

## 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-[mvschoolinfo.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.

<b>Recruitment Goal</b>	CCSD will create avenues to identify , recruit, select, train and certify a diverse professional educator population.
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Which of the following best describes the recruitment goal?	
<input checked="" type="checkbox"/>	New Goal
<input 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
<b>Action Step</b>	Attend job fairs at local universities	Mindy Searcy	May 2023



<b>Action Step</b>	Encourage and support paraprofessionals to enroll in state approved licensure programs	Tracey Easton	May 2023
<b>Action Step</b>	Post job openings on the Arkansas Education job board hosted by AAEE and SchoolSpring, district website and on the school social media pages	Mindy Searcy	May 2023

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

1. By participating in career fairs, this will help to build stronger partnerships with regional higher education institutions, especially those with minority groups, in an effort to increase our candidate pool in terms of both diversity and number of applicants.
2. Inform current staff members who are highly effective and knowledgeable of the district's students and systems about opportunities to enroll in licensure programs that are state recognized.
3. It is the goal of the administration to become more diverse in staffing. In doing so, the district renewed our use of the Arkansas Education Job Board by AAEE and SchoolSpring. In hopes of generating more diverse applicants, the district also will utilize the school website, and district social media platform to advertise open positions.

#### **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.**

**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.

<b>Retention Goal</b>	CCSD will increase the number of effective teachers through incentives, evaluation, and professional development while implementing the TAP System.
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Which of the following best describes the retention goal?	
<input checked="" type="checkbox"/>	New Goal
<input 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
<b>Action Step</b>	Master and mentor teachers provide targeted support through observations and cluster support	Dana Deason and Teresa Fuller	May 2023
<b>Action Step</b>	Compensate highly effective teachers with a performance bonus	Mindy Searcy	Dec 2023
<b>Action Step</b>	Build teacher leadership through the district's career ladder system	Jessica Stacy and Stephen Prince	May 2023

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)
<ol style="list-style-type: none"> <li><b>Coaching and Support.</b> Our master and mentor teachers have been able to establish and deepen relationships with teachers in order to provide quality coaching, feedback and support that is genuine and relevant to each teacher's classroom. Our support system, through the help of NIET, has been able to provide more targeted and meaningful support to grow effective teachers.</li> <li><b>In order to attract and retain teachers in our district, effective teachers can increase their earnings.</b> Teacher's salaries are more comparable to surrounding districts once the performance-based compensation is added to their base salaries.</li> <li><b>Building teachers leaders to become master and meteor teachers to take on additional roles and responsibilities with commensurate pay, motivates them to stay and not seek employment elsewhere.</b></li> </ol>



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**Review Progress (After Baseline Year)**

<b>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.</b>

**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.

<b>Student Goal</b>	The school’s college and career course will focus on education related fields with students to help them understand opportunities in education. Additionally, the school will explore the possibility of implementing a Teacher Cadet Program or a CTE Program of Study in Education.
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Which of the following best describes the student goal?	
<input checked="" type="checkbox"/>	New Goal
<input 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)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	Meet with the C3 Advisor and College/Career course teachers and 8th grade Career Development teachers to ensure jobs in education are being explored and discussed during the student's junior year as part of the curriculum.	Stephen Prince/Wes Hooper	May 2023
<b>Action Step</b>	Coordinate a meeting with Arkansas State University to discuss the Teacher Cadet Program and identify the needs and possibilities for implementing the program during the 2023-2024 school year	Stephen Prince	December 2022
<b>Action Step</b>	Coordinate a meeting with local CTE director, Jennifer Snyder of the options we have for programs of study with CTE, FTA associations and the Educator Rising program to potentially implement during the 2023-2024 school year	Stephen Prince	December 2022
<b>Action Step</b>	Begin a Future Teachers of America chapter	Stephen Prince	October 2022

<b>What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)</b>
<ol style="list-style-type: none"> <li><b>1. Lesson plans and classroom observations during the College/Career and Career Development classes, student surveys, Naviance data</b></li> <li><b>2. Active members of FTA</b></li> <li><b>3. If the meetings with CTE and ASU are successful, the implementation of a new program of study or Teachers Cadet Program will begin to take shape during the 2022-2023 school year as a planning year to launch the 2023-2024 school year.</b></li> </ol>



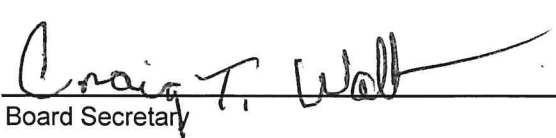
### **Review Progress (After Baseline Year)**

<b>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.</b>
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## 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:
Cross County School District	1901000	Cross
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:	
Mindy Searcy, Federal Program Coordinator	mindy.searcy@crosscountyschools.com/870-588-3337	
<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:	Nathan Morris
		(Please Print)
		7-28-20
	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.

<b>SY 21-22 Data</b>	<b>% American Indian</b>	<b>% Asian</b>	<b>% Black/African American</b>	<b>% Hawaiian/Pacific Islander</b>	<b>% Hispanic/Latino</b>	<b>% Two or More Races</b>	<b>% White</b>
Student Body	0	0	8.3	0	3.3	.3	88
Teachers	0	0	2	0	2	0	96
Administrators	0	0	0	0	0	0	100
Residents	.5	.9	23.3	.1	2.3	1.6	73.6

<b>Previous Yrs Data</b>	<b>% American Indian</b>	<b>% Asian</b>	<b>% Black/African American</b>	<b>% Hawaiian/Pacific Islander</b>	<b>% Hispanic/Latino</b>	<b>% Two or More Races</b>	<b>% White</b>
<b>20-21</b>							
-Teachers	0	0	2	0	2	0	96
-Admin	0	0	0	0	0	0	100
<b>19-20</b>							
-Teachers	0	0	4	0	0	0	96
-Admin	0	0	0	0	0	0	100