



TEACHER EQUITY PLAN FOR 2026-2027 SCHOOL YEAR

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EQUITY PLAN WORKSHEET

LEA: VISION ACADEMY CHARTER SCHOOL

School	School Improvement Status	% of Poverty	% of Minority	# and % of HQ Teachers		# and % of non-HQ Teachers		Teacher Experience	
								# of "not new teachers"	# of "new teachers"
VACS		75%	94%	55	91%	5	9%	56	4

Note: For Teacher Experience

- 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).

EQUITY PLAN

- Provide a general summary of findings outlining where possible inequities exist.
- *For 2025-26, we will work on hiring all appropriately certified and experienced teachers ("not new teachers")*
- 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.
- *We have difficulty in recruiting certified teachers in 1) Mathematics, 2) Technology, 3) Science, and 4) World languages,*
- 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.
- *Our poverty ratio is about 75% and minority students' ratio is 94%. Our goal is to have all the teachers properly state certified and experienced.*
- 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).

VACS Recruitment Plan includes following;

- *Post Jobs on popular job boards and professional networking sites such as; Indeed, PAREAP, schoolspring.com, School's website.*
- *Ask referrals from current teachers.*
- *Attend Job Fairs*
- *Sign Up bonus when available*

VACS Teacher Retention Strategies

- *VACS offers competitive Salary and Benefit Package.*

- *VACS provides administrative and team support via one-on-one meetings and clusters.*
- *Employees are part of the decision-making process*
- Describe how Title I, Title IIA, and other funds are used to support recruitment and retention of highly qualified teachers in all schools.
 - *VACS doesn't use funds from Title I and IIA for teacher recruitment activities.*
- Identify where inequities in teacher assignments exist.
 - *There is no inequity in teacher assignments.*
- Review school-level data on teacher turnover to identify characteristics of teachers who have left and whether or not they move to another school or leave the profession
 - *School let a few teachers leave because of performance issues*
 - *Some teachers who were hired by larger school districts left VACS*
- Tap into pools of teachers and individuals who would be willing to be teachers and then distribute them equitably – paraprofessionals
 - *We hired qualified additional teachers (recovery teachers) and teacher aides who may be promoted to become main teachers at times when we have openings.*
- Use resources wisely to retain teachers
 - *We have introduced a retention bonus paid to returning teachers in the fall of the following academic year. The retention bonus is linked to teachers' formal evaluation.*
- Advertise federal loan forgiveness for teachers who agree to work in Title I schools for 5 years
 - *We have teachers benefiting from federal loan forgiveness program*
- Improve conditions in hard to- staff schools – working as well as classroom environment
 - *An additional stipend is paid to the teachers of hard-to-fill positions such as science, math and world languages.*
- Develop strong collaborations with colleges and universities to develop “grow your own” teacher recruitment strategies to encourage high school students to pursue the teaching profession
 - *Vision Academy CS working on developing collaborations with universities in the greater Philadelphia area.*
- Build the capacity of school leaders to support teachers in hard-to-staff schools
 - *We have introduced tuition reimbursement programs for administrators and teachers at the discretion of the school board and the school leader.*
- Assign teachers to areas where they will be HQT
 - *We assign teachers in areas where they are appropriately certified.*
- Involve experienced teachers in decision-making
 - *Experienced teachers serve as cluster coordinators or department chairs.*
- Use experienced teachers as mentors and classroom coaches for novice teachers
 - *We use experienced teachers as mentors and coaches.*

How to determine whether or not the strategies are effective?

Core Academic Subjects and Grades with Teacher Vacancies That Cannot be filled by Highly Qualified Teachers			
Vision Academy CS	Subject	Grades(s)	# of Vacancies Filled by Non-HQT Per Subject/Grade