

| Naugatuck Public Schools Increasing Educator Diversity Plan In alignment with Naugatuck Board of Education Policies 4111 , 4111R , and 8019 | | | | | | | | | |
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| Vision | The Naugatuck Public Schools (NPS) is committed to the success of every student in every class in each of our schools. Our mission is to ensure that all students graduate ready for college, career, and life, exemplifying our Vision of the Graduate. We believe that it is the right of every student to have an equitable educational experience within the Naugatuck Public School District and equity is a fundamental value necessary for a high-quality education. NPS is committed to recruiting, hiring, and retaining multilingual and BIPOC educators (Black, Indigenous and people of color), including Latino, Asian and Black educators, a staff who reflects the racial, cultural, and linguistic diversity of our schools and the greater community. | | | | | | | | |
| Theory of Action | <p>IF Naugatuck Public Schools establishes a shared and articulated vision for and commitment to equitable practices for the recruitment, hiring, and retention of talented multilingual and BIPOC staff,</p> <p>THEN we will attract and retain talented multilingual and BIPOC educators through inclusive, safe, welcoming, and supportive schools where teachers feel valued and supported,</p> <p>AND district and school climates will exemplify equitable learning environments that enable students to explore and develop themselves as learners and valued community members as they become the NPS Vision of the Graduate.</p> | | | | | | | | |
| Team Members | Angela Griffin Director of DEIB | John Lawlor HR Director | Christopher Montini Superintendent | Melissa Cooney Assistant Superintendent | Nicole O'Connell Director of Special Services | Caroline Messenger Curriculum Director | | | |

| Recruitment | | | | | | |
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| Goal: Increase the number of multilingual and BIPOC teachers and administrators in the district to be representative of the students of which they serve. Reduce the gap between the percentage of educators of color (6.7% in 23.24) and the percentage of students of color (58.8% in 23.24). We will increase the percentage of multilingual and BIPOC educators from 8.6% to 10.0% in 2024-25. | | | | | | |
| Managed by: John Lawlor, Director of Human Resources, and Angela Griffin, Director of Diversity Equity Inclusion and Belonging | | | | | | |
| Strategy/Key Activity | Who Owns the Strategy | Completion Date | Indicators of Progress | Resources Required | Risks and Mitigation | Communication and Engagement Efforts |
| Ensure district recruitment committee(s) is representative of the diverse student population in the district. Include BIPOC staff members on every interview committee. | John Lawlor HR Director Melissa Cooney Assistant Superintendent Angela Griffin Director of DEIB K-12 administrators | Established by July 2025 with committee members added as needed. | Interview committees are operational throughout the year. 10% increase in the amount of BIPOC interview committee members. Committee adjusts, revises and develops culturally responsive interview questions unique to individual roles for each position. | BIPOC staff members represented on interview committees. Release time and sub coverage for interview committees to meet. | Not enough available BIPOC staff members to participate in the interview process: Outreach to available BIPOC administrators and district staff who may have more flexibility in scheduling. Survey building principals regarding support for including BIPOC staff for interviews. | District communication to staff, administration and community: <ol style="list-style-type: none"> Policy 4111, 411R Policy 8019 Strategic Framework DEIB Web Page Bi-annual report to Board of Education *This communication effort applies to all recruitment strategies listed below. Individual outreach to Affinity Group and BOE members. |
| Participation in diverse teacher residency and grow- your-own programs such as the RESC Alliance, Increasing Educator Diversity Teacher Residency Program (TRP). | John Lawlor, Director of Human Resources Angela Griffin, Director of DEIB | June 2025 | 5% increased participation and in Teacher Residency Programs. Increased number of Naugatuck resident applicants. | Grant funding to pay TRP teacher resident salaries and TRP mentor teacher stipends. Applicant data tracking. | Limited qualified applicants: Additional outreach through recruitment programs and nontraditional community outreach such as local communities of faith and host information session for non-certified staff. | Communication and engagement with HBCUs and HSIs (Hispanic Serving Institutions) Communication to administration and staff regarding information sessions. |
| Participation in EdRising and available college preview fairs to create a pathway to inspire Naugatuck students to become educators within the district. | Angela Griffin, Director of DEIB John Harris, Naugatuck High School Principal | June 2025 | Maximized enrollment in grow-your-own programs such as EdRising. EdRising student enrollment indicative of engagement in the program. Include BIPOC staff in college visits as an incentive to attract applicants. | Grant funding to pay: <ul style="list-style-type: none"> EdRising partner fees, and curriculum Teacher and student conference fees | Limited student interest in EdRising program: Increase outreach and incentive for student participation in the EdRising program through student-teacher relationships. Create student incentives for attendance at EdRising Conference. | Naugatuck High School actively markets Edrising opportunities with students. Teacher Education pathway included in the NHS Program of Studies. |

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| <p>BIPOC district recruitment committee attendance at educator diversity recruitment fairs and college job fairs, such as UCONN and CCSU, HBCUs and Hispanic-Serving Institutions (HSI) and the RESC Alliance</p> <p>Active involvement in the RESC Alliance IED Consortium and IED Symposium meetings to discuss challenges and possible solutions in recruiting and retaining diverse teachers.</p> | <p>Melissa Cooney, Assistant Superintendent</p> <p>Angela Griffin, Director of DEIB</p> <p>John Lawlor, Director of HR</p> | <p>June 2025</p> | <p>Increased participation rate and engagement in recruitment and RESC Alliance recruitment opportunities.</p> <p>Include BIPOC staff in career fairs as an incentive to attract applicants.</p> | <p>Time and funding to attend recruitment fairs.</p> <p>Data or survey collection of the number of diverse applicants that apply for teaching positions.</p> | <p>Limited qualified applicants:</p> <p>Implement individual outreach to potential candidates at colleges or diverse community and education organizations.</p> <p>Insufficient increase in interviewing BIPOC staff representative of the population we serve:</p> <p>Work with colleges and universities to widen outreach, and increase visibility and attendance at recruitment fairs</p> | <p>Review IED Plan with staff members prior to attending college fairs communicate the opportunities to participate, and expectations for the process.</p> <p>Actively communicate openings to colleges and universities.</p> |
| <p>Advertisement in racially, culturally, and linguistically diverse publications and organizations.</p> | <p>John Lawlor, Director of Human Resources</p> <p>Angela Griffin, Director of DEIB</p> | <p>July 2025</p> | <p>Increased number of applicants directly related to advertisements in diverse publications.</p> <p>Feedback from candidates.</p> | <p>District funding to place advertisements with publications and organizations.</p> | <p>No change in applicant response:</p> <p>Continue to attend college and recruitment fairs. Advertise earlier in the year with publications and organizations. Build additional relationships with diverse community organizations.</p> | <p>Recruitment includes but is not limited to job postings on NPS DEIB webpage, and on diverse recruitment partner organizations:</p> <ul style="list-style-type: none"> • NEMNET • NABSE • CALAS • TEACH CONNECTICUT <p>Direct outreach by the Director of DEIB to individual organizations.</p> |
| <p>Implementation of a support group (Affinity Group) for educators inclusive of diverse NPS staff. Affinity group meets on a monthly basis, with survey input from the group regarding authentic goals, meeting structure and meeting agendas.</p> | <p>Angela Griffin, Director of DEIB</p> | <p>June 2025</p> | <p>Affinity Group meets monthly.</p> <p>Survey data from participants indicates success and a sense of belonging.</p> | <p>Common meeting times accessible to participants for in-person meetings.</p> | <p>Lack of engagement or participation:</p> <p>Advertising opportunities within the school community to attract membership including but not limited to the district weekly newsletter and in-person opportunities such as a table at Convocation.</p> <p>Focus on individual relationship building and outreach by DEIB Director and members of the Affinity Group.</p> | <p>Director of DEIB as direct contact to additional organizations to help support efforts. BIPOC staff members supporting additional efforts.</p> <p>Communication and collaboration with group members in developing goals, meeting structure and agendas.</p> |

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| Monitor and Adjust: <ul style="list-style-type: none"> Monitor the process of strategy completion Collect data and feedback Evaluate the plan and make revisions as needed | John Lawlor, Director of Human Resources Angela Griffin, Director of DEIB Superintendent and Districtwide Administrators | June 2025 | Consistent participation in programs and fairs. Documents and training are completed annually. Feedback from diverse interview committees. | Time to collect and analyze data about effectiveness of process. Authentic implementation of plan. | Process is not implemented with fidelity: Calibration and consistency of use. Develop a shared annual timeline of the process. Leverage feedback for improvement. | Director of DEIB and Director of Human Resources to review for alignment and communicate adopted revisions Revised process posted on district website and communicated to administration. |
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| Hiring and Selection | | | | | | |
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| Hiring and Selection Goal: Enhance educator diversity in the workforce by increasing both the number of multilingual and BIPOC applicants who are interviewed by 10% and the number of diverse educators hired each year by 10%. | | | | | | |
| Managed by: John Lawlor, Director of Human Resources and Angela Griffin, Director of Diversity Equity Inclusion and Belonging | | | | | | |
| Strategy/Key Activity | Who Owns the Strategy | Completion Date | Indicators of Progress | Resources Required | Risks and Mitigation | Communication and Engagement Efforts |
| Develop inclusive interview committees to include multilingual and BIPOC members that represent the diversity of the student body district. | John Lawlor, Director of Human Resources Melissa Cooney, Assistant Superintendent Angela Griffin, Director of DEIB K-12 Administration | April 2025 | Increased number of BIPOC and multilingual candidates interviewed and hired as compared to previous years. Interview committees will be visibly diverse and include multilingual and BIPOC students, staff, and families. Feedback from candidates. | Flexible scheduling for committee members to participate in multiple interviews. | Inconsistent implementation of process in buildings. Non-diverse committees. Outreach across buildings when BIPOC committee members are needed. | Districtwide outreach to staff willing to participate in interview committees. Communicate significance of committee participation and appreciation for their efforts at BOE meetings. |
| Ensure interview questions and job descriptions are racially and culturally inclusive, and they clearly promote the district DEIB Equity Framework and philosophy. | John Lawlor, Director of Human Resources Angela Griffin, Director of DEIB Melissa Cooney, Assistant Superintendent | May 2025 | Racially and culturally inclusive job descriptions and interview questions. Racially and culturally inclusive interview questions will be embedded in the NPS hiring flowchart/timeline. Feedback from candidates at New Staff Orientation. | Time and funding for committee members to review interview questions and job descriptions. | Inconsistent implementation of interview questions at building-based interviews. Director of Human Resources and Director of DEIB will oversee and finalize interview questions. Building administration will collaborate with the Director of DEIB and the Assistant Superintendent prior to | Director of DEIB and Director of Human Resources to review questions for alignment with DEIB Equity Framework and philosophy and share revisions and changes with district administrators for use. |

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| | | | | | interviews and in building-based interviews. | |
| Prior to each interview require all interview committee members to watch the NPS implicit bias supplement training video and sign the NPS Equal Opportunity and Confidentiality Form . | John Lawlor, Director of Human Resources Angela Griffin, Director of DEIB Superintendent and Districtwide Administrators | May 2025 | Increased number of diverse candidates interviewed and hired as compared to previous years. Feedback from hired candidates indicates a positive process. | NPS pre-interview Implicit bias training video. NPS Equal Opportunity Form. CSDE Diversity Training Modules for Hiring and Recruiting Diverse Educators. | Resistance to change and consideration in the process: Annual DEIB and professional development for all staff. Continued work on cultural change and immunity to change via Harvard Cultural Change model. | District and building administrators ensure viewing of implicit bias training video prior to each interview and signature on the NPS Equal Opportunity and Confidentiality Form. Harvard Cultural change model implemented at building level by administration. |
| Review and revise interview processes to include an equitable scoring system or single-point rubric for assessing candidates during the interview process: | John Lawlor, Director of Human Resources Angela Griffin, Director of DEIB Superintendent and Districtwide Administrators | May 2025 | Single-point rubrics for: <ul style="list-style-type: none">Core Value ScreenerSchool-Based Interview QuestionsSample Lesson PlansSchool-based Lessons/Tasks Increased number of diverse candidates will be interviewed and hired. Feedback from candidates indicates a positive process. | Time to develop equitable scoring process and single-point rubric. Feedback from interview committee members about the process. | Capacity for growth mindset regarding change in the process: Annual HR training for all interview committee members. Opportunities to calibrate using new tools. | District and building-based administrators calibrate revised processes and scoring systems before screening applicants. |
| Monitor and Adjust: <ul style="list-style-type: none">Monitor the process of strategy completionCollect data and feedbackEvaluate the plan and make revisions as needed | John Lawlor, Director of Human Resources Angela Griffin, Director of DEIB Superintendent and Districtwide Administrators | May 2025 | Documents and training completed. Diverse interview committees. Feedback from the committee and candidates completed. | Time to collect and analyze data about effectiveness of process Authentic implementation of plan | Calibration and consistency of use: Review effectiveness and timeline for completing the process. Leverage feedback for improvement. | Director of DEIB and Director of Human Resources to review for alignment and communicate adopted revisions Report on progress to the full administration team and Board of Education. |

| Retention | | | | | | |
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| Retention Goal: Retain 95% of the number of highly qualified multilingual and BIPOC teachers, administrators, and staff of color in the district to be representative of the diversity of the district wide student body. | | | | | | |
| Managed by: John Lawlor, Director of Human Resources and Angela Griffin, Director of Diversity Equity Inclusion and Belonging | | | | | | |
| Strategy/Key Activity | Who Owns the Strategy | Completion Date | Indicators of Progress | Resources Required | Risks and Mitigation | Communication and Engagement Efforts |

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| Create authentically safe spaces where multilingual and BIPOC staff can develop a sense of affinity and belonging with other educators including but not limited to affinity groups and the district and school-based DEIB Committees. | Angela Griffin, Director of DEIB District and school administrators | June 2025 | Increased participation and engagement in Affinity groups. District DEIB and DEIB teams in schools | Direct feedback from Affinity group and DEIB Committees. Time to meet and support from administration. | Low attendance or participation rates. Provide opportunity for feedback and structure of the groups through surveys. Leverage feedback for improvement. | Review of progress with district administration regarding progress of IED strategy completion. District DEIB Committee acts as a liaison between the district and school climate committees. |
| Provide systems of support for all new staff including, 30-60-90 day check-ins, professional development, and supportive mentors, including TRP Residents and Year 1 and Year 2 Resident Teachers. When possible, TRP teachers remain in the same building for both years. Mentors support teachers in strengthening their overall capacity as new members of the educational community. Invite and encourage new staff members in Affinity Group. | K-12 Administration Melissa Cooney, Assistant Superintendent Angela Griffin, Director of DEIB John Lawlor, Director of Human Resources | May 2025 | Increased number of multilingual and BIPOC candidates will be retained as compared to previous years. Feedback from multilingual and BIPOC staff will include feelings of inclusivity and belonging. | Grant funding for TRP mentors and Sponsor Teachers. Time for mentors and sponsor teachers to meet with new teachers and TRP residents. High-quality mentors. Consistent check-in with TRP mentors and teachers. New hire staff surveys and retention data of multilingual and BIPOC educators. | Staff leave due to lack of inclusive and supportive culture for new staff members, and potential experienced microaggressions: Upper administration and Director of DEIB communicate the vision, focus and commitment to DEIB, including swift response to microaggressions. Onboarding of work with new administration or transitions in building or district leadership. | K-12 Administration leads clear expectations for an inclusive school culture to staff members. Teacher mentors and sponsor teachers communicate their purpose to support new teachers entrusted to their care with integrity. Communicate expectations for commitment to DEIB focus and work in our district. |
| Conduct surveys, interviews and exit interviews with multilingual and BIPOC staff , including questions about feelings of belonging as diverse educators in the school district. Collect and review BIPOC and multilingual staff retention data. | Angela Griffin, Director of DEIB John Lawlor, Director of Human Resources | December 2024 and May 2025 | As indicated by survey data. Surveys and exit interviews implemented with fidelity. BIPOC and multilingual staff members willing to complete exit interviews. | Staff survey to include questions about feelings of belonging as diverse educators in the school district. | Reluctance in staff to participate. Assurance of anonymity with surveys. Invalidation of feedback from diverse staff members: Respond authentically to feedback. Leaders receive feedback openly and leverage feedback for improvement. | Regular communication and outreach from Director of HR and Director of DEIB to diverse staff in the district. Survey results shared with district administrators and inform NPS DEIB plan. Communicate impact of implementing Harvard Leading Cultural Change Model. |

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| Visual and systemic support of DEIB, which includes teacher and parent resources shared on newly created DEIB district webpage, multicultural and BIPOC representation of student work and images displayed in school and district buildings. | Angela Griffin, Director of DEIB District Web Manager K-12 Administration | November 2024 | Website live and operational. Multicultural and diverse student work and images displayed in schools and district buildings. | Funding for website. Time to develop and create DEIB webpage. Student work available for display. | Lack of awareness or use of DEIB webpage. Calibrating a shared understanding of culturally and racially inclusive representation. Administrators lead DEIB professional development and calibration of culturally and racially inclusive practices. | Advertise revised DEIB webpage and when new resources are posted. Communication regarding updates to the district DEIB web page. Administrators communicate significance of racial and cultural image representation in schools |
| Monthly monitoring, updating or revision of racially and culturally inclusive curriculum. Ensuring all curriculum is reviewed and written with an equity lens. | Angela Griffin, Director of DEIB Melissa Cooney, Assistant Superintendent Director of Curriculum, TBD | July 2025 | Positive feedback from BIPOC and multilingual staff regarding increased diversity in curriculum. Increased student engagement in high-quality learning experiences. More racially, culturally, and diverse teachers are retained at the end of the school year. | Diverse staff to participate in curriculum writing and review. Funding for curriculum revision and summer writing. Funding for culturally and linguistically inclusive materials. Time and structure to communicate revisions and/or new curriculum. Rubric for reviewing Curriculum with an equity lens such as the WestEd Essential Characteristics of Math Curriculum Materials That Advance Culturally Responsive and Sustaining Education. | Teacher capacity for culturally responsive pedagogy. Inconsistent implementation of curriculum revision. Director of DEIB and Director of Curriculum meet monthly in order to monitor curriculum. Communication of changes shared at monthly coaches and administrator meetings. | Consistently review and communicate updates and progress as it relates to the NPS PK-12 Curriculum Development and Revision Plan to administrators, teachers, and the Board of Education. |
| Opportunities for community building through educator and staff recognition such as internal newsletters, internal communication, and school staff celebration opportunities. | Angela Griffin, Director of DEIB District Web Manager Building administrators | May 2025 | Responses to staff survey regarding a sense of belonging. More racially, culturally, and diverse teachers are retained at the end of the school year. Opportunities for celebration of teacher accomplishments. | Time for building administrators to communicate plans for staff recognition. Process to communicate staff recognitions for posting on district website. | Staff feedback and data is negative or not progressive. Monitor and adjust as needed and leverage feedback for improvement. | Administrators create community-building opportunities with staff and share recognition through newsletters, and internal communication. |

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| Monitor and Adjust: <ul style="list-style-type: none">● Monitor the process of strategy completion● Collect data and feedback● Evaluate the plan and make revisions as needed | John Lawlor, Director of Human Resources Angela Griffin, Director of DEIB Superintendent and Districtwide Administrators | June 2025 | Retention of multilingual and BIPOC teachers. Active and sustained participation of Affinity group. Engaged school and district DEIB Teams. Survey data from groups. | Time to collect and analyze data about effectiveness of process. Plan is implemented with integrity. | Participation rates with groups. Response to feedback from groups. Leverage feedback for improvement. | Director of DEIB and Director of Human Resources to review for alignment and communicate adopted revisions. Report on progress to the full administration team and Board of Education. |
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