

## **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) - 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.

#### Recruitment Goal

Openings for school staff positions will be advertised to seek the best possible candidates of all ethnicities. New staff will be placed into a support system which will give them the best chance to be retained by the school. All staff remain 100% White for the last three years which lines up with the county population being 96.2% White. A teacher shortage results in very little choice as for teacher applicants. The percentage will continue to be monitored yearly.

#### Which of the following best describes the recruitment goal?

New Goal

Extension of a goal from previous year

<b>Action Plan</b> 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 Person(s) Responsible</b>	<b>Target Date</b>
<b>Action Step</b>	Openings will be posted to attract diversified and <div>Ruth Howse</div> best candidates.	6/30/25
<b>Action Step</b>	<div>Airl Cheek, Jarod Jefferson</div> Interviews will attempt to find the best candidates available.	6/30/25
<b>Action Step</b>		
<b>What evidence will be used to determine if the recruitment goal is met? (Include baseline data and expected</b>		

<b>outcome)</b>
Demographics of staff and the student body will be checked and desegregated.
<b>Review Progress (After Baseline 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>Focus Area: Retaining a diverse, representative educator workforce that meets            the needs of all students</b>
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If multiple goals are created, copy and paste the template for each goal.

New teachers will be provided support to be successful.

## Retention Goal

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

The OUR Coop will provide mentors to first year

Monica Springfield 6/30/24

	teachers.	
<b>Action Step</b>	Airl Cheek, Jarod Jefferson New teachers will be provided support by the school.	6/30/25
<b>Action Step</b>		
<b>What evidence will be used to determine if the retention goal is met? (Include baseline data and expected outcome)</b>		
<b>Teacher retention staff data will be reviewed and desegregated.</b>		
<b>Review Progress (After Baseline Year)</b>		

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	Cotter students will be encouraged to pursue careers in education through service hours in school organizations and positive relationships formed with staff. These opportunities will be accorded without regard for ethnicity, race or gender.
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Which of the following best describes the student 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 student goal. (Lines can be added for additional Action Steps)

	Description Person(s) Responsible	Target Date
Action Step	Students will be encouraged to serve in student leadership positions. <div>Beth Foster, Kathleen Holder</div>	6/30/25

<b>Action Step</b>		
<b>Action Step</b>		
<b>What evidence will be used to determine if the student goal is met? (Include baseline data and expected outcome)</b>		
Numbers will be reviewed as to the number of students in student leadership positions.		
<b>Review Progress (After Baseline Year)</b>		
<b>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.</b>		

# 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: Cotter Public Schools 03-02-000 Baxter

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:

Airl Cheek

870-435-6655/acheek@cotterschools.net

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

## Signatures

**21-22**

-Teachers	0	0	0 0 0	0	100
-Admin	0	0	0 0 0	0	100
20-21					
-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](#)
- [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)
- [Greater than Diamonds: Recommendations on Improving Teacher Diversity in Arkansas](#)
- [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