

**Esperanza Academy Charter School  
Equity Plan**

# THE ESPERANZA ACADEMY CHARTER SCHOOL

## Equity Plan

### **EQUITY Action Planning: Equity Research & Data**

Equity is a commitment to ensure that every student receives what he or she needs to succeed. Using a combined program evaluation and a strategic planning methodology, Esperanza Academy Charter School stakeholders will develop a five chapter that will create plans and guide actions needed to make opportunities to learn and grow accessible to all students.

Guiding Purpose: to eliminate race and family income as predictors of school success by guaranteeing equitable access to opportunities to learn and grow.

Action Area One: Equity Research & Data

#### **Objectives:**

- 1a. The Esperanza Academy Charter School equity efforts will be informed and consistent with the best research/practices in the field
- 1b. The Esperanza Academy Charter School will have, district-wide and school-specific metrics for equity goal setting, action planning and reporting
- 1c. The Esperanza Academy Charter School stakeholders will be made aware of Esperanza Academy Charter School equity metrics, current levels, goals, and action plans
- 1d. Equity-related data/information will be collected, analyzed, and reported in an efficient public manner

### **Action Plans for Equity Research and Data**

#### **Objective Action Steps Priority (1,2,3)**

1a. Esperanza Academy Charter School excellence through equity efforts will be informed and consistent with the best research/practices in the field.

1. Create and maintain a district-wide data team to identify and define best research/practices in the field at both the national and state level.

2. Create and maintain school-wide data teams informed by best research/practices selected by the district-wide data team.

1b. The Esperanza Academy Charter School will have specific, district- wide and school-specific metrics for equity goal setting, action planning and reporting

1. Task the district-wide data team to create data selection and collection criteria that are consistently used at the district, individual building, and classroom levels.

2. Survey all the data currently collected to determine why is Esperanza Academy

Charter School collecting it and how Esperanza Academy Charter School is collecting it. Define the data points to be reviewed consistently by everyone, identify if they are different by level, and then separate accordingly.

- a. Identify how to disaggregate the data consistently.
- b. Define protocols for selecting and collecting data at the district, school, classroom, and student levels.

3. District-wide data team selects a protocol(s) for reviewing and interpreting data to be used at the district, individual building, and classroom levels.

- a. Define a protocol(s) for reviewing and interpreting data. This protocol will be utilized three times during the year, i.e. beginning of year, mid-year, and end-of-year, and will include local, state, and national comparison.
- b. Train staff on how to make observations based on data, utilize the observations to make a hypothesis on what needs to happen, place a plan/program in motion, and then return to evaluate what was effective.
- c. Develop a procedure on how to return to evaluate data to determine if a plan/program was effective.
- d. Review cohort data – where is a student in 11th grade versus where was the student in third grade. Esperanza Academy Charter School must review cohorts of students who have moved through the system.

4. District-wide data team defines a protocol(s) for acting on data and evaluating the effectiveness of action steps at the district, individual building, and classroom levels.

- a. Define a protocol(s) for developing and implementing action plans at the district, school, and classroom levels.
- b. Define a protocol(s) for reflecting on the effectiveness of actions steps at the district, school, and classroom levels.

5. District-wide data team identifies data points to be collected and analyzed at the district, individual building, and classroom levels.

- a. Data points to be considered:
- b. Social/Emotional Learning
- c. Academic Achievement – Standardized Tests (PSSA, Keystone Exam, PSAT, SAT, ACT, AP), Course Grades, Benchmark Assessments, Dual Enrollment, Enrollment in Honors Courses
- d. Demographic make-up of various courses/levels
- e. Attendance
- f. Behavior/Discipline Data

- g. Post-secondary Course Completion
- h. Extra-curricular Participation
- i. School Climate (Surveys and Random Samples)
- j. Interventions (include school year and summer school) –Students enrolled, length of enrollment, success of intervention
- k. Students Accessing Support Services (Health Van, Vision Van, Mental Health Clinics)
- l. Identify the appropriate students to target for interventions, supports, and stretch opportunities
- m. Number of Students in need of Special Education Services and/or 504s
- n. Transiency Rates (moving schools vs. staying in same school but changing addresses)
- o. Open Enrollment – Why and Who
- p. Enrollment
- q. Allocation of Resources (money, staff, etc.)
- r. Retention Rates

1c. Esperanza Academy Charter School stakeholders will be aware of Esperanza Academy Charter School equity metrics, current levels, goals, and action plans

- 1. District-wide data team identifies all internal and external stakeholder groups to receive information about Esperanza Academy Charter School equity metrics, current levels, goals, and action plans.
- 2. District-wide data team and school-level data team develop a plan for sharing identified data points and metrics to the stakeholder groups.

1d. Equity-related data/information will be collected, analyzed, and reported in an efficient public manner.

- 1. District-wide data team and school-level data team develop a plan for sharing identified data results to the stakeholder groups.

## **Action Planning: Equity in Student Engagement and Personal Skill Development**

Equity Plan: Equity is a commitment to ensure that every student receives what he or she needs

to succeed. Using a combined program evaluation and a strategic planning methodology, Esperanza Academy Charter School stakeholders will develop a Equity Plan that will create plans and guide actions needed to make opportunities to learn and grow accessible to all students.

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Action Area Two: Equity in Student Engagement and Personal Skill Development

**Objectives:**

2a. Student services will be organized and delivered in a manner that provides successful internal and community-based interventions.

2b. There will be multi-faceted plans for student transitions into new organizational levels that address the unique emotion, social, and academic needs of minority and economically disadvantaged students.

2c. Minority and economically disadvantaged students will have adequate access to afterschool and weekend school activities.

2d. The Student Code of Conduct will promote restorative practices, as a means to impact the number and severity of disciplinary infractions committed by white vs. non-white students.

2a. Student services will be organized and delivered in a manner that provides successful internal and community-based interventions

1. Complete a program evaluation of 6-12 Guidance Services to develop comprehensive, integrated 6-12 Developmental Counseling Plan with an equity lens.

2. Provide professional development in appropriate/varied formats for counselors to have a clear understanding of school policies and procedures and the counselor's role. Areas include:

a. Special Education. Ed. Referrals/services, IEPs, 504s, Child Study/MTSS and FBAs, etc.

b. Attendance/Tuancy, Temporary Medical Excusal, Instruction in the Home.

c. Homelessness

d. Registration

e. Equity enhancing course scheduling

f. College/Career Planning with special attention to the needs of minority and economically-disadvantaged students

g. Discipline

- h. Trauma-informed interventions for counselors, administrators, and staff
    - i. Esperanza Academy Charter School initiatives—especially those involving minority and economically-disadvantaged students.
  - 3. Implement the use of an accessible, current database of social, community, and school-based services with a systematic way to refer students to those services.
- 2b. There will be multi-faceted plans for student transitions into new organizational levels that address the unique emotion, social, and academic needs of minority and economically disadvantaged students.
  - 1. Determine the specific academic, ethnic, and cultural needs of children and their families as they enter kindergarten, and implement strategies of support.
  - 2. Address the unique needs of minority and economically-disadvantaged students and their families as they transition into Grade 6, Grade 9, and post-secondary institutions.
  - 3. Address the needs of transient/mobile students and families, and implement successful strategies related to registration (face to face or phone treatment), open enrollment, and attendance exceptions.
- 2c. All students will have adequate access to during school, afterschool and weekend school activities.
  - 1. Evaluate overall transportation in Esperanza Academy Charter School (district-wide, school vans) and community routes to support minority and economically disadvantaged students to increase before/after/weekend activity participation
    - a. Investigate the cost effectiveness of using the existing vans and/or purchasing more vans
    - b. Establish transportation services that promote participation in dual enrollment courses.
  - 2. Determine where fees and other student-born costs (equipment, clubs, camps, etc.) hinder minority and economically-disadvantaged student participation in school-based activities, and subsequently remove those predictable barriers.
  - 3. Use centrally located schools as hubs for district-wide activities.
  - 4. Review Open Enrollment and Attendance Exceptions policies and procedures to remove barriers to participation in school life faced by minority and economically-disadvantaged students.
- 2d. Evaluate the Student Code of Conduct in light of the district’s commitment to the Equity Plan, and Restorative Practices.
  - 1. Incorporate Restorative Practices language into the Code of Conduct.

2. Track, compile and publicly report Code of Conduct infraction data in the aggregate, and for each demographic group of students. Require code infraction data as a data point in all schools' annual School Improvement Plans.

## **EXCELLENCE THROUGH EQUITY**

### **Action Planning: Equity in Core and Stretch Learning**

Equity Plan: Equity is a commitment to ensure that every student receives what he or she needs to succeed. Using a combined program evaluation and a strategic planning methodology, Esperanza Academy Charter School stakeholders will develop an Equity Plan that will create plans and guide actions needed to make opportunities to learn and grow accessible to all students.

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Action Area Three: Equity in Core and Stretch Learning

#### **Objectives:**

- 3a. There will be a clear and specific district plan of action to have all Esperanza Academy Charter School students reading at grade-level.
- 3b. There will be academic practices and procedures in place that encourage and support minority students' success in more challenging and rigorous course work. Specific actions will be taken related to ability grouping/tracking and academic supports.
- 3c. All students will have equitable access to online learning resources in school and at home

#### **Objectives Action Steps Priority (1,2,3)**

- 3a. There will be a clear and specific district plan of action to have all Esperanza Academy Charter School students reading at grade-level.
  - 1.Support the curriculum office in developing the Esperanza Academy Charter School Early Literacy Plan
    - a. Address readiness and basic needs of learners
    - b. Protect time on task
    - c. Improve core reading instruction and assessment
    - d. Create timely, effective interventions
    - e. Create program sustainability
  2. Review utilization of ESL teachers and teachers with ESL certifications (K-12) to determine staffing needs.

3. Review utilization of gifted support to determine staffing needs.
4. Provide Professional development for leaders, specialists, and teachers on cultural proficiency and literacy.
5. Acquire and use effectively modern, scientifically-based based reading instruction materials.

3b. There will be academic practices and procedures in place that encourage and support minority and economically disadvantaged student success in more challenging and rigorous course work.

#### Middle

1. Develop a plan to establish and support heterogeneous ELA, Science, Social Studies classes.
2. Explore math being taught “off-team” to support equity and achievement goals
3. Use Read 180 as an intervention, not a Core program.
4. Develop Multi Tier System Support for Reading.
5. Develop Multi Tier System Support for Math.
6. Define focus area for each grade level to foster independence.
7. Provide a safe, quiet, monitored space for students to study, do homework, group work, and access digital resources in the school from 7:30 AM to 6 PM Monday to Friday.
8. Provide expanded professional development in personalization, competency-based learning, and differentiation

#### High School

1. Provide a safe, quiet, monitored space for students to study, do homework, group work, and access digital resources in the school from 7:30 AM to 6 PM Monday to Friday.
2. Encourage all students to “level-up” and personalize their academic experience with access to needed supports.
3. Implement after-school tutoring program for academic support and homework help with teachers.
4. Align secondary programs for the AP/Honors, Academic, ESOL, and Special Education courses.
5. Use a variety of data to strategically identify “stretch learners” and support them in taking more rigorous courses.
6. Provide time during the school day for ALL students to seek support, guidance,



tutoring, etc. (academic support classroom for regular education students)

7. Review class rank system. Remove harmful effects of needless competition.

8. Provide professional development in personalization, competency-based learning, and differentiation.

3c. All students have equitable access to online learning resources in school and at home

1. Provide a safe, quiet, monitored space for students to access digital resources. In the school from 7:30 AM to 6 PM Monday to Friday. (with transportation)

a. Use school buildings as hubs for internet and devices.

2. Conduct a detailed study of internet and device accessibility in the Philadelphia community and homes. Determine needs.

3. Develop an internet (mifi) and device loan program in school libraries.

4. Encourage and accept community donations of compatible electronic equipment. Esperanza Academy Charter School reviews devices & gives to Esperanza Academy Charter School students.

5. Partner with local businesses to create Esperanza Academy Charter School-friendly “hot-spots.”

## **Action Planning: Equity in Professional Development**

Excellence Through Equity Plan: Equity is a commitment to ensure that every student receives what he or she needs to succeed. Using a combined program Objective and a strategic planning methodology, Esperanza Academy Charter School stakeholders will develop an Equity Plan that will create plans and guide actions needed to make opportunities to learn and grow accessible to all students.

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Action Area Four: Equity in Professional Development

### **Objectives:**

4a. All faculty and staff will know and appreciate the difference between equal availability and equitable access.

4b. All faculty and staff will have a common definition and notion of cultural proficiency.

4c. All teachers will understand how to appropriately personalize instruction and differentiate instruction in ways that meets the unique needs of minority and economically disadvantaged students.

### **Objective Action Steps Priority (1,2,3)**

4a. Faculty and staff will know and appreciate the difference between equal availability and equitable access

1. Convene the Esperanza Academy Charter School District-wide Professional Development (Act 48) Committee, guided by the following principles:

- a) Serve as advisory role to administration on improving the effectiveness of the district-wide professional development system.
- b) Align Esperanza Academy Charter School professional development philosophy and structure to best practices in personalized, competency- based professional learning. Include culturally- responsive teaching and trauma-informed teaching as key instructional credential for teachers and administrators.
- c) Advise on year-long district-wide professional development plans for district and schools in the year prior to the start of the school year, as possible.
- d) Develop district-wide database of experienced professionals to assist in professional development.
- e) Review recommendations to expand additional time for professional development through Act 80 days

4b. Faculty and staff will have a common definition and notion of cultural proficiency

1. Develop and implement professional development that:

- a) Establishes baseline equity training for all Esperanza Academy Charter School staff, including faculty, administration, and support staff.
- b) Provides training for faculty and administrators using data at the school and classroom levels for reflection, planning, and implementation. (Supports Equity Data Team)
- c) Incorporates year-long “mini lessons” for Esperanza Academy Charter School staff to be delivered in smaller groups, ex. faculty meetings, to keep focus monthly on equity goals and actions.

2. Embed equity-focused professional development lens in all professional development through systematic process/forms.

4c. All teachers will understand how to appropriately personalize instruction and differentiate instruction in ways that meets the unique needs of minority and economically disadvantaged students.

1. Establish a consistent focus for faculty and administrators to connect professional development on equity to components of the Danielson Framework.

2. Develop plans for personalized professional development systems that still satisfy the

requirements to the PA Teacher Effectiveness System/PA 82-1 (teacher evaluation).

## **Action Planning: Equity in Parent Involvement**

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Action Area Five: Equity in Parent Involvement

### **Objectives:**

- 5a. Minority and economically disadvantaged parents have equitable access to parent involvement/engagement opportunities?
- 5b. Minority and economically- disadvantaged parents will feel welcome in our schools and classrooms.
- 5c. Administrators and teachers communicate equitably and effectively with all parents.

### **Objectives Action Steps Priority (1,2,3)**

- 5a. Minority and economically disadvantaged parents have equitable access to parent involvement/engagement opportunities?
  - 1. Survey stakeholders to identify strategies to increase parent communication and engagement.
    - a. Make survey available electronically on school website and via schools social media.
    - b. Send Parent Links via phone, email and text to initiate opening of two week survey window, as well as a reminder at mid point
  - 2. Direct the District-wide Data team to organize survey results for each individual school and provide a report to all schools. Provide district wide results to central office.
  - 3. Direct each school to review data and choose one barrier that prevents parent involvement. Formulate and execute an action plan that increases parent participation— with specific attention to minority and economically-disadvantaged families.
  - 4. Develop and implement a comprehensive Esperanza Academy Charter School Social Media Plan.
  - 5. Maintain a Twitter account for Esperanza Academy Charter School. This will include

making the twitter feed readily accessible directly on the homepage of school website.

5b. Minority and economically- disadvantaged parents will feel welcome in our schools and classrooms.

1. Provide customer service training/ professional development training to secretarial staff on in-service days including cultural competency.

5c. Administrators and teachers communicate equitably and effectively with all parents.

1. Distribute district and school related documents/information in English and Spanish. Documents will be produced in other languages as deemed necessary by the school.

2. Teachers and counselors will conduct positive home contacts monthly via phone and/or emails with respect to minority or economically-disadvantaged students that are meeting/exceeding expectations.

3. Establish a consistent, universal system of parent links, social media (Twitter and Facebook) for Esperanza Academy Charter School schools. Send weekly parent link by Director of Instruction with happenings in the school, and to periodically remind parents how to view parent portal.