

Gettysburg Montessori Charter School

Local Education Agency (LEA) Teacher Equity Plan

LIST of SCHOOLS	% of Poverty	% of Minority	# and % of appropriately certified Teachers and Staff		# and % of non-appropriately certified Teachers and Staff		Teacher/Staff Experience	
							# of “not new teachers and staff”	# of “new teachers and staff”
GMCS 2016/2017	54%	13%	16	100%	0	0%	14	2
GMCS 2017/2018	36%	13%	18	90%	2	10%	15	3
GMCS 2018/2019	33%	16%	19	95%	1	5%	19	1
GMCS 2019/2020	32%	13%	21	95%	1	5%	19	3
GMCS 2020/2021	40%	14%	19	90%	2	10%	19	2
GMCS 2021/2022	41%	10%	22	93%	3	7%	16	6
GMCS 2022/2023	53%	13%	24	90%	3	10%	22	2
GMCS 2023/2024	59%	15%	25	92%	2	8%	22	3

2016/2017 There are no inequities. We have only one school campus. All our certified staff are appropriately state-certified.

2017/2018 There are no inequities. We have only one school campus. 90% of our certified staff are appropriately state-certified.

2018/2019 There are no inequities. We have only one school campus. 95% of our certified staff are appropriately state-certified.

2019/2020 There are no inequities. We have only one school campus. 95% of our certified staff are appropriately state-certified.

2020/2021 There are no inequities. We have only one school campus. 90% of our certified staff are appropriately state-certified.

2021/2022 There are no inequities. We have only one school campus. 93% of our certified staff are appropriately state-certified.

2022/2023 There are no inequities. We have only one school campus. 90% of our certified staff are appropriately state-certified.

2023/2024 There are no inequities. We have only one school campus. 92% of our certified staff are appropriately state-certified.

Core Academic Subjects and Grades with Teacher Vacancies That Cannot be filled by Appropriately State Certified Teachers

List of Schools	Subject	Grades(s)	# of Vacancies Filled by Non-HQT Per Subject/Grade
GMCS 2016-2017	<i>n/a</i>	<i>n/a</i>	0
GMCS 2017-2018	<i>n/a</i>	<i>n/a</i>	0
GMCS 2018-2019	<i>n/a</i>	<i>n/a</i>	0
GMCS 2019-2020	<i>Math, ELA</i>	<i>1/2</i>	1
GMCS 2020-2021	<i>n/a</i>	<i>n/a</i>	0
GMCS 2021-2022	<i>Math, ELA</i>	<i>1/2</i>	1
GMCS 2022-2023	<i>Math, ELA</i>	<i>1/2</i>	1
	<i>Science, Social Studies</i>	<i>5/6</i>	1
	<i>Rtl</i>	<i>K-2</i>	1
GMCS 2023-2024	<i>Math, ELA</i> <i>Science, Social Studies</i> <i>Rtl</i>	<i>1/2</i>	2

4. 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 or unqualified teachers.

We arrange classrooms so that we have a fair mixture of poor and minority students in each classroom. We also take into account academic abilities, special education eligibility, behaviors, and social/emotional needs. We offer professional development to teachers and parents in academic and social/emotional areas. All of our Title funds support Rtl salaries.

5. How will we determine if these strategies are effective?

We will evaluate the plan yearly and look at our SPP, PSSA scores, and Acadience benchmarking scores for growth and at their social/emotional growth.

Created: October 19, 2016

Reviewed: May 26, 2017, May 15, 2018, May 20, 2019, May 1, 2020, May 24, 2021, May 20, 2022, May 12, 2023, May 21, 2024