

Governor Mifflin School District
EQUITY PLAN
2018-2019

LEAs that choose to accept Title I funding are required by the Every Student Succeeds Act (ESSA) of 2015 to develop an equity plan to ensure that 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. 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' applicable certification status
- Teacher experience percentage
- Teacher effectiveness status

2. A general summary of findings that show where possible inequities exist.

3. 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 in Title I schools are not taught at higher rates than other students by inexperienced, ineffective, or out-of-field teachers. Provide a brief description of strategies and use of funds the LEA is implementing to fulfill this assurance.

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

1. **LEA EQUITY WORKSHEET:** Enter LEA **data from the 2018-2019 school year** for the following elements:

- School Name
- School Accountability Status i.e. Focus, Priority, Reward, or undesignated
- School poverty percentage
- School minority percentage
- Number and percentage of appropriately certified teachers
- Number and percentage of out of field 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)
- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-1 form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating)

EQUITY PLAN WORKSHEET
LEA: GOVERNOR MIFFLIN SCHOOL DISTRICT

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
<i>Brecknock Elementary (Title I)</i>	<i>Non- Designated</i>	<i>0%</i>	<i>0%</i>	<i>Less than 1%</i>	<i>Less than 1%</i>	<i>0%</i>	<i>0%</i>
<i>Cumru Elementary (Title I)</i>	<i>Non- Designated</i>	<i>0%</i>	<i>0%</i>	<i>Less than 1%</i>	<i>Less than 1%</i>	<i>0%</i>	<i>0%</i>
<i>Mifflin Park Elementary (Title I)</i>	<i>Non- Designated</i>	<i>0%</i>	<i>0%</i>	<i>Less than 1%</i>	<i>Less than 1%</i>	<i>0%</i>	<i>0%</i>
<i>Governor Mifflin Intermediate School (Title I)</i>	<i>Non- Designated</i>	<i>0%</i>	<i>0%</i>	<i>Less than 1%</i>	<i>Less than 1%</i>	<i>0%</i>	<i>0%</i>
<i>Governor Mifflin Middle School (Not Title I)</i>	<i>Non- Designated</i>	<i>0%</i>	<i>0%</i>	<i>Less than 1%</i>	<i>Less than 1%</i>	<i>0%</i>	<i>0%</i>
<i>Governor Mifflin High School (Not Title I)</i>	<i>Non- Designated</i>	<i>0%</i>	<i>0%</i>	<i>Less than 1%</i>	<i>Less than 1%</i>	<i>0%</i>	<i>0%</i>

The percentages of new teachers distributed among the district's school buildings range from 2% to 12%, with an average of 5%. Poverty percentages among the schools range from a high of 52% to a low of 36%. We are proud to report that all of the teachers assigned to all of our schools are considered highly qualified.

2. Provide a general summary of findings outlining where possible inequities exist. Address these areas as they specifically relate to Title I school data:

- School Name
- School Accountability Status
- School poverty percentage
- School minority percentage
- Number and percentage of applicably certified teachers
- Number and percentage of not certified 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).
- Number and percentage of ineffective teachers

School Name	Accountability Status	School Poverty Percentage	School Minority Percentage	Number and Percentage of Applicable Certified Teachers	Number and Percentage of Not Certified Qualified Teachers	Number and Percent of “Not New Teachers”	Number and Percentage of “New Teachers”	Number and Percentage of Ineffective Teachers
Brecknock	Non-Designated	33%	18%	100%	0/0%	38/93%	3/7%	0/0%
Cumru	Non-Designated	48%	37%	100%	0/0%	33/89%	4/11%	0/0%
Mifflin Park	Non-Designated	45%	43%	100%	0/0%	31/84%	6/16%	0/0%
GMIS	Non-Designated	46%	31%	100%	0/0%	42/95%	2/5%	0/0%
MS	Non-Designated	40%	30%	100%	0/0%	40/87%	6/13%	0/0%
HS	Non-Designated	38%	28%	100%	0/0%	98/98%	2/2%	0/0%

The percentages of new teachers distributed among the district’s school buildings range from 2% to 16%, with an average of 9%. Poverty percentages among the schools range from a high of 52% to a low of 36%. We are proud to report that all of the teachers assigned to all of our schools are considered highly qualified.

3. 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 in Title I schools are not taught at higher rates than other students by inexperienced, ineffective, or out-of-field teachers. Provide a brief description of strategies and use of funds the LEA is implementing to fulfill this assurance.

During the past seven 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 matching each student with a compatible teacher both in terms of personality and 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. One-hundred percent 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.

It is a firmly held belief of the Governor Mifflin School District that the 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. 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 administrators. 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.

4. 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 Director of Special Education, and by the Assistant Superintendents 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.