

Pottsville Area School District

Equity Plan

2025 – 2026



Local Education Agency (LEA) Teacher Equity Plan
2025 – 2026 School Year

Pottsville Area School District

November 17, 2025

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The Pottsville Area School District's Equity Plan

The Pottsville 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 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
- Teacher effectiveness status

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

School Accountability Status based on 2024-2025 PSSA/2024-2025 Keystone Results

Schools	Accountability Status
<i>Elementary School-</i> John S. Clarke*	No Designation
<i>Middle School-</i> D.H.H. Lengel*	CSI Designation
<i>High School-</i> Pottsville Area High School	TSI Designation

* Title 1 School

School Poverty as determined by Free/Reduced Lunch (October 31, 2025 Statistics)

School	Free Lunch	Reduced Lunch	Total Number of Students	Percent
John S. Clarke Elementary*	888	0	925	71%
D.H.H. Lengel Middle School*	706	0	735	73%
Pottsville Area High School	934	0	972	66%
District Total	2,528	0	2,632	70%

* Title 1 School

School Minority Percentage (October 31, 2025 Statistics)

School	Number	Percent
John S. Clarke Elementary*	372	40.6%
D.H.H. Lengel Middle School*	268	36.6%
Pottsville Area High School	270	27.9%
District Total	2,618	34.8%

* Title 1 School

ESSA Appropriately Certified Teachers

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

Pottsville 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 the district website and online media outlets. 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. This includes following PDE's guidelines of completing the required nine certification program credits each year until certification is obtained. 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 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 2025-2026

School	% Appropriately Certified Teachers
John S. Clarke Elementary*	91%
D.H.H. Lengel Middle School*	86%
Pottsville Area High School	95%
District Total	91%

* Title 1 School

Teachers with Less than Three Years of Experience in 2025-2026

School	Number/Total Teachers Per Building	% < 3 Years of Experience
John S. Clarke Elementary*	22/66	33%
D.H.H. Lengel Middle School*	15/57	26%
Pottsville Area High School	6/60	10%
District Total	43/183	23%

* Title 1 School

Definition of “not new teachers”: one who has taught in a public school for three or more full academic years.

Definition of “new teachers”: one who has taught in a public school for less than three full academic years.

Summary Table

School	% Poverty	% Minority	% Appropriately Certified	% < 3 Years Exp.	School Imp. Status
John S. Clarke Elementary*	71%	40.6%	91%	33%	No Designation
D.H.H. Lengel Middle School*	73%	36.6%	86%	26%	CSI Designation
Pottsville Area High School	66%	27.9%	95%	10%	TSI Designation
District Total	70%	34.8%	91%	23%	No Designation

*Title 1 School

Equity Plan Worksheet

List of schools (indicate whether or not each is Title I)	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
John S. Clarke Elementary*	<i>Non-designated</i>	67%	35%	68%	34%	0	0
D.H.H. Lengel Middle School*	<i>CSI designated</i>	71%	34%	71%	35%	0	0
Pottsville Area High School	<i>TSI-designated</i>	68%	26%	69%	29%	0	0

*Title 1 School

**The percentage is above 100% because a new teacher with less than three years of experience is currently teaching every student in a co-curricular class. The new teacher is participating in an induction program and has been assigned an experienced teacher mentor for support and guidance. Administration also supports newly hired teachers throughout the school year.

Pottsville Area School District

Strategies Being Implemented to Ensure Teacher Effectiveness

The Pottsville 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.
- 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 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

- 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
- Early childhood, Elementary, and Child Development activities for professional educators whose area of assignment includes kindergarten through fourth 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 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 PTO programs and specialized training programs involving parents (or promotion of parental involvement) in their child's educational process
- On-line courses and webinars
- 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

The following list includes, but is not limited to approved providers for Pottsville Area School District.

- Pottsville 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
- 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, and others

- Community, County, and State Agencies and Organizations including but not limited to: American Heart Association, American Red Cross, Avenues, Big Impact Group, Crimson Tide Foundation, DARE, Keystone State Literacy Association, Lehigh Valley Health Network, Manufacturers' Association of Mid-Eastern Pennsylvania, PA Alliance for Geographic Education, Pennsylvania News Media Association, PPL Electric Utilities, Pottsville Area Development Corporation, Redco, Republican Herald, Schuylkill Community Education Council, Schuylkill Conservation District, Schuylkill County Chamber of Commerce, Schuylkill County Drug and Alcohol Commission, Schuylkill County Mental Health, Schuylkill County Reading Council, Schuylkill County Vision, Schuylkill Hope Center for Victims of Domestic Violence, Schuylkill Keep It Pretty
- State and National Professional Organizations, including but not limited to: Pennsylvania Association of Family and Pediatric Nurse Practitioners, Pennsylvania School Boards Association, National Education Association, Pennsylvania State Education Association, National Association of Secondary School Principals, National Association of Elementary School Principals, School and Educators Support Program, Association for Supervision and Curriculum Development, Pennsylvania School Librarians Association, Pennsylvania School Counselors Association, National Association of School Administrators, Pennsylvania Association for Middle Level Education, Pennsylvania Association for the Education of Young Children, Pennsylvania Association for Educational Communications and Technology and other organizations offering Continuing Education Units for nurses and teachers
- Local, County, and State Organizations who meet qualifications as outlined in the guidelines, including but not limited to the Schuylkill County Council of the Arts, Historical Societies, local clubs and organizations
- Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to on-line training and courses, distance learning workshops, webinars, national consultants, and experts in the areas which have been identified
- Any and all providers who meet the requirements set forth in Guidelines and who are approved by the Continuing Professional Education Committee or a designated subcommittee

The methods of Pottsville 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