



2026-2027 Equity Plan

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Posted on catalystacademy.org and distributed to families via email.

Presented at Title I meetings with families in Fall 2026 and Spring 2027.

Catalyst Academy Charter School believes in equitable access to the best instruction for all students. Our school is committed to implementing best practices in all classrooms to improve the achievement of all students.

The following items are included as part of the equity plan:

- School Accountability Status
- School Economic Disadvantage Percentages (Free/Reduced Lunch)
- School Minority Percentage
- Teachers' applicable certification status
- Teacher experience percentage
- Teacher effectiveness status

Catalyst Academy Charter School chooses to accept Title I funding. In doing so, the School abides by the Every Student Succeeds Act (ESSA) of 2015 by developing an equity plan that ensures their poor and minority students in Title I schools are not being taught at a disproportionate rate by teachers who are ineffective, inexperienced (in PA, "experienced" means 3 or more years of teaching), or who are teaching out of field.

School Accountability Status: TSI - Targeted Support & Intervention (based on 2024-2025 PSSA Results)

School Economic Disadvantage : 87% as determined by Free/Reduced Lunch (October 2025 Statistics)

School Minority Percentage: 98% based on Oct 2025 enrollment

Teachers' certification status

ESSA Appropriately Certified Teachers

All public school teachers must meet appropriate state certification and licensure requirements of Pennsylvania.

Catalyst Academy Charter School's Position on Hiring and Retaining Appropriately Certified Teachers:

In order to meet the diverse needs of our students, teachers are selected for employment based on several factors, including their ability to relate to the population of the students we serve. Teachers are recruited by posting vacancies on our website and online media outlets. If it becomes necessary to hire a teacher who is not appropriately certified, a plan is developed and closely monitored to ensure the teacher meets the plan's goal for obtaining appropriate certification.

Teachers of all teaching levels are placed throughout the school to ensure that low income and minority students are not taught more frequently than other students by inexperienced teachers.

The administration examines academic results including standardized tests by grade level and subgroup in making decisions regarding teacher placement to ensure the delivery of quality instruction.

Retaining highly qualified teachers is a goal of Catalyst Academy Charter School. Professional development opportunities are offered throughout the school year and are designed to equip teachers with the latest research-based strategies aimed at meeting the needs of all students. Parents may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.

2025-2026 Educators applicable certification status: Of the 27 professional positions, 25 are certified (93%). Charter schools need to maintain 75% or greater certification rates. Three teachers are emergency certified and are each pursuing permanent certification.

2024-2025 Teacher experience percentage: 13 out of 27 (48%) teachers and other certificated roles have more than three years of experience.

Strategies Being Implemented to Ensure Teacher Effectiveness

Catalyst Academy Charter School has the following goals to improve teacher effectiveness

GOALS

- To provide opportunities for professional development designed to prepare staff for the implementation of curriculum, instruction and assessment based on PA Standards, PA Core Standards, and Assessment Anchors.
- To provide ongoing opportunities for professional development in the effective utilization of all technology.
- To identify, design, and implement programs to ensure a safe and responsible environment for learning.
- To provide ongoing opportunities for professional development for teachers and staff in strategies to accommodate the diverse needs of students.
- To provide opportunities for professional development in topics that will improve and promote professional responsibility and accountability.

Methods of delivery to meet these goals may include, but shall not be limited to the following:

STRATEGIES

- Collegiate studies
- Continuing professional education courses taken for credit
- Approved continuing education credits
- Curriculum development and other programs
- Participation in professional conferences and workshops
- In-service programs that comply with the professional education criteria •
Elementary activities for professional educators whose area of assignment includes kindergarten through fourth grade
- Other continuing professional education courses, programs activities or learning experiences sponsored by the Department of Education, Intermediate Units throughout the state, and Pennsylvania school entities
- Preparation of continuing professional education courses, in-service programs, or workshops for school districts, the Department of Education, professional conferences, or Intermediate units.
- Any experience or course related to certification, general pedagogy, and the needs identified in the school's plan
- Teachers, educational specialists, and administrators involved in approved councils, programs, or learning experiences occurring on a regular basis throughout the school year
- Induction professional development activities acquired through a school induction plan •
Mentor Activities
- Observations and visitations. Observations and visitations are defined as school entity sponsored visitations for the purpose of improving instruction and student achievement. These opportunities may include, but are not limited to, activities such as observations

within the school, visitations to other sites outside of the school, and business and industry collaboration.

- Program/department meetings for a specific purpose (i.e. planning and coordinating curriculum or sharing successful projects). These meetings may be scheduled during professional development days, the regular school day, and /or through release time
- Individualized projects/pilot programs which are defined as individually created projects designed to improve instruction and/or student achievement. The purpose, procedures, and timeline to be followed in order for successful completion and awarding of Act 48 credit will be determined collaboratively by the individual and supervisor prior to beginning the project
- Parent involvement planning time for Title I or PTO programs and specialized training programs involving parents (or promotion of parental involvement) in their child's educational process
- On-line courses and webinars
- Presentation by staff for the entire school entity
- State-sponsored/developed professional education courses, programs, activities or learning experiences
- Training by textbook companies for the adoption of a program of study by district staff
- Training provided through grant participation

Potential providers, courses, programs, and activities

The following list includes, but is not limited to approved providers for Catalyst Academy Charter School.

- Catalyst Academy Charter School
- The Pennsylvania Department of Education
- Providers approved by the Pennsylvania Department of Education
- Pennsylvania's Intermediate Units
- Providers approved by the Pennsylvania Intermediate Units
- Pennsylvania Universities and Colleges
- Community, County, and State Agencies and Organizations
- State and National Professional Organizations
- Subcontractors (paid or not paid) who are providing services that meet the identified needs including, but not limited to on-line training and courses, distance learning workshops, webinars, national consultants, and experts in the areas which have been identified
- Any and all providers who meet the requirements set forth in Guidelines and who are approved by the Administration

The methods of Catalyst Academy Charter School in determining the effectiveness of the strategies may include, but shall not be limited to the following:

- Student Outcomes
- Classroom observation
- Successful completion of the professional activity
- Completion of the appropriate documentation and paperwork associated with the professional activity
- Administrative observations
- Completion of appropriate surveys
- Review and reflection meetings