education program allocates funding to applicants for attendance at various professional conferences and workshops. It is expected that teachers who participate in these opportunities will report back to the committee on the benefits derived from their attendance, and that they will share what they have learned with their colleagues. Last, the district offers professional education opportunities for Act 48 credits to teachers who participate in our annual professional education days, our Act 80 days, and who are interested in participating after school and during their summer hiatus. These workshops are targeted to increase the pedagogical knowledge of our professional practitioners as well as to develop their content knowledge. Moreover, federal funding partly supports the financial costs of ongoing professional development for our faculty and staff to maintain a highly-qualified designation. Also, the professional development of faculty and staff builds upon content knowledge through the use of veteran staff as they facilitate and model best practices. Consequently, their instruction reflects their continued growth, thereby resulting in potential increases in student achievement as measured by existing data.

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

We commit the majority of our Title I funds each year to the salaries and benefits of our highly-qualified Title I reading specialists at the elementary schools. Through these funds we are able to support and maintain five full-time staff that would likely not be possible for us to support in any other way.

Title IIA funds are used to support the salary and benefits of one full-time educator in an effort to reduce class sizes at the primary level.

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

Highly-qualified status is monitored by the superintendent and district staff on an ongoing basis (e.g. certification checks, Act 48 compliance, etc.) and especially at the time that a new teacher is hired.

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. In conjunction with these reviews we will identify and remediate any of our activities that prove to be ineffective. Furthermore, ongoing classroom visitations and observations, both formal and informal, by our building-level administrators, by the supervisor of special education, and by the supervisor of curriculum and instruction, will provide evidence of the effectiveness of our teachers. Led by the superintendent, monthly meetings of the administrative team will serve as a forum for discussion of our findings, and for our formulation of any remedial action plan that we may subsequently need to develop to address observed deficiencies

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