

The Albert Gallatin Area School District's Equity Plan in response to ESSA includes:

- 1. An Equity Worksheet providing school data on the following:**
 - School Accountability Status
 - School Poverty Percentage
 - School Minority Percentage
 - Teachers HQT Status
 - Teachers Experience Percentage
 - Teachers Educational Level
- 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 school and grade level.**
- 4. A description of strategies the District 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.**
- 5. Measurement of Success**

The Every Student Succeeds Act (ESSA) requires that all teachers in a school supported with Title I funds meet Pennsylvania's statutory and regulatory requirements related to appropriate certification and licensure requirements to school staff. To satisfy this definition, teachers must:

1. Hold at least a Bachelor's Degree
2. Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II or Intern certificate, but not an emergency permit); **and**
3. Demonstrate subject matter competency for the core*content area they teach.

*Core content areas include English, English Language Arts (ELA), Mathematics, Science, Social Studies (history, economics, geography, civics and government).

Districts may apply to the Pennsylvania Department of Education for Emergency Permits in these areas if a licensed certified teacher cannot be employed to fill the vacancy. Teacher requirements also include:

- Elementary Level (grades K-6) teachers who teach all subjects to a particular grade;
- Middle and secondary level (grades 7-12) core content area instructors;
- Special education teachers who provide direct instruction in one or more core content areas; English as a second language (ESL) teachers who provides direction in one of more core content areas; **and**
- Alternative education teachers who provide direct instruction in one or more core content areas.

Section 9214(d)(2) of the Every Student succeeds Action requires that a person employed as a special education teacher in elementary, middle, or secondary school comply with Pennsylvania’s statutory and regulatory certification requirements under 22 Pa. Code Chapter 49 Certification of Professional Personnel (CSPG No.61 – Special Education:

1. Have obtained full certification as a special education teacher (including certification obtained through alternate routes to certification) or passes the State special education teacher licensing examination and hold a license to teach in the State as a special education teacher
2. Not have had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis
3. Hold at least a bachelor’s degree.

Under ESSA, there are currently no specific federal requirements for special education paraprofessionals. However, there continues to be requirements for paraprofessionals utilized in Title I funded programs. Special education paraprofessionals must meet Pennsylvania’s regulatory requirements contained in 22 Pa. Code 14.105 which includes the following:

- Have completed at least two years of postsecondary study.
- Possess an associate degree or higher.
- Meet a rigorous standard of quality as demonstrated through a State or local assessment.
- Instructional paraprofessionals, each school year, shall provide evidence of 20 hours of staff development activities related to their assignment.

Paraprofessionals working in a Title I, Part A program must abide by “professional standards for paraprofessionals” including requirements under section 1119© and (d) of the ESEA and any State specific requirements. Each paraprofessional hired by an LEA and works in a program supported by Title I, Part A funds must have a secondary school diploma or its recognized equivalent and has completed at least two years of study at an institution of higher education, obtained an associate’s degree or higher, or met a rigorous standard of quality and can demonstrate through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics.

Currently, all teachers in the Albert Gallatin Area School District are certified according to Pennsylvania’s statutory and regulatory requirements and all paraprofessionals abide by the established professional standards.

The following table presents district demographic data as it relates to the percentage of HQ and experienced teachers in each of the Title I Albert Gallatin Area schools. Information regarding poverty, minority and new/not new teachers is included.

Table I: Albert Gallatin Area School District Title I Demographic Table

2024-2025 SY								Content Area ELA/Math/Science Teachers Experience			
List of SCHOOLS (* Title I Schools)	Student Population	% of Poverty	% of Minority	% Of Poverty Children Taught by Appropriately Certified Teachers	% Of Poverty Children Taught by "Out of Field" Teachers	Teachers with less than 3 years experience	% Of Poverty Children Taught by Ineffective Teachers	Returning teachers to the building	New teachers to the building	Art, PE, Music, Speech, Library, Computers	School Improvement Status
*A.L. Wilson	341	51.03%	9.97%	100	0	3	0	24	3	6	
*Friendship Hill	155	69.68%	1.94%	100	0	4	0	10	3	6	
*George J. Plava	314	60.19%	11.46%	100	0	4	0	22	4	6	
*Masontown	251	69.32%	16.33%	100	0	1	0	20	2	6	
*Smithfield	220	48.18%	1.36%	100	0	1	0	17	1	6	
North MS	375	50.93%	11.47%	100	0	3	0	27	1	5	
South MS	318	54.40%	9.12%	100	0	1	0	29	0	5	
High School	929	48.87%	8.93%	100	0	2	0	59	2	9	

All five elementary schools in the Albert Gallatin School District are Title I schools. **All Title I classroom teachers are certified.** Within our Title I elementary staff numbers, 18 of our teachers are assigned to work with our special needs students in either learning support classrooms, life skills classrooms, emotional support and/or our autistic classroom. There are also 5 highly certified Title I tutors to support student learning. Each tutor provides support services based on identified individual student needs. Appropriate grade level remedial/diagnostic activities are provided by certificated grade level teachers under the direction of a certified reading specialist. The reading specialist established guidelines and oversees the remedial plan of action for identified students in need. Title I schools are also afforded the shared services of 5 speech teachers and 3 guidance counselors to address the needs of our Title I students.

Summary of Findings:

Our current strategies have allowed the district to have 100% of our teachers certified according to State regulations, including all special education teachers and substitute teachers filling sabbatical positions. New teachers (1-3 years of experience) constitute a very small number of the content area teachers in all Title I schools with only 3 teachers currently in this category. Most recent hires, although part of our teacher induction program, have been on our substitute list or have worked in some capacity in the district for many years prior to full time employment. Art, music, PE, library and computer specialty teachers are shared between Title I schools and **all** are certified. Contractual movement of teachers has still resulted in experienced teachers filling available openings throughout the district. Currently there are no long term substitute positions available. In

the event that a long term substitute teaching position would be needed, the position for a teacher on leave will be filled with a highly qualified teacher from our current substitute list.

To assist teachers with less than three years of teaching experience, the district has partnered with Intermediate Unit I to implement an extensive teacher induction program with new teachers assigned mentors to provide professional assistance and support. In addition, the district also contracts with the Intermediate Unit for a Lead Support Teacher who is available to conduct observations and develop plans for teachers having difficulty with class management and/or effective instructional strategies and techniques.

The Albert Gallatin Area School District has found the following areas difficult to find highly qualified teachers, but, fortunately, to this point, has been able to hire teachers who are highly qualified in these areas:

Certified Substitute Teachers

High School Math Teachers

High School Science Teachers (Physics, Chemistry)

There are a total of 103 teachers providing services in our Title I schools throughout the district.

Strategies:

The Albert Gallatin Area School District currently implements the following strategies 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.

Current Strategies:

- Advertising (national, local, web site)
 - a. Advertise in the Herald-Standard, Post Gazette, Tribune Review, PA-Educator.net and our District website as necessary for vacant teaching and/or paraprofessional positions.
- Active Recruiting
 - a. Currently, we have partnerships with the University of Pittsburgh, PennWest University, Waynesburg University, Carlow University and West Virginia University.
 - b. The Albert Gallatin School District has increased the substitute pay to encourage a long term commitment.
- Professional Development
 - a. Offer training and workshops to strengthen content knowledge and instructional strategies.

Title I Supervisor Responsibilities

- a. Monitor individual school buildings to ensure that children are grouped heterogeneously without regard to poor or minority status and distributed among teachers with all levels of experience.
- b. Increase collaboration among and between grade level teachers to support student learning and to address achievement gaps
- c. Seek professional development opportunities for teachers to facilitate successful implementation of PA Core Standards
- d. Monitor RtII to ensure deficit skills are addressed to meet the individual needs of all students with an emphasis on struggling sub-groups

Future Strategies:

- Consider advertising for positions, especially those that are hard to fill on Monster and placing employment opportunities on our District website
- Continue working with local colleges and universities to have opportunities for our Principals and teachers to visit student teachers and discuss the benefits of working in the Albert Gallatin Area School District
- Maintain an ongoing database of prospective teachers and educational specialists.
- Evaluate and interview student teachers. Encourage student teachers when finished with assignment to seek placement on the Albert Gallatin Area School District substitute teacher list.
- Initiate the hiring process as soon as we are aware of a vacancy or opening, especially in the areas identified as hard to fill
- Monitor closely, the placement of new hires, striving to place the most experienced teachers in the buildings with the highest percentage of poverty and minorities.
- Use experience teachers as mentors for novice teachers.
- Continue working to align our system of recruitment, hiring, induction, supervision and professional development

Measuring Success:

Success will be measured by analyzing the data yearly to determine the following data points:

- Number of teachers resigning each year and moving to another school district
- Number of interviews conducted in areas of difficulty in finding highly qualified teachers
- Number of teachers interested in student teaching or completing internships in the Albert Gallatin Area School District
- Continuation of Albert Gallatin Area School District's success in maintaining 100% Highly Certified Teachers at all levels and in all disciplines.

Albert Gallatin School District Teacher Equity Plan

2024-2025

Albert Gallatin School District
LEA

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Date

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