



Community Academy of Philadelphia  
a Pennsylvania Charter School

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**Community Academy of Philadelphia Charter School  
Equity Plan for Teacher Recruitment & Assignment  
Updated for 2017-2018 SY**

**CAPCS Statistics**

- **Minority Population: 99.2%**
- **Economically Disadvantaged Population: 91%**
- **2015-16 Non-HQT Teachers: 13.2 % in 2013-14 SY**

Community Academy of Philadelphia Charter School (CAPCS) is committed to assuring equity for all students regardless of race or socioeconomic status. This commitment to equity extends to ensuring that low-wealth, minority, learning disabled and/or English Learners are taught by experienced and highly qualified teachers to the same extent that students who do not fall into these categories are. To this end, CAP has developed a plan for ensuring the equitable distribution of teachers that includes the following components:

- A. An annual description and analysis of the distribution of teachers in the school that clearly identifies any inequities.

Currently, the vast majority of CAPCS's teachers in core content areas are highly qualified. Only one teacher is classified as non-HQT for her full course load. Other teachers have certifications but in some rare instances these certifications do not extend to one or more of the multiple subjects which they teach or to the full scope of grade levels in small group work and support these teachers provide.

Low-wealth, minority, learning disabled students and English Learners are not disproportionately represented in the classroom of the single non-highly-qualified teacher. Low-wealth, minority, learning disabled and English language learning students are no more likely than other students to be taught by inexperienced teachers.

- B. Strategies to be implemented that address the inequities and needs identified in the description of teacher distribution above.

1. CAPCS only considers teachers who are deemed to be "highly qualified" under for employment at the school.



2. In a situation where a teacher believed to be highly qualified is subsequently deemed not to be highly qualified CAPCS, in addition to notifying parents of students taught by the teacher, will establish a plan with the teacher for ensuring that highly qualified status is achieved within a reasonable period. CAPCS will provide appropriate personnel and financial resources to support the teacher's attainment of highly qualified status, including paying for PRAXIS tests, providing tutoring from experienced staff, and offering tuition reimbursement.
3. CAP has several programs and practices in place to address the professional development of all teachers, with particular emphasis on teachers new to CAPCS and/or new to teaching. These programs and practices include:

A) Use of a research-based common framework for assessing teaching performance

Our teacher evaluation process is intended to provide both teachers and our students with the most favorable conditions for teaching and learning. Teachers are formally evaluated in each of the four domains of professional practice supported by the research of Charlotte Danielson and Thomas McGreal in *Teacher Evaluation: To Enhance Professional Practice* including learning atmosphere, planning and preparation, instructional delivery, and professionalism. In addition, our teacher evaluation tool adds a fifth domain of mission and philosophy, which we have found to be integral to success in our over three decades of service to at-risk youth.

B) A structured induction program for all teachers new to CAP

The Teacher Induction Plan of Community Academy of Philadelphia C.S. is designed to acquaint new faculty members with the philosophy, history, and ethics of the school, the policies and procedures of the school, and to provide guidance and support in the areas of instruction and classroom management. The plan provides the new teacher or specialist with a collegial and professional support system that is essential to the successful transition to our school. All first year instructional staff and educational specialists to Community Academy of Philadelphia C.S. are required to participate in the program for two school years. Current program management and coordination are the responsibility of our school's Chief Academic Officer who is a certified teacher and principal and has served in the school for over 20 years. She is knowledgeable of our unique mission and philosophy. She and certain school department heads and specialists facilitate presentations to give the Induction Group a strong foundation in various key areas of teacher preparation.



C) Mentor teachers and an educational consultant work one-on-one with teachers, with particular focus on new and/or inexperienced teachers.

Each new teacher is assigned a mentor who also conducts classroom observations and a follow-up discussion with the teacher. First-year teachers are observed receive two mentor observations and second-year teachers receive one mentor observation. Our educational consultant has vast experience with teacher preparation and works very closely with teachers and communicates with administration frequently.

D) A variety of staff development opportunities offered to all teachers.

(See Professional Development Calendar for full list.)

- Professional development highlights include: Differentiated Instruction, Literacy Strategies, Technology Integration, Induction Program, etc.

4. Students are equitably distributed across homerooms and grades, with no grade or homeroom having a disproportionately high or low percentage of students qualifying for free or reduced-price lunch or of a particular ethnicity