



Harmony Area School District

Equity Plan 2019 – 2020

Harmony Area School District Equity Plan 2019 – 2020 School Year

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Harmony Area School District's Equity Plan

The Harmony Area School District believes in equitable access to the best instruction for all students. The district is committed to implementing best practices in all classrooms to improve the achievement of all students. The Harmony Area School District's mission is to be unified in a commitment to inspire and to empower resilient, lifelong learners.

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

- School Accountability Status
- School Poverty Percentages (*Free/Reduced Lunch*)
- School Minority Percentage
- Teachers' applicable certification status
- Teacher experience percentage

Harmony Area School District chooses to accept Title I funding. In doing so, the District abides by the Every Student Succeeds (ESSA) of 2015 by developing an equity plan that ensures their economically disadvantaged and minority students in Title I schools are not being taught at a disproportionate rate by teachers who are inexperienced (in PA, "experienced" means 3 or more years of teaching), or who are teaching out of field.

School Accountability Status based on 2018-2019 PSSA/2018-2019 Keystone Results

Schools	Accountability Status
Harmony Area Elementary School*	No Designation
Harmony Area Jr./Sr. High School*	No Designation

* Title I School

School Poverty as determined by Free/Reduced Lunch

(March 12, 2020 Statistics)

School	Free/Reduced Lunch	Total Number of Students	Percent
Harmony Area Elementary School*	61	145	42%
Harmony Area Jr./Sr. High School*	37	124	30%
District Total	98	269	33%

School Minority Percentage

(March 12, 2019 Statistics)

School	Number of Minority	Total Student	Percent of Minority
Harmony Area Elementary School*	3	145	2%
Harmony Area Jr./Sr. High School*	1	124	0.8%
District Total	4	269	1.5%

ESSA Appropriately Certified Teachers

All public school teachers must meet appropriate state certification and licensure requirements of Pennsylvania.

Harmony Area School District's Position on Hiring and Retaining Appropriately Certified 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 appropriately certified, 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 Harmony Area School District. Teachers are provided tuition reimbursement 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.

Appropriately Certified Teacher Status for 2019-2020

School	% Appropriately Certified Teachers
Harmony Area Elementary School*	100%
Harmony Area Jr./Sr. High School*	100%
District Total	100%

*Title I School

Teachers with Less than Three Years' Experience in 2019-2020

School	Number/Total Teachers Per Building	% < 3 Years Experience
Harmony Area Elementary School*	15	1
Harmony Area Jr./Sr. High School*	15	1
District Total	30	2

*Title I School

Definition of “not new teachers”: one who has taught in a public school for less than 3 years.

Summary Table

School	% Poverty	% Minority	% Appropriately Certified	% < 3 Years Experience	School Improvement Status
Harmony Area Elementary School*	42%	2%	100%	7%	No Designation
Harmony Area Jr./Sr. High School*	30%	0.8%	100%	7%	No Designation
District Total	33%	1.5%	100%	7%	No Designation

* Title I School

Harmony Area School District

Strategies Being Implemented to Ensure Teacher Effectiveness

Harmony Area School District lists goals and creates strategies recommended by the Comprehensive Planning Team to meet ACT 48 hours 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 in topics that will improve and promote professional responsibility and accountability.

The Comprehensive Planning Committee and Schoolwide Leadership Team have suggested the following list of professional education options that may be used to fulfill the six credits and/or 180-hour requirements. The Committee and Team 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:

STRATEGIES

- Collegial 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
- 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
- Early childhood, Elementary, and Child Development activities for professional educators whose area of assignment includes kindergarten through sixth 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
- Any experience or course related to certification, general pedagogy, and the needs identified in the district's plan

- Teachers, educational specialists, and administrators involved 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 observations 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 (i.e. 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 timeline 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 I or specialized training programs involving parents (or promotion of parental involvement) in their child's educational process
- Approved on-line courses and webinars
- 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

- The following list includes, but is not limited to, approved providers for Harmony Area School District:
 - Harmony Area School District
 - The Pennsylvania Department of Education
 - Providers approved by the Pennsylvania Department of Education
 - Pennsylvania's Intermediate Units
 - Providers approved by the Pennsylvania Intermediate Units
 - Universities and Colleges

The methods of Harmony Area School District in determining the effectiveness of the strategies may include, but shall not be limited to the following:

- Successful completion of the professional activity
- Completion of the appropriate documentation and paperwork associated with the professional activity
- Administrative observations
- Completion of appropriate surveys
- Review and reflection meetings