

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:	Monroe Public Schools	
Vision:	At the Monroe Public Schools, we envision a future where our educator workforce reflects the rich diversity of our student population and the community we serve. We are committed to fostering a culture of inclusivity, equity, and excellence by engaging in efforts to recruit, retain, and support educators who are highly qualified, racially, ethnically, and linguistically diverse.	
Theory of Action	If we foster a diverse and inclusive school staff that is paramount to creating an environment where all students feel valued, supported, and empowered to succeed; then we need to implement strategies to attract diverse candidates for open positions across all grade levels and departments within the district.	
	If every student deserves access to educators who reflect their identities, languages, experiences, and cultural backgrounds; then by increasing the opportunities for diversity in our educator workforce, we create opportunities for all students to see themselves represented in their teachers and role models.	
Team Lead:	Sheila Casinelli, Assistant Superintendent	
Team Members:	Ashley Furnari, Principal, Stepney Elementary	Ninel Tangara Cusa, Grade 5 Teacher, Fawn Hollow Elementary School
	Laura Maher, Assistant Principal, Jockey Hollow Middle School	Crystal Aldophe, Social Worker, Jockey Hollow Middle School
	Lisa Peterson, Assistant Principal, Masuk High School	Joel Castillo, Spanish Teacher, Masuk High School

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RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (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/ (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
By the end of the next academic year, there will be a 5% increase in the number of applicants from underrepresented racial, ethnic, and cultural backgrounds, as measured by demographic data collected during the hiring process. This will be achieved through targeted outreach and partnerships with organizations supporting diverse educators.	Human Resources Director/ Assistant Superintendent	Within the next academic school year, establish and implement culturally responsive recruiting practices, policies, and procedures across all hiring processes, resulting in an increase in the representation of candidates from diverse backgrounds in the applicant pool.	Human Resources Director/Assistant Superintendent Principals and other Administrators Administrative Assistant to Human Resources/ HR Secretary	Starting within the next academic year and continuing over the next five years. Then reviewing the needs at that time and making modifications.	Metric analysis - applicant data on postings (7/1/23-7/1/24 of the 1257 applicants 72.87% white, 12.73% did not reply, 3.66% Asian/Pacific Islander, 2.63% Black/African American, 6.52%, Hispanic, 1.03% Hawaiian/Other Pacific Islander, two or more races 0.56%) Will reevaluate with next academic year data, and continue to watch yearly.	Personnel: Use committee involved with developing the plan to assist in this work. Time: to review procedures and policies. Technology: Applitrack Recruiting and Hiring Program	There are always time pressures on everyone in the district as we continue to get more added to our plates everyday, so finding adequate time can be an issue. Prioritizing this work to a small group will help.	Central and Building admins. - Search committees Communication flows readily and smoothly between team members between steps in the process
		Identify and implement new avenues for recruiting that target under-represented groups, such as partnerships with diversity-focused organizations, participation in career fairs targeting diverse communities, and utilization of online platforms frequented by diverse candidates.	Human Resources Director/Assistant Superintendent Principals and other Administrators Administrative Assistant to Human Resources/ HR Secretary	Starting within the next next academic year and continuing over the next five years and then annually as job fairs are announced.	Metric analysis - applicant data on postings, number of avenues used for recruiting Looking for internal candidates where we can 'grow our own' staff	Personnel: HR team will expand postings and job fairs to help with these efforts Time: to attend job fairs. Technology: Applitrack Recruiting and Hiring Program, CT REAP and other sites to advertise Look to our Regional RESC CES for support	Limited number of job fairs available would be a problem but utilizing networking and word of mouth of other options is important Utilizing internal staff and supporting them as they pursue certification	Central and Building admins. - Search committees Communication flows readily and smoothly between team members between steps in the process

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HIRING & SELECTION								
Goal (What are we trying to do?)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (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/ (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
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Within the next academic year, increase the representation of teachers from underrepresented racial, ethnic, and cultural backgrounds in the hiring and selection process, resulting in a more diverse teaching staff that better reflects the student population.	HR Director	Over the next six months, implement a comprehensive training program on unconscious bias awareness and mitigation for all staff involved in the hiring process, resulting in a 30% increase in staff's self-reported awareness of their own prejudices and ability to mitigate bias in hiring decisions.	Human Resources Director/Assistant Superintendent Building Administrators (principals and assistant principals) Instructional Leader Administrators Building Based Interview Committees	Training occurs before interviews are conducted - 1X per year	Certificates of completion of staff completing Implicit Bias Training	Diversity Training: A Guide for Hiring and Recruiting Diverse Educators	The length of time required to complete the training may be a barrier to staff completing it (i.e., 80-minutes long training module)	District and school leadership and Staff Participating in Interviews Feedback on the process and training needs to be shared
		Within the next six months, revise and update the Hiring Guide to incorporate standardized protocols for the interview process, including committee composition, orientation, and confidentiality procedures, ensuring consistency and fairness across all hiring processes.	Human Resources Director/Assistant Superintendent Building Administrators (principals and assistant principals) Instructional Leader Administrators HR Secretary & Administrative Assistant	Initial work in the summer and fall of 2024 and then annual updates.	updated hiring guide, feedback from those involved in the hiring process	Resources on Behavioral Based Questions to develop Criteria - Example - Behavioral Based Question Article from SHRM Personnel: HR Director & HR Staff time to update the Hiring Guide Time for training and creating questions Technology for training module	Time Insufficient time, fidelity of implementation with use of training modules	District and school leadership and Staff Participating in Interviews Feedback on the process needs to be shared

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RETENTION								
Goal (What are we trying to do?)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (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/ (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
By the end of the next three academic years, have a retention rate for teachers of color at 50%, achieved through the implementation of targeted professional development opportunities, mentorship programs, and culturally responsive support networks within the school community.	HR Director	Conduct a thorough assessment and feasibility study to explore the opportunity of implementing additional mentorship opportunities and wellness check-ins for new employees, resulting in a comprehensive plan for implementation.	TEAM DF, TEAM Lead Mentor, building principals across buildings along with Assistants, HR team, Administration Central Office, Union Leadership, Supervisor/Evaluator, Curriculum Leaders (ex. Dept Chairs/Instructional Leaders)	* TEAM (Yr 1 and 2) and ongoing	TEAM successful completion of modules, survey of mentors and mentees to determine usefulness, confidence in the workplace	* TEAM payments * HR/Administrators checking in/focus groups *The Role Mentors and School Leaders Play in Retaining Teachers of Color Ed Week Article 12/4/23	* TEAM unsuccessful papers or failure to complete all modules - weewekly meeting with mentors to check in as well as mentors being TEAM Paper Reviewers * Time to meet with colleagues - principals will explore schedules for common times *Someone decides this is not a good fit - meetings to discuss what is not working and how we could make things better or how to support them out of the profession *Use of PD time to share out Teacher Wellness strategies (ex. yoga, meditation, exercise)	All areas - consult with administation and union, issues or concerns need to be shared so that possible solutions or remediation plans can be put in place Communication:it's important that there is constant communication between administration and staff to watch for wellness concerns and supports
	Director of Instruction and Professional Development	Assess the current landscape of professional development offerings within the district, including training programs, workshops, mentorship opportunities, and online resources. Identify gaps and opportunities for personalized, ongoing professional development tailored to individual employee needs and career goals.	TEAM DF, TEAM Lead Mentor, building principals across buildings along with Assistants, HR team, Administration Central Office, Union Leadership, Supervisor/Evaluator, Curriculum Leaders (ex. Dept Chairs/Instructional Leaders)	Begin summer 2024 and continue as needed based on the needs of staff	successful teaching, attedance at workshops, collaboration with colleagues on topics	Personell: Qualified presenters Time: time to research new trainings, time to do the trainings Technology: online virtual PD needs internet, computers, sound, cameras	Overwhelming professional development, unsuccessful teaching - Curriculum Leaders will coordinate and work with principals, teachers and union to provide appropriate trainings	Communication: Director of Instruction and PD will communicate with all district staff about professional development supports

[*The Role Mentors and School Leaders Play in Retaining Teachers of Color Ed Week Article 12/4/23](#)

[To Be Who We Are: Black Teachers on Creating Affirming School Cultures Teach Plus Article](#)
[Districts' Strategies to Diversify Teaching Staff, in Charts Ed Week Article 12/4/23](#)

["I Probably Cried Every Night" The Truth About Supporting New Teachers Ed Week Article 3/6/24](#)

[Strategies for Building a Diverse Staff Ed Week Articles 12/4/23](#)