

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 (21-22 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	To design a plan of action for enhancing staff diversity of Bergman School District so that staff reflects the same approximate diversity of the student population.
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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	Identify sources of potential minority teachers – Concentrate on colleges with a significant number of minorities – develop personal contact and identify a contact person on campus	Jason Keys	Spring 2024 and ongoing
Action Step	Reach out to local entities in identifying minority teachers – contact local organizations and other interested parties	Sarah Alexander District Principals	Fall 2023 and ongoing
Action Step	Recruit teachers/administrators including minority teachers/administrators with emphasis on making the staff reflective of the student body	Jason Keys	Spring 2024 and ongoing

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

- Compare current percentages of student diversity compared to staff percentages and note any changes. Currently, there are only 0% minorities in our staff compared to 3.7% minority in the student population. The district will continue to monitor these percentages and work toward more like percentages.
- Documented attendance at career fairs
- Documented meetings/contacts with area business leaders
- Documented promotion of teachers openings as well as the district to market the district as a great place to work as an ongoing recruitment tool.

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.

Jason Keys contacted colleges & universities, Arkansas Tech, University of Arkansas, University of Central Arkansas. He inquired about possible applicants to fill positions that were open at the district. He did not receive a response. Andy Sullivan from DESE sent a list of possible teachers from universities for the building principals to utilize.

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	The district will work to retain staff through approved policies to retain staff through additional funding opportunities.
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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 and review policies to add and/or modify incentives to retain teachers. (dental insurance, hospital confinement plan, long term disability,	Sarah Alexander	Fall, 2023 and ongoing

	\$25,000 life insurance policy, competitive salary schedule including steps for additional education, personalized PD options with stipends, attendance, etc.)		
Action Step	Celebrate staff throughout the year	Sarah Alexander District Principals	Fall, 2023 and ongoing
Action Step	Provide resources including student/teacher devices, hot spots where needed, curriculum, classroom technology, etc., so that staff have the things they need so that they can focus on student learning.	Sarah Alexander District Principals	Fall, 2023 and ongoing

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

- Expenditure audit trails showing additional stipends paid for incentives
- Comprehensive list of resources provided
- Documentation of celebrations through agendas or promotional materials
- Documentation of teachers advancing through additional education moving toward higher pay on the salary scale
- The new salary schedule provides for opportunities for additional pay based on additional education and years of service

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.

- The ESSER/ARP funds have been exhausted & providing retention bonuses moving forward will be difficult.

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	Encourage student participation, including minorities and ethnicities, in education programs of study through North Arkansas College & Virtual Arkansas.
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Which of the following best describes the student goal?

- New Goal

<input checked="" type="checkbox"/>	Extension of a Goal from previous year
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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 Develop strategies to encourage and influence minority students to seek education as a profession – utilize minority graduates in colleges and others to help recruit students to pursue a career in education	Jason Keys Dawn Mills Camille Curtis	Fall, 2023 and ongoing
Action Step Develop a plan for high school students to partner with the elementary students to give exposure to the teaching profession.	Heather Halsted Gene France & Cassie Burrow	Fall, 2023 and ongoing
Action Step Develop a plan for Counselors to meet with junior and seniors to seek out and apply for teaching scholarships.	Sandra Todd	Fall, 2023 and ongoing

What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)
<ul style="list-style-type: none"> ● Number of students enrolled or interested in the education pathway. ● Number of minority students enrolled or interested in the education pathway. ● Number of students taking teacher pathway exams and certifications.

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.
<ul style="list-style-type: none"> ● Students are exposed to the teaching profession through the Personal Communications course & Career Orientation courses ● Students have the opportunities to work with students & teachers to fulfill the course requirements

Plan Submission

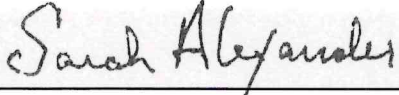
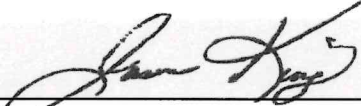
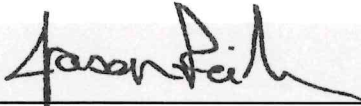
INSTRUCTIONS: Complete this page and post on your website along with the finalized Teacher and Administrator Recruitment and Retention plan before August 1.

SCHOOL DISTRICT/CHARTER SCHOOL: Bergman	LEA NUMBER: 0502	COUNTY: Boone
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Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.

COORDINATOR NAME/TITLE: Debbie Atkinson / Elem. principal	COORDINATOR TELEPHONE NUMBER/EMAIL: 870 741-6404 datkinson@bergman.k12.ar.us
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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:

Name of Superintendent or Chief Academic Officer: Sarah Alexander	
(Please Print)	
Signatures	 7/31/23
	Superintendent/Chief Academic Officer Date
	 7/31/23
Board President Date	
 7/31/23	
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 21-22 Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
Student Body							
Teachers							
Administrators							
Residents							

Previous Yrs Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
20-21							
-Teachers							
-Admin							
19-20							
-Teachers							
-Admin							

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