

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 submitting the revised Plan by May 15, 2024**

COVER PAGE	
District:	Seymour Public Schools
Vision:	The Vision of Seymour Public Schools is to have a staff that reflects the racial, linguistic, and ethnic diversity of our student population. This ensures that all students in Seymour schools benefit from diverse role models and that our school communities are enriched through the perspectives and experiences shared by a diverse teaching staff
Theory of Action	Theory of Action: If the district intentionally engages in ongoing and systemic reflective practice to attract, hire, develop, and retain teachers of color in all schools, while continuing to provide the necessary resources for developing and implementing a comprehensive plan for continuous growth in this area, then our students will receive quality instruction from more teachers who reflect the racial, linguistic, and ethnic diversity of the student population throughout their PreK-12 academic experiences in Seymour Public Schools. This will result in increased student academic achievement, positive behavioral outcomes, and enhanced social and emotional self-efficacy for all students.
Team Lead:	Dr. Susan Compton, Superintendent of Schools Mary Sue Feige, Director of Curriculum Instruction Keith O'Rourke, Principal, Seymour Middle School Chris Pelosi, Director of Human Resources Shannon Levey, Executive Administrative Assistant, SPS Human Resources
Team Members:	Dr. Susan Compton, Superintendent of Schools Mary Sue Feige, Director of Curriculum and Instruction Dr. Kris Boyle, Director of Pupil Services Chris Pelosi, Director of Human Resources Seymour High School: James Freund, Principal & Paul Lucke, Assistant Principal Seymour Middle School: Keith O'Rourke, Principal & Ernie DiStasi, Assistant Principal Bungay Elementary School: Lauren Reid, Principal & Stacey Long, Assistant Principal Chatfield-LoPresti Elementary School: David Olechna, Principal & Stephanie Ciccone, Assistant Principal Meagan Krushinski, SEA Union President; Teacher Shannon Levey, Executive Administrative Assistant, SPS Human Resources Alana Zhingri, Parent

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RECRUITMENT								
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if)	Resources Required (What people, time,	Risks and (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
<p><i>Increase the percentage of identified racially, ethnically, and linguistically diverse (RELD) candidates in the applicant pool by 20% within the next 12 months.</i></p>	<p>Superintendent Director of Human Resources</p>	<p>Leverage Social Media and Digital Platforms Utilize social media channels and digital advertising to reach a broader audience of RELD candidates.</p> <p>Engage Alumni Networks and Community Partnerships Partner with diversity-focused organizations within alumni networks, even from institutions not broadly considered diverse, to serve as ambassadors and provide referrals.</p> <p>Develop Pipeline Programs Establish or partner with pipeline programs to encourage Seymour Public Schools students from underrepresented backgrounds to pursue</p>	<p>Superintendent</p> <p>Human Resources</p> <p>Diversity Recruitment Committee</p> <p>SPS School Administrators</p>	<p>Social Media and Digital Platforms: Achieve increased engagement within 6 months.</p> <p>Alumni Networks and Partnerships: Establish partnerships within 3 months and begin receiving referrals by month 4.</p> <p>Pipeline Programs: Launch within 12 months</p>	<p>Monthly Tracking: Track application numbers by demographic.</p> <p>Engagement Metrics: Measure engagement at recruitment events.</p> <p>Qualitative Feedback: Collect feedback from RELD candidates.</p>	<p>Dedicated Staff: Superintendent Director of Human Resources Diversity Recruitment Committee SPS School Administrators</p> <p>Technology Tools: Frontline (Applitracks)</p> <p>Marketing Budget: Funds for marketing materials</p>	<p>Limited RELD Candidate Response: Diversify partnerships with colleges and organizations.</p> <p>Ineffective Outreach Strategies: Regularly analyze and adapt strategies.</p>	<p>What: Increase RELD candidate engagement via social media, establish partnerships for referrals, and develop pipeline programs.</p> <p>To Whom: RELD candidates, alumni networks, diversity-focused organizations, local high schools, and community organizations.</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	Resources Required (What people, time,	Risks and (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
<p><i>The district will establish a collaborative interview process, including the selection and hiring criteria, that aligns with our district's vision and core beliefs relative to equity, teaching, and learning so that our staff reflects the cultural and linguistic diversity of our students.</i></p>	<p>Superintendent</p>	<p>Ensure Bias-Free Interview Processes Revise interview questions and decision-making criteria to eliminate bias. This should include that the district ensures questions and performance tasks used during the interview process are free from implicit bias and provide opportunities to learn about DEI/culturally responsive work.</p> <p>Train 100% of hiring staff on anti-bias practices (CSDE Diversifying the Educator Workforce) Complete training within the next 3 months.</p> <p>Ensure interview panels are culturally, racially, and or linguistically diverse</p> <p>Data-Driven Decision Making Use data to continuously</p>	<p>Superintendent</p> <p>Human Resources</p> <p>SPS School Administrators</p>	<p>Bias-Free Interview Processes: Complete training within 3 months and evaluate composition of interview panels and hiring practices as needed following training.</p> <p>Data-Driven Decision Making: Begin reviews immediately; ongoing.</p> <p>Diverse Applicant Pool: Achieve within the current hiring cycle.</p>	<p>Increase in RELD Interviewees: Monitor the percentage of RELD interviewees and hires for each open position. Evaluate the membership of each interview panel following recruitment to track participation of RELD panelists.</p> <p>Training Completion Rates: Track the completion of anti-bias training among hiring committee members and develop procedure for ensuring members of the interview panel have completed the training prior to conducting interviews for the district.</p> <p>Candidate Feedback: Collect qualitative feedback from all candidates and interview panel members on the</p>	<p>Training Resources: CSDE Diversifying the Educator Workforce</p> <p>Data Management Tools: Tools for tracking demographic data of applicants.</p>	<p>Bias in the Selection Process: Provide ongoing training and implement blind application reviews.</p> <p>Limited Qualified RELD Applicants: Continue to expand and diversify the applicant pool through targeted recruitment.</p>	<p>What: Updates on hiring practices, progress towards goals, and feedback from candidates.</p> <p>To Whom: Staff, hiring committee members, and the broader community.</p> <p>By When: Updates should be shared bi-annually (minimum) with the Diversity Recruitment Committee.</p>

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RETENTION								
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if)	Resources Required (What people, time,	Risks and (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
<p>Increase the retention rate of racially, ethnically, and linguistically diverse (RELD) teaching staff by 5% over the next 2 years.</p>	<p>Superintendent Human Resources Director</p>	<p>Comprehensive Orientation and Support Programs Develop a IED-focused new hire orientation program that focuses on providing instructional coaching in the fall each year for every newly hired teacher and or paraeducator.</p> <p>Achieve 75% satisfaction rate among new RELD hires.</p> <p>Implement within the first 3 months of hire.</p> <p>Mentorship and Professional Development Pair RELD staff with experienced mentors and provide ongoing professional development.</p> <p>Ensure 100% participation in mentorship programs.</p> <p>Establish mentorship</p>	<p>Superintendent of Schools</p> <p>Human Resources</p> <p>All building and district level administrators</p> <p>Seymour Education Association (SEA)</p> <p>CSDE TEAM Mentor Program</p>	<p>Comprehensive Orientation: Implement within the first 3 months of hire.</p> <p>Mentorship and Professional Development: Establish pairings within the first month of hire.</p> <p>Regular Check-ins: Begin immediately; continue bi-monthly for the first year of hire.</p>	<p>Retention Rates: Monitor retention rates of RELD staff annually.</p> <p>Mentorship Feedback: Gather feedback from mentors and mentees. Newly hired staff will exhibit success in the classroom.</p> <p>Professional Development Participation: Track participation in IED-focused professional development.</p>	<p>Mentor Training: Resources for training mentors on IED.</p> <p>Support Staff: Coordinators for retention efforts.</p> <p>Professional Development Budget: Funds for IED training and development.</p>	<p>Inadequate Mentor Training: Invest in comprehensive training programs and assess their impact.</p> <p>Lack of Engagement: Regularly assess support programs to ensure new staff feel welcomed and supported.</p>	<p>What: Regular updates on orientation programs, mentorship participation, and feedback mechanisms.</p> <p>To Whom: RELD staff, mentors, administrators, and relevant stakeholders.</p> <p>By When: Updates should be shared quarterly, with feedback summaries after each bi-monthly check-in and annual retention reports.</p>