

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?	
X	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	Promote the GFESC Pre-Service Teacher Reception via the school district social media outlets.	Marilyn Moore Janie Lybrand	2022-2025
Action Step	A district representative will attend the GFESC Pre-Service Teacher Reception to promote their school district employment opportunities.	Melissa Moore	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 ethnicities to solicit feedback and reflect on current recruitment practices.	Tammy Brewer	2022-2025

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.

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.

Which of the following best describes the recruitment goal?

X

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	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.	Shane Storey Rachel Fisher Bruce Womack	2022-2025
Action Step	School districts will send district employment opportunities to local higher education programs in the GFESC region.	Melissa Moore	2022-2025
Action Step			

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.

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.

Recruitment

The School district will post employment opportunities on State-wide websites in order to

Goal #3	recruit larger and more diverse applicants.
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Which of the following best describes the recruitment goal?

X	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.	Melissa Moore	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 track the number of candidates that are of a diverse ethnicity. Baseline data will be collected during the 2022-2023 school 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

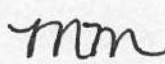
If multiple goals are created, copy and paste the template for each goal.

Retention Goal #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?	
X	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	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.	Julie Rachuy Shane Storey	2022-2023
Action Step	The Charleston School District will pay a retention bonus in the total amount of \$1,400. The retention bonus will be paid in two installments: \$700 will be distributed to all certified and classified staff employed by the District on December 16, 2022. The second installment of \$700 will be distributed to all certified and classified staff employed on May 25, 2023. Part-time staff employed on the aforementioned dates will be paid a prorated amount based on time worked.	Melissa Moore 	December 16, 2022 May 25, 2023

Action Step			
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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 committee or task force, etc. The school district will also work with the GFESC Recruitment and Retention Specialist to encourage Master and Leader Teacher Designations. The school district will also make it a priority to acknowledge contributions and celebrate teachers, seek input from teachers, promote a collaborative culture of learning, etc.

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 retention in the GFESC member school districts.
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Which of the following best describes the retention goal?	
X	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	The GFESC Recruitment and Retention Specialist in collaboration with school district personnel will host a meeting with current novice teachers of diverse ethnicities to solicit feedback and reflect on current recruitment practices.	Shane Storey Rachel Fisher Bruce Womack	2022-2023
Action Step			
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 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.

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.

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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	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.	Shane Storey Julie Rachuy	2022-2025
Action Step			

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 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>

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?	
X	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 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.	Shane Storey	2022-2025
Action Step			
Action Step			

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)

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

Signatures

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.

SY 21-22 Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
Student Body							
Teachers							
Administrators							
Residents							

Previous Yrs Data	% American Indian	% Asian	% Black/African American	% Hawaiian/Pacific Islander	% Hispanic/Latino	% Two or More Races	% White
20-21							
-Teachers							
-Admin							
19-20							
-Teachers							
-Admin							

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

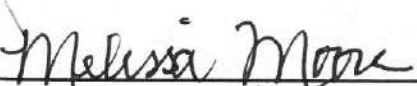
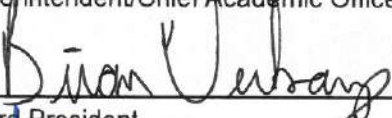
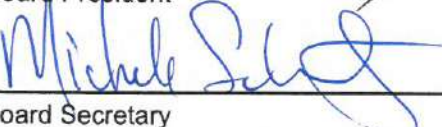
Increasing the number of students who pursue careers in education with an emphasis on students of minority races and ethnicities

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

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: Charleston School District		LEA NUMBER: 2402	COUNTY: Franklin
Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.			
COORDINATOR NAME/TITLE: Susan Brown		COORDINATOR TELEPHONE NUMBER/EMAIL: sebrown@tigersmail.org 479-965-7160	
<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>			
Name of Superintendent or Chief Academic Officer:		Melissa Moore (Please Print)	
Signatures			10-24-22
	Superintendent/Chief Academic Officer		Date
			10-24-22
Board President		Date	
		10-24-22	
Board Secretary		Date	