

Conemaugh Valley School District
Equity Plan
2022-2023

Conemaugh Valley School District
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Conemaugh Valley School District's Equity Plan

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

- District/School Accountability Status
- District/School Poverty Percentage
- District/School Minority Percentage
- Teachers' HQT Status
- Teachers' Experience Percentage

Pennsylvania's Definition of Highly Qualified Teacher

To satisfy the definition of a Highly Qualified Teacher, 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. Demonstrates subject matter competency for the core content area they teach.

The Conemaugh Valley School District only hires Highly Qualified Teachers and Paraprofessionals.

School Accountability Status based on 2021-2022 PSSA/2021-2022 Keystone Results

Schools	Accountability Status
Conemaugh Valley Elementary School*	Non-designated
Conemaugh Valley Jr/Sr High School	Non-designated
District	Non-designated

*Title I School

School Poverty Level Students (using free and reduced lunch) and Minority Level Students

School	%of Poverty	%of Minority
Conemaugh Valley Elementary*	60.46%	12.51%
Conemaugh Valley Jr/Sr High School	50.16%	10.66%
District	55.84%	11.59%

*Title I School

Number of Highly Qualified Teachers, percentage of teacher experience (<3 or >3 years)

School	%<3 years experience	%>3 years experience	% of appropriately certified	% of ineffective classroom teachers
Conemaugh Valley Elementary*	44%	56%	100%	0%
Conemaugh Valley Jr/Sr High School	34%	66%	100%	0%
District	39%	61%	100%	0%

*Title I School

Equity Plan Worksheet

School	School Accountability Status (i.e focus, priority, reward, or non-designated)	% of Poverty Children taught by out of field teachers	% of Minority Children taught by out of field teachers	% of Poverty children taught by inexperienced teachers	% of minority children taught by inexperienced teachers	% of Poverty children taught by ineffective teachers	% of Minority children taught by ineffective teachers
Conemaugh Valley Elementary	Non-designated	0%	0%	100%	100%	0%	0%
Conemaugh Valley Jr/Sr High	Non-designated	0%	0%	100%	100%	0%	0%
District	Non-designated	0%	0%	100%	100%	0%	0%

*All Physical Education teachers in the district are inexperienced (less than 3 years teaching experience)

Summary

Description of strategies the LEA is implementing to ensure low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

The Conemaugh Valley School District utilizes various strategies to ensure low-income and minority children enrolled in our Title I school are not served disproportionately by ineffective, out-of-field, or inexperienced teachers. These strategies include:

- Advertising for, interviewing, and hiring teachers that are certified to teach in the areas we have vacancies in.
- Ineffective teachers are put on improvement plans and not issued permanent teaching certificates if they do not meet the high standards we expect.
- Inexperienced teachers are dispersed throughout the grade levels as best as possible so that one grade level does not have a high concentration of newly hired teachers. Newly hired teachers take part in a mentor program to help ensure their success.
- CVSD will continue to monitor the distribution of the teaching staff with experience equally in the elementary and JR/SR high school.
- Staff members receive frequent, meaningful professional development to meet the diverse needs of our student population.
- All teachers for the 2022-2023 school year are properly certified to instruct in assigned areas and grade levels.

How will the LEA determine whether or not the strategies are effective in addressing disparities?

In order for us to determine if the strategies are effective or not, we use a number of measures:

- Teacher evaluation tool (82-1)
- Administrative observations
- Local and state assessments
- PVAAS data

