

Cheshire Public Schools Increasing Educator Diversity Plan Template



IMPORTANT NOTES:

1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.
2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the

COVER PAGE	
District:	CHESHIRE PUBLIC SCHOOLS
Vision:	Cheshire Public Schools aspires to provide our students with a highly qualified staff that reflects the racial, ethnic, and linguistic diversity of its students to best support their development as complex thinkers and social emotional learners.
Theory of Action	IF Cheshire Public Schools prioritizes recruiting, hiring, and retention of diverse educators to reflect the racial, ethnic, cultural, and linguistic backgrounds of its student body, and provides professional development to support cultural competency, THEN we will increase educator diversity, improve outcomes for our students, and provide them the opportunity to develop as complex thinkers and social emotional learners to be able to function in a changing global community
Team Lead:	Jeff Solan, Ed.D., Superintendent
Team Members:	Jeff Solan, Brittany Culver, Kim Tabor, Amy O'Brien, John Perosino, Keely Garden, Nicole Griffin, Angel Lach

Moved that the personnel committee of Cheshire Board of Education approve the Increasing Educator Diversity Plan, and gives the Superintendent or designee authority to make revisions.

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RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
<p>Cheshire Public Schools will improve its recruitment efforts of diverse educators who reflect the racial, ethnic, and linguistic background of the student body, by making intentional connection with five affinity groups from now up through 2027 and ongoing.</p> <p>Educators of color 2021: 3% Educators of color 2022: 2.9% Educators of color 2023: 3.4%</p> <p>Students' of Color: 2021=22.25% 2022=23% 2023=25%</p>	Jeff Solan, Marlene Silano HR	<p>1. Create and utilize an employee referral program with guidelines to avoid bias hiring.</p> <p>2. Develop relationships with HBCUs and educator preparation programs.</p> <p>3. Attend recruitment fairs targeted to underrepresented segments of the community</p> <p>4. Market CPS through social media, Link'd In and other means of advertising the district.</p>	Superintendent and assistant superintendent, HR	<p>1. April, 2025</p> <p>2. September, 2025</p> <p>3. Spring 2025 and ongoing</p> <p>4. Spring 2025 and ongoing</p>	<p>1. Increased number of applications from diverse educators</p> <p>2. Updated website that includes recruitment plan and strategies.</p> <p>3. Train teams in anti-bias hiring practices</p> <p>4. Make more contact with diverse staff in varied recruitment settings targeting diverse staff</p>	<p>Time</p> <p>Communication team to complete outreach</p> <p>Technology for Google Meets with Colleges and Universities</p>	<p>Risk:Lack of consistent communication with colleges and universities.</p> <p>Mitigation: Designated individual to work with colleges and universities</p> <p>Risk:Recruitment ideas not followed resulting in lack of outreach</p> <p>Mitigation: Establish time for periodic check in on progress and make this a part of administrators meeting</p>	<p>Superintendent and assistant superintendent, HR, Board of Education, Teachers' union, administrators-- to update on recruitment process and progress</p> <p>Superintendent and HR will communicate employment opportunities that exist in Cheshire Public Schools to affinity groups.</p>

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HIRING & SELECTION							
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if we	Resources Required (What people, time,	Risks and Mitigation (What could go wrong?
		What?	Who Owns This?	By When?			Communication/ (Who needs to be
Cheshire Public Schools will make progress towards an anti-bias and inclusive equitable hiring practice by increasing educators of color, linguistic and cultural background by the end of each year and ongoing. <i>Increase the percentage of staff trained in anti-bias and equitable hiring practices to 40% at the end of the 2024-25 school year and 60% by the end of the subsequent school year.</i>	Superintendent and assistant superintendent, HR Cheshire Increasing Diversity Committee	1. Prior to the initiating the review of candidate application, the hiring committee will review equity consciousness practices 2. Create a rubric that includes standards that focus on the value of diverse perspectives and life experiences to norm the evaluation of candidates. 3. Identify historical and current data and implement ongoing tracking process regarding percentage of diverse candidates hired 4. Provide ongoing training for hiring managers on anti-bias selection process	1. Building level administrators and IED Committee. 2. Superintendent, IED Committee, Building level administrators	Establish by April 2025 and update every two years	1. Reporting fidelity of pre-hiring team to discuss equity consciousness practices 2. Developed hiring rubric 3. Increased number of educators of color and of varied cultural and linguistic background 4. Documentation of training received by hiring team and staff	Training of committee on equity hiring practices Incentives for participation in the hiring committee post hiring reports guidelines	Risk: Additional requirements for the hiring committee could reduce the number of people serving on the interview teams Mitigation: Offering time for professional development to educate the committee on the strategies of RELD. Risk: Time to create the rubric and post hiring rubric Mitigation: Offer time for the rubric creation, train members of the committee how to use it, and provide time for the IED committee to review results and determine next steps.

Educators of color
2021: 3%
Educators of color
2022: 2.9%
Educators of color
2023: 3.4%

Students' of Color:
2021=917:
2022=964: 2023:
1,055 (need this in
percentage)

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RETENTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Retain 100% educators of color and varied cultural and linguistic backgrounds with supportive professional development in cultural competence and anti-bias training of staff, evidenced through tracking data on a yearly basis.	Superintendent and assistant superintendent, building level administrators, HR	1. Identify historical and current data and implement on-going tracking process regarding the retention rate of teachers of color and diverse cultural and linguistic backgrounds. 2. Implement professional development on cultural competence and cultural, linguistic diversity for administrators and teachers. 3. Provide professional learning on equitable policies to improve school culture and climate 4. Recognize and celebrate diversity via varied holidays: Chinese New Year, Black History, Hispanic Heritage, Indigenous Peoples Day etc. 5. Solicit feedback via anonymous surveys	Assistant Superintendent/ Superintendent/ building administrators	Ongoing	1. Artifacts illustrative of implementation 2. Number of professional development sessions completed 3. Artifacts and evidence of celebrations 4. Staff feedback from surveys to gauge feelings of belonging 5. Evidence of functional school equity team at each school	1. Time allocated within the current efforts to plan events 2. An intentional focus on this work with financing to support training 3. Resources will be contingent upon staff feedback	1. Risks Lack of retention data Mitigation Start tracking retention data 2. Time to conduct PD Mitigation Make training videos available for staff Risk: Failure to plan and implement PD and messaging around ethnic celebration Mitigation: Ensure that training takes precedence in the overall district's PD plan, Utilize district's web site for messaging Risk: Failure to incorporate the School Equity Leadership Teams and competing priorities Mitigation: Develop PD timeline to ensure allotted time for implementation and monitoring	Diverse population to ensure appropriate messaging Ongoing communication with PD providers regarding PD progress BOE--to keep them updated regarding progress towards implementation Administrators--to ensure that they are aware of their responsibilities to support retention and PD implementation Superintendent/ Assistant superintendent--to keep them aware of progress towards implementation