



Bald Eagle Area School District Title I Equity Plan 2024-25

Bald Eagle Area School District

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Bald Eagle Area School District's vision is:

**To cultivate accountable, self-disciplined, and respectful students*

**To provide holistic support for all students and families.*

**To inspire students to become contributing members in our community and society.*

**To involve and meet the needs of our community.*

**To graduate students prepared for personal pathways to success as lifelong learners.*

**To effectively convey BEA as the “School of Choice”.*



Bald Eagle Area School District's Equity Plan

The Bald Eagle Area School District is dedicated to providing equitable access for all students, demonstrating a commitment to staff, students, parents, and community members. Our goal is to create an environment that uses research-based practices to enhance the overall achievement of every student. By choosing to accept federal funding, the district adheres to the Every Student Succeeds Act (ESSA) of 2015. This equity plan ensures that students from low-income families and minority backgrounds in Title I schools are not disproportionately taught by teachers who are ineffective, have less than three years of experience, or are teaching outside of their certified field.

ESSA Appropriately State Certified Teachers:

All public school teachers need to meet appropriate state certification and licensure requirements to teach in Pennsylvania. Bald Eagle Area School District ensures all new hires and current staff are appropriately certified and working in the appropriate certificated position.

Hiring and Retaining Appropriately Certified Teachers:

The Bald Eagle Area School District's selection process is carefully designed to meet the needs of its student population, taking into account factors such as teachers' ability to connect with students, certification area, and content knowledge. Teachers are recruited through our district website, state organization sites such as PSBA and PARSS, and partnerships with local universities, where we provide student teaching experiences to help recruit the next generation of educators.



If the district is unable to recruit a fully certified candidate for a position, a structured plan of action is implemented and monitored to ensure the teacher works toward obtaining the appropriate certification aligned with Pennsylvania Department of Education guidelines.

Retaining highly qualified staff is essential to providing Bald Eagle Area students with the best opportunities to reach their goals. The district supports teachers with tuition reimbursement to strengthen their classroom effectiveness, and offers ongoing, curriculum-aligned professional development throughout the school year to prepare students for the future. Parents may request information on the professional qualifications of their child's teachers and paraprofessionals involved in instructional support.

**BALD EAGLE AREA SCHOOL
DISTRICT****751 S EAGLE VALLEY DRIVE
WINGATE, PA 16823-4740****BALD EAGLE AREA****CHRISTOPHER SANTINI
SUPERINTENDENT****(TEL) 814-355-4860 (FAX) 814 355-1028****Bald Eagle Area Equity Worksheet**

Schools * Title I Schools	School Improvement Status	Total number of students (PIMS October 1 enrollment)	Free/reduced lunch Population/ Percent	Percent Minority Students	Percent English Language students	Percent of Appropriately Certified Teachers	Percent of Non-tenured classroom teachers (3 or less years)	Percentage of ineffective classroom teachers
Howard Elementary	No Designation	87	34%	3.5%	<1%	100%	21%	0%
Mountaintop Elementary	No Designation	104	46%	3.8%	0%	100%	14%	0%
Port Matilda Elementary	No Designation	94	37%	6.3%	0%	100%	21%	0%
* Wingate Elementary	No Designation	363	55%	5.6%	<1%	100%	14%	0%
JS/HS	TSI: Targeted Support & Improvement	824	42%	4.4%	<1%	100%	15%	0%
District Wide	No Designation	1,479	45%	4.7%	1%	100%	15.8%	0%



2. Provide general summary of findings outlining where possible inequities exist. Address these areas as they specifically relate to Title I school data:

- Wingate has the highest free and reduced lunch population over 55% and is the only Title IA building.
- Minority students are even across the district averaging less than 5% of the population.
- Wingate has the highest population of elementary students at 363 students.
- Howard and Port Matilda Elementary have a higher rate of not tenured teachers
- Howard and Port Matilda have less than 100 students in the building.

3. Provide a brief description of strategies Bald Eagle Area School District is implementing to ensure low income and minority children enrolled in Title I schools are not served at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers.

The Bald Eagle Area School District meets with stakeholders (Professional Development Committee) to review and update strategies to meet ACT 48 hours and certification requirements of the District's professional staff. Methods of delivery to meet these goals may include, but shall not be limited to the following:

- Approved continuing education credits in their field of student
- 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 or workshops,
- Providing in-service programs that comply with the professional education criteria,
- 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,
- 2 year Induction Plan that is facilitated by district Administrators.
- Build capacity of school leaders to support teachers.
- 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.



4. How will Bald Eagle Area determine whether or not the strategies are effective?

Bald Eagle Area School District administration team will review and reflect on the following data to determine whether or not the strategies are effective.

- Successful completion of professional development activities provided by the district,
- Administrative walkthroughs and observations of professional staff,
- Data Analysis of state and local assessments the administration will review to make sure that Title I buildings are not scoring lower due to a disparity between tenured and non-tenured teachers.