

## 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) - 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](https://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.

<b>Recruitment Goal</b>	It is the goal of Gentry Public Schools to have a teacher and administrator population that reflects the changing diversity of our 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
<b>Action Step</b>	List openings on various websites-local, state of Arkansas, regional, and surrounding states. List openings on social media and local Cooperative media pages.	Christie Toland	Ongoing
<b>Action Step</b>	Career Coach	Brae Harper	School Years FY24 and FY25.
<b>Action Step</b>			

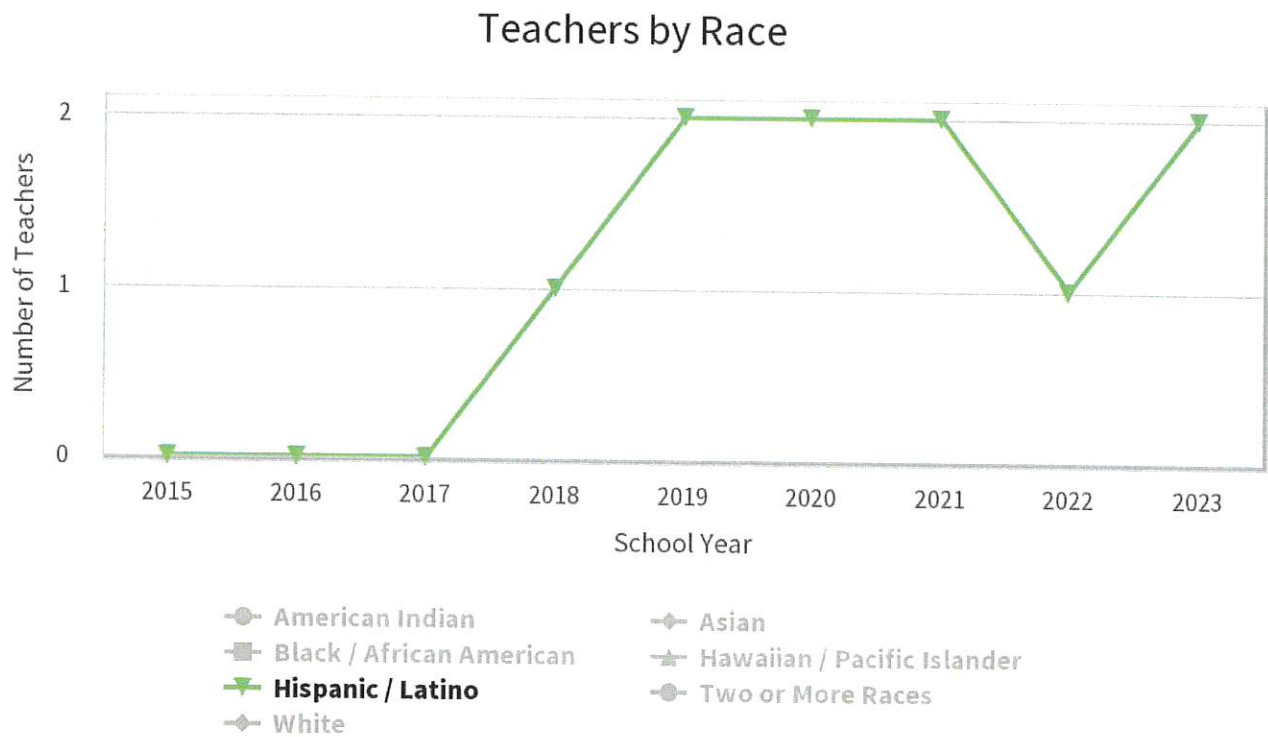
What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected outcome)
<ol style="list-style-type: none"> <li>Staff demographics will be a reflection of student demographics.</li> </ol>

2. Grow our own program will result in all positions filled by qualified staff.

### Review Progress (After Baseline Year)

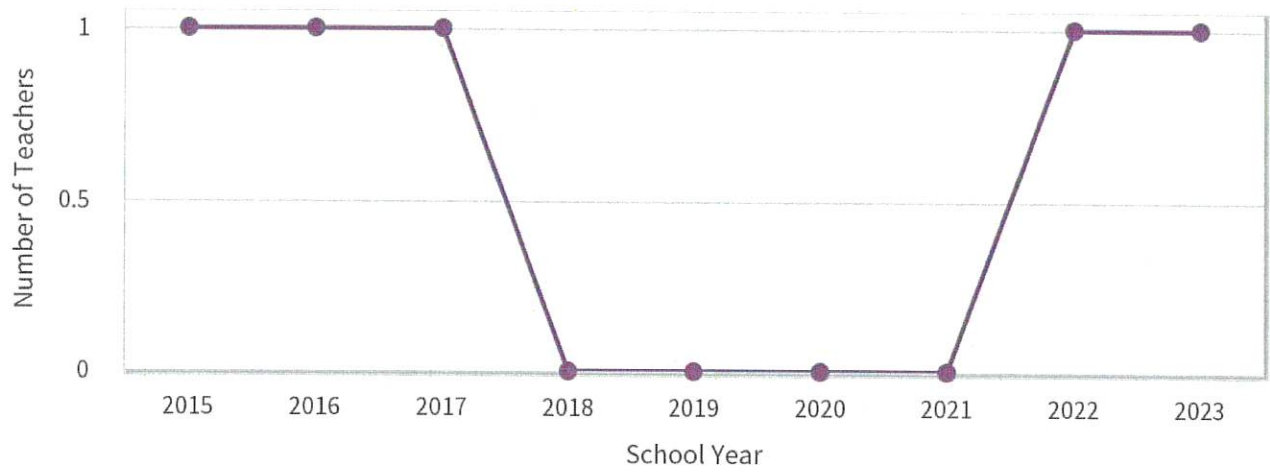
**Describe progress made toward the recruitment goal and any improvements or adjustments that were made to the action plan to overcome barriers to plan success.**

Since the baseline year (FY22) we have made progress toward a more diverse staff. Our Hispanic/Latino and Asian staff members both increased by 1%, The percentage of Caucasian staff members decreased by 2%. The number of staff employed by Gentry School District increased by seven staff members.



Source: My School Info

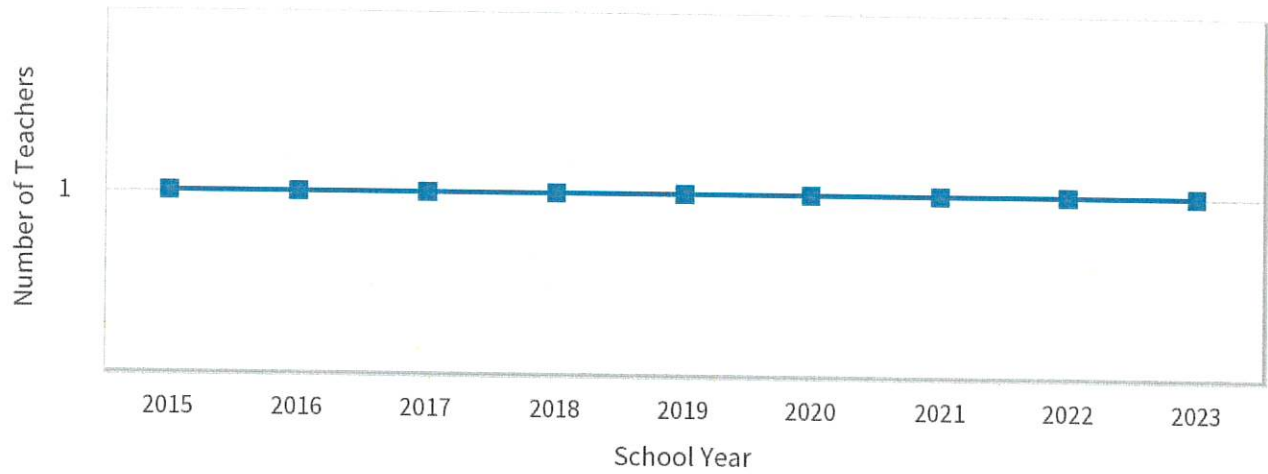
## Teachers by Race



- American Indian**
- Black / African American
- Hispanic / Latino
- White
- Asian
- Hawaiian / Pacific Islander
- Two or More Races

Source: My School Info

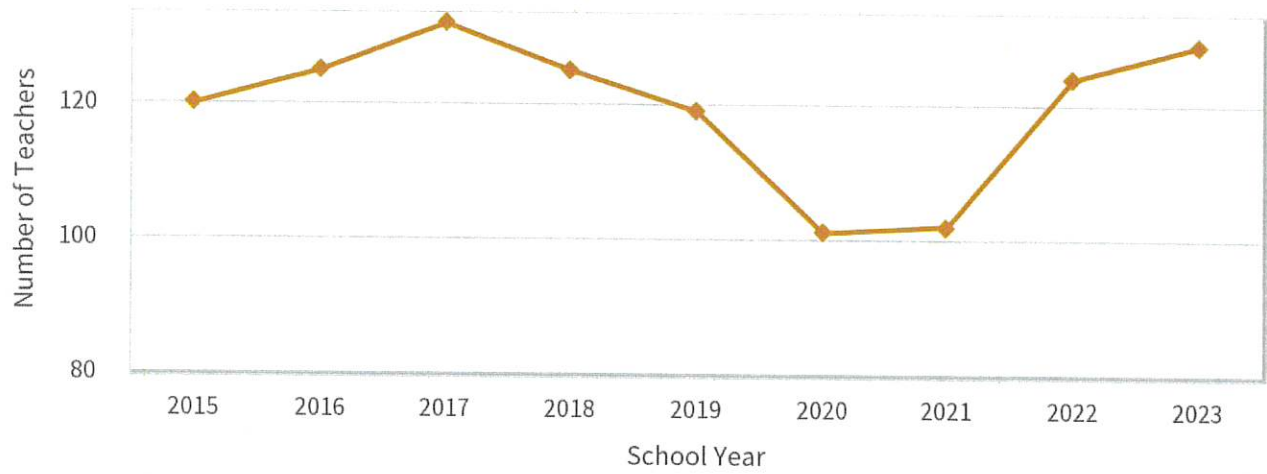
# Teachers by Race



- American Indian
- Black / African American**
- Hispanic / Latino
- White
- Asian
- Hawaiian / Pacific Islander
- Two or More Races

Source: My School Info

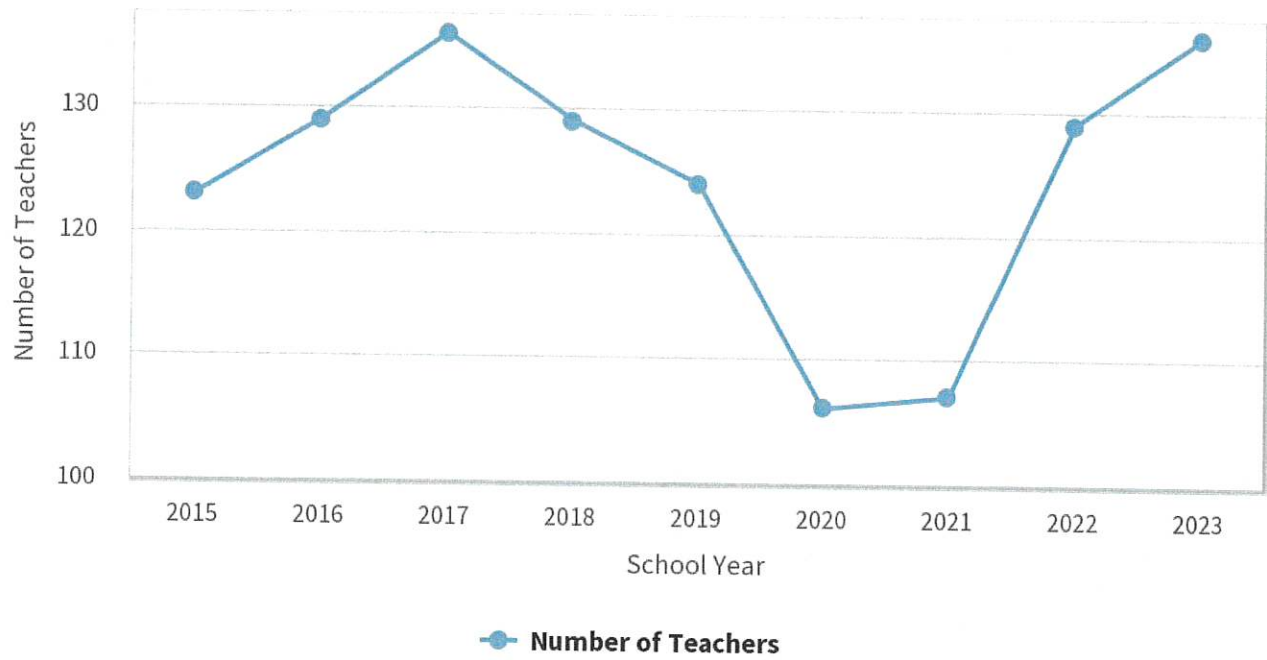
## Teachers by Race



- American Indian
- Black / African American
- Hispanic / Latino
- White
- Asian
- Hawaiian / Pacific Islander
- Two or More Races

Source: My School Info

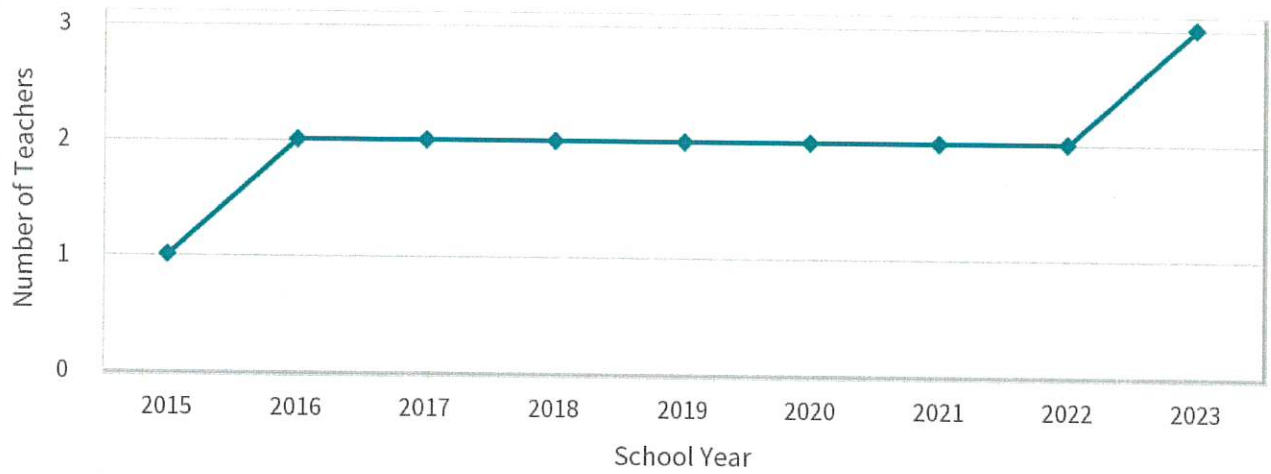
## Total Teachers



Source: My School Info



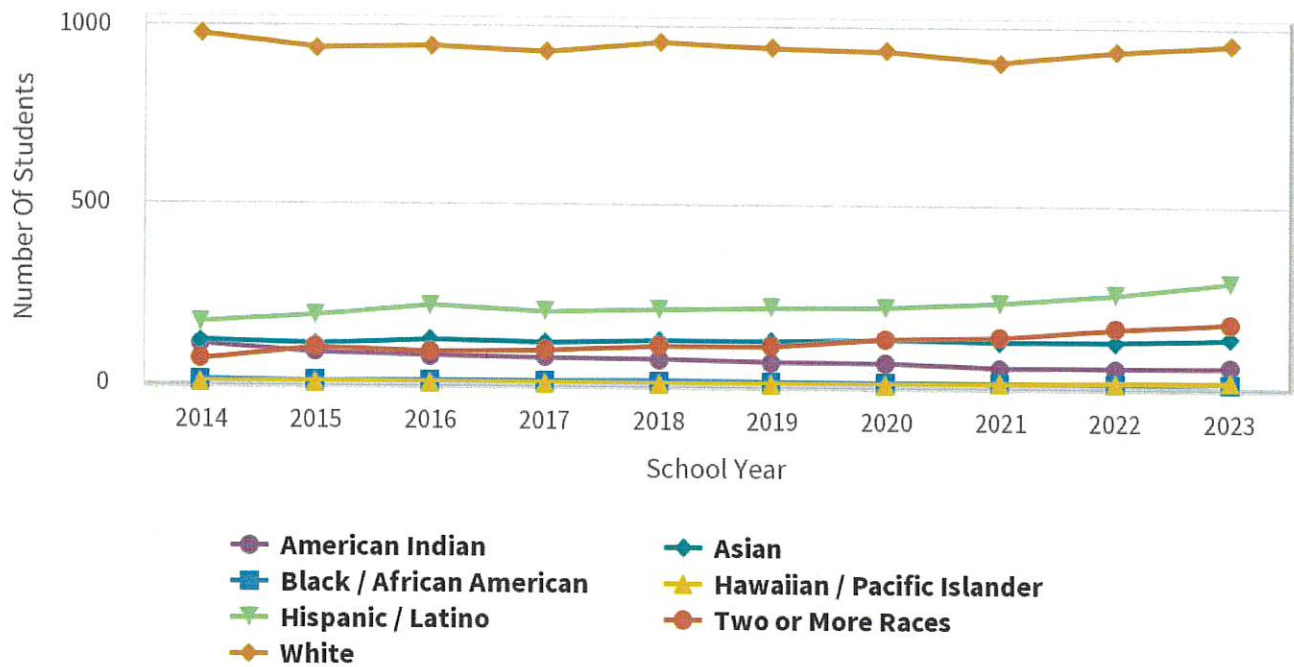
## Teachers by Race



- American Indian
- Black / African American
- Hispanic / Latino
- White
- Asian**
- Hawaiian / Pacific Islander
- Two or More Races

Source: My School Info

## Enrollment by Race



Source: My School Info

### 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>	Gentry Public Schools will increase the retention rate of our educator workforce.
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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)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	Gentry Public Schools employs a new teacher coordinator who meets monthly with new teachers, has regular communication with them, and provides guidance.	Christie Toland	Ongoing
<b>Action Step</b>	NWAESC provides training for Novice Teachers.	Christie Toland	Ongoing
<b>Action Step</b>	Provide opportunities for teacher advancement, improvement, and monetary stipends.	Terrie DePaola	Ongoing

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

### **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.**

**While we retained a higher percentage of existing staff and lost only 6 of the 43 new hires from FY23, we still hired 36 new staff members for FY24, and the retention goal has not been met. It will continue for another year.**

Year	Asian	Hispanic/Latino	African American	American Indian	Two or More	White	Hawaiian/PI
21-22	2	1	1	1	0	124	0
22-23	3	2	1	1	0	129	0

Year	Asian	Hispanic/Latino	African American	American Indian	Two or More	White	Hawaiian/PI
21-22	122	253	5	50	158	930	9
22-23	131	289	10	52	175	949	11

**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>	Gentry Public Schools will increase the number of students that participate in the Educator Rising pathway.
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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
<b>Action Step</b>	Through teacher observation, recruit students for the classes.	Justin Blanchard	Ongoing
<b>Action Step</b>	The District has hired a Career Coach that will work closely with students.	Justin Blanchard	Ongoing, Year 2 of a 3 year grant
<b>Action Step</b>			

What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)
The number of students enrolled in the Educator Pathway at Gentry High School will determine the success of this goal.  Baseline data: FY21-6 students were enrolled in the Educator Pathway.

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### 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.**

**Progress toward the goal is inconsistent at this time although a large increase in requests for this pathway was observed for the 23-24 school year. The goal will be extended another year.**

**FY22-5 students were enrolled in classes in the Educator Pathway.**

**FY23-3 students were enrolled in classes in the Educator Pathway.**

**FY24-9 students requested to enroll in the Educator Pathway courses.**

# 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: Gentry School District	LEA NUMBER: 0403000	COUNTY: Benton
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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: Christie Toland/Assistant Superintendent/HR Administrator	COORDINATOR TELEPHONE NUMBER/EMAIL: <a href="mailto:ctoland@gentrypioneers.com">ctoland@gentrypioneers.com</a> 479-736-2253
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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:

Signatures	Name of Superintendent or Chief Academic Officer: <u>Terrie DePaola</u>	
		(Please Print)
	_____ 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	3.3	8.0	0.3	0.6	16.6	10.3	60.9
Teachers	>1	1	>1	0	>1	0	98
Administrators	1	0	0	0	0	0	99
Residents	4	3.1	1.0	0.4	21	12.2	58.3

<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	1	1	0	2	0	96
-Admin	1	0	0	0	0	0	99
<b>19-20</b>							
-Teachers	0	1	>1	0	1	0	98
-Admin	1	0	0	0	0	0	99



# 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](#)
- [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)
- [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