

## **SOUTH WILLIAMSPORT EQUITY PLAN (2025-2026)**

LEAs that choose to accept Title I funding are required by the Every Student Succeeds Act (ESSA) of 2015 to develop an equity plan to ensure that their poor and minority students in Title I schools are not being taught at a disproportionate rate by teachers who are ineffective, inexperienced, or who are teaching out of field. Use your LEA 2021-22 school year data to develop a local equity plan that addresses the following four items:

1. Analyze how teachers are assigned to teach minority and poor students based on the following data; use the descriptions for important terms found on page three:
  - School improvement status
  - School poverty percentage
  - School minority percentage
  - Number and percentage of minority and poverty children taught by teachers who are appropriately certified
  - Number and percentage of minority and poverty children taught by teachers who are teaching out-of-field
  - Number and percentage of minority and poverty children taught by teachers who are new to the profession
  - Number and percentage of minority and poverty children taught by teachers who are not new to the profession
  - Number and percentage of minority and poverty children taught by teachers who are ineffective in their classroom performance
2. Identify schools where possible inequities exist based on minority or poverty status of students.
3. Brief 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.
4. How will the LEA determine whether or not the strategies are effective in addressing disparities?

# ***South Williamsport Area School District Equity Plan***

## **Local Education Agency (LEA) School Equity Plan 2025-2026 School Year**

**South Williamsport**  
LEA Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Revised Date

**Dr. Eric Briggs**  
Name of Contact Person

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Contact Person's Phone Number

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Contact Person's E-Mail Address

1. **LEA EQUITY WORKSHEET:** Use the following descriptions to analyze 2024-2025 LEA school year data relating to the way it assigns teachers to educate its minority and poverty students:

- School Name – designate which schools are Title I schools by adding an asterisk (\*) after name
- School Improvement Status:
  - comprehensive improvement schools or CSI -- schools facing the most significant challenges in academic achievement, student growth, and other areas;
  - additional targeted support and improvement or A-TSI -- schools in which performance by one or more student groups is at or below the level of the CSI schools;
  - targeted support and improvement schools or TSI -- an additional category designated annually beginning Fall 2019; greater latitude exists in designating and supporting these schools, which may move in and out of improvement cycles with greater fluidity than the CSI and A-TSI schools designated every three years
- School poverty percentage
- School minority percentage
- Number and percentage of appropriately certified teachers (i.e., teachers who teach in their certificated areas)
- Number and percentage of out-of-field teachers (i.e., teachers who are assigned to teach outside of their certificated area; includes emergency permit holders)
- Number and percentage of teachers, who are “not new” to the profession (i.e., teachers, who have three or more full academic years of teaching experience in a public school).
- Number and percentage of teachers, who are “new” to the profession” (i.e., teachers, who have less than three full academic years of teaching experience in a public school)
- Number and percentage of ineffective classroom teachers (i.e., teachers, who received a “failing” rating on PDE 82-1 form; if an LEA uses a PDE-approved alterative teacher evaluation form, report the numbers and percentages of classroom teachers, who received the lowest rating)



2. Do differences exist between schools with higher numbers of minority and poverty students when compared to schools with lower numbers of minority and poverty schools for<sup>1</sup>

Category	Yes	Name of School	Possible Disparity Based on	
			Minority	Poverty
Teachers who are appropriately certified teachers				
Teachers who teach outside of their certification area				
Teachers who are not new to the profession				
Teachers who are new to the profession				
Teachers who are ineffective in their classroom performance				
Other: Specify: _____				
Other: Specify: _____				

The answer to all the above questions is “no.”

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<sup>1</sup> Address these areas as they specifically relate to Title I school data

**3. Briefly describe strategies the LEA is implementing or will be 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 LEA will implement strategies to ensure that low-income and minority students are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. These strategies include:

- Monitoring teacher assignments and qualifications to ensure equitable distribution of highly qualified and effective teachers across all schools.
- Providing professional development and mentoring for new and out-of-field teachers to strengthen instructional effectiveness.
- Offering incentives, support, and retention programs to encourage experienced, high-performing teachers to work in high-need classrooms.
- Reviewing student assignment data regularly to identify and address any disparities in teacher placement.
- Ensuring that all teachers meet State certification and licensure requirements for the subjects they teach.

These measures help ensure that every student, regardless of income or background, has access to high-quality instruction.

**4. How will the LEA determine whether or not the strategies are effective in addressing disparities in the way teachers are assigned?**

The LEA will monitor and analyze teacher assignment data alongside student demographic and performance data to ensure that low-income and minority students are equitably assigned to effective, certified, and experienced teachers. Effectiveness will be determined by:

- Comparing teacher qualifications, effectiveness ratings, and experience levels across schools serving high concentrations of students in poverty and minority students.
- Reviewing student achievement, growth, and engagement data to identify any correlation with teacher assignments.
- Conducting periodic audits to detect and address any disparities in teacher placement.

- Soliciting feedback from school leaders, teachers, and families to assess whether support and professional development initiatives are improving instructional quality for all students.

If disparities are identified, the LEA will adjust staffing, provide targeted professional development, and implement additional support to ensure equitable access to high-quality teaching for all students.