



EQUITY PLAN 2022-23 SCHOOL YEAR

Date: September 2022

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I. LEA Equity Worksheet: Enter data from the 2022-23 school year for the following elements –

- School name: Philadelphia Hebrew Public Charter School
- School Accountability Status i.e. Focus, Priority, Reward, or Undesignated: Undesignated
- School poverty percentage: 75%
- School minority percentage: 90%
- Number and percentage of appropriately certified teachers: 88% in core areas
- Number and percentage of “not new teachers” (one who has taught in a public school for three or more full academic years): 94% in core areas
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years). 6% in core areas
- Number and percentage of ineffective classroom teachers (defined as failing on the PDE 82-I form. For LEAs not using this form include numbers and percentages of classroom teachers receiving the lowest rating). 0% in core areas

As a diverse-by-design school that teaches Modern Hebrew, we are committed to recruiting highly talented educators from diverse backgrounds to ensure our students experience windows and mirrors in the classroom. We are proud that 56% of lead teachers are teachers of color. All but one K-4th grade general education classrooms are taught by experienced teachers. As we continue to grow as a school, we are proud to now offer up to 4th grade, and have added on two additional 3rd grade homerooms to accommodate our growing student population. Additionally, we have also hired a fully certified Science teacher, who comes in with two decades of experience teaching science. In order to better support our students in and out of the classroom we have employed 4 certified interventionists, as well as kindergarten support teachers, in addition to our 3 returning enrichment teachers.

Outside of core content areas, our Modern Hebrew program is rooted in the Proficiency Approach where students learn from native speakers. Our Hebrew team are all experienced teachers from Israel and the U.S. who bring extensive teaching experience but have not gone through traditional PA-certification programs.

2. Provide a brief description of strategies the LEA is implementing to ensure low-income and minority children enrolled in Title I school are not served at disproportionate rates by ineffective, out-of field, or inexperienced teachers.

As a diverse-by-design school, all class rosters are built intentionally to create meaningfully integrated communities. This process begins in late spring by working with student rosters to ensure each class is balanced with students across income levels in our community, across racial and ethnic identities, and across learning differences. In addition to years of experience and state certification, our leadership does extensive screening with teaching applicants on mindset in believing in the potential of all our students and deep alignment to our mission. Further, as a new school, we actively recruit both from the region and from out of region to ensure we're welcoming talented educators trained in their field. At times, this has meant supporting teachers through the emergency permit process while they apply for an out-of-state certification to be adapted to PA-certification. This has particularly been the case with our experienced Special Education team, who have been recruited from across the country and will complete the certification conversion this year.

3. How will the LEA determine whether or not the strategies are effective?

We will know the efficacy of our strategies based on our student outcomes. We analyze this closely in our real-time coaching, regular teacher observations, exit tickets, report cards, and interim assessments. This spring, we will also take our second round of PSSA exams for our 3rd and 4th grade students. This spring will also mark the very first time our school takes the PSSA Science exam, as our 4th graders prepare for this state exam with the support of our science teacher. These scores will only give us a small window into our oldest grades (which are taught by some of our most seasoned teachers). Core to our mission and part of our charge as a Title I school, we will continue to reflect and analyze these data to ensure all students are receiving the education they deserve.