

2020-2021

# Title I Equity Plan



Susquehanna Township School District  
2579 Interstate Drive, Harrisburg, PA 17111  
2020-2021

## I. Equity Data

List of Schools	% of Poverty	% of Minority Students	ASC (appropriately state certified)		Teacher 213	Non-ASC Teachers		Teacher Experience	
			#	%	#	#	%	# >3 yrs.	# <3yrs.
Sara Lindemuth / Anna Carter Primary School	61.6%	62.04%	52 / 100%		52	0 / 0%		4 less than 3 48 more than 3	
Thomas W. Holtzman Elementary School	62.8%	63.94%	49 / 100%		49	0 / 0%		3 less than 3 46 more than 3	
Susquehanna Township Middle School	60%	58.30%	48 / 100%		48	0 / 0%		10 less than 3 38 more than 3	
Susquehanna Township High School	54%	57.62%	0 / 0%		64	0 / 0%		7 less than 3 57 more than 3	

## II. Summary of Findings

The Susquehanna Township School District employees **213** instructional staff across four school buildings serving students in grades kindergarten through twelve. All **213** instructional employees are appropriately state certified. New teachers, defined as those with three or fewer years of service, total district wide. These new teachers are assigned across **four (4)** of the district's schools.

**Susquehanna Township Middle School** has the highest number of new teachers with a total of **ten (10)**. **Susquehanna Township Middle School** has the **second lowest** percentage of poverty of the four schools. Based on the analysis of this data, it has been determined that there are no immediate needs for consideration of reassigning staff for the **2021-2022** school year.

## III. Core Academic Subjects and Grades with Teacher Vacancies that cannot be filled by ASC (Appropriately State Certified) Teachers

List of Schools	Subject	Grade	# of vacancies Filled by Non-ASC Per Subject/Grade
Sara Lindemuth / Anna Carter Primary School			0
Thomas W. Holtzman Elementary School			0
Susquehanna Township Middle School			0
Susquehanna Township High School			0

#### **IV. Description of Strategies implemented by LEA 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.**

- Assign teachers only to areas where they are ASC (appropriately state certified).
- Analyze data such as contained in this report to identify where inequities may exist in teacher assignments.
- Collaborate with local colleges and universities to provide pre-student teaching and student teaching experiences. Following the student teaching experience district administrators meet with the candidates to provide information on applying for substitute and contract positions with the district.
- Collaborate with local colleges and universities as administrators serve in “mock interviews” for teaching candidates. This is an opportunity for candidates to get to know district administrators and to learn of possible openings.
- Retention of teachers is promoted as federal loan forgiveness is advertised for teachers in schools Title 1 schools for 5 years.
- Retention of teachers is promoted with an induction program that is facilitated by district Administrators.
- Experienced teachers serve as mentors for newly hired teachers and those in long term substitute positions.
- Openings are advertised on **Frontline Applicant Tracking, Education Week, and sometimes on Indeed.**
- Build capacity of school leaders to support teachers.
- Collaborate with union representatives to gather input, feedback, and suggestions.