

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION TEACHER AND ADMINISTRATOR RECRUITMENT AND RETENTION PLAN

Pursuant to Ark. Code Ann. § 6-17-1901, *et seq.*, all school districts and open enrollment charter schools must prepare and post to their website by August 1st of each year a three (3) year Teacher and Administrator Recruitment and Retention Plan. An employee must be designated to coordinate the implementation of the plan. Plans must be reviewed and updated annually and must include, but are not limited to, the following:

- Annual goals for
 - *Recruiting and Retaining* teachers/administrators of minority races/ethnicities who increase diversity among staff and, at a minimum, reflect the racial/ethnic diversity of the district's students;
 - *Increasing the number of students* who pursue careers in education with an emphasis on students of minority races/ethnicities;
- The actions and steps taken/will take to meet its each of the goals;
- The progress in meeting each of the goals;
- The evaluative methods it will use to measure progress towards meeting the goals;
- If applicable, the reasons for not meeting previous goals and the steps it will take to overcome those reasons;
- Local data related to educator recruitment and retention

The plan must include the following local data:

Racial/ethnic composition of the

- Student body of the district or charter school (22-23 school year) - [LEA Insights > Enrollment](#)
- Teachers employed (previous 3 school years) - [LEA Insights > Human Capital > Overview > Certified Teaching Staff](#)
- Administrators employed (previous 3 school years) - Cognos: **eFinance>Personnel>Job Assignment>Administrator Counts** or [LEA Insights > Human Capital > Overview > Staff Details > Search by Job Code](#)
- Residents of the district or charter school (most current data) - [State Census Data](#)

Note: Fillable data tables are provided in Appendix A. Districts can also download data from the locations provided above to meet the data requirements of the plan.

Districts are **encouraged** to review the additional data points below in order to justify goals or evaluate effectiveness of actions.

Racial/ethnic composition of the:

- Teacher and administrator applicant pool
- Teachers and administrators hired
- Teachers leaving the district (attrition)

Racial/ethnic composition of the:

- Student population enrolled in DCTE Pre-Educator program-[CTE Coordinator](#)
- Student population participating as active members of Educators Rising-[CTE Coordinator](#)
- Student population who receive the Certified Teaching Assistant (CTA) credential-[CTE Coordinator](#)
- Student population indicating education as a career choice in [Student Success Plans](#)

Data Related to Teacher Quality

- Years of experience
 - % of novice teachers- [LEA Insights>Human Capital>Overview](#)
 - Average years of experience- [LEA Insights>Human Capital>Overview](#)
- Teacher Attainment
 - Teachers with master's degrees or higher- [LEA Insights>Human Capital>Public Educators](#)
 - National Board Certified Teachers- [LEA Insights>Human Capital>National Board Certified Teachers](#)
 - Teachers with Lead/Master designations- [LEA Insights>Human Capital>Public Educators](#)
- Licensure exception data- [LEA Insights>Human Capital>License Types and Exceptions](#)
- Overall attrition- [LEA Insights>Human Capital>Attrition](#)

Student Growth and Achievement Data

- Student assessment data- [myschoolinfo.arkansas.gov](#)>select district>custom report>student assessment

All plans must reflect data analysis.

Three Year Action Plan

After analyzing all relevant data, the district will use the spaces below to develop a three year action plan to address identified needs. Refer to Appendix B for resources to support plan development.

Focus Area: Recruiting a diverse, representative educator workforce that meets the needs of all students

If multiple goals are created, copy and paste the template for each goal.

Recruitment Goal	Based on a current gap between student and teacher minority representation of 30%, we will decrease the gap to 11% by 2026
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Which of the following best describes the recruitment goal?	
<input type="checkbox"/>	New Goal
<input checked="" type="checkbox"/>	Extension of a goal from previous year

Action Plan

Describe the steps your district will take over the next three years to meet the recruitment goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Use data obtained from current staff and exit surveys to better retain and recruit teachers and staff.	Jennifer Menard	Spring 2024
Action Step	Introduce and promote the Teacher Residency Model to our classified staff to increase the teacher applicant pool	Debbie Jones	Fall of 2023
Action Step	Develop collaborative relationships between the district and universities with high levels of diverse graduates.	Cedric Hawkins	Fall of 2023

What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)

Focus Area: Retaining a diverse, representative educator workforce that meets the needs of all students

If multiple goals are created, copy and paste the template for each goal.

Retention Goal	To decrease the gap between student and teacher minority representation, we will maintain 100% of the district's diverse workforce.
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Which of the following best describes the retention goal?	
<input type="checkbox"/>	New Goal
<input checked="" type="checkbox"/>	Extension of a Goal from previous year

Action Plan

Describe the steps your district will take over the next three years to meet the retention goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Create a climate survey for current and future exiting staff.	Lakendra Lovelady and Nathan Sullivan	Spring of 2024
Action Step	Establish racially and ethnically diverse leadership teams, guided coalitions, and personnel policy committees within buildings and the district with members of varying positions/roles.	Building principals and superintendent.	Fall of 2023
Action Step	Provide deliberate practice of inclusion to novice teachers as well as teachers new to the White Hall School District.	Bill Shelley and Debbie Jones	Fall 2023

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)
Action Step 1: Results of the climate survey will be used to create baseline data for the 2023-2024 school year. Action Step 2: Agenda, sign-in sheets, and documentation of members of the leadership teams, guided coalitions and personnel policy committees.

Action Step 1: Review Exit Survey Data for the 23-24 school year to establish a baseline.

Action Step 2: Feedback from classified staff regarding the information provided about the Teacher Residency Model and evaluate the enrollment data in the Teacher Residency Model.

Action Step 3: Number of post-secondary institution partnerships maintained; length of time positions are posted; the number of racially/ethnically diverse applicants identified by postsecondary partners;

Data from Frontline demonstrating an increase in the number of diverse applicants and teach/staff ratios by race found in LEA Insights will be used to determine if the recruitment goal is met.

Review Progress (After Baseline Year)

Describe progress made toward the recruitment goal and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.

The WHSD made progress toward the recruitment goal by closing the gap between minority teachers and the student population by hiring seven minority teachers. The WHSD will continue efforts to close the gap between the minority teacher and student populations.

Action Step 3: Documented professional development records

Attrition and Retention rates found in LEA Insights will provide evidence of goal completion.

Review Progress (After Baseline Year)

Describe progress made toward retention goal achievement and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.

WHSD was not able to maintain 100% of its minority representation, the WHSD was able to see an increase in the diversity of the workforce. The WHSD will work to maintain 100% of this diverse workforce.

Focus Area: Increasing the number of students who pursue careers in education with an emphasis on students of minority races and ethnicities

If multiple goals are created, copy and paste the template for each goal.

Student Goal	Introduce and promote the Teacher Residency Model to our high school students to increase the future educator population by 25% by 2026.
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Which of the following best describes the student goal?	
<input type="checkbox"/>	New Goal
<input checked="" type="checkbox"/>	Extension of a Goal from previous year

Action Plan

Describe the steps your district will take over the next three years to meet the student goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	Grow the Educator Rising Program in the district and state leadership.	Mollie Sanford	Fall 2023
Action Step	Bring the educator prep liaison from a state university with a high level of diversity to career fairs to engage with students.	DJ Stacey	Spring 2024
Action Step	Use Student Success Plans to identify students interested in education to guide them towards the Educator Rising Program.	CTE teachers and Middle/High School Counselors	Spring 2024

What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)

Step 1: Document membership numbers in the Educator Rising Program and participation in state lead activities.
Step 2: Number of Educator Prep Liaisons that visit the campus and the number of students participating in the career fairs.

Step 3: Number of students identified in student success plans that show interest in the field of Education.

Review Progress (After Baseline Year)

Describe progress made toward student goal achievement and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.

The WHSD has 10 students participate in the Educator Rising Program in the 22-23 school year. Also, the program has two (2) visits from Educator Prep Liaisons in an effort to support existing students and recruit future students to the program. According to the student success plans, we have 20 students who have expressed interest in the field of education.

Plan Submission


INSTRUCTIONS: Complete this page and post on your website along with the finalized Teacher and Administrator Recruitment and Retention plan before August 1.

SCHOOL DISTRICT/CHARTER SCHOOL:	LEA NUMBER:	COUNTY:
White Hall School District	3510000	Jefferson

Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.

COORDINATOR NAME/TITLE:	COORDINATOR TELEPHONE NUMBER/EMAIL:
Dr. Cedric Hawkins	(870) 247-2002

The signatures below certify that the district is in compliance with Ark. Code Ann. § 6-17-1901, et seq. and Standard 2-A for Accreditation of Arkansas Public Schools:

Signatures	Name of Superintendent or Chief Academic Officer: Gary Williams	
		(Please Print)
		8-1-23
	Superintendent/Chief Academic Officer	Date
	Board President	Date
	Board Secretary	Date

Appendix A

Template for Required Data

Districts must include the data below as part of their Teacher and Administrator Recruitment and Retention Plan. Districts may complete the template below or download data from locations outlined on the title page in order to meet plan requirements.

SY 22-23 Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
Student Body	.4	3	26	.4	4	3	63
Teachers	0	0	3	0	.04	0	96
Administrators	0	0	15	0	0	0	85
Residents	0	4.0	19.2	2.1	6.4	3.7	71

Previous Yrs Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
21-22							
-Teachers	0	0	2	0	0	0	96
-Admin	0	0	15	0	0	0	85
20-21							
-Teachers	0	0	2	0	0	0	95
-Admin	0	0	7	0	0	0	92

Appendix B

Below are resources recommended by the Arkansas Division of Elementary and Secondary Education to support the development of a district's Teacher and Administrator Recruitment and Retention Plan.

Recruiting a diverse, representative educator workforce that meets the needs of all students

- Educator Preparation Provider Quality Report (EPPQR)
- Diverse Educator Preparation Program Completers list- Superintendents or other officials designated by the superintendent for the purpose of recruiting faculty and staff may access the list by contacting Michael Rowland, DESE Program Advisor, michael.rowland@ade.arkansas.gov
- The AR Human Capital Handbook (see pages 17-24, 72, 65-69)
- AR Residency Model that provides a work-based pathway to licensure
- Additional Resources

Retaining a diverse, representative educator workforce that meets the needs of all students

- The AR Human Capital Handbook (see pages 44-49, 79)
- The Leading a High Reliability School (2018) resource to review safe, supportive, and collaborative culture indicators (see page 37-74)
- Additional Resources

Increasing the number of students who pursue careers in education with an emphasis on students of minority races and ethnicities

- Implement a student organization that encourages students to pursue a career in education, such as Educators Rising
- Develop MOU(s) with institutions of higher education to provide students the opportunity to earn the Certified Teaching Assistant (CTA) credential and implement the Arkansas Teacher Residency Model