

## General Information

<b>ORGANIZATION NAME:</b>	RISE Southeast Raleigh Charter (RISE)
<b>ORGANIZATION CODE:</b>	93J
<b>SCHOOL YEAR:</b>	2022-23

Federal ESSA regulations under Title I, Part A Section 1112(b)(2) require that all local educational agencies (LEAs) that receive Title I-A funds develop a plan for how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This section of ESSA requires that all LEAs that receive Title I-A funds create and submit plans describing how the LEA will improve gaps identified from the data analysis. To this end, LEAs are expected to have a plan to ensure the equitable distribution of teachers.

**A. For each area, based on the information in the data component of the Equity Plan, answer the following questions to demonstrate how the LEA will review, evaluate, and provide strategies to eliminate any inequities.**

## Teacher Certification

**Describe any inequities that exist between schools.**

RISE is one school, K-8, thereby cannot be compared school to school.

**Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.**

N/A, see above

**Describe how the LEA will annually, at minimum, evaluate certification data and strategies listed above.**

Annually, we will review licensure data on file with the school, via the NC Licensure System, and/or conduct a survey of staff. This year, we have hired a consultant with experience in licensing. This individual will review our processes and status to recommend new approaches and solutions for hiring and developing our team.

## Teacher Experience

**Describe any inequities that exist between schools.**

RISE is one school, K-8, thereby cannot be compared school to school.

**Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.**

N/A, see above

**Describe how the LEA will annually, at minimum, evaluate teacher experience data and strategies listed above.**

Annually, we review teacher experience in the process of providing offers/contracts for the next school year. This year, we have hired a consultant with experience in licensing. This individual will review our processes and status to recommend new approaches and solutions for hiring and developing our team.

<b>Teacher Effectiveness</b>
<b>Describe any inequities that exist between schools.</b>
RISE is one school, K-8, thereby cannot be compared school to school.
<b>Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.</b>
N/A, see above.
<b>Describe how the LEA will annually, at minimum, evaluate the effectiveness data and strategies listed above.</b>
RISE will review data to include but not be limited to: benchmark (NC Check Ins), Interim Assessments (iReady), EoG/EVAAS. We will conduct regular observations and coaching meetings, using our Excellence Rubric, to develop and grow teachers. We will formally evaluate staff twice a year using our evaluation form and Excellence Rubric. All of these tools, together, will help us evaluate and support teacher effectiveness.
<b>Stakeholder Engagement</b>
<b>Describe how internal and external stakeholders will be engaged in the equity planning process. List the dates from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.</b>
The Equity Plan can be posted online for consistent review. We can also survey stakeholders for their feedback. The School Improvement Team will meet on the following dates, and in those settings we can invite feedback into the plan.  9/23/2022, 11/4/2022, 12/2/2022, 1/27/23, 2/24/23, 3/24/23, 4/28/23