

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 school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024

COVER PAGE	
District:	Milford Public Schools A Resolution Affirming Our Commitment to Social Justice, Equity, and Being an Anti-Racist School District WHEREAS, the vision of the Milford Board of Education states that Milford Public Schools will be a progressive school district in which students are prepared to achieve at their highest level, surrounded by an engaged community that is proud of its educational system; and WHEREAS, the Milford Public School district works to empower its learners to use their voices and abilities to change and improve their communities, our nation and even the world; and WHEREAS, we know that racism, inequity and microaggressions of any kind caused by either implicit or explicit biases can negatively affect student educational and personal outcomes; and WHEREAS, the Milford Public Schools -- in light of the current events related to racism, equity, and social justice -- is committed to conducting the critical self-reflection and action necessary to acknowledge, address and prevent the various forms of racial bias; and WHEREAS, at this time in history, it is more important than ever to stand up for what is right and good and state, unequivocally, that racism and inequity of any kind shall have no place in Milford Public Schools or the Milford community; and WHEREAS, as a board of education, we must lead the Milford Public School district in its efforts to nurture an equal, socially just and anti-racist learning environment where every child is respected and valued for who they are, regardless of skin color or gender; THEREFORE BE IT RESOLVED, that we, the members of the Milford Board of Education, use this Resolution to publicly affirm our commitment to ensuring the Milford Public School district provides an inclusive, nurturing, equitable and anti-racist learning environment, where every student, teacher, support professional, parent and school community member is treated with dignity and respect; and BE IT FURTHER RESOLVED, that the members of the Milford Board of Education, as a collective and duly-elected body, praise and support the efforts of student leaders raising their voices to advocate for systemic change, as well as administration's decision to establish a district-wide student advisory committee designed to take 1 concrete steps toward strengthening equity and social justice, and showing both students and school staff what it means to be anti-racist and an ally of people of color; and BE IT FINALLY RESOLVED, that we acknowledge the district has much work to do, yet we are confident and committed to continuing the conversations, to growing and strengthening community partnerships, and to tackling with courage difficult issues, which -- in time -- will create an inclusive, equitable and anti-racist educational environment for every student in the Milford Public Schools. <i>Approved by the Milford Board of Education on December 14, 2020</i>
Theory of Action	If the Milford Public Schools establishes equitable practices for the recruitment, hiring and retention of diverse staff, including but not limited to, providing resources for culturally responsive professional learning, THEN, we will increase the diversity of educators and staff in our workforce, AND, students will benefit from increased representation and perspectives that align with our commitment to the Vision of a Learner, High-Quality Instruction, Developmental Relationships and Equity Frameworks.
Team Lead:	Wendy Kopazna, Director of Talent Management and Development
Team Members:	Marissa Acampora, Instructional Supervisor for Equity & Engagement; Steve Autieri, Assistant Superintendent; Juliet Goraieb, Teacher Leader for Instructional Technology; Julie Luby, Associate Director of TMD; Sherrod McNeill, Principal Pumpkin Delight; and Jen Stewart, Director of Pupil Personnel Services

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RECRUITMENT								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
(What are we trying to do?)	(name, position)				(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Based on our Frontline data from the 20-21, 21-22 and 22-23 school years, increase the diversity of our candidate pool from a baseline of 16% (3 year average) to: 19% in 24-25, 22% in 25-26 and 25% in 26-27.	Wendy Kopazna, Director of Talent Management & Development							
By engaging our entire school community and implementing the strategies listed below with fidelity, we will achieve this goal, incrementally, over the next 3 - 5 years.								

Demonstrate community commitment to diversity on our website & in our communications	Marissa Acampora, Equity & Engagement Instructional Supervisor	Webpage created by September 1, 2024 Additional content added by January 1, 2025. Updated by January 1, 2026.	Completed equity and inclusivity page on Teaching & Learning page AND District splash page & TMD pages affirm and demonstrate our commitment to diversity and inclusion	No policy changes are required. Our BoE is dedicated to being an inclusive and equitable school district.	Risk: Materials will be static Mitigation: Website will be reviewed for revision each time the team meets	Connections with Instructional Supervisor of Equity & Engagement to share best practices, community events, etc. AND Share the website updates with the Board of Education. Engage the Instructional Supervisors in this work. Collaborate with the Communications Director and the Technology team
Update our recruitment section of our website	Julie Luby, Associate Director of Talent Management	July 1, 2024 and then reviewed/updated annually during the month of July	New TMD section of website includes video, diversity statement, resources, pictures, district info	Time, pictures, web design support	Risk: Too much or not enough information Mitigation: Get feedback & adjust	Feedback from candidates
Identify & forge an alliance with 2 college/universities that: 1) prepare teacher candidates, 2) are in or are proximal to CT, 3) have diverse student bodies and/or share our vision for equitable education.	Julie Luby, Associate Director of Talent Management and Steve Autieri, Assistant Superintendent	Send introductory email July 2024. Identify one school to partner with in the 24-25 school year and add a second school in 25-26	MPS will experience an influx in teachers completing clinical hours and student teaching	Money to provide honorariums to our staff who participate	Risk: Colleges won't be interested in partnering Mitigation: Make sure to learn about their needs and how the program can benefit them and their students Risk: No money for honorariums. Mitigation: Attempt with no monetary promise and/or seek grant funding	Alliances will be built with teaching colleges. Opportunities for staff participation will be promoted in the newsletter as well as by email.

Participate annually in the RESC Alliance Recruitment Fair as well as several CT colleges' job fairs	Angela Intelisano, Talent Acquisition Specialist	Spring each year	Registration booth that is inviting and inclusive	Purchase district swag, dedicated time to travel and attend, create inviting, printed information about the district using canva and printing in-house	Risk: Candidates are not local Mitigation: Provide information about the City of Milford	Be aware when the information is released and sign up to participate. Invite administrators to attend
Recruit in our community (Grow Your Own): Promote TRP, ARC and TEACHCT	Marissa Acampora, Equity & Engagement Instructional Supervisor	Spring 2025, Spring 2026, Spring 2027	Send emails to parents and dedicate one session of Parent University to this topic	email and staffing to lead the parent session	Risk: Parents & community members don't receive or understand the information Mitigation: Hold the Parent University session to increase understanding	Parent University around TRP, ARC, etc to become a teacher
Expand Dual Enrollment/Career Pathway experiences in Education	Steve Autieri, Assistant Superintendent	Begin planning during Spring 2025 to implement in the 25-26 school year	Completed pathway document with series of coursework and Program of Studies	CT Labor and Workforce data. Curriculum development if not provided by the university.	Risk: other work takes priority Mitigation: Continue work to fulfill five year plan of pathway expansion in district	Develop brochure for career pathway to share through course selection process
1) Monitor the progress of strategy completion, making revisions to the plan as necessary 2) Collect interim data on progress toward the goal	Julie Luby, Associate Director of Talent Management	ongoing	Team meetings to be held in October, December, February and May to monitor strategy implementation progree and in July to collect and review benchmark data on progress towards our goal	time	Risk: Competing priorities Mitigation: Schedule meetings far in advance	Report on progress to the full admin team and to the BoE

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HIRING & SELECTION								
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?				
Over the next three years, reduce the ratio of students of color to educators of color (currently 34% : 2%) to approximate proportional representation based on our 22-23 EdSight data, making incremental progress towards the goal each year	Wendy Kopazna, Director of Talent Management & Development							
By engaging our entire school community and implementing the strategies listed below with fidelity, we will achieve this goal, incrementally, over the next 3 - 5 years.								
		Create a strong guiding Philosophy Statement and hiring process overview to be certain all applicants are considered in an equitable & unbiased manner	Julie Luby, Associate Director of Talent Management	Create by August 2024. Share by September 2024. Set the expectation that the District Hiring Protocols be used from this point forward.	Documents created and posted on an internal section of our website for easy access	Time to create and share the philosophy statement and process overview	Risk: Information is created but administrators don't have access to it. Mitigation: Preview the materials for the admin team and demonstrate how to access it.	Collaborate with the Instructional Supervisor for Equity & Engagement, Present to the Admin team

Create an explicit Screening Protocol to be certain all applicants are considered in an equitable & unbiased manner	Julie Luby, Associate Director of Talent Management	Create by August 2024. Share by September 2024. Set the expectation that the District Hiring Protocols be used from this point forward.	Documents created and posted on an internal section of our website for easy access	Time to create and share the philosophy statement and process overview	Risk: Information is created but administrators don't have access to it. Mitigation: Preview the materials for the admin team and demonstrate how to access it.	Collaborate with the Instructional Supervisor for Equity & Engagement, Present to the Admin team
Create an articulated hiring process that includes an explicit Interviewing & Selecting Protocol including questions, task/demo protocols and rubrics to be certain all applicants are considered in an equitable & unbiased manner	Julie Luby, Associate Director of Talent Management	Create by August 2024. Share by September 2024. Set the expectation that the District Hiring Protocols be used from this point forward.	Documents created and posted on an internal section of our website for easy access	Time to create and share the philosophy statement and process overview	Risk: Information is created but administrators don't have access to it. Mitigation: Preview the materials for the admin team and demonstrate how to access it.	Collaborate with the Instructional Supervisor for Equity & Engagement, Present to the Admin team
Implicit bias training for all participants in hiring processes	Marissa Acampora, Equity & Engagement Instructional Supervisor & Julie Luby, Associate Director of Talent Management	Refresher provided at the onset of every process (to complement training provided to all staff)	Training plan developed	Video of training for hiring process. Time to train the admin team.	Risk: Admins will form teams that include participants who haven't been trained. Mitigation: Give administrators access to the training materials. Risk: We won't know if everyone who participates has been trained. Mitigation: Require an affirmation of the training in the Recommendation for Hire form.	Collaborate with the Instructional Supervisor for Equity & Engagement, Present to the Admin team
Participate in the Teacher Residency Program	Wendy Kopazna, Director of Talent Management & Development	Take a Resident Teacher in each of the school years: 2024-2025, 2025-2026, and 2026-2027.	Residents placed in our schools	Funding, Mentors	Risk: Funding not available. Mitigation: Build funding into the budget and/or write grants	Explain the rationale for the program to the BoE during the budget process.

1) Monitor the progress of strategy completion, making revisions to the plan as necessary 2) Collect interim data on progress toward the goal	Julie Luby, Associate Director of Talent Management	ongoing	Team meetings to be held in October, December, February and May to monitor strategy implementation progress and in July to collect and review benchmark data on progress towards our goal	time	Risk: Competing priorities Mitigation: Schedule meetings far in advance	Report on progress to the full admin team and to the BoE
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Increasing Educator Diversity Plan Template



RETENTION								
Goal	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?				
Over the next three years, increase the number of educators of color in MPS by ensuring that the number of educators of color who leave is less than the number of educators of color who are hired in the 2024 - 2025 (and subsequent) years, based on our staffing records	Steven Autieri, Assistant Superintendent of Teaching & Learning							
By engaging our entire school community and implementing the strategies listed below with fidelity, we will achieve this goal, incrementally, over the next 3 - 5 years.								
		Understand the employee experience: Calculate and analyze turnover rate and average length of employment (disaggregate the data and study for patterns or trends)	Julie Luby, Associate Director of Talent Management	Create a reliable and repeatable method for gathering accurate turnover data by September 2024. Analyze data for the 5 prior school years by January 2025. Gather, analyze and compare new data annually by October 15 of each school year.	Method for gathering the data developed and tested for accuracy. Study of previous data completed.	Technology support from BIDS.	Risk: Data not easily accessible. Mitigation: Persist and test all possible data systems for efficacy.	BIDS (technology) will need to support the data collection. Once the data is collected and analyzed, the results will be shared with the Superintendent and the CO Cabinet team.

Understand the employee experience: Update, conduct, and analyze an exit survey	Julie Luby, Associate Director of Talent Management to create the survey and Wendy Kopazna, Director of TMD to analyze the results and share with the CO Cabinet.	Initial survey developed and implemented by January 2024, per legislation. Survey update for the 2024-2025 school year by July 1, 2024. Results analyzed and shared in July 2025, July 2026 and July 2027.	Google form created and used consistently	Google Form, email & time to analyze the data.	Risk: Inconsistency in sending out or receiving back. Mitigation: Create a standard practice to send the survey to employee's home and work emails, upon receiving a resignation. Risk: Fail to notice trends that develop across years. Mitigation: Maintain a database for this information	Publicize this practice in our staff newsletter. Share the results of the survey with the superintendent in the aggregate each summer and share notable individual comments and feedback with the superintendent as they are received.
Understand the employee experience: Create and implement surveys and focus groups to gauge staff needs and attitudes at various points in the year and at various points in their careers	Julie Luby, Associate Director of Talent Management, Wendy Kopazna, Director of TMD, and Emily Flamme, Communications Director	Develop protocol in the 2024 - 2025 school year. Implement one survey of a target group of staff in the 2024 - 2025 school year. Conduct stay interviews with select staff in the 2025 - 2026 school year.	Protocol created. Pilot survey conducted. Interviews conducted.	Access to samples and ideas through membership in AASPA and survey tools.	Risk: Lack of representative participants. Mitigation: Promote the survey and the interviews to everyone by including them in the newsletter as well as sending by email and target specific participants by recommendation of their administrator.	Preview the purpose and protocols for information gathering with administrators. Share information with all staff before launching. Provide feedback about what we learn to the staff and the BoE.

Support the Employee Experience: Develop and maintain an Internal Staff Newsletter to promote belonging and connectedness	Julie Luby, Associate Director of Talent Management to develop the Newsletter template/concept. TMD staff to maintain the newsletter once established.	Develop the template by August 2024. Publish 1x monthly each month thereafter, on the last Wednesday of the month.	Template created, newsletter published with fidelity. Readership statistics gathered and compared monthly. Stakeholder feedback invited each month.	Engage software to create the newsletter. Prizes for a monthly trivia contest to create excitement. Time to gather information for and prepare the newsletter. Perks/Special Offers to provide to staff.	Risk: Lack of readership. Mitigation: Send the newsletter at a predictable time each month. Include a short turn-around trivia contest with a prize. Include useful information guided by questions/calls received in TMD. Repost on our website for easy re-access. Risk: New staff don't know about the newsletter or its value. Mitigation: Include a section to introduce all new staff with a "fun fact" gathered during onboarding so that they are looking out for the first newsletter after they start.	Superintendent to share with the BoE, community businesses to garner give-aways and special offers.
Provide implicit bias training for all staff	Marissa Acampora, Equity & Engagement Instructional Supervisor	Training for all administrators by January 2025. Training for all staff by January 2026.	Dates of training. 100% of staff trained	External presenter and funding to pay to train the full MPS faculty	Risk: Time constraints and competing priorities within the district PL schedule Mitigation: Identify dates for administrator training in Fall 2024. Select dates for teacher training before the Fall 2025 PL calendar is established. Risk: Money to pay a presenter. Mitigation: Apply for the RESC Alliance Grant and build this into our PL budget as well.	Full admin team

Offer a Book club opportunity that is equity-centered	Marissa Acampora, Equity & Engagement Instructional Supervisor & Steve Autieri, Assistant Superintendent	Concept developed by December 2024. Facilitators sought and selected by January 2025. Book selected and offered to staff by February 2025. Book club Spring 2025. Process repeated with the same timeline in the 2026 - 2027 school year.	1. Concept written and shared with staff. 2. Facilitators selected. 3. Book selected. 4. Participants identified. 5. Book club occurs.	Time to develop the concept. Money to purchase books. All information shared through email and newsletter.	Risk: Lack of money to purchase the books. Mitigation: Build this into our budget, build it into the RESC grant, collaborate with Barnes & Noble.	Share information through the staff newsletter and email. Plan a celebration at the end of the book club and write about the experience in the newsletter and with the BoE.
Create Affinity groups that create belonging and build a shared commitment to professional growth and development to champion equity efforts in district	Marissa Acampora, Equity & Engagement Instructional Supervisor & Steve Autieri, Assistant Superintendent	Concept developed by May 2025. Facilitators trained summer 2025. Concept introduced to faculty September 2025. First groups run in Winter 25-26.	Concept developed. Facilitators trained. Groups held. Feedback obtained and concept revised.	Time to develop the concept. Space and time to meet during contractual time to demonstrate the district's commitment.	Risk: Poor design. Mitigation: Use Steve's expertise in Affinity Groups, gained during the completion of his dissertation on the topic. Risk: Gaining interest and attendance in group meetings. Mitigation: Promote in the staff newsletter and meet on contract time. Risk: Not having contractual time to dedicate. Mitigation: Build this into the early release Wednesday afternoon schedule.	Bring the Admin team into the planning process. Share with union presidents. Share feedback from the post survey with the BoE.
1) Monitor the progress of strategy completion, making revisions to the plan as necessary 2) Collect interim data on progress toward the goal	Julie Luby, Associate Director of Talent Management	ongoing	Team meetings to be held in October, December, February and May to monitor strategy implementation progress and in July to collect and review benchmark data on progress towards our goal	time	Risk: Competing priorities Mitigation: Schedule meetings far in advance	Report on progress to the full admin team and to the BoE