

**Panther Valley School District  
Equity and Professional Education Plan  
2015 – 2016**



**Local Education Agency (LEA) Teacher Equity Plan  
2015-2016 School Year**

**Panther Valley School District                      May 15, 2015**

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## **Panther Valley School District's Equity Plan**

The Panther Valley School District believes in equitable access to the best instruction for all of our students. The district is committed to implementing best practices in all of our classrooms to improve the achievement of all students.

The following items are included as part of the equity plan:

- School Accountability Status
- School Poverty Percentages (Free/Reduced Lunch)
- School Minority Percentage
- Highly Qualified Teacher recruitment, Retention, and Percentage
- Teacher Experience (New Teacher Percentage)
- Summary Table

### **Public Law 107-110-January 8, 2002**

SEC. 1112. Local Education Agency Plans

“(C) Assurance-

“(1) In General- Each educational agency plan shall provide assurances that the local educational agency will-

“(L) ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers;

“SEC. 1114. Schoolwide Title 1 Programs-

“(C) Components of a Schoolwide School Program-

“(1) In General- The school must serve an eligible school attendance area where at least 40% of their children are from low-income families. Title 1 services assist the local educational agency meet their responsibility to provide opportunities for all students to meet the state's challenging academic achievement standards in subjects determined by the State. The three core elements of a schoolwide plan include:

- 1) A comprehensive needs assessment
- 2) A comprehensive plan developed over a one-year period
- 3) An annual evaluation of the implementation and results achieved by the program

**School Accountability Status based upon 2014-2015 PSSA/Keystone Results**

<b>Schools</b>	<b>Accountability Status</b>
<b>Elementary School</b>	
<i>Panther Valley Elementary School</i>	<b>No Designation</b>
<b>Middle School</b>	
<i>Panther Valley Intermediate School</i>	<b>No Designation</b>
<b>High School</b>	
<i>Panther Valley Junior Senior High School</i>	<b>Focus</b>

**School Poverty as determined by Free/Reduced Lunch**

<b>School</b>	<b>Free</b>	<b>Reduced</b>	<b>Total</b>	<b>Percent</b>
<i>Panther Valley Elementary</i>	<b>359</b>	<b>26</b>	<b>385</b>	<b>65%</b>
<i>Panther Valley Intermediate School</i>	<b>285</b>	<b>26</b>	<b>311</b>	<b>62%</b>
<i>Panther Valley Junior-Senior High School</i>	<b>434</b>	<b>27</b>	<b>461</b>	<b>52%</b>
<b><i>District Total</i></b>	<b>1078</b>	<b>79</b>	<b>1157</b>	<b>59%</b>

## School Minority Percentage (October 2015)

School	Number	Percent
<i>Panther Valley Elementary School</i>	<b>29</b>	<b>6%</b>
<i>Panther Valley Intermediate School</i>	<b>44</b>	<b>4%</b>
<i>Panther Valley Junior Senior High School</i>	<b>63</b>	<b>13%</b>
<b>District Total</b>	<b>136</b>	<b>7%</b>

### NCLB's Highly Qualified Teacher Requirements

All public school teachers with primary responsibility for direct instruction in one or more of NCLB's core content areas are required to demonstrate that they satisfy the definition of a "Highly Qualified Teacher." This requirement includes:

- 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 provide direct instruction in one or more content areas; and
- Alternative education teachers who provide direct instruction in one or more core content areas.

### Pennsylvania's Definition of Highly Qualified Teacher

To satisfy the definition of a Highly Qualified Teacher, teachers must:

- Hold at least a bachelor's degree;
- Hold a valid Pennsylvania teaching certificate (i.e., Instructional I, Instructional II or Intern certificate but NOT an emergency permit); and
- Demonstrate subject matter competency for the core content area they teach.
- In Pennsylvania, the NCLB core content areas include English, Reading/Language Arts, Mathematics, Sciences, Foreign Languages, Music and Art, and Social Studies (history, economics, geography, and civics and government).

**Panther Valley School District’s Position on Hiring and Retaining Highly Qualified Teachers**

In order to meet the diverse needs of our students, teachers are selected for employment based on several factors, including their ability to relate to the population of the students we serve. Teachers are recruited by posting vacancies on-line, in local and regional newspapers, and by advertising on college campuses. If it becomes necessary to hire a teacher who is not highly qualified, a plan is developed and closely monitored to ensure the teacher meets the plan’s goal for obtaining appropriate certification within the first year of employment. Teachers of all teaching levels are placed throughout the system to ensure that low income and minority students are not taught more frequently than other students by inexperienced teachers. The administration examines test results by grade level and subgroup in making decisions regarding teacher placement to ensure the delivery of quality instruction. Retaining highly qualified teachers is a goal of the Pottsville Area School District. Teachers are provided tuition reimbursement and the opportunities to attend conferences and workshops designed to enhance their effectiveness in the classroom. Professional development opportunities are offered throughout the school year and are designed to equip teachers with the latest research-based strategies aimed at meeting the needs of all students. Parents may request information regarding the professional qualifications of their child’s teacher(s), and of paraprofessionals who provide instructional services to their children. **The PVSD Professional Education Plan is listed in the latter portion of the Equity Plan.**

**Highly Qualified Teacher Status for 2015-2016**

<b>School</b>	<b>%HQ Teachers</b>
<i>Panther Valley Elementary School</i>	<b>100%</b>
<i>Panther Valley Intermediate School</i>	<b>100%</b>
<i>Panther Valley Junior Senior High School</i>	<b>100%</b>
<b>District Totals</b>	

**Teachers with less than Three Years Experience in 2015-2016**

<b>School</b>	<b>Number/Total Teachers per Building</b>	<b>%&lt; 3 years experience</b>
<i>Panther Valley Elementary School</i>	<b>37</b>	<b>24%</b>
<i>Panther Valley Intermediate School</i>	<b>30</b>	<b>6%</b>
<i>Panther Valley Junior-Senior High School</i>	<b>50</b>	<b>6%</b>

<b>District Totals</b>	<b>117</b>	<b>12%</b>
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## **Panther Valley School District Professional Education Plan**

**The professional Education Plan of the Panther Valley School District lists goals and methods recommended by the Comprehensive Planning Team to meet the ACT 48 and certification requirements of the District’s professional staff.**

### GOALS

- To provide opportunities for Professional Development designed to prepare staff for the implementation of curriculum, instruction and assessment based on PA Standards, PA Core Standards and Assessment Anchors.
- To provide ongoing opportunities for Professional Development in the effective utilization of all technology as outlined in the District’s Technology Plan.
- To identify, design and implement programs to ensure a safe and responsible environment for learning.
- To provide ongoing opportunities for Professional Development for teachers and staff in strategies to accommodate the diverse needs of students.
- To provide opportunities for Professional Development in topics that will improve and promote professional responsibility and accountability.

The professional education committee has suggested the following list of professional education options that may be used to fulfill the six credits and/or 180 – hour requirements. The committee recognizes that professional education options need prior approval from the appropriate supervisor or administrator. Methods of delivery to meet these goals may include, but shall not be limited to the following:

- Collegiate studies
- Continuing professional education courses taken for credit
- Approved continuing education credits
- Curriculum development and other programs designed to deliver activities to departments or grade levels as determined by and/or approved by district administration
- Participation in professional conferences and workshops

- Education in the Workplace where the work is related to the professional educator's area of assignment and is approved by the administration and board of directors
- Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the school board

- In-service programs that comply with the professional education criteria as presented in the Professional Education Plan Guidelines
- Early childhood and child development activities for professional educators whose area of assignment includes kindergarten through third grade
- Other continuing professional education courses, programs activities or learning experiences sponsored by the Department of Education, Intermediate Units throughout the state and Pennsylvania school entities
- Preparation of continuing professional education courses, in-service programs, or workshops for school districts, the Department of Education, professional conferences or Intermediate units. One hour of preparation will be counted for each hour taught.
- Any experience or course related to certification, general pedagogy, and the needs identified in the district's plan
- Teachers, educational specialists, and administrators involvement in approved councils, programs, or learning experiences occurring on a regular basis throughout the school year
- Induction professional development activities acquired through a district or intermediate unit defined induction plan
- Mentor Activities
- Observations and visitations. Observations and visitations are defined as school entity sponsored visitations for the purpose of improving instruction and student achievement. These opportunities may include, but are not limited to, activities such as observation within The intermediate unit, visitations to other sites outside of the intermediate unit and business and industry collaboration
- Program/department meetings for a specific purpose (ex...planning and coordinating curriculum or sharing successful projects). These meetings may be scheduled during in-service days, the regular school day, and/or through release time
- Individualized projects/pilot programs which are defined as individually created projects designed to improve instruction and /or student achievement. The purpose, procedures, and time line to be followed in order for successful completion and awarding of Act 48 credit will be determined collaboratively by the individual and supervisor prior to beginning the project

- Parent involvement planning time for Title 1 or PTO programs and specialized training programs involving parents (or promotion of parental involvement) in their child's educational process
- On-line courses
- Distance learning staff development
  - Presentation by staff for the entire school entity
- State-sponsored/developed professional education courses, programs, activities or learning experiences
- Training by textbook companies for the adoption of a program of study by district staff
- Training provided through grant participation

**Potential providers, courses, programs and activities approved by the Professional Education Comprehensive Planning Committee**

The following list includes, but is not limited to approved providers for Panther Valley School District. These providers meet the identified needs as stated in the plan. Other professional agencies that address the goals and identified needs of the plan are also approved.

Panther Valley School District

- Providers approved by other local school districts
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Pennsylvania's Intermediate Units
- Providers approved by the Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges including but not limited to:  
Penn State University, University of Pennsylvania, Temple University, Bloomsburg University, Millersville University, Kutztown University, East Stroudsburg University, Luzerne County Community College, Lehigh Carbon Community College, Indiana Wesleyan University, Shippensburg University, Bucknell University, Wilkes University, Widener University, Lehigh University, Marywood University, University of Scranton, Alvernia College, Cedar Crest College, Harrisburg Community College, McCann's School of Business and others
- Community, County and State Agencies and Organizations including but not limited to:  
American Red Cross, American Heart Association, Carbon County Mental Health/Retardation, Turning Point, United Cerebral Palsy, DARE, St. Luke's University Health Network, Keystone State Reading Association, Manufacturers' Association of Mid-Eastern Pennsylvania, Carbon County Drug and Alcohol Commission.
- State and National Professional Organizations, including but not limited to:  
PSBA, NEA, PSEA, NASSP, NAESP, PASESP, NMSA, ASCD, PSLA, PSCA, NASA, IRA, SCRA, KSRA, PNA and other organizations offering CEU's for nurses and teachers.