



Corry Area School District Teacher Equity Plan

2022 – 2023 School Year

(Data submitted for the 2021-2022 school year)

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Corry Area School District Equity Worksheet: LEA data from the prior school year for the following elements:

- School Name
- School Accountability Status: Title I Designation
- School Performance Profile
- School Poverty Percentage
- School Minority Percentage
- Number and percentage of “not new teachers” (teachers who have taught in a public school for three or more full academic years)
- Number and percentage of “new teachers” (teachers who have taught in a public school for less than three full academic years)

**Equity Plan
Corry Area School District 2022 – 2023**

| List of Schools | Title I Designation | % of Low Income Oct. 1, 2021 | % of Minority Students Oct 1, 2021 | Teacher Experience 2021 | | |
|--------------------------------|---------------------|------------------------------|------------------------------------|--|---------------------------------|-----------------------|
| | | | | # of “Not New Prof. Staff” (Instr. II) | # of New Prof. Staff (Instr. I) | % Not New Prof. Staff |
| Corry Area Primary School | Yes | 72.08% | 10.63% | 37 | 4 | 90.2% |
| Corry Area Intermediate School | Yes | 61.56% | 9.94% | 35 | 3 | 92.1% |
| Corry Area Middle School | No | 55.15% | 3.55% | 34 | 4 | 89.5% |
| Corry Area High School | No | 58.67% | 3.01% | 50 | 19 | 84.7% |

Induction

The goals of the Corry Area School District Teacher Induction Program (TIP) are to provide each inductee with a general orientation to the Corry Area School District and to increase his/her knowledge and improve his/her teaching skills. A one-day orientation, followed by quarterly meetings throughout the school year shall be the framework for our program. The orientation session includes presentations on high-yield instructional practices, student exceptionalities and referrals, observation and evaluation of professional personnel, and current issues in education. Ongoing activities throughout the year focus on that which is deemed appropriate to familiarize the inductees with the Corry Area School District. Each teacher is assigned a teacher mentor, whom he/she works with throughout the year. In addition to the activities designed specifically for the inductees to demonstrate growth and reflection, each inductee participates in the district’s professional development plan.

Intra-School Placement

The Corry Area School District ensures that there are heterogeneous groupings of students within the buildings. When building principals are assigning students to their teachers and classrooms, they ensure that economically disadvantaged students and minority students are not disproportionately taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers.

Monitoring

The Corry Area School District follows this Equity Plan to ensure that all students (Title I, low income, ethnicity, special, and regular education) have an even distribution between “new teachers” and “not new teachers”.

In order to ensure that poor and minority students are not taught at higher rates than other students by “not new teachers”, unqualified or and/or out of field teachers, the District will review, revise, and monitor the District Equity Plan.

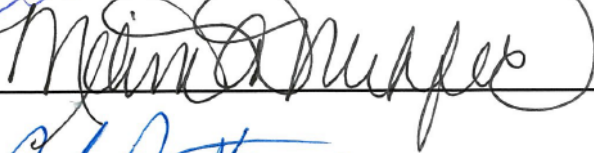
Signatures:



Superintendent of Schools



Principal, Corry Area Primary School



Principal, Corry Area Intermediate School



Principal Corry Area Middle School



Principal Corry Area High School



Corry Area School District Title I & IIA Equity Plan 2022-2023

The Corry Area School District is committed to providing highly qualified teachers for all students, as detailed in its comprehensive plan. For the current school year, the District has accomplished this goal at both the elementary and secondary levels.

This Equity Plan outlines the process and procedures followed within the District to ensure that low income and minority students are not being taught at a disproportionate rate by teachers who are inexperienced, who are teaching out of field, or who are not highly qualified according to the Every Student Succeeds Act of 2015 [ESSA].

CASD assures a highly qualified teacher for all students through extensive recruitment and selective hiring. The District's advertisements for new positions are available through the tri-state area with the aim of hiring experienced educators. Teachers are not hired unless they are currently highly qualified or able to attain highly qualified status through a passing score on the PRAXIS.

The Corry Area School District is comprised of two (2) elementary schools, (1) middle school and (1) high school, all serving a high rate of economically disadvantaged students.

Equity Indicator 1: Annual Needs Assessment

The professional learning program operates as a system and site based program. Staff and professional learning activities are prioritized and updated yearly. A description of the planning process includes a system-wide needs assessment, analysis of needs, setting goals, establishing objectives, planning activities to meet objectives, and identifying materials and resources linked to research. The areas of responsibilities are assigned as well as the establishment of evaluation procedures and budget information. Assessment is collected in two measures – formative and summative.

The needs assessment and improvement plans provide priorities for the district/school program of professional development. The needs of all staff are identified and assessed through a district-wide needs assessment administered by Northwest Tri-County Unit #5 in the spring of each school year. Data is analyzed to help identify the system level and school level strengths and weaknesses. Each school, while recognizing individual needs, is also part of the whole picture, so school level activities are shared at a system-wide meeting to assure compliance with state regulations, appropriateness of activities, collaboration of consultants, etc. The district staff strives to ensure that teaching and learning are based on best practices and linked to research.

Training that is common to all schools or centered on a common topic is coordinated at the district level. Development is differentiated and includes opportunities for new teachers, bus drivers, school food service workers, custodians, administrators, and other groupings of teachers as indicated through the needs assessment.

CASD conducts an annual needs assessment to determine highly qualified teacher status, highly qualified paraprofessionals status, average number of years of teaching experience, teacher retention rate, and average class size for each school to determine any areas of inequity.

Equity Indicator 2: Equity of Stakeholder Involvement

In an effort to ensure equitable opportunity for teachers to provide quality instruction, as well as meet the diverse learning needs of all students, the District shall develop an annual plan from our yearly needs assessment, staff surveys, professional development evaluations, community surveys, and test results.

Information concerning the current staff's certification needs, highly qualified status, retention rates, and recruitment needs for the coming year are assimilated and analyzed. Administrators are involved in the recruitment process to ensure that all students receive the best education possible by hiring the most qualified and experienced teachers available.

Various stakeholders' meetings are held throughout the year for the purposes of planning. Invited attendees include central office administrators; including the superintendent, school level administrators, teachers, paraprofessionals, parents, business partners, and community support personnel. Topics for discussion in these planning sessions may consist of: strategies to improve instruction, materials needed to provide meaningful lessons, ideas to improve school climate and staff attendance, strategies meant to increase parental and community support, practices that lead to meeting requirements of Every Student Succeeds Act of 2015 [ESSA], and procedures to increase student attendance. After discussion, prioritization of needs and action planning that address equity components are developed. Student, staff, and system needs are prioritized for the upcoming year. Professional development activities are discussed and finalized.

Plans to meet the prioritized needs through various programs, including Title I, Title IIA, Title IV, and professional development are discussed.

Stakeholders are also involved at that school level through any necessary school improvement planning processes. Such plans are consequently updated and approved by all required constituencies.

Equity Indicator 3: Highly Qualified Teacher Equity

A. Personnel

Employed Personnel: The goal of assuring that each employed teacher is highly qualified will be accomplished by the following procedure. The Classified Secretary will submit to the principal and superintendent for review the initial and yearly reports for all current employees. The principal and superintendent will review this report, making sure that teaching assignments are compatible with certification. If any discrepancies are detected, an administrator will make

an adjustment of assigned classes to correct this problem. If a correction through the manipulation of class assignments is not possible, the principal will notify the superintendent of the problem. The superintendent will create a professional development plan for the employee that will assure highly qualified status as soon as possible. If the employee does not comply or if a resolution cannot be attained during the specified time frame, appropriate action will be taken.

Applicants/New Hires: As new positions are filled, the Classified Secretary and superintendent will review applications to assure that the person being hired is highly qualified for his or her teaching assignment. If a suitable, highly qualified candidate cannot be located to fill a vacant position, consideration will be given to those applicants who most closely meet the criteria for highly qualified status. A professional development plan will then be created for that person to assure his/her attainment of the highly qualified standing. If, at the end of an agreed upon time period, the employee has not met the criteria for highly qualified status, this non-highly qualified new employee's assignment will be changed or the employee will be replaced.

B. Equitable Distribution of Quality Instruction

The procedure to ensure an equitable distribution of quality instruction involves: (1) the collection of data, (2) the equitable assignment of greatest and lowest need students among experienced teachers, (3) monitoring to assure parity, and (4) a timeline for action.

Equity Indicator 4: Teacher Experience Equity

The District reviews teacher experience annually. Before creating class assignments, administrators in both schools will examine the teacher experience data along with low achieving student needs, possible poverty levels, and minority status. After reviewing this data, all students, including those considered to be low achieving, high poverty, and minority, will be matched with the teacher best equipped to meet each individual's learning needs.

When classroom assignments are made, principals will evaluate school-wide teacher experience, low achieving student needs, poverty level, and minority status. If an imbalance exists, the principal will revise the assignments to make sure all students have teachers with teaching experience, and/or a teacher who has a veteran teacher mentor.

Equity Indicator 5: Class Size Equity

Class size equity is monitored and maintained through the annual Title I Comparability Class report. However, because of our grade level and building configuration, our district is exempt from completing this report. In addition, the principal reviews class size prior to the start of school and every month thereafter to ensure compliance with District guidelines. Class sizes are also reviewed to ensure that classes within a school that have a preponderance of poverty and/or minority students are not larger than those of their higher SES and majority peers. Inequities will be reviewed by school/district leadership and rectified.

Equity Indicator 6: Differentiation of Instruction and Meeting Student Needs

Each school will assess the ability of its teachers to differentiate instruction based on diverse student needs. The ability to successfully differentiate instruction will be determined through observation and/or review of artifacts and will be noted on the system's formal teacher evaluation instrument, on walk-through checklists, and via other informal instruments by school or District leadership. A teacher's knowledge of differentiation may be further noted through grade and/or content meetings and in other school improvement sessions. Evidence may be determined by artifacts such as samples of student work, variety of instructional methods, balanced assessment, performance tasks, grouping patterns, student mastery, etc. Teacher lesson plans are utilized to identify individual student accommodations for students with disabilities as well as for students with learning difficulties.

Based on identified needs, the system will provide continued professional learning opportunities for staff in the area of differentiation, best practices in reading and math instruction, and Response to Instruction and Intervention.

Equity Indicator 7: Retention of Highly Qualified, Effective Teachers

Corry Area School District is committed to retaining its highly qualified teachers and has instituted several strategies for accomplishing this. First, the District offers a competitive salary and benefits package. In addition, all new teachers are assigned a school level mentor. New teachers are provided a specially designed orientation to acclimate them to the system as well as additional training throughout the school year.

Teachers receive instructional support and job-embedded professional learning through the mentoring process. School leaders will provide opportunities for personnel to plan and work together as a team. Building principals will ensure that resources are available and provide mentoring to those teachers who need assistance. All school leaders, with assistance from central office administrators, will provide support to the faculty, communicate effectively, handle disciplinary problems in an appropriate and timely manner, lead curricular improvement initiatives, and implement measures to increase a positive school climate and increase parent/teacher communication.

Equity Indicator 8: Recruitment & Placement of Highly Qualified, Effective Teachers

Corry Area School District's recruitment plan includes but is not limited to the strategies noted below:

- To ensure that all students receive the best education possible, administrators and master teachers are involved in the process of hiring the most qualified and experienced teachers available.
- Teachers, paraprofessionals, and leaders who meet the definition of highly qualified are hired first.
- Individuals with strong content knowledge in hard-to-fill subjects are sought and encouraged to enter the profession.

- Prospective talent will be directed to or matched with high poverty or struggling schools.
- An Intensive Assistance Plan will be developed for ineffective teachers, to include professional learning and mentoring.