

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:	Wilton Public Schools
Vision:	Wilton Public Schools will employ a staff and faculty that reflect the cultures, backgrounds, rich experiences and viewpoints of our local community and our global society.
Theory of Action	If we develop a strategic recruitment, hiring, and retention plan that ensures applicants and employees feel welcomed, known, and valued for their unique life experiences, perspectives, and racial, ethnic, and linguistic diversity, then Wilton Public Schools will develop and maintain a culture of inclusivity that celebrates diversity.
Team Lead	Maria Coleman - Director of Human Resources and General Administration
Team Members:	Michael Gordon - Middlebrook School Music, Troy Williams - Wilton High School Music, Simon Bulenzi - Wilton High School World Language, Jonathan Garcia - Cider Mill School Music, Anja Solheim-Santiago - Miller-Driscoll School Classroom, Nicole Querze - Middlebrook School Administration, RoseMary Ritch - Miller-Driscoll Humanities Instructional Coach

**Increasing Educator Diversity
Plan Template**



RECRUITMENT								
Goal (What are we trying to do?)	Who Manages this (Name, position)	Strategies/Key Activities (How are we going to do it?)		Indicators of Success (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?)	
		What?	Who Owns This?					By When?
Refine and expand existing recruitment practices/materials to include 15% more efforts over baseline.	HR Director/HR Staff	1) Establish and maintain IED committee to determine baseline number of practices and set a target for number of increased efforts. 2) Create a recruitment video to welcome prospective applicants to our school district. 3) Create marketing materials that reflect diversity of staff and desire to recruit candidates with diverse backgrounds for website and distribution at recruitment events; ensure materials are inclusive, reflective of a diverse group, and are culturally sensitive.	1) IEDP Committee Members 2) HR Director, Video Production Teacher 3) IED Committee	1) Fall/Winter 2024-2025 2) Spring 2025 3) March 1, 2025	1) Number of meetings, practices identified on list 2) Completed video features diverse group of staff from all buildings; completed video is posted to our website and linked to job postings 3) Materials are posted to website and are ready for printing, as appropriate.	1) Time, meeting space, willingness of participants to meet and serve on committee 2) People, time, video and editing equipment 3) Staff, time, funds for printing	1) Risks: Time and availability of committee members 1) Mitigation: Hold meetings after school, offer snacks, release from other meetings 2) Risks: Lack of time, lack of willingness of staff members to participate, lack of staff available to film and edit 2) Mitigation: Schedule during the school day, solicit staff volunteers who are willing to be filmed, leverage the high school video production students and staff to make the film 3) Risks: Lack of time to develop materials, limited budget for printing 3) Mitigation: Schedule bi-weekly meetings (December-March) to develop materials, use HR printing funds from the budget as needed	1) Who: Administrators, committee members, school secretaries What: We must assess what is currently in place and set ambitious targets to increasing efforts to recruit a diverse applicant pool. 2) Who: Volunteer staff from across the district, video production teacher What: We are developing a compelling video showcasing a broad-based group of staff from across the district to help attract candidates by highlighting why Wilton is such a wonderful place in which to work. 3) Who: IED Committee members, critical friends, WHS marketing class, local community organizations
							What: Share materials in progress and communicate desire to capture attention of a larger, more diverse applicant pool. Solicit feedback and apply feedback to materials as appropriate	
Increase racial and ethnic diversity of applicant pool by 10% over baseline.	HR Director, Building Administrators	1) Collect baseline data on diversity of applicant pool by posing optional questions regarding ethnicity and race are included in application materials. Collect and track these data. 2) Identify HBCUs and area organizations that have diverse membership, update list, ensure job postings are sent to this list; identify annually job fairs that recruit for diverse candidates and consider sending teams to recruit at these events; develop connections with HBCUs for student teaching. 3) Review existing recruitment practices with an eye for inclusivity and sensitivity; eliminate potential bias; develop formalized protocols with the same criteria in mind. How do we welcome, acknowledge, and follow up with applicants? 4) Create protocols addressing these questions. 5) Compare applicant racial and ethnic diversity to baseline data before and after new recruitment protocols have been implemented.	1) HR Director / HR Coordinators 2) HR Coordinators 3) IED Committee 4) HR Director, Building Administrators	1) August 31, 2025 2) 1/31/2026 / Ongoing 3) 3/1/2026 4) September 30, 2027	1) Baseline data are collected. System is in place to capture these data annually by August 31 each year. 2) 1. List is created. 2. Job postings are being sent. 3. Job fairs are identified. 4. Job fairs are attended and records kept confirming attendance. 5. Online postings are made as appropriate. 3) Protocols are created and distributed to school administrators. Administrators and secretaries are trained in new protocols. Protocols are included in recruitment materials accessed by all hiring committee members. 4) Data tracking system is in place and being reviewed during and at the end of each hiring season.	1) Participation of applicants (questions must be optional); working technology for data collection and retention 2) Staff, time, funding for postings and attendance at job fairs, promotional materials and giveaways 3) Staff, time, training modules on bias (i.e. CSDE implicit bias training) 4) Participation of applicants, working technology for data collection and retention	1) Risks: Lack of participation of applicants 1) Mitigation: Include statements about non-discrimination in application materials; include statement regarding our commitment to welcoming all applicants and celebrating their backgrounds and experiences 2) Risks: Time to generate lists and attend events, lack of finding to participate and coverage 2) Mitigation: Schedule time to generate list; utilize recruitment budget for postings and job fair attendance; utilize remaining giveaways and purchase new with HR budget 3) Mitigation: Train staff and monitor fidelity of implementation on use of inclusive protocols; ensure modules are online and send staff instructions on accessing them; build time into schedule for training 4) Risks: Lack of participation of applicants 4) Mitigation: Include statements about non-discrimination in application materials; include statement regarding our commitment to welcoming all applicants and celebrating their backgrounds and	1) Who: HR Coordinators What: Importance of collecting these data What: How can we best communicate to applicants who we collect data on demographics and the importance of having this information? 2) Who: Administrators, IED committee members, faculty, community leaders (Kwanis, Chamber of Commerce) What: We are actively seeking connections with HBCUs and community organizations with diverse membership; any connections these groups may have to those entities are welcomed 3) Who: HR Coordinators, administrators, IED committee members, ambassadors What: We are developing and refining hiring recruitment protocols to ensure they are free from bias and welcoming. We need the support of these groups in implementing those practices. 4) Who: HR Coordinators, IED Committee, Central Office Administrators, DEI Committee What: We are carefully monitoring the racial and ethnic diversity of our applicant pool to ensure we are inclusive in our recruitment strategies and to monitor our progress towards that goal.

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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?				
Increase the retention rate for teaching staff from 95% (current average) to 97%.	HR Director, Building Administrators	1) Ensure new teachers are enrolled in TEAM and have been assigned formal TEAM mentor; ensure teachers new to district but not new to teaching are assigned an informal mentor (considering common backgrounds, interests, and/or experiences whenever possible) establish monthly meeting calendar for administrators to meet with new teachers on timely topics. 2) Conduct "stay" interviews with all new staff by end of year one and ongoing with interested staff throughout the year. 3) Ensure a robust Employee Assistance Program is in place and is known to staff. 4) Wellness committee meets regularly to plan and implement robust and comprehensive wellness initiatives for all 880 employees.	1) Building Principals / TEAM Instructional Leader 2) HR Director 3) Wellness Committee Members 4) Wellness Committee Members, Director of Safe School Climate, Wellness, and Belonging 5) DEI Committee Chair 6) HR Coordinators	1) By August annually and ongoing. 2) By end of year one for new staff, ongoing open invitation to all staff. 3) August 2025 4) 3 times annually during school year, 1 time annually during the summer with smaller, paid subgroup 5) September 2025 and annually thereafter 6) June/July/August annually	1) Mentors have been assigned and are meeting with mentees; TEAM modules are being successfully completed; monthly meetings are being conducted. 2) Running list of interviews that have been conducted; information has been compiled and shared as appropriate with building and central office administration. 3) EAP is in place and is being used by staff; survey of staff indicates positive experience with the service. 4) Wellness committee meets regularly, plans calendar, executes on initiatives on a regular basis; newsletters are sent monthly (district) and weekly (building) to create awareness of resources and offerings	1) Funding for TEAM and mentors, meeting time, availability of administrators and staff participating in mentoring meetings 2) Time, availability of staff, and trust of new staff to share openly 3) Time to explore EAP options, funding for EAP 4) Meeting time, willingness of committee members, funds for initiatives, time to provide staff activities, willingness/interest of staff in participating 5) Clear messaging about what affinity groups are and how people can participate in them; time is necessary for people to meet 6) Demographic data is needed for employees who are resigning	1) Risks: Lack of funding, new teachers feeling overwhelmed by meetings, lack of time, lack of fidelity adhering to meeting schedule 1) Mitigation: Funding is included and protected in annual budget; build meeting time and opportunities to meet with mentors into workday; monitor the meeting schedule to ensure compliance 2) Risk: Lack of time, lack of willingness to be honest, particularly for non-tenured staff 2) Mitigation: Offer "office hours on the road" by meeting staff in the own buildings during the work day; ensure anonymity with any feedback that is shared 3) Risks: Lack of meeting time to review EAP options, finding committee members, lack of funding, lack of	1) Who: TEAM IL, TEAM master mentors, and building administrators, mentees and teachers not in TEAM but new to district What: We have various structures in place to support new teachers; we are here to help 2) Who: Building and central office administrators, all staff What: Make all groups aware of the purpose of stay interviews and the district's intention to learn more about how we can support staff in their success and longevity in the district 3) Who: All staff; Director of Safe School Climate, Wellness and Belonging; CIGNA representatives What: Staff must be informed about the supports available to them through

		<p>5) Offer affinity groups to help staff feel connected to and supported by district.</p> <p>6) Expand attrition rate tracking to include demographic data in order to track this information.</p>			<p>5) Affinity groups are offered and available to all staff</p> <p>6) HR coordinators collect and track this data on our attrition tracking log</p>		<p>time to provide staff activities, low staff participation</p> <p>3) Mitigation: Leverage existing Wellness Committee meetings for demonstrations on different EAP program, Use CIGNA wellness funds to cover cost of program selected; communicate program widely at launch and in monthly district wellness newsletter and weekly building-based staff newsletters; post EAP information on staff website</p> <p>4) Risks: Lack of meeting time, finding committee members, lack of funding, lack of time to provide staff activities, low staff participation</p> <p>4) Mitigation: Establish meeting time during workday using the district committee meeting calendar;</p>	<p>EAP, the confidential aspect of it, the fee-free nature of it, and how to access it</p> <p>4) Who: All staff What: must be notified through newsletters and regular announcements about offerings and how to provide feedback Who: local businesses must be engaged to support the effort; Kiwanis and the Wilton Chamber of Commerce as well as local healthcare providers (Hartford Healthcare) What: We have initiatives in place and have interest in partnering with these groups to expand them</p> <p>5) Who: All staff in district; NAACP of Norwalk; Anti-Defamation League as appropriate What: We are gauging interest in and developing different affinity groups for staff with</p>	
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