



WCES Title 1 Parent Involvement Meeting

2/14/22

Welcome

Old Business

Title 1 School-wide Plan discussion and input

Greene/Fayette Federal Program Coordinator's Spring Parent Workshop discussion/invites

SPAC Videos presented by PTA parents

New Business

Equity Plan review and parent/teacher input

Funding Adjustment 21/22

Next Meeting March 14, 2022



## **WCES CURRICULUM COUNCIL**

February 14, 2022

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**Members:** Amy Sibert, Diane Cossick, Elizabeth Kovach, Jennifer Tretinik, Kellie-Ann Maute, Kelly Scherrick, Lauren Miske, Amy Taylor, Scott Headlee, Sean Van Eman

### Agenda:

- I. Selection of Recorder
- II. Approval of Minutes
- III. *myView* Check-In
- IV. ALMA-Planned release to staff on February 28th
- V. No Science Benchmark
- VI. Review of Equity Plan-Mr. Headlee
- VII. Department Reports
- VIII. Principal Reports
- IX. Needs Planning
- X. Closing

## EQUITY PLAN

Beginning with the 2016-17 school year the Every Student Succeeds Act (ESSA) eliminates Highly Qualified Teacher (HQT) requirements. The data elements that informed HQT calculations - course and faculty listings tied to student rosters - will continue to be utilized for both federal and state purposes. LEAs choosing to accept federal dollars are required by the federal law to develop an equity plan for how they place teachers in schools and classrooms to ensure that their poor and minority students are not being taught at a disproportionate rate by teachers who are inexperienced (in PA, "experienced" means 3 or more years of teaching), who are teaching out of field, or who are not Appropriately State Certified (ASC)

Local Education Agencies (LEA) are required to address the issue of equity through district plans describing actions the LEA will implement outlining specific uses of Title I, Title II, and other funds to support the planned actions. The plan should include:

*1. An LEA Equity Worksheet providing school data on the following:*

- School Accountability status
- School poverty percentage
- School minority percentage
- Teachers' ASC status
- Teacher experience percentage

*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 ASC teachers, by LEA, school, and grade level.*

*4. As part of its application for Title I funds, LEAs are required to provide an assurance that through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (§1112(c)(1)(L)). Provide a brief description of strategies and use of funds the LEA is implementing to fulfill this assurance?*

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

# Local Education Agency (LEA) Teacher Equity Plan 2021-2022 School Year

Central Greene SD. 2/15/2021 2/15/2021  
**LEA Name** **Date** **Revised Date**

Scott Headlee 724.627.3081 sheadlee@cgsd.org  
**Name of Contact Person** **Contact Person's Phone Number** **Contact Person's E-Mail Address**



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

Waynesburg Central Elementary School has achieved the "No Designation" status for the current school year.

The poverty status of our schools is 53.32% Elementary. We have historically maintained similar percentages of students who qualify for and participate in the Free and Reduced lunch program. We see a slight decline in participation of students as the students matriculate from elementary to Jr. Sr. High.

Our school district's percentage of minority of students is very low. Our district is in a rural part of Southwestern Pennsylvania and has seen a steady decrease in overall population over the last 10 to 15 years. Employment opportunities are decreasing as is suitable housing.

Currently, Central Greene School District does not have any teachers who are not "Appropriately State Certified". We employ 62 professional staff, 100% of whom are ASC.

97% (60 of 62) of our current professional employees (teaching staff) are "Not New Teachers. We have 2 teachers within the District who are "New Teachers", 10 special education teachers at the elementary, all are ASC.

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

### Core Academic Subjects and Grades with Teacher Vacancies That Cannot be Filled by ASC Teachers

List of Schools	Subject	Grades(s)	# of Vacancies Filled by Non-ASC Per Subject/Grade
Waynesburg Central Elementary	All	PreK-6	0



**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.**

### **Strategies**

The District is currently or will implement 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 Observer Reporter, the Herald Standard as necessary for vacant teaching or paraprofessional positions
  - b. Advertise on [www.cgisd.org](http://www.cgisd.org) for vacant teaching or paraprofessional positions
- Active Recruiting
  - a. Currently we have partnerships with Waynesburg University.
- Professional Development
  - a. Offer training and workshops to strengthen content knowledge and instructional strategies.
- Other
  - a. Students are heterogeneously grouped without regard to poor or minority status and distributed among teachers with all levels of experience.

## *Future Strategies*

1. 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 Central Greene School District
2. Maintain an ongoing database of prospective teachers and educational specialists.
3. Evaluate and interview student teachers. Encourage student teachers when finished with assignment to gain necessary certification to be a substitute within the Central Greene School District.
4. Initiate the hiring process as soon as we are aware of a vacancy or opening. With the ability to access student teachers and have a database of potential candidates we are in a position to interview early and offer jobs in a very timely manner.
5. Continue working to align our system of recruitment, hiring, induction, supervision and professional development.
6. Continue grouping students heterogeneously without regard to poor or minority status and distributed among teachers with all levels of experience.

Neither Title I nor Title IIA funds are utilized in recruitment of ASC teachers. We currently staff 3 teachers who are paid entirely with Title I monies and two teachers who are paid entirely with Title IIA monies. All of these teachers are ASC.

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

Central Greene School District will only recommend ASC applicants for employment. If necessary, applicants who are not ASC will only be utilized in a long or short term substitute capacity until an ASC teacher is found. Central Greene School District will continually monitor positions within the district to ensure all courses are taught at a high level and by staff who are ASC.

2021-2022 Central Greene School District  
Male and Female State Ethnicity Report  
Report Date: 01/19/2022

School: - WAYNESBURG CENTRAL ELEMENTARY

Grade	American Indian (I)		Asian (N)		Asian (not valid in 2010-2011 & bc (A)		Black (B)		Hispanic (S)		Multi-Racial (M)		Native Hawaiian or other Pacific I (P)		White (W)		School Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
0 Full	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	66	53	119
1	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	40	63	103
2	0	0	0	0	0	0	0	0	1	2	3	0	4	0	0	0	56	44	100
3	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	0	50	51	101
4	0	0	0	0	0	0	1	0	1	2	3	0	2	0	0	0	47	43	90
5	0	0	1	0	0	0	0	0	1	2	3	1	2	3	0	0	51	45	96
6	0	0	0	0	0	0	0	0	0	1	1	2	0	1	0	1	54	54	108
<b>Total:</b>	0	0	2	0	2	0	3	0	5	7	12	3	11	14	1	0	364	353	717

<b>District:</b>	0	0	0	2	0	0	2	0	0	0	0	3	0	3	5	7	12	3	11	14	1	0	1	364	353	717	378	371	749
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