AUSFIC Schools

	COVER PAGE
District:	Mansfield Public Schools
Vision:	Mansfield Public Schools leads with equity and believes that children must be supported to learn and develop in a safe, antiracist environment free from discrimination, bias, and prejudice against all people where conscious efforts and intentional actions ensure equitable opportunities. (Mansfield Board of Education Core Belief) Mansfield's long standing efforts to increase staff diversity has steadily increased the percentage of diverse educators over the past four years. The percentage of educators of color grew from 5.5% in 2019-2020 to nearly doubling that percentage to 10.7% in 2023-2024.
Theory of Action	If Mansfield Public Schools develops a partnership with University and Teacher Preparation programs, connects to regional recruitment events, and creates networks and supports to attract, prepare, recruit, and retain highly qualified educators racially, ethnically, culturally, and linguistically diverse, then we will increase the diversity of Mansfield educators by 20% in the next five (5) years resulting in culturally responsive teaching and learning environment that mirrors our students.
Team Lead:	Peter Dart, Superintendent
Team Members:	Peter Dart, Superintendent; Michele Beers, Director of Talent Management/HR; Kate McCoy, Principal; Larry Barlow, Principal; Dr. Shamim Patwa, Director of Student Support Services; Candace Morell, Director of Teaching & Learning; Margaret Chatey, Communications Specialist.

RECRUITMENT									
	Who Manages the (name, position)	What?	Strategies/Key Activities Who Owns This?	By When?	Indicators of Progress (How will we know if we are on	Resources Required (What people, time, money, and	Risks and Mitigation (What could go wrong? How will we	Communication/ Engagement (Who needs to be consulted/	
Increase the diversity of highly qualified candidates applying for positions in Mansfield with targeted efforts to increase the number of Asian educators, Hispanic/Latinx educators, and Black/African American educators by 10% over the next 5 years from a 2023-2024 baseline of 4.1% Asian educators, 2.5% Black/African American educators, and 3.3% Hispanic/Latinx educators.		Create and share various media tools/platforms (website, social media, internet postings) that highlight Mansfield's Core Beliefs and vision for teaching and learning.	Margaret Chatey, Communications Specialist	December 2024	Increased number of visits to websites, "likes" or "reach" on social media by 10%.	Website, IT supports, Facebook Account, Video Postings \$2000, Photography \$1000		Communications Specialist will work with Superintendent and Director of Talent Management/HR to be sure messaging is consistent, relevant & engaging.	
		Broaden the reach and visibility of job postings.	Michele Beers, Director of Talent Management & HR	Spring 2025	Increased number of qualified diverse applicants by 100% from a baseline of 5 candidates.	CTREAP, Indeed, DiversityInEd.com, NEMNET.com \$2000	Decreased student enrollment that eliminates the need to hire new staff.	Diversifying Workforce plan and actions will be shared with BOE and staff.	
		Trained Mansfield Administrators who can lead TEAM training in district to increase the number of TEAM trained teachers who can support pre-service teachers from partnering universities and ed prep programs.	Rebecca Granitini and Danielle Vliet, Assistant Principals	On-going	Increased number of UCONN and ECSU student teachers hosted in Mansfield with a 100% fill rate for preservice teachers seeking placement.	TEAM Train the Trainers; Stipends for TEAM teachers \$2500	Not enough teachers interested in working with pre service teachers; Administrators will have 1:1 conversations to help increase participation.	District TEAM Coordinators will report to Talent Management/HR and Superintendent re number of TEAM trained staff & fill rate each school year.	
		Partner with alternative area Teacher Training Programs: ARC, etc.	Peter Dart, Superintendent	2029-30 school year	Increase the diversity of staff over a 5 year period from 2023-24 baseline of 10.7% to a target goal of 20% to better reflect the diversity of our student population. Based on 2023-2024 data, 37.4% of our students identify as being from a race/thnicity other than White. Of this group of students, 12.41% identify as Black/African American, and 17.7% identify as Hispanic/Latinx.	Willing outside partners.	Decreased student enrollment that eliminates the need to hire new staff.	Principals will work with willing teachers to take on a teacher in training.	
		Attend regional recruitment events and share district recruitment materials.	Michele Beers, Director of Talent Management & HR	On-going	Calendar of attended recruitment events and increase number of table visits by 20% from 40 to 48.	District Leadership time, Recruitment materials \$500	Decreased student enrollment that eliminates the need to hire new staff.	Communicate with Directors, Principals and Assistant Principals to coordinate attendees at events.	

And Single School

	HIRING & SELECTION								
Goal (What are we trying to do?)	Who Manages the (name, position)	What?	Strategies/Key Activities Who Owns This?	By When?	Indicators of Progress (How will we know if we are on track	Resources Required (What people, time, money, and	Risks and Mitigation (What could go wrong? How will we	Communication/ Engagement (Who needs to be consulted/ engaged?	
Develop an interview process, including the selection of candidates and hiring criteria, that aligns to our district's	name, position)	Provide implicit bias and DEI training related to hiring for leaders and interview teams.	Peter Dart, Superintendent; Michele Beers, Director of Talent Management & HR	On-going	training; applying training to work with interview teams.	31	Decreased enrollment that eliminates the need to hire new	Principals and Director of Student Support Services.	
Core Beliefs regarding equity and teaching and learning so that our staff reflects the cultural and linguistic diversity of our students. Based on 2023-2024 data, 37.4% of our students		Develop hiring protocols that allow administrators and school based teams to competitively interview and select candidates as early hires each spring.	Peter Dart, Superintendent; Michele Beers, Director of Talent Management & HR	On-going	for principals and directors.	Opportunities and time for administrators to attend university and regional recruiting events and network events.		Principals and Director of Student Support Services.	
identify as being from a race/thnicity other than White. Of this group of students, 12.41% identify as Asian, 3.5% identify as Black/African American, and 17.7%	Peter Dart, Superintendent	Ensure questions and performance tasks that are used during the interview process are free from implicit bias and provide opportunities to learn about DEI/culturally responsive work.	Talent Management & HR;	On-going	from implicit bias.	our DEI Team, examples/models, further training and professional	Providing fresh, varied examples of questions/performance tasks that continue to evolve and remain relevant and culturually responsive.	Ad hoc Interview Teams, Principals and Directors	
identify as Hispanic/Latinx. In comparison, 4.1% of our educators identify as Asian, 2.5% of our educators identify as Black/African American, and 3.3% identify as Hispanic/Latinx.		Ensure interview teams are culturally, racially, and/or linguistically diverse with at least one (1) representative from a diverse or underrepresented group.	Dr. Shamim Patwa, Director of Student support Services; Michele Beers, Director of Talent Management & HR				Inability to identifing diverse staff members who are able/interested in participating in interviewing.	Principals and Directors.	



RETENTION								
Goal (What are we trying to do? How will you sustain educators in ways that increase their retention?)	Who Manages the (name, position)	What?	Strategies/Key Activities Who Owns This?	By When?	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 (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Create supportive and inclusive practices that ensure newly hired and returning staff feel valued and have career opportunities to grow within the district retaining 100% of those hires from year to year.	Peter Dart, Superintendent	Provide instructional coaching in the fall each year for every newly hired teacher and/or paraeducator. Assign a staff mentor that is outside of the TEAM process who can support adaptive work within the district/school setting (ie answer "how to" questions, offers support, introduces staff member to colleagues, etc).	Candace Morell, Director of Teaching and Learning and her team Rebecca Granitini and Danielle Vliet, Assistant Principals	On-going On-going	Newly hired staff will exhibit success in the classroom as measured by Connecticut Teacher Evaluation Plan. Each newly hired staff member has an appropriate TEAM trained mentor and 100% of our new staff have a staff mentor match that will set them up for success in their content area/grade level	District instructional coaches, embedded PD calendar Mentor volunteers; Stipend funds \$2000	Lack of available time to develop schedules for coaches to meet the various needs at the start of school. Not enough willing mentors; time to train interested teachers.	District instructional coaches to be instructed on their roles/assignments. Principals to recruit willing mentors.
		Create professional and social opportunities for staff to connect and build collegiality.	Dr. Shamim Patwa, Director of Student Support Services	Fall 2024	Hold events on a regular schedule in coordination with area districts on a quarterly basis.	Leadership and support staff; Media; Supplies and promotional materials \$1000	Lack of interest, poor attendance	Superintendent, Principals, Directors and Union Leaders to collaborate with willing local district partners and then message that out to their respective staff. Communications Specialist to assist in promoting.
		Identify and use career lattice opportunities to ensure highly qualified candidates have pathways that develop and grow leadership capacities within the District.	Michele Beers, Director of Talent Management/HR	Fall 2024	All newly hired staff will experience connections and have leadership roles at a variety of levelsteam based, school based and/or district based on an annual basis.	District leaders; Stipend funds \$1000 where appropriate	Lack of engagement of staff; Limited amounts of appropriate opportunities to offer each year.	Principals and Directors.
		Promote existing financial, professional and wellness supports and explore additional supports or incentives aimed at retaining staff.	Michele Beers, Director of Talent Management/HR	On-going	Upon hire and mid-year disseminate literature on tuition reimbursement, Be Well and EAP programs, connecting staff with additional growth/earning opportunities through building principals.	Partnership with school outside of district; Materials, supplies	Lack of staff interest and participation.	Principals and Directors to encourage staff to participate and provide reminders of resources.
		Partner with urban districts for professional learning	Peter Dart, Superintendent	Fall 2024	Plan 3 visits/events per year with area urban districts.	Leadership and support staff; Partnership with school outside of district; Materials, supplies \$500	Not enough time during the school year	Principals and Directors to recruit additional urban partners and carve out time during the school year for these opportunities.