

**ARKANSAS DEPARTMENT OF EDUCATION
MINORITY TEACHER AND ADMINISTRATOR RECRUITMENT PLAN**

The purpose of this report is to comply with Arkansas Code Ann. § 6-17-1901, *et seq.*, which requires school districts with more than five percent (5%) African-American or other minority students to prepare and submit a Minority Teacher and Administrator Recruitment Plan.

**INSTRUCTIONS: Complete this form and attach the recruitment plan as required.
The plan should include the following:**

- 1. The district's goals for recruiting minority teachers and administrators (these goals should reflect the percentage of the minority student population in the district).**
- 2. Steps on how the district will meet the goals (recruitment strategies).**
- 3. Steps on how the district will encourage minority students to pursue a career in education.**
- 4. List the number and percentage of racial minority teachers and administrators employed during the last five (5) years.**

SCHOOL DISTRICT: Jacksonville Lighthouse Charter School	ADDRESS: 251 N. First Street Jacksonville, AR 72076
COUNTY: Pulaski	TELEPHONE NUMBER: 501-985-1200
COORDINATOR NAME: Ryan Dean	TITLE/POSITION: Principal
ADDRESS: 251 N. First Street Jacksonville, AR 72076	TELEPHONE NUMBER: 501-246-1233

The signatures below certify that the district is in compliance with Arkansas Code Ann. §6-17-1901, *et seq.* and Standard I for Accreditation of Arkansas Public Schools:

Superintendent's Name: _____
(Please Print)

Signatures: _____
Superintendent Date

_____ Date
Board President

_____ Date
Board Secretary

PLEASE RETURN THIS PLAN BY OCTOBER 15, 2010, TO:

**THE EQUITY ASSISTANCE CENTER
ARKANSAS DEPARTMENT OF EDUCATION
FOUR CAPITOL MALL, ROOM 405-B
LITTLE ROCK, ARKANSAS 72201-1071
PHONE: 501-682-4213
FAX: 501-682-5177**

Jacksonville Lighthouse Charter School
251 N. First Street
Jacksonville, AR 72076

RACIAL COMPOSITION DATA SUMMARY

1. Racial Composition of School Administration and Administrative Support Staff

- a. Caucasian: 4 (36%)
- b. African American: 7 (64%)
- c. Other: N/A

2. Racial Composition of Current Faculty

- a. Caucasian: 17 (89%)
- b. African American: 2 (11%)
- c. Other: N/A

3. Racial Composition of Teachers and Administrators Hired Within the Past Five (5) Years*

- a. Caucasian: 20 (69%)
- b. African American: 7 (24%)
- c. Hispanic: 2 (7%)

4. Racial Composition of the Current Student Body

- a. Caucasian: 49%
- b. African American: 50%
- c. Hispanic: 1%

RACIAL COMPOSITION DATA ANALYSIS

Jacksonville Lighthouse Charter School (JLCS) is an open-enrollment charter school. If applications for enrollment exceed the number of seats available according to our charter, JLCS initiates a lottery – conducted by an independent third party – to determine which students will comprise our current enrollment and waiting list. The composition of JLCS’s faculty and administrative staff may not conform to the composition of its student body in any given year as a result of random selection of the student population. JLCS is nevertheless an equal opportunity employer that strives to achieve racial balance in the recruitment and hiring of all faculty and staff.

*Note: JLCS is in its second year of operation. Employment and recruitment data is therefore unavailable prior to August 2009.

1. Short-term goals.

- a. To hire one (1) African-American teacher for every two vacancies that arises among the faculty during the current school year.
- b. To maintain the current ratio of African American to Caucasian administrators (approximately 2:1).
- c. To identify at least five (5) highly qualified minority candidates for every teaching vacancy at JLCS, at least three (3) of whom shall be interviewed on the telephone/in person during the selection process.
- d. To express support for the aforementioned goals at the highest administrative levels.

2. Long-term goals.

- a. To hire one (1) African-American teacher for every two vacancies that arises as JLCS expands to include grades 8-12. By 2016, this will equate to five (5) additional African-American faculty members.
- b. To maintain the current ratio of African American to Caucasian administrators (approximately 2:1) as JLCS expands to include grades 8-12. By 2016, this will equate to three (3) additional African-American school administrators.
- c. To identify at least five (5) highly qualified minority candidates for every teaching vacancy at JLCS, at least three (3) of whom shall be interviewed on the telephone/in person during the selection process.
- d. To express support for the aforementioned goals at the highest administrative levels.

3. Improvements needed to increase recruitment.

- a. Recruitment efforts aimed at local community centers, predominantly African-American places of worship, and other nontraditional settings.
- b. Establishment of a Minority Faculty and Administrator Recruitment Council comprised of current faculty to help identify prospective faculty and oversee their transition to JLCS.
- c. Teacher-in-Training shadowing/volunteer days that pair prospective minority faculty from local universities with current teaching staff.

4. Objectives, strategies and activities used in recruiting administrators.

- a. Local recruitment efforts on the campuses of historically black colleges and universities (HBCU).

- b. Nationwide recruitment efforts initiated by Lighthouse Academies' corporate offices.
- c. Outreach through minority community organizations.

5. Objectives, strategies and activities for encouraging students to pursue a career in education.

- a. As a member of the Lighthouse Academies network of schools, JLCS pursues a 100 percent college acceptance rate for its 12th-grade students, as well as a high school graduation target of 80% for those students who enroll in JLCS beginning in 9th grade.
- b. JLCS provides a mission-driven, arts-infused college preparatory curriculum designed to close the achievement gap and help every student graduate from college. The school is organized around four core values:
 - i. Work hard. Get smart. Graduate from college.
 - ii. High expectations equal results.
 - iii. Nothing less than excellence.
 - iv. Today is the day we make it happen.
- c. JLCS's classroom management policies require every teacher to create a space where students can post their "hopes and dreams." Students dreams must be achievable at school (i.e., of an academic nature).
- d. JLCS creates a culture of achievement and respect that encourages children to develop positive expectations about learning, instruction, and their classroom environment. In addition, beginning in Kindergarten, JLCS classroom teachers and administrators facilitate outreach activities designed to increase college awareness among students and to raise the number of college-bound minority students. These activities include:
 - i. Town Hall Meetings with presentations by college representatives.
 - ii. Posting teacher's diplomas and other images of college success in every classroom, as well as naming classrooms after colleges and universities.
 - iii. Goal setting around the topics of college acceptance and graduation with every student. For instance, students in 7th and 8th grade participate in CollegeEd, a collaborative academic and career planning curriculum for students and their families.
 - iv. Students reciting an honor pledge and affirmation each day that helps them to develop a positive self-concept and self-identification with learning.
 - v. Field experiences that hold an academic purpose, including visits to local college campuses.
- e. JLCS encourages student teaching in its Upper Academy.

6. Action plan, including procedures for implementing, monitoring, and evaluating minority recruitment strategy.

- a. The School Based Management Team (SBMT) will authorize the creation of a Minority Administrator and Teacher Recruitment Committee (MATRC) no later than October 28, 2010. This council will establish its own monitoring and accountability system for meeting JLCS's minority recruitment goals. At a minimum, the council must keep a record of the number of contacts it makes with minority candidates, the venue where contact occurred, each prospective hire's personal contact information, and notes describing each candidate's potential for employment at JLCS. This data must be submitted to the SBMT for review at its monthly meetings.
- b. A member of the MATRC will call or meet in person with every prospective minority faculty or administrator who participates in the interview process at JLCS. Notes from these meetings will be made available to the Principal and/or Superintendent prior to the making of a hiring decision.
- c. The Principal and Superintendent will attend _____ job fairs at _____ colleges/universities in order to attract highly qualified minority candidates to teach at JLCS.
- d. The Principal and Superintendent will partner with JLCS corporate recruitment office during hiring periods to jointly attract highly qualified minority candidates. Data regarding these recruitment efforts will be kept by LHA's corporate office.