

Girard School District Title I Teacher Equity Plan 2026-2027

Girard School District

1203 Lake Street

Girard, PA 16417

Federal Programs Coordinator:

Mrs. Angel Ghastin

angel.ghastin@girardsd.org

Contact information:

(814) 774-4006



Girard School District Equity Worksheet

- School Accountability Status: Title I Designation
- School Poverty Percentage
- School Minority Percentage
- Teachers' Applicable Certification Status
- Number and Percentage of "not new teachers"
- Number and Percentage of "new teachers"
- Teacher Effectiveness status

Clarification of Terms:



"Not New Teachers"

Defined as having three or more full academic years of public school teaching experience.



"New Teachers"

Defined as having less than three full academic years of public school teaching experience.

Girard School District Equity Plan 26-27

List of Schools	Title I Designation	Principal	% of Poverty	% of Minority Students	Teacher Experience # of "not" new teachers	Teacher Experience # of "new" teachers
Elk Valley Elementary	YES	Shannon Holley	63.7%	8.6%	38	5
Rice Avenue Middle School	NO	Michael Trudnowski	58%	9.3%	42	4
Girard High School	NO	Eric Louis Dave Ashton	60.6%	8.6%	36	2



Girard School District Equity Plan 2026-2027 Summary Findings

Teacher Experience, Certification, and Effectiveness

For the 2026-2027 school year, **91%** of the teachers in the District were considered "not new" by having three or more full years of public school teaching experience. There are **11** teachers who have taught in a public school for less than three full years. All teachers are teaching in certificated areas and similarly all teachers have been rated "Effective" by administration using rating methods approved by the PA Department of Education.

Equity Assurance Plan

Girard School District recognizes that teachers are the single greatest influence on student achievement. As such, GSD has implemented a sound professional development program to provide growth opportunities for staff to enable them to meet the district expectations while improving their instructional practice. District led professional development will focus on the following:

- We are committed to building the capacity of educators, specialists, and support staff to effectively meet the diverse needs of students with disabilities and those requiring additional supports. Through ongoing training, collaborative learning, and evidence-based practices, we aim to strengthen the delivery of special education services and promote student-centered, legally compliant, and trauma-informed approaches.
- As we prepare students for a rapidly evolving digital world, our professional development prioritizes the responsible, ethical, and innovative integration of artificial intelligence (AI) into teaching and learning. Our goal is to empower educators to harness AI as a tool for enhancing instructional practices, personalizing learning, and streamlining administrative tasks—while maintaining a strong emphasis on human connection, critical thinking, and digital citizenship.
- Our professional development is rooted in the belief that meaningful learning occurs when curriculum is intentionally connected across content areas and instruction is responsive to individual student needs. We are committed to equipping educators with strategies that support integrated, standards-aligned instruction and effective small group teaching practices that maximize student engagement, differentiation, and academic growth.



Girard School District Equity Plan 2026-2027 Summary Findings

Utilizing teacher development as the vehicle for student success, all students enrolled in the District are provided innovative 21st century education by highly qualified educators. Every teacher participates in ongoing professional development that focuses on literacy development and college and career readiness. In the summer and throughout the school year, professional development sessions are offered for teachers to attend at their discretion. Curricular areas specifically highlighted this year are around small group instruction, student support services, and the curricular integration of artificial intelligence.

All students at Elk Valley Elementary are monitored closely through benchmark testing and provided high quality, research-based Orton Gillingham inspired intervention through Accessing the Code (AtC). Likewise, all students in grade K-8 are benchmark tested using NWEA's MAP testing and Acadience. All of our reading specialists/interventionists who provide services have been trained in these methods, as well as our K-4 classroom teachers, and core teachers K-12 have been trained in using assessment results to target instruction.

Our interventionists and classroom teachers meet weekly in PLCs (professional learning communities) to discuss student concerns/data. During these meetings, students may be regrouped based on their particular needs.

Additionally, all schools have a STEAM lab where students have the opportunity to put their creative minds to work by critically thinking, collaborating, and communicating to engineer ideas of the future. All students in grades K, 1, 2, 3, and 4 participate in this STEAM lab on a consistent basis with a set curriculum, and many more students take STEAM courses as electives throughout middle school and high school.

Monitoring for Effectiveness

Girard School District ensures that all students regardless of race or status have an even distribution between "new teachers" and "not new teachers", while all being served by effective and appropriately certificated teachers. Further, GSD will review, revise, and monitor this Teacher Equity Plan annually to safeguard this practice and make necessary adjustments.