

# Magazine School District Teacher and Administrator Retention/Recruitment Plan 2022

## 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 #1</b>	To actively promote and participate in the GFESC Pre-Service Teacher Reception during the spring semester of the current school year.
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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>	Promote the GFESC Pre-Service Teacher Reception via the school district social media outlets.	Karen Gipson Jonathan Gipson	2022-2025
<b>Action Step</b>	A district representative will attend the GFESC Pre-Service Teacher Reception to promote their school district employment opportunities.	Karen Gipson	2022-2025
<b>Action Step</b>	The GFESC Recruitment and Retention Specialist in collaboration with school district personnel will host a meeting with current novice teachers of diverse	Karen Gipson Beth Shumate	2022-2025

	ethnicities to solicit feedback and reflect on current recruitment practices.		
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<b>What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)</b>
<p>GFESC hosted the First Annual Pre-Service Teacher Reception in the spring of 2022. The number of attendees of diverse ethnicities will be used as the baseline data moving forward. The number of school districts that participated in the event was documented as well and will be used as baseline data.</p> <p>Data will be collected to determine the number of attendees of diverse ethnicities that are hired for school district positions that were promoted at the GFESC Pre-Service Teacher Reception.</p> <p>All feedback, reflection, and strategies discussed at the meeting with current novice teachers of a diverse ethnicity will be recorded for the purpose of improving the recruitment and retention of teachers of diverse ethnicities in the GFESC region.</p> <p>Evidence of an increased number of attendees of diverse ethnicities at the GFESC Pre-Service Teacher Reception, as well as the number of school district positions filled with attendees from the GFESC Pre-Service Teacher Reception will be used to satisfy this goal. GFESC recorded a total of ten attendees at the First Annual Pre-Service Teacher Reception, with one ethnicity being represented. It is our goal to increase attendance and increase the number of attendees of diverse ethnicities.</p>

**Review Progress (After Baseline Year)**

<b>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.</b>

## 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 #2</b>	School district administrator(s) will co-host the UAFS Interns at GFESC in the fall and spring semesters of the current school year
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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>	A district representative will participate in Principal's Roundtable Discussions when the UAFS Interns are hosted at GFESC to promote their school district employment opportunities.	Karen Gipson	2022-2025
<b>Action Step</b>	School districts will send district employment opportunities to local higher education programs in the GFESC region.	Beth Shumate Karen Gipson	2022-2025
<b>Action Step</b>			

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

Baseline data of local school district participation during GFESC Intern days will be documented during the 2022-2023 school year to determine the relationships between local district administrators and UAFS Interns provides an avenue for recruitment of candidates for employment opportunities.

Baseline data of the number of available positions filled by UAFS Interns of diverse ethnicities in local school districts will also be tracked during the 2022-2023 school year.

All data recorded for this goal during the 2022-2023 school year will serve as Baseline Data for future years.

**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: 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 #3**

The School district will post employment opportunities on State-wide websites and social media in order to recruit larger and more diverse applicants.

**Which of the following best describes the recruitment goal?**



New Goal



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 recruitment goal. (Lines can be added for additional Action Steps)

	Description	Person(s) Responsible	Target Date
Action Step	The school district will post all employment opportunities on the Arkansas School Spring (AAEA) Job Search website, district website, and our social media.	Beth Shumate Jonathan Gipson	2022-2025
Action Step			
Action Step			

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

The School District will document the number of applications that they receive from the Arkansas School Spring (AAEA) website and district website. The number of candidates that are of a diverse ethnicity will be tracked. Baseline data will be collected during the 2022-2023 school year.

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### 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.**

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## 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 #1</b>	To offer opportunities for teacher-leadership and/or recognize positive contributions to the school or district.
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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>	The school district will offer opportunities for teachers to become teacher leaders in their own buildings, and acknowledge positive contributions to the school or district.	Beth Shumate Karen Gipson Jared Higginbotham Matt Binford	2022-2025
<b>Action Step</b>	Novice teachers and teachers that are new to the district will be involved in quality mentoring experiences including participating on a professional learning team with a group of mentors. Additionally, new teachers will receive strength based coaching and additional layers of support with curriculum administration.	Karen Gipson	2022-2025

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)
The school district will provide teacher-leader opportunities such as serving as a Mentor for a novice teacher, serving on a building-level committees or task forces. The school district will also work with the GFESC Recruitment and Retention Specialist to encourage Master and Leader Teacher Designations. The school district will make it a priority to acknowledge contributions and celebrate teachers, seek input from teachers, promote a collaborative professional culture of learning. New and novice teachers will

participate in a weekly professional learning team with a group of mentors and receive strength based coaching and additional layers of support to show self growth and reflection skills.

### 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.**

### Retention Goal #2

Utilize feedback from current novice teachers to create a culture of value and retention.

### Which of the following best describes the retention goal?



New Goal



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	School district personnel will solicit, gather, and reflect on feedback from novice teachers on current recruitment practices.	Karen Gipson	2022-2023
Action Step	School district personnel in coordination with GFESC Recruitment and Retention Specialist will host a meeting with current novice teachers of diverse	Karen Gipson	2022-2023

	ethnicities to solicit feedback and reflect on current recruitment practices.		
Action Step			

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)
All feedback, reflection, and strategies discussed with current novice teachers of district and with GFESC of a diverse ethnicity will be recorded for the purpose of improving the recruitment and retention of teachers of diverse ethnicities.

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.

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 promote opportunities for current classified staff members to earn their teaching license.
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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
Action Step	The school district will promote opportunities for current paraprofessionals and/or substitute teachers to earn their teaching certificate.	Beth Shumate Karen Gipson Matt Binford Jared Higginbotham	2022-2025
Action Step	Create MOU with local universities	Karen Gipson	2022-2023
Action Step			

What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)
<p>The school district will utilize the GFESC Recruitment and Retention Specialist to promote all opportunities for current paraprofessionals, substitute teachers to earn their teaching certificate. The school district will allow interested classified staff to attend the Pre-Service Teacher Reception or any relevant events.</p> <p>Documentation of the number of paraprofessionals, substitute teachers of diverse ethnicities that enroll in a program/pathway to earn their teaching certificate will serve as evidence of mastery for this goal. Baseline data will be collected during the 2022-2023 school year.</p>

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.

**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 #1</b>	To expose 11-12th grade students to the Arkansas Teacher Residency Model as part of the Grow Your Own initiative
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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)

	Description	Person(s) Responsible	Target Date
Action Step	The school district will work with higher education to promote the Arkansas Teacher Residency Model	Karen Gipson Cheryl Davis	2022-2025
Action Step	Magazine High School will conduct a reverse career fair so that our students who plan on going into the education field can practice a mock interview with teachers/administrators currently in the profession.	Karen Gipson Cheryl Davis Matt Binford	2022-2025
Action Step	Establish concurrent credit for the Residency Model	Karen Gipson Cheryl Davis	2022-2023

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

The number of students of diverse ethnicities that join and participate in the school district Educator's Rising organization will be documented and used as Baseline data for the 2022-2023 school year.

Evidence of an Educator's Rising Chapter being established in the district with a steady or increasing number of participants of diverse ethnicities each year will determine the mastery of this goal.

The school district Educator's Rising event will be used to encourage participants to enter the field of education and return as an alumni to teach in their home district.

**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 school district will host a meeting with higher education for students who aspire to be teachers. The documentation of this meeting and the number of students of diverse ethnicities will be recorded and serve as Baseline data for the 2022-2023 school year.

Mastery of this goal will be evidenced by students enrolling in the Arkansas Residency Teacher Model and/or an increase in numbers.

## **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>	Promote the Educators Rising organization and/or event to all students at the secondary level.
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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)

	Description	Person(s) Responsible	Target Date
Action Step	Work with the GFESC Recruitment and Retention Specialist to establish an Educator's Rising Chapter in their district.	Karen Gipson Cheryl Davis	2022-2025

What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)
<p>The number of students of diverse ethnicities that join and participate in the school district Educator's Rising organization will be documented and used as Baseline data for the 2022-2023 school year.</p> <p>Evidence of an Educator's Rising Chapter being established in the district with a steady or increasing number of participants of diverse ethnicities each year will determine the mastery of this goal.</p> <p>The school district Educator's Rising event will be used to encourage participants to enter the field of education and return as an alumni to teach in their home district.</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.

**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 #2	Promote the Aspiring Teacher Event at GFESC
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Which of the following best describes the student goal?	
<input checked="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)

	Description	Person(s) Responsible	Target Date
Action Step	The school district will promote and allow interested students to attend the Aspiring Teacher Event at GFESC during the school year.	Karen Gipson Cheryl Davis	2022-2025
Action Step			

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What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)
<p>The number of students of diverse ethnicities from the school district that attend the Aspiring Teacher Event at GFESC will be documented and used as Baseline Data for the 2022-2023 school year.</p> <p>The school district will make it a priority to promote the Aspiring Teacher Event at GFESC to students of diverse ethnicities and document the number of students that participate in the event.</p> <p>Evidence of an increasing number of students, especially those of diverse ethnicities, participating in the Aspiring Teachers Event at GFESC will determine the mastery of this goal.</p>

### Review Progress (After Baseline Year)

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**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.**

## 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	1.70	1.21	0.0	1.45	.51	95.13
Teachers	0.0	0.0	0.0	0.0	0.0	0.0	100
Administrators	0.0	0.0	0.0	0.0	0.0	0.0	100
Residents	1.2	2.2	1.5	2	3.1	1.9	90.4

<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	0.0	0.0	0.0	0.0	0.0	100
-Admin	0.0	0.0	0.0	0.0	0.0	0.0	100
<b>19-20</b>							
-Teachers	0.0	0.0	0.0	0.0	2.63	0.0	97.37
-Admin	0.0	0.0	0.0	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](mailto: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