

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) - [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:

- % of student population enrolled in DCTE Pre-Educator program-[CTE Coordinator](#)
- % of student population participating as active members of Educators Rising-[CTE Coordinator](#)
- % of student population who receive the Certified Teaching Assistant (CTA) credential-[CTE Coordinator](#)
- % of 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	80% of known vacancies filled by May 31 with 100% filled by July 1.
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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	Intent letters distributed 2nd week of January, returned 1st week of February with evaluation data to follow	Human Resources Administration Team	January 23 February 23 Annually
Action Step	Produce local job fair, attend state and regional job fairs	Building Administrators Counselors	February 23 Thru May 23 Annually
Action Step	Competency based selection model	Interview TEAMS	February 23 Thru May 23 Annually

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

100% of intent letters with data to determine needs to be filled.

- In-house job fair to include local and regional colleges and universities outcomes tracked by number present, applications taken, interviews scheduled, conversions from interview to hire.
- Competency based selection through graded criteria competencies. Data from application questions, interview questions and scenarios aligned with one or more competencies and rated on a rubric.

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.

All certified positions were hired prior to Jul 1, 2023

Used the TalentEd platform to advertise and receive information related to job openings.

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

Create a supportive work environment through administrative and team supports, mentoring and ongoing professional development.

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	New teacher on-boarding program	Administration	August 23 on-going
Action Step	Mentoring program with Lead Teachers	Lead Teachers	November 22 on - going
Action Step	Quarterly satisfaction surveys to determine areas of need.	Superintendent Assistant Superintendent Building Administrators	January 23 on-going

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)
Satisfaction survey results Needs assessments Loss vs retention data for the year Lead teacher input and data tracking sheets

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.
We used quarterly surveys for new teachers. Lead teachers were utilized in ILT meetings along with strength based learning walks to identify effective practices. These practices were communicated to teachers and the lead teachers made sure faculty had the supports needed to be successful in the classroom.

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	Grow our Educator Rising numbers by 15%
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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	Make Educators Rising a completer pathway and have 5 completers this year.	Administration / Counselor	5-31-2023
Action Step	District leadership team will meet each semester with the Educator Rising Instructor to ensure the needs of students are being met within the program and across the district.	Administration	September 13, 2022 January 12, 2023

Action Step	Continue our mock interviews and ensure we have diverse students participating in the educational career interviews.	Administration	12-31-2022
Action Step	Use current diverse faculty to enhance the Educators Rising program and to help recruit minorities into the program.	Educators Rising Instructor	8-31-2023

What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)
<p>We had 0 completers last year. We will use graduation data to gauge success.</p> <p>We will use mock interview sign up sheets to ensure diversity in the education interview opportunities.</p> <p>Utilizing our minority teachers to enhance the ed rising program will be a new initiative. Results will be measured by growth of the program with an emphasis on minority student growth.</p>

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.
<p>We had 3 completers this last year.</p> <p>We increased our participants in the program by 50%.</p>

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:
Southside School District		3209000	Independence
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:	
Jimmy Hodges / High School Principal		870-251-2662	
<u>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:</u>			
Signatures	Name of Superintendent or Chief Academic Officer:		Dion Stevens
	(Please Print)		
	Superintendent/Chief Academic Officer /S/Dion Stevens		Date 8/21/23
	Board President /S/Eric Low		Date 8/21/23
	Board Secretary /S/Kyle Miller		Date 8/21/23

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	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
Student Body	0.40	.20	1.51	.05	5.29	0.96	91.58
Teachers	0	0.65	1.29	0	1.29	0	96.77
Administrators	0	0	0	0	0	0	100
Residents	0.23	0.35	1.22	0.30	5.53	5.85	86.53

Previous Year's Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
21-22							
-Teachers	0	0.65	1.29	0	1.29	0	96.77
-Admin	0	0	0	0	0	0	100
20-21							
-Teachers	0	0.65	1.31	0	1.29	0	96.73
-Admin	0	0	0	0	0	0	100

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](#)
- [Greater than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas](#)

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)
- [Greater than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas](#)

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