

# PHILADELPHIA

## Hebrew Public

### CHARTER SCHOOL

#### EQUITY PLAN

**Date:** Fall 2024

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I. LEA Equity Worksheet: Enter data from the 2023-24 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: 82%
- School minority percentage: 95%
- Number and percentage of appropriately certified teachers: 75% 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): 83%
- Number and percentage of “new teachers” (one who has taught in a public school for less than three full academic years). 17%
- 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

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 50% of lead teachers are teachers of color. All but five K-5th grade general education classrooms are taught by experienced and fully certified homeroom teachers, with two of the five teachers fully certified out of state. Eleven of our teachers have been in the classroom for ten or more years and the average years of service for our teaching team is eight. In our upper grades, our teachers have specialized into content area instruction (ELA, Math, Science), using their deep content area expertise to drive student outcomes. In order to support our youngest learners we have developed a kindergarten support team serving as a second teacher in the room to support students at all times.

Additionally, outside of core content areas, our Modern Hebrew program is based on the Proficiency Approach where students learn from native speakers. Our Hebrew team (5 teachers) 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 schools 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, 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.

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. 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.