# Arts Academy Charter School Teacher Equity Plan 2024-2025 School Year

Arts Academy Charter School **LEA Name**

William M. Fitzpatrick

**Name of Contact Person**

J January 28, 2018

**Date**

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September 16, 2024

**Revised Date**

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**LEA:**

**EQUITY PLAN WORKSHEET**

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| **LIST of SCHOOLS** | **School Improvement Status** | **%of Poverty** | **%of Minority** | # and o/of HQ Teachers | | #and o/oof non-HQ Teachers | | **Teacher Experience** | |
| #of "not new  teachers" | #of "new teachers" |
| Arts Academy Charter Middle School | No designation | 83.6% | 82% | 21 | 75% | 7 | 25% | 27 | 1 |
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## Provide a general summary of findings outlining where possible in equities exist. Address these areas as they specifically relate to LEA data:

* + School Name
  + School Accountability Status
  + School poverty percentage
  + School minority percentage
  + Number and percentage of highly qualified teachers
  + Number and percentage of non-highly qualified teachers
  + Number and percentage of "not new teachers" (one who has taught in a public school for three or more full academic years).
  + Number and percentage of "new teachers" (one who has taught in a public school for less than three full academic years).

#### Arts Academy Charter School is in its 13th year of operation. Since COVID, we continue to have a higher percentage of new teachers; most of our staff were new teachers when we opened the school in 2012. The majority of our teachers have 7+ years of experience. Many of our teachers have over 15 years of teaching experience. We have an aggressive Professional Development program, and support workshops out of school. AACS PD program is informed by direct needs of students, assessment data collected, and input developed from a wide variety of curriculum and instruction avenues.

Our number and percentage of non-highly qualified teachers is well below that permitted in charter schools. All teachers in core content areas are certified and highly qualified. Students of a grade level are each taught by the same (or same level of experience) certified teacher according to subject, so that no inequity can exist in that realm. We have three teachers teaching math and they all have relatively the same amount of experience, between 4-7 years' experience in the middle school level. All students of a given grade level have the same science teacher, and the same goes for English.

## Collect and report data on core academic subject teaching vacancies that are difficult to fill with highly qualified teachers, by LEA, school, and grade level.

Core Academic Subjects and Grades with Teacher Vacancies that Cannot be Filled by Highly Qualified Teachers

|  |  |  |  |
| --- | --- | --- | --- |
| List of Schools | Subject | Grades(s) | # of Vacancies Filled by Non-HQT Per Subject/Grade |
|  |  |  |  |
| Arts Academy Charter School | Math | 5-8 | 0 |
|  | Science | 5-8 | 0 |
|  | English | 5-8 | 0 |
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### Provide a brief description of strategies the LEA is implementing 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.

* + Describe how the **LEA** plans to implement a recruitment and retention program for highly qualified teachers in all schools(i.e. identifying strategies to be used).
  + Describe how Title l, Title IIA, and other funds are used to support recruitment and retention of highly qualified teachers in all schools.

AACS operates with a strong belief in the significance of our teaching staff. We consider the recruitment, interviewing, and selection process to be of paramount importance among all other tasks we handle administratively. Professional development of our staff is also key. We do not hire non-certified staff for any core subject areas, and have never had any non-certified teachers teaching core academic subjects.

Recruitment of top candidates is a priority that is advanced by the administration and approved by our school board each year. We post vacancies on our school website and on PAREAP.

Our interview process has become more defined as we have progressed as a school. Once candidates are selected from the submissions gathered, interviews are held with representatives from the administrative and teaching staff. Following a successful interview, the chosen candidate will meet with the CEO and lead academic administrator.

Once a new teacher joins the school family, significant efforts are made to train and retain the teacher. We have had a Teacher Induction program established and implemented since our first year. This program matches the teacher with a mentor, and guides the teacher through activities and discussion during the first year of employment. A completed binder for Induction Program is submitted and kept by administration. New teachers are also invited to visit classrooms of other teachers. Ongoing workshops and faculty trainings are also provided. A first-year teacher at AACS will undergo a 30/60/90 day review, many informal evaluations (walk-throughs) and formal observations 2 times per year, as we have learned to recognize the importance of early intervention with new teachers.

AACS is happy to pay for professional development opportunities at the IU for new teachers, and encourages same. We offer release time to attend such workshops. Our staff routinely attend trainings provided by PATTAN, local Intermediate Units and conferences. In addition to all of this, tuition reimbursement for continuing education is available after once the teacher reaches a second year of employment with AACS.

All funds are consolidated therefore all funding streams are used,to support recruitment and retention of highly qualified teachers at AACS.

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

Highly-qualified status is monitored by the CEO and administrative staff on an ongoing basis (certification checks, Act 48 compliance, etc.) and especially at the time a new teacher is hired. Building administrator charged with teacher evaluation is encouraged to make daily/routine visits to all classrooms as this has shown to be a most effective method to determine teaching strategies are effective across the board for all students.

Weekly faculty meetings provide a forum for teachers to discuss concerns about students and/or day-to-day teaching issues.

The exercise of revisiting and revising this Equity Plan on an annual basis will serve as an opportunity for formal review of the strategies included in this document. In conjunction with these reviews, we will identify and remediate any of our activities that prove to be ineffective. Furthermore, ongoing classroom visitations and observations, both formal and informal, and improved student achievement as evidence by the data, will provide evidence of the effectiveness of our teachers and our instructional program. Weekly meetings of the leadership team will serve as a forum for discussion of our findings.