

**Local Education Agency (LEA) Teacher Equity Plan**  
**2022-2023**  
**New Hope-Solebury School District**  
**New Hope, Pennsylvania**



Based Upon the October 1, 2022 Enrollment Report and the November 2022 Staffing Chart

Submitted by:  
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**LEA Equity Data**

<b>School</b>	<b>% Low SES</b>	<b>% IEP</b>	<b>% Hispanic</b>	<b># HQT</b>	<b>% HQT</b>	<b># Non HQT</b>	<b>% Non HQT</b>	<b># Level II teacher</b>	<b>% Level II</b>
<b>HS</b>	<b>10.9</b>	<b>10.5</b>	<b>6.8</b>	<b>42</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>95.2</b>
<b>MS</b>	<b>10.5</b>	<b>18.1</b>	<b>7.9</b>	<b>28</b>	<b>100</b>	<b>2</b>	<b>0</b>	<b>26</b>	<b>100</b>
<b>UES</b>	<b>9.9</b>	<b>19.0</b>	<b>9.5</b>	<b>28</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>96.2</b>
<b>LES</b>	<b>8.6</b>	<b>13.1</b>	<b>9.0</b>	<b>19</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>84</b>

**LEA Equity Data**

**SUMMARY OF FINDINGS BASED UPON LEA DATA**

While not as diverse as some surrounding districts in Bucks County, PA, the district does have families from economically disadvantaged status, Hispanic and Asian backgrounds as well as Multi-racial. Here are the breakdowns from the newly released 2022 [Future Ready Index](#):

### Percent Enrollment by Race/Ethnicity



 American Indian/Alaskan Native	0.1%
 Asian	6.0%
 Black	0.4%
 Native Hawaiian or other Pacific Islander	0.1%
 Hispanic	8.0%
 White	78.6%
 2 or More Races	6.9%

### Percent Enrollment by Student Groups

Economically Disadvantaged	10.2%
English Language Learner	1.8%
Special Education	14.7%
Foster Care	0.2%
Homeless	0.4%
Military Connected	0.5%

## **DISTRICT PLAN 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**

New Hope–Solebury School District is committed to hiring staff who are appropriately certified for their assigned positions. In addition, the district strives to employ a staff that reflects the diverse composition of the student population. Therefore, the following strategies are in place:

### **Recruitment**

The district receives applications for both elementary and secondary positions through responses to advertisements, referrals from employees, community members and other school districts as well as unsolicited inquiries through U.S. mail and e-mail. In addition, the district actively recruits highly-qualified candidates, by participating in local recruitment fairs, advertising in local publications, recruitment web sites and posting notices at local universities, on the Pennsylvania Regional Education Application Placement System, on the Bucks County Intermediate Unit web site and on the district's web page. The district facilitates much of its recruitment and hiring via the *TalentEd Recruit and Hire* service. This allows for the due diligence necessary to properly attract, vet and select high quality candidates for all district positions.

### **Selection Process**

All applications go through a screening process and are coded based upon qualifications. This is done by the Office of Human Resources. Items reviewed in the application packet are grades/transcripts, certification(s), experience with special needs students, work experience, diversity in grade level experience, technology capabilities, extra-curricular activities, the cover letter, three letters of recommendation, a pertinent and accurate essay on the Pennsylvania state application, and a resume presenting quality organization and communication skills.

Staffing needs are reviewed by Central Administration and building principals to identify potential openings and needed qualifications as well as the experience distribution of the staff currently working in the buildings.

An initial interview of candidates selected through the screening process is conducted by a committee consisting of principals, supervisors and/or central administration staff. This committee considers the candidates' responses to prepared set of questions and follow-up questions, information presented in a portfolio, professional dress, interpersonal skills, knowledge of programs taught, ability to work with students on improving achievement, demonstration of the infusion of technology to enhance

instruction, philosophy of discipline, classroom management style, ability to work with diverse groups of staff and students, interest in extracurricular activities, etc.

For candidates who are successful in the initial interview, a second round interview is conducted with the Superintendent, Director of Elementary and Secondary Education and the Director of Human Resources. Other employees, such as the Director of Student Services and Technology, Curriculum Liaisons, NHSEA may also be invited to participate in this interview. This committee addresses the same issues as were addressed in the initial interview. However, the questioning delves deeper specifically related to the position for which the candidate is being considered.

Prior to an offer being made, the Office of Human Resources verifies the applicant's Pennsylvania teaching certification(s) and required state and federal clearances. All candidates must possess a valid teaching certificate for the area they wish to teach, in accordance with Pennsylvania Department of Education's certification regulations. Not only does this include verifying that the certificate is current and in the appropriate category, but also that the candidate is compliant and up-to-date with his/her Act 48 professional development hours.

During the spring of each year, the Leadership Team, under the leadership of the Superintendent, meets to review current staffing and projected needs for the following school year. At that time, they also review the strengths and needs of each building and the current staff. As a team, they work to identify the best staffing for each building as well as the best placement for each professional staff member. As part of this discussion, the LEA Equity Data as well as concerns about equity in staffing are addressed and the resulting information is used by the Superintendent and the Office of Human Resources to develop the staffing assignments to be proposed to the Board of School Directors for the upcoming school year. Considerations given to equity include certifications, education, experience, gender and race.

### **Retention of Appropriate State Certified Teachers**

The district's efforts to retain teachers who meet appropriate state certification and licensure requirements and who demonstrate proficiency with respect to the domains defined in Charlotte Danielson's Framework for Teaching can be described as follows:

#### **Induction**

A year-long induction program, including a mentor, for teachers new to the profession or new to the school district

An orientation to the curriculum that the new staff member will be expected to teach, technologies and programs to enhance instruction, and services and programs to assist in addressing student needs and classroom concerns.

### **Professional Development**

Curriculum-based professional development for teachers who are new to a grade level

Orientation to new curricula when adopted by the Board of School Directors

Support provided by principals, curriculum liaison for teachers in grades K-5 and, at the secondary level, by curriculum liaisons and principals. The Director of Education and the Supervisor of Technology Integration supports all schools k-12.

Planned professional development that meets the goals of the district's Comprehensive Plan and addresses areas of need identified by surveying all professional staff members

District-wide and building-based in-service programs that are offered throughout the year

Opportunities to work on curriculum projects with teachers who share similar grade level and/or subject area assignments

Invitations to participate in district-wide committees established for a variety of purposes including the selection of instructional materials to be used across the district, orientation to new technology, etc.

### **Other**

Teacher evaluation system that reflects Danielson's Framework for Teaching as well as district-established common goals for staff teaching the same grade level and same course

A quality, competitive salary schedule and comprehensive benefits including tuition reimbursement and salary increments based on earned graduate credits as well as years of experience

Principals encourage new teachers and long-term substitutes who have PK-4 certificates to study for and take Praxis tests for additional grade-level and/or subject area certifications. Multiple certifications benefit the teacher and the district.

Starting in the spring of the year, the Leadership Team reviews the projected openings for the following school year and the performance of current Long-term substitutes. This process continues through June and culminates in determining the best matches for teacher assignments.

Long-term substitutes who prove themselves as quality teachers are re-hired for appropriate open positions, if they are available. Very often, this path leads to a contracted position and provides the district with an experienced, quality teacher.

### **Funding for Recruitment and Retention of Appropriately State Certified Teachers**

Funding for recruitment and retention of appropriately state certified teachers comes from the district's budget.

### **EVALUATION OF THE EQUITY PLAN STRATEGIES**

The district's Mission and Vision are rooted in the statement: "We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world." As shown in the LEA Equity Data, 100% of the teaching staff meet Pennsylvania's statutory and regulatory requirements related to appropriate state certification for school personnel, at least 98% of the faculty at each building have 3 or more years teaching experience, and students are achieving at a high level. All of this reflects the effectiveness of the Equity Plan Strategies. These strategies begin with a comprehensive application and interview process, continue with a detailed orientation and induction program both at the district level and at the building level, and are enhanced by building and district-wide professional development programs that are designed and presented by principals and curriculum staff. When appropriate, consultants are asked to provide professional development to address specific needs.

In addition, all teachers are observed and evaluated annually. New teachers are observed by a building administrator and provided with appropriate feedback at least two times during the school year and are evaluated once each semester. The focus of these observations is on quality instruction and student achievement. In addition, Walk-Throughs are done by a variety of administrators and feedback is provided to the teacher. Teachers who receive a "needs improvement", "failing" or an "unsatisfactory" rating are provided with a written plan of improvement and a support system to address the area(s) of weakness. Follow-up observations are conducted. Appropriate actions are taken with any professional employee who continues to receive unsatisfactory ratings.

Professional development activities, including sessions that are part of the induction program, are evaluated in a variety of ways including an evaluation form given to participants at the completion of each program, an on-line survey completed by participants, follow-up small-group discussions at individual schools, etc.

New Hope-Solebury School District believes that quality instruction is a critical component of a successful school district. For this reason, recruitment of appropriately state certified teachers,

ongoing professional development, and observation and evaluation are an integral part of the school district's operation.