

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) - [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	Design and implement a recruitment process from research-based strategies that promote diverse hiring committees that meet the needs of the district.
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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
Action Step	Actively reach out and work with teacher development programs to build pathways for High Quality candidates for open positions/subjects in the district.	School Staff	Ongoing
Action Step	Administrators are the first to complete Implicit Bias Modules from the National Institute of Health. https://diversity.nih.gov/sociocultural-factors/implicit-bias	Williams, Setzer, Fresneda	Fall 2022
Action Step	Train Hiring Committee Members on best practices for Diversity, Equity, and Inclusion in the hiring process.	Williams, Setzer, Fresneda	Ongoing

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

Baseline data reveals opportunities to increase diverse workers/groups in the district. Evidence needed that can be used to help increase opportunities and timelines consists of the following: 1) Tracking when teachers will be retiring, moving out of the district, and possibly leaving the field of education for a new career before the end of the school year. 2) Tracking teacher movement within the district. 3) Trends of student population growth in all grades to see where priority needs to take place.

The school will then use the information to continue to improve the hiring process and make decisions about the best-qualified candidates for the positions that need to be filled. With high national and state-level shortages currently, the retention data will be important on what certifications each teacher holds. The district will look to increase the networking and available opportunities for teachers and student interns of all backgrounds in the district through the following:

- 1) Attending one-to-two job fairs per school year.**
- 2) Adding opportunities to increase the number of student interns who are beginning or completing their internships in the district through increased partnerships with universities.**
- 3) Having discussions with our staff during meetings about the importance of minority teachers in education.**
- 4) Posting recruitment opportunities on minority websites.**
- 5) Partnering with universities and cooperatives to help share job postings to minorities seeking employment in the field of education.**

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.

Retention Goal	Participate in and work with local Educational Cooperatives/Division of Elementary & Secondary Education Programs to support educator retention strategies for the 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
Action Step	Have Novice or Experienced Teachers connect with Arch Ford on Praxis and Foundations of Reading support.	Setzer & Fresneda	Ongoing
Action Step	Partner with Arch Ford in creating opportunities for Veteran Teachers to become designated Master or Lead teachers.	Setzer & Fresneda	Ongoing
Action Step	Encourage educators to look into National Board-certified, administration, or building level team roles with support through state and educational cooperative resources.	Setzer & Fresneda	Ongoing

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

Baseline evidence reveals that the district has stayed daily consistent with teacher number hires the past three years. Looking at opportunities to increase opportunities for a more diverse workforce which includes teacher certifications and roles within the district. Evidence that can be used to track this is keeping track of the following:

- 1. Understanding instructor goals and career aspirations to help guide them to roles within the district they are pursuing in the field of education.**
- 2. Teacher certifications and helping teachers strive to further their certifications.**
- 3. Voicing and helping support teachers to enroll in Leadership Programs, Mentoring Programs, or Networking Programs for educators.**
- 4. Recommending annually a teacher/teachers for programs through universities, cooperatives, or educational**

organizations that prepare educators to become designated as a Master or Lead teacher.

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.

Student Goal	Work to participate, advertise, and develop programs/strategies with educational cooperatives to recruit students to pursue careers in the education field.
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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	Increase the number of student teachers/observers the school district receives.	Counselor/College Advisors/Admin	Ongoing
Action Step	Provide information about programs that allow students to earn a certified teaching assistant credential and implement the Arkansas Teacher Residency Model.	Counselor/College Advisors/Admin/Arch Ford	Ongoing
Action Step	Partner with colleges to schedule visits to discuss the education field with our minority students.	Counselor/College Advisor	Ongoing

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

With data revealing shortages in the field of teaching the goal is to promote the field of education and how it can help support students to fulfill career aspirations.

Supports/steps that can be taken include the following:

- 1. Have a presentation once a year or once per semester about career advantages in education.**
 - a. Include benefits, resources, and supports**
 - b. Present optional pathways**
 - c. Showcase different occupations in the field of education and their importance**
- 2. Increase knowledge of the socio-economics of the workforce in the career (Ex: underrepresented races, genders, teaching fields, and grade levels).**
- 3. Partner with cooperatives and universities to work with programs for students to attend programs to gain knowledge and interest in the field of education.**

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.



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:
Nemo Vista	1503000	Conway

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:
Chase Fresneda HS/MS Principal	501-893-2811 / cfresneda@nemo.k12.ar.us

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: Logan Williams	
		(Please Print)
	Superintendent/Chief Academic Officer	Date
	Board President	Date
	Board Secretary	Date

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](#)

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](#)

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