

1. LEA EQUITY WORKSHEET: Enter LEA data from the 2019-2020 school year for the following elements -

EQUITY PLAN WORKSHEET

LEA: Berlin Brothersvalley School District

LIST of SCHOOLS	School Improvement Status	% of Poverty	% of Minority	# and % of HQ Teachers		# and % of non-HQ Teachers		Teacher Experience	
								# of "not new teachers"	# of "new teachers"
Berlin Brothervalley Elementary School	No Designation	40%	3.6	26	100%	0	0	23	2
Berlin Brothersvalley Middle School	No Designation	43%	1.0	15	100%	0	0	14	1
Berlin Brothersvalley High School	No Designation	43%	3.0	24	100%	0	0	24	0

2. Provide a general summary of findings outlining where possible inequities exist. Address these areas as they specifically relate to LEA data:

- School Name
- School Accountability Status
- School poverty percentage
- School minority percentage

- Number and percentage of highly qualified teachers
- Number and percentage of non-highly qualified teachers
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years).
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years).

No inequalities exist

3. Collect and report data on core academic subject teaching vacancies that are difficult to fill with highly qualified teachers, by LEA, school, and grade level.

100% of Berlin Brothersvalley School District’s faculty is Highly Qualified.

Core Academic Subjects and Grades with Teacher Vacancies That Cannot be filled by Highly Qualified Teachers			
List of Schools	Subject	Grades(s)	# of Vacancies Filled by Non-HQT Per Subject/Grade- Zero
N/A	N/A	N/A	

List of Schools	Subject	Grades(s)	# of Vacancies Filled by Non-HQT Per Subject/Grade- Zero
N/A	N/A	N/A	

4. Provide a brief description of strategies the LEA 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.

- Describe how the LEA plans to implement a recruitment and retention program for highly qualified teachers in all schools (i.e. identifying strategies to be used).
- Describe how Title I, Title IIA, and other funds are used to support recruitment and retention of highly qualified teachers in all schools.

Berlin Brothersvalley School District is housed in one complex divided into three distinct areas. Currently, Title I services are only provide in the Elementary School which is a K-4 school. All teachers are highly qualified. The principal and teachers regularly review students data to make decisions concerning instruction. By reviewing the growth of students in all core academic areas; the principal evaluates teaching assignments and adjusts accordingly. The district provides high quality professional development, such as Guided Reading and i3, in order to encourage teachers to continue their career at Berlin. This level of support also attracts new teachers to the district. All teachers are involved in decision-making and data analysis. This also attracts highly qualified teacher candidates.

5. How will the LEA determine whether or not the strategies are effective?

Principals and teachers will review student data on a regular basis to determine if these strategies are successful. By using the PVAAS growth model, PSSA scores, CDT, deficits in the curriculum and instruction will be addressed.

Listed below are other strategies employed by the LEA

• Identify where inequities in teacher assignments exist.

None of these inequities exist.

• Review school-level data on teacher turnover to identify characteristics of teachers who have left and whether or not they move to another school or leave the profession- Turnover rate is relatively small. The data shows staff has left for salary increases.

• Use resources wisely to retain teachers- The district advertises in newspapers when openings for teachers exist.

- **Advertise federal loan forgiveness for teachers who agree to work in Title I schools for 5 years-** This is advertised through the Teachers association and from district administrators.
- **Assign teachers to areas where they will be HQT-** This is done an annual basis.
- **Encourage non-HQT teachers to participate in online PRAXIS preparation program offered by PaTTAN**
- **Work with local union representatives-** Meetings occur annually in this capacity and also on an on-needed basis.
- **Establish professional development schools with nearby college or university-** The district works with local universities for student teachers and classroom observations.
- **Involve experienced teachers in decision-making** This is done through a mentoring program.
- **Promise to pay for advanced educational pursuits if experienced teachers agree to work in hard to staff schools-** This provision is included as part of the collective bargaining contract between the teachers association and the school district.
- **Use experienced teachers as mentors and classroom coaches for novice teachers-** This is done formally as new teachers are hired.

