

Dunmore School District



Teacher Equity Plan 2018-2019 School Year

Dunmore School District
LEA Name

6/2/17
Date

Nov. 18, 2018
Revised Date

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Summary of possible Inequities

At the Dunmore Elementary Center (DEC), our school accountability status is undesignated. Our school poverty percentage for the 2018-2019 school year is 45.55 %, and our school minority percentage is 23%. The percent of teachers who are applicably certified and considered effective on the PDE 82-1 Form at the DEC is 100%. The number of inexperienced teachers, teaching less than 3 years in a public school, employed at the DEC is 9.2% (5 out of 54). Those 5 teachers combined instruct 17.6% (32 out of 182) of the minority population and 19.4% (70 out of 361) of students of poverty.

At the Dunmore Jr./ Sr. High school (DJSHS), our school accountability status is undesignated. Our school poverty percentage for the 2018-2019 school year is 37.62%, and our school minority percentage is 15%. The percent of teachers who are applicably certified and considered effective on the PDE 82-1 Form at the DJSHS is 100%. The number of inexperienced teachers, teaching less than 3 years in a public school, employed at the DJSHS is 8% (4 out of 50). Those 4 teachers combined instruct 33.7% (36 out of 107) of the minority population and 37.8% (111 out of 294) of students of poverty. As we reviewed these numbers, we felt that 33.7% and 37.8 % appeared to be significant, and we needed to take a more in depth look at these students and teachers. When we reviewed the data, we discovered that 39/111 students with poverty taught by inexperienced teachers take this “enrichment” class once every 5 days taught by a first year teacher. We also discovered that 28/111 are in the Keystone remediation class being taught by a second year Physics teacher- which is a difficult certification to obtain and position to recruit in the hiring process. We also discovered that 14/111 students are in a Learning Support classroom being instructed by our first year Learning Support teacher. We felt that although these teachers are considered “inexperienced”, they are qualified in the subject areas they are teaching, and there aren’t any staff adjustments that need to be made at this time.

Our Strategies for Effectiveness

The Dunmore School District (DSD) ensures that low-income and minority children are not served at disproportionate rates by ineffective, out of field, or inexperienced teachers. Teachers hired at the DSD must be appropriately certified holding a Pennsylvania State Teaching Certificate for the grade levels they will be teaching. All teachers working in the DSD are evaluated by the school principals and considered “effective” through the use of the PDE 82-1 form. Although the DSD employs a total of 9 out of 104 inexperienced teachers (8.7%), those teachers work closely with mentor teachers,

administration, and grade level teams to gain knowledge and expertise in the curriculum and instructional best practices for the grade levels and content areas that they are teaching. They also attend multiple trainings at the local Intermediate Unit (NEIU 19) to acquire information at the state and local level to further their education. These inexperienced teachers receive a full Danielson evaluation along with multiple walk-through evaluations and conferences with school administration.

Evaluating our Effectiveness

Each year, the Dunmore School District will ensure that teacher certificates are up-to-date and teachers are instructing students in grade levels that they are certified to teach. At least once a year, teachers will be evaluated using the PDE 82-1 form, and if teachers are found to be “ineffective” they will be put on an improvement plan and monitored by administration for improvement. All inexperienced teachers will continue to take part in new teacher induction, a teacher mentoring program, assigned a teaching team for collaboration, and attend multiple professional development trainings to further their education. All inexperienced teachers will also be evaluated at least twice a year by administration and will be provided feedback and monitoring when deemed necessary. We will continue to assess minority and poverty reports yearly, especially in the DJSHS to ensure remediation courses and enrichment courses aren’t overpopulated with minority or poverty students.

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On November 18, 2018 the Director of Federal Programs met with district administrators for annual review of poverty and minority school level data in order to update the Dunmore School District Teacher Equity Plan. The following were in attendance:

<u>Title</u>	<u>Name</u>	<u>Signature</u>
Director of Federal Programs	Mrs. Michelle Kokindo	_____
Superintendent	Mr. John Marichak	_____
DEC Principal	Mr. Matthew Quinn	_____
DJSHS Principal	Mr. Timothy Hopkins	_____