

Magazine School District Teacher and Administrator Retention/Recruitment Plan 2022, 2023, 2024

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 #1	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 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	Promote the GFESC Pre-Service Teacher Reception via the school district social media outlets.	Karen Gipson Jonathan Gipson	2022-2025
Action Step	A district representative will attend the GFESC Pre-Service Teacher Reception to promote their school district employment opportunities.	Karen Gipson	2022-2025
Action Step	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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What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)

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.

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.

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.

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.

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.

GFESC hosted the Second Annual Pre-Service Teacher Reception in the spring of 2023. The 2022 Pre-Service Reception had zero attendees of diverse ethnicities. The 2023 Pre-Service Teacher Reception had two attendees of diverse ethnicity, and a total of three ethnicities represented at the event.

Data for the 2022 Pre-Service reception indicated that three attendees, not ethnically diverse, were hired in GFESC districts to work as paraprofessionals.

Data will be collected later in the Summer/Fall of 2023 to determine the number of attendees of diverse ethnicities that are hired for school district positions that were promoted at the 2023 GFESC Pre-Service Teacher Reception.

Discussion with novice teachers of diverse ethnicities yielded a positive opinion of the services that GFESC is offering to educators of diverse ethnicities. It was recommended that GFESC continue to host the Pre-Service Teacher Reception and promote job openings on social media.

GFESC saw an increase of attendees of diverse ethnicity from the 2022 Pre-Service Teacher Reception to the 2023 Pre-Service Teacher Reception.

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 #2	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 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	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
Action Step	School districts will send district employment opportunities to local higher education programs in the GFESC region.	Beth Shumate Karen Gipson Matt Binford Jared Higginbotham	2022-2025

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.

GFESC hosted UAFS Interns in both the Fall and Spring semester of the 2022-2023 school year. There were twenty-one interns in attendance during the Fall semester session and thirty-seven interns in attendance during the Spring semester session. There were a total of eight interns of diverse ethnicities that attended the Fall or Spring session.

Data will be collected in the Summer/Fall of 2023 to determine the number of UAFS Interns of diverse ethnicities that secured a position with a GFESC district for the 2023-2024 school year.

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.
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Which of the following best describes the recruitment 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 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

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.

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.

Magazine School District had 24 applicants for certified positions for the 23-24 school year. There were 23 applicants for the certified positions for the 22-23 school year. Of the 23-24 school year, one candidate had a diverse ethnicity.

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 #1	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 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	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
Action Step	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 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.

All year 1-3 novice teachers were assigned a mentor(s). All teachers were offered teacher leader opportunities such as mentoring, serving on a building level committee or task force.

One teacher started and will complete the Master Teacher designation during the 23-24 school year.

Teachers were acknowledged and celebrated through out the school year at faculty meetings for showing academic growth in students, through lunch celebrations, social media, the RISE School Award celebration, AVE teacher of the year

Input was sought after through surveys and task forces. A collaborative professional culture of learning is established in both buildings. Teachers participate in weekly professional learning teams. Strength based coaching was given to novice teachers through our AREN partnership and our curriculum/federal program admin to support self growth and reflection skills.

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 Jared Higginbotham Matt Binford	2022-2023
Action Step	School district personnel in coordination with GFESC	Karen Gipson	2022-2023

	Recruitment and Retention Specialists will host a meeting with current novice teachers of diverse ethnicities to solicit feedback and reflect on current recruitment practices.		
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What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)

All feedback and reflection discussed with current novice teachers of district and with GFESC of a diverse ethnicity will be used 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.

A climate and culture team was re-established to continue to promote an environment of value and retention. Mentors were assigned to each novice year 1-3 teacher. Admin worked with mentor teachers to plan for novice teacher growth. Novice teachers were able to give feedback to mentors and admin. Only one of four novice teachers left education at the end of the year. All exiting staff complete an exit interview.

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 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	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

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

The school district will utilize the GFESC Recruitment and Retention Specialist to promote all opportunities for current paraprofessionals and 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.

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.

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.

GFESC hosted the 2023 Pre-Service Teacher Reception and presented multiple options for becoming a teacher for all persons present. Two attendees of diverse ethnicities attended the event and are currently serving as paraprofessionals in GFESC districts. Both persons were given guidance on routes to becoming a certified teacher.

The district curriculum/federal program administrator hosted two events and presented multiple options for becoming a teacher for all persons present. Additionally, the district curriculum/federal program administrator meets with paraprofessionals individually to discuss available options for becoming a certified teacher.

During the 2022-2023 school year 7 paraprofessionals expressed interest in becoming a teacher. Out of those that expressed

interest, 4 paraprofessionals enrolled in a pathway and are working towards a teaching certification. Zero of the 7 were of diverse ethnicity.

An MOU was created with REACH University as a pathway to teacher licensure.

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 #1	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 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	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 Arkansas Teacher Residency Model was evolving through the state during the school year. Informational sessions were held and attended by the curriculum/federal program admin.

The Rattler Career Connect, reverse job fair, was held in April for our seniors. Two graduating seniors plan to go into education. They were able to practice mock interviews with teachers and administrators already in the profession.

Magazine School District established concurrent credit for students interested into the teaching field after high school. Students can earn up to 9 hours of college credit that will apply to the teaching field. Two students attempted credit in one or more class.

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.

Two students attended the Educator Rising conference. Of the two students none were of diverse ethnicity.

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	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 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	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)

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.

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.

Magazine was one of three districts from GF to participate in the regional Ed Rising event for 2022-2023. We are working on establishing EdRising Chapters through the Introduction to Education and/or Orientation to Teaching classes so the numbers are anticipated to increase each year. The number of students with diverse ethnicities is also anticipated to increase as the Ed Rising Chapter in each district is promoted and participates in events.

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 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	The school district will promote and allow interested students to attend the Aspiring Teacher Event at GFESC during the school year.	Karen Gipson	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 aspiring teachers 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 aspiring teachers of diverse ethnicities and document the number of aspiring teachers that participate in the event.</p> <p>Evidence of an increasing number of aspiring teachers, 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)

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.

Magazine School District is establishing an EdRising Chapter through the Introduction to Education and/or Orientation to Teaching classes and partnering with GFESC to promote events for Aspiring Teachers.

In 2022-2023, GFESC and area districts focused largely on interns, paraprofessionals, substitutes, etc. that are interested in pursuing a teaching license.

For the 2023-2034 school year, it will be a priority to reach junior and senior students that are interested in pursuing a career in education. We have modified the plan to make 2023-2024 the baseline for the number of students of diverse ethnicities that attend an Aspiring Teacher event hosted by GFESC and/or GFESC districts. As the number of students participating in Introduction to Education or Orientation to Teaching classes increases, we expect to see an increase in the number of students with diverse ethnicities that attend Aspiring Teacher events.

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: <i>Magazine School District</i>		LEA NUMBER: <i>4202000</i>	COUNTY: <i>Logan</i>
Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.			
COORDINATOR NAME/TITLE: <i>Karen Gipson / Curriculum / Federal Programs / DTC</i>		COORDINATOR TELEPHONE NUMBER/EMAIL: <i>866-900-2001 Karen.gipson@magazineschools.org</i>	
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:		<i>Beth Shumate</i> (Please Print)	
Signatures	<i>Beth Shumate</i>	<i>7/13/2023</i>	Date
	<i>Wayne Coates</i>	<i>7/13/2023</i>	Date
	<i>W. B. [Signature]</i>	<i>7/13/2023</i>	Date

