

# **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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<b>Which of the following best describes the recruitment goal?</b>	
<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)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	Promote the GFESC Pre-Service Teacher Reception via the school district social media outlets.	Marilyn Moore Janie Lybrand	2022-2025
<b>Action Step</b>	A district representative will attend the GFESC Pre-Service Teacher Reception to promote their school district employment opportunities.	Melissa Moore	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 ethnicities to solicit feedback and reflect on current recruitment practices.	Tammy Brewer	2022-2025

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

### **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?**

<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)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<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.	Shane Storey Rachel Fisher Bruce Womack	2022-2025
<b>Action Step</b>	School districts will send district employment opportunities to local higher education programs in the GFESC region.	Melissa Moore	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.

**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.

<b>Recruitment Goal #3</b>	The School district will post employment opportunities on State-wide websites in order to recruit larger and more diverse applicants.
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<b>Which of the following best describes the recruitment goal?</b>	
<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)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	The school district will post all employment opportunities on the Arkansas School Spring (AAEA) Job Search website.	Melissa Moore	2022-2025
<b>Action Step</b>			
<b>Action Step</b>			

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

<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>
The School District posted four jobs on the Arkansas School Spring (AAEA) website and received 39 applications. None of the applicants were of 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.

<b>Retention 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 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
<b>Action Step</b>	The school district will work with higher education to promote the Arkansas Teacher Residency Model to 11-12th grade students as part of the Grow Your Own initiative.	Julie Rachuy Shane Storey	2022-2023
<b>Action Step</b>			
<b>Action Step</b>			

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

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 of students of diverse ethnicities attending the meetings with higher education.

### 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 and GFESC districts are currently working with institutions of higher education to identify apprentices for the Arkansas Teacher Residency Model and/or Apprenticeship. GFESC is using grant funds to partner with NIET to provide training for thirteen certified teachers to become Lead/Master teachers, thus making them eligible to be Journeyman for any Apprentices in their respective districts.

The number of students in the Arkansas Teacher Residency Model and/or Apprenticeship is increasing each year. The 2022-2023 school year had a total of eight interns working under certified Lead teachers in GFESC districts through the Arkansas Teacher Residency Model in partnership with UAFS.

Junior and Senior students in GFESC districts interested in pursuing a career in education were given information to promote the Arkansas Teacher Residency Model by Career Coaches, CTE, Counselors, etc.. The GFESC Recruitment & Retention Specialist also visited some of the Teacher Cadet and Ed Rising Chapters to discuss pathways for students interested in becoming educators.

**Retention Goal #2**

To promote opportunities for current classified staff members to earn their teaching license.

**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)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	The school district will promote opportunities for current paraprofessionals and/or substitute teachers to earn their teaching certificate.	Shane Storey Rachel Fisher Bruce Womack	2022-2023
<b>Action Step</b>			
<b>Action Step</b>			

**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, substitute teachers, etc. 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, etc. 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 GFESC Recruitment & Retention Specialist also meets with paraprofessionals on-site in district, via zoom or phone call to discuss available options for becoming a certified teacher.

Data will be collected in the Summer/Fall of 2023 to determine the number of paraprofessionals, substitutes, etc. that have enrolled in a pathway and are working towards a teaching certification.

**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.

**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>	Work with the GFESC Recruitment and Retention Specialist to establish an Educator's Rising Chapter in their district.	Shane Storey Julie Rachuy	2022-2025
<b>Action Step</b>			
<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 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.

**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.**

GFESC had three districts participate in the regional Ed Rising event for 2022-2023. Many of the GFESC districts are 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.

<b>Student Goal #2</b>	Promote the Aspiring Teacher Event at GFESC
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<b>Which of the following best describes the student goal?</b>	
<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)

	<b>Description</b>	<b>Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	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
<b>Action Step</b>			
<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 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.

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.

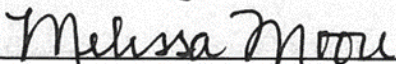
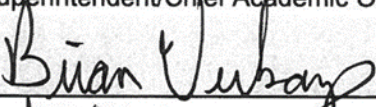
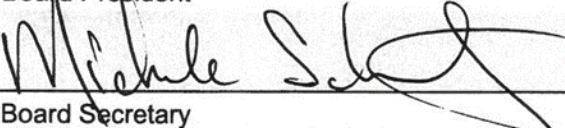
Evidence of an increasing number of students, especially those of diverse ethnicities, participating in the Aspiring Teachers Event at GFESC will determine the mastery of this goal.

### **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.**

GFESC districts are establishing EdRising Chapters 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

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: 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: <u>Melissa Moore</u> Officer: _____ <p style="text-align: right;">(Please Print)</p>			
Signatures			<u>6-26-23</u>
	Superintendent/Chief Academic Officer		Date
			<u>6-26-23</u>
	Board President		Date
			<u>6-26-23</u>
	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 23-24 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	1	1	1	0	4	3	90
Teachers	0	0	0	0	0	0	100
Administrators	0	0	0	0	0	0	100
Residents	0	0	1	0	1	7	91

<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>22-23</b>							
-Teachers	0	0	0	0	0	0	100
-Admin	0	0	0	0	0	0	100
<b>21-22</b>							
-Teachers	0	0	0	0	0	0	100
-Admin	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](#)

## **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