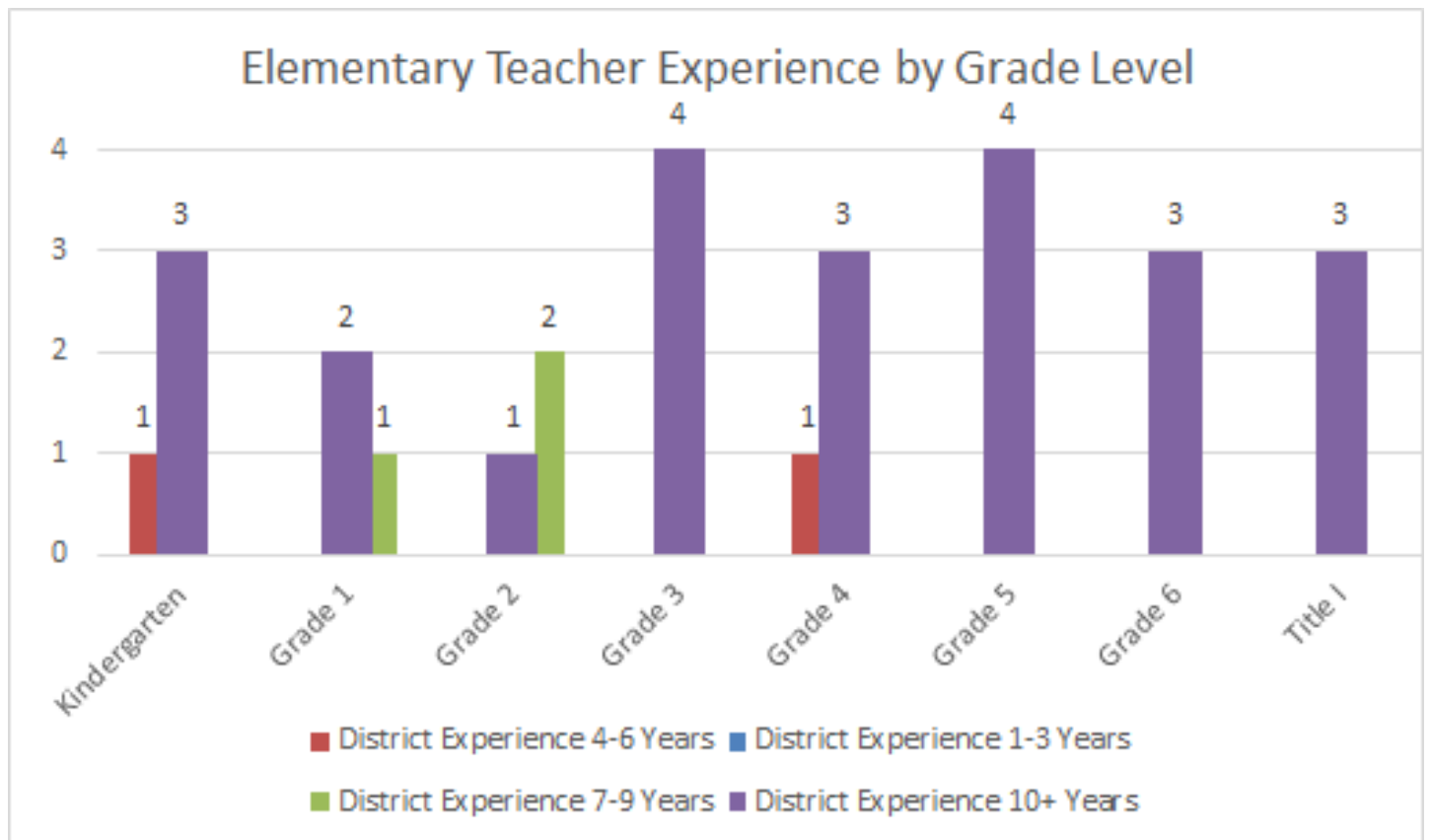
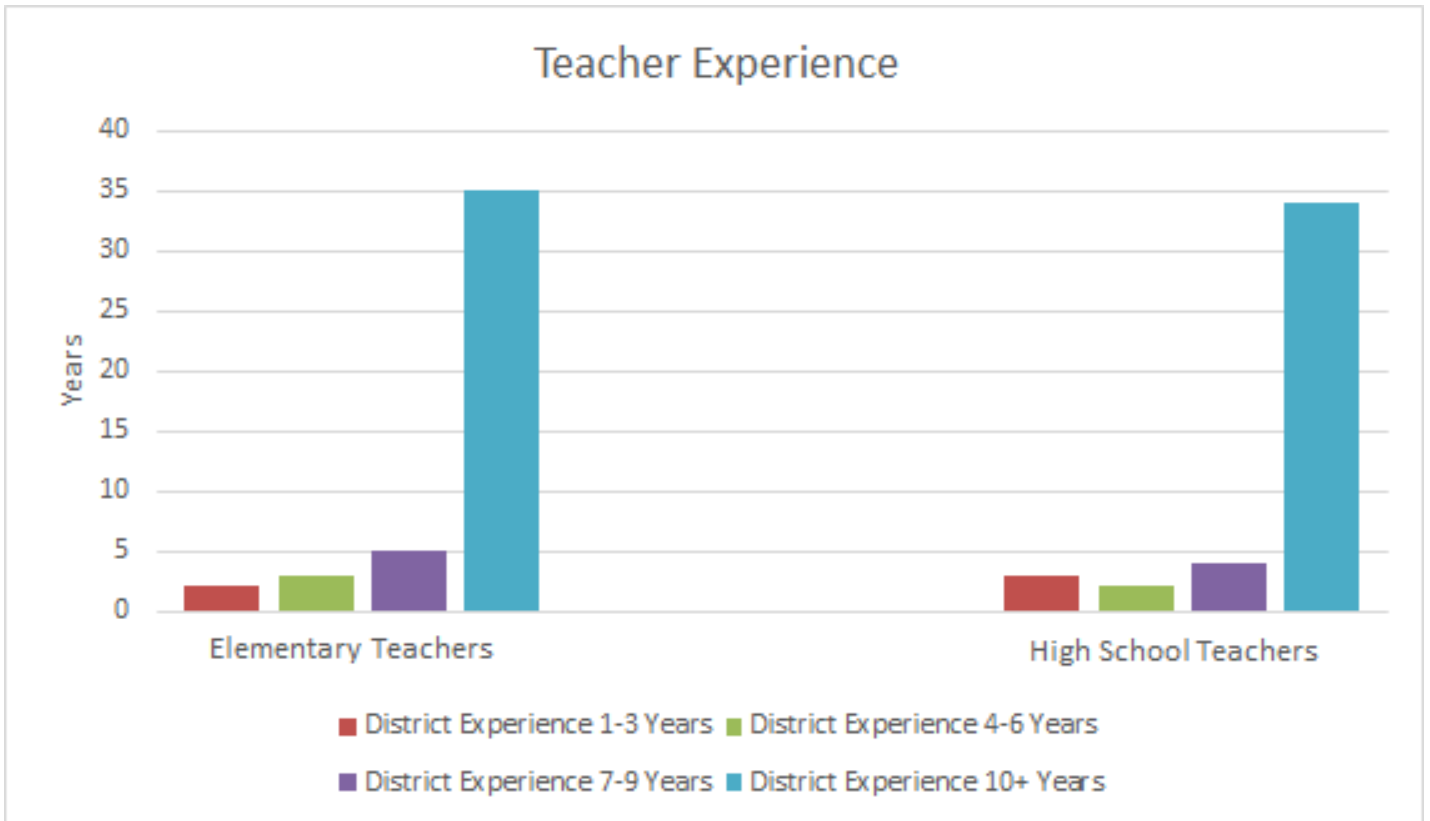


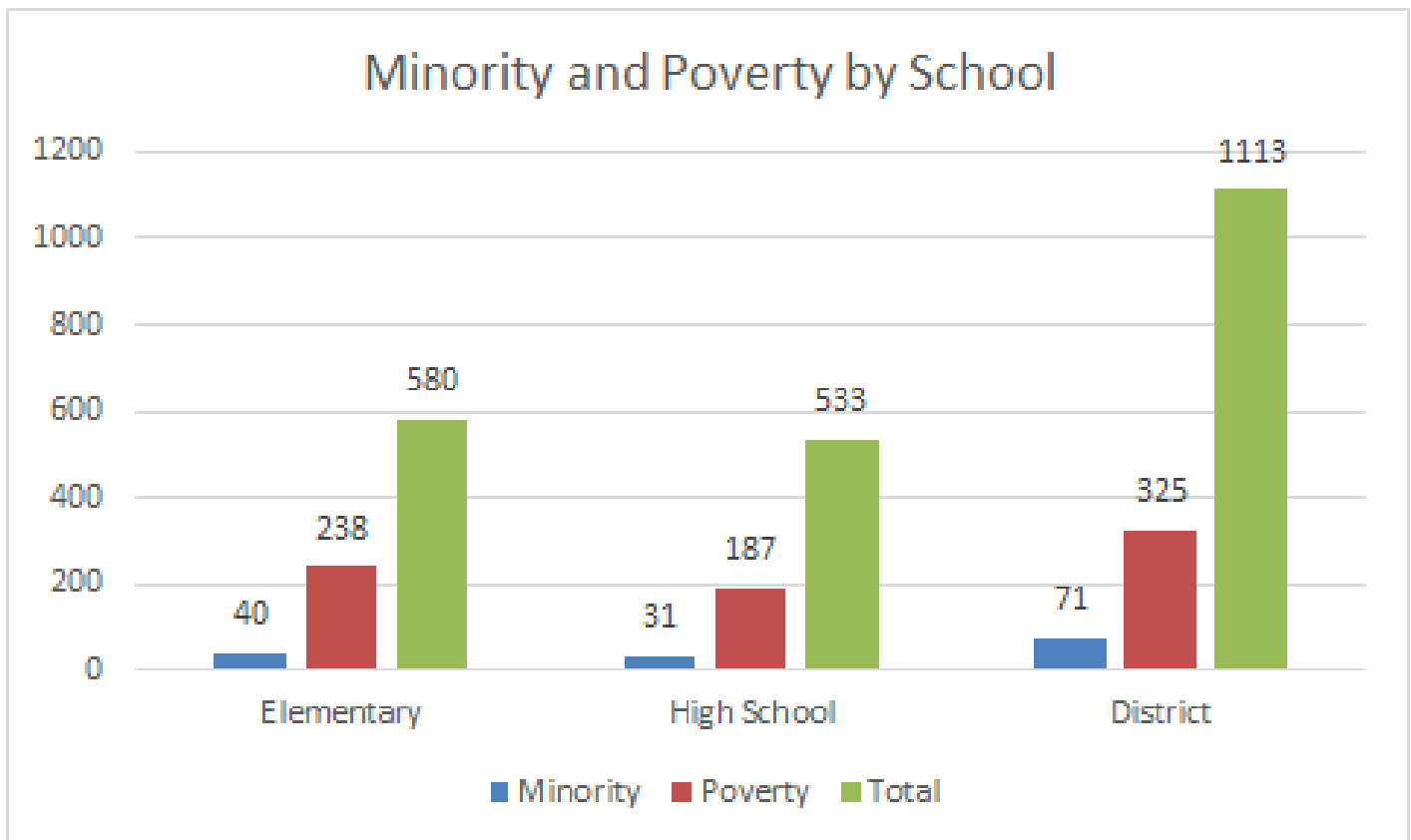
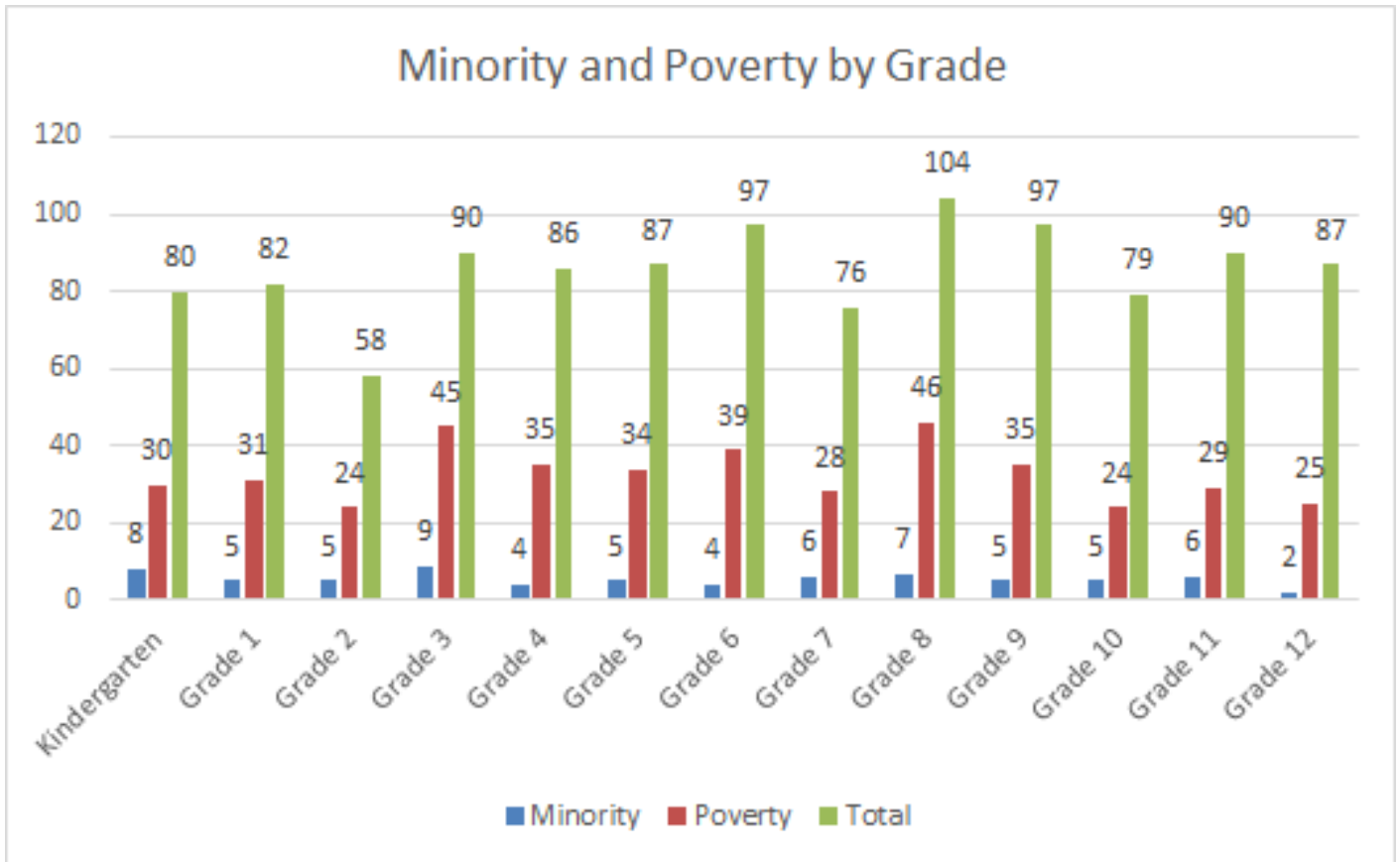
Shenango Elementary School Teacher Equity Plan 2021 – 2022

Name of contact: Mr. Adam Vincent, Shenango Elementary Principal
 Equity plan received administrative approval on November 9, 2021



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Teacher Experience, Minority and Poverty Distribution

The data from 2021 – 2022 shows that our teacher's years of experience are proportionate to students of minority and poverty. The majority of our teachers have ten years or more years of experience. The remaining teachers are well balanced in their 2021 – 2022 assignments. It is interesting that the students of minority and poverty are at very similar levels across the elementary grade levels. With the teacher assignments from this school year, it is our belief that students of minority and poverty are receiving quality and well balanced instruction from teacher that are distributed proportionately. The administration considers several factors when assigning teachers that may include, but not limited to the optimal grade level for a new or currently employed teacher according to their skillset and certification, the experience of other teachers in the same grade level, teacher personality as it relates to the culture of the school building and effectiveness in any specific content areas.

Recruitment and retention program:

Strategies the Shenango Area School District utilize include but are not limited to:

- A comprehensive interviewing and selection process - The district only hires qualified teachers when there are qualified candidates available. The interview process starts with advertisement of the position, receiving and reviewing each application on file that qualifies for the position advertised. Candidates are selected from this process making up the screening level interview. After the screening level is completed, candidates are called back for a 2nd round interview with the administration, including principals and superintendent. Selected candidates are then called back for an interview with the board personnel committee consisting of 3-5 board members and administrators. The result of these efforts is a final recommendation to the board for approval.
- We make every attempt to distribute inexperienced teachers evenly among the grade spans and core content areas. New teachers with less than three years of teaching experience are evenly assigned among the buildings. Newly hired teachers also go through an induction and mentor program as well as being assigned to their mentor.
- Professional Development – We encourage teachers to attend professional development opportunities such as the Governor's Institutes, the Intermediate Units, PATTAN and/or the IU to enhance their versatility, expertise, and value to the educational process. Experienced teachers are utilized as mentors and classroom coaches for new teachers. New principals enhance their skills and knowledge through the PA Inspired Leadership component and the Principals Leadership Induction Program. The District wants to provide the opportunity for quality professional development to support faculty and create or offer professional development programs designed to meet our unique needs, resulting in increasing achievement for all students.

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- Recruitment Programs
 - The district advertises federal loan forgiveness for teachers who agree to work in higher poverty, low-achieving or minority schools.
 - Every attempt is made to use resources wisely to attract and support highly qualified teachers.
 - The schools in the district maintain an ongoing partnership with all local colleges and universities to develop teacher recruitment strategies for students to pursue the teaching profession. We welcome their students for field and student teaching experiences.
 - The district offers tuition reimbursement to pay for educational pursuits within the field of education.
 - The district attempts to increase teacher and paraprofessional recruitment efforts by posting vacancies to our websites, social media networks and local newspapers to make more people aware of job openings.
- Other Effective Strategies
 - As the district replaces teaching staff through retirement or resignation, administration will determine whether existing experienced teachers need to be reassigned to other grade levels, content areas or schools in the district to maintain equitable teacher distribution.
 - Administration evaluates years of experience, transcripts, teacher evaluations, ongoing professional development histories including Act 48 hours and credits, etc. to make certain that all students receive instruction from a highly-qualified teacher.
 - Administration always tries to maintain a quality distribution that reduces teacher turnover and avoids placing inexperienced teachers in the most challenging environments.