



Plymouth Public School Educator Diversity Plan

COVER PAGE	
District:	Plymouth Public Schools
Vision:	The Plymouth Public Schools is an organization where members acknowledge, respect, and empathize with people of all identifiers. Our recruitment, hiring, and retention practices focus on hiring and sustaining racially, ethnically, and linguistically diverse educators for equity, excellence, and the success of all students.
Theory of Action	If we value educator diversity through our recruitment, hiring, and retention processes, then we will be more likely to increase and support a culturally diverse workforce.
Team Lead:	Brian Falcone - Superintendent
Team Members:	Superintendent, Assistant Superintendent/Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, District Building Administration

Approved: March 13, 2024

Plymouth Public School Educator Diversity Plan - Recruitment

RECRUITMENT (GOAL #1)								
Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
Create a system for potential candidates to build an awareness of our district.	Brian Falcone - Superintendent	Attend educator diversity recruitment conferences and job fairs sponsored by diverse community organizations or otherwise targeted toward diverse individuals.	Superintendent, Assistant Superintendent/Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, District Building Administration	July 2024	1. Document the educator diversity recruitment conferences and job fairs that are attended by district administration. 2. Document the number of contacts made at job fairs. 3. Document the number of contacts that submit applications for employment. 4. Document the number of applicants hired.	Superintendent, Assistant Superintendent/Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, and District Building Administration will attend job fairs. The District will design an informational flyer containing information about the Plymouth Public School District including a QR code which links to our employment page.	Due to the size of our school district, Plymouth Public Schools will not have as many employment opportunities as larger school districts. There will be times when we attend job fairs with minimal or no current open positions.	The dates and times of job fairs sponsored by diverse community organizations or otherwise targeted toward diverse individuals needs to be communicated and arrangements need to be made for the appropriate administration to attend.

RECRUITMENT (GOAL #2)

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
Expand our applicant pool and attract a more racially, culturally, and linguistically diverse individuals to apply for open positions within the school district.	Brian Falcone - Superintendent	Attend educator diversity recruitment conferences and job fairs sponsored by diverse community organizations or otherwise targeted toward diverse individuals. State in all employment postings that candidates of diverse backgrounds are highly encouraged to apply.	Superintendent, Assistant Superintendent/ Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, District Building Administration	July 2024	Utilize Frontline to monitor how many of our applicants are racially, culturally, and linguistically diverse.	Add the appropriate language and tracking through the Frontline application which will monitor how many of our applicants are racially, culturally, and linguistically diverse. Add to all employment postings that candidates of diverse backgrounds are highly encouraged to apply.	Due to the size of our school district, Plymouth Public Schools will not have as many employment opportunities as larger school districts. This will limit the expansion of our applicant pool.	The superintendent's administrative assistant will maintain a list of sites where positions are being posted and will adjust the wording on all postings to include that candidates of diverse backgrounds are highly encouraged to apply. The human resource secretary will add tracking through the Frontline application which will monitor how many of our applicants are racially, culturally, and linguistically

RECRUITMENT (GOAL #3)

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
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Provide our current students with pathways to a career in education.	Alyssa Glaser - High School Career Counselor, Michael McGowan and Lori Lusitani - School Counseling Department	Provide opportunities for students to observe and work with elementary and middle school students within the school district. Support high school students in understanding their options on how they can become certified as a Connecticut educator.	High School Career Counselor, High School Counselors	July 2024	The high school guidance department will monitor how many of our students pursue a post-secondary degree in education.	Coordination between the high school career counselor and the middle and elementary principals to coordinate job shadow and volunteer opportunities. Training for the high school guidance department on how to track and monitor student career pathway choices through Naviance.	Scheduling conflict and a lack of student transportation could restrict the number of job shadow and volunteer opportunities in our elementary and middle schools.	High school career counselor and the our elementary and middle school principals need to coordinate job shadow and volunteer opportunities. The high school guidance department needs to track the number of students entering a career in the education through Naviance.

Plymouth Public School

Educator Diversity Plan - Hiring & Selection

HIRING & SELECTION (GOAL #1)								
Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication / Engagement Efforts
		What?	Who Owns This?	By When?				
To gain an understanding of an applicant's experience and awareness of culturally responsive teaching during the interview process.	Brian Falcone - Superintendent	Include an essay question in our Frontline application for certified faculty positions about diversity and instructional strategies/ supports they would employ to meet the needs of diverse learners.	Superintendent, Assistant Superintendent/ Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, District Building Administration	July 2024	The response to the diversity question on our Frontline application will officially become part of the candidate screening process.	The District's administration will complete a training module on implicit bias and anti-bias in the hiring process.	With the use of AI and similar resources, a candidate can write a compelling response to address the question of diversity and instructional strategies/ supports they would employ to meet the needs of diverse learners.	The District's administration will communicate with the interview committee the purpose of the diversity and instructional strategies/ support question on the Frontline application and the expectations for content within the response.

HIRING & SELECTION (GOAL #2)

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication / Engagement Efforts
		What?	Who Owns This?	By When?				
Maintain an awareness of application review and interview process bias.	Brian Falcone - Superintendent	The District's administration will complete a training module on implicit bias and anti-bias in the hiring process. They will recognize and avoid practices that may result in bias such as considering residence proximity to the district, experience in the surrounding area districts, and referral by current employees as positive attributes of a candidate.	Superintendent, Assistant Superintendent/ Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, District Building Administration	July 2024	As part of the interview process, discuss each candidate and why they were interviewed and/or selected for an interview to reduce possible bias.	Utilize a common interview rating protocol to reduce subjectivity.	Ensure common hiring and selection processes across all school and district positions.	The District's administration will communicate with the interview committee the systems put in place to reduce possible bias.

Plymouth Public School Educator Diversity Plan - Retention

RETENTION (GOAL #1)								
Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
Participate in conversations between between school districts with similar educator demographics to discuss retention strategies.	Brian Falcone - Superintendent	Participate in group conversation opportunities by pairing diverse hires with veteran diverse educators or with teachers in partnering school districts with similar demographics to Plymouth (Sharon, Cornwall, Kent, North Canaan, Falls Village/Canaan, Salisbury, Region 1, Region 10, Region 14). We are partnering with EdAdvance to host these conversations.	Brian Falcone - Superintendent	July 2024	A structure will be in place to connect diverse groups of educators between districts	Collaboration with partner districts to create the conditions under which the conversations can flourish: release time, travel time/reimbursement.	The conversations may need to be held virtually to increase participation and reduce the time commitment required.	EdAdvance will connect with representatives from similar districts to develop a network of opportunities.

RETENTION (GOAL #2)

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
Further develop and sustain a climate and culture in which all educators feel welcomed, valued, and part of the Plymouth School community.	Brian Falcone - Superintendent	Pair all new hires with a tenured teacher to support them in their transition into the Plymouth Public Schools and have administration check in with all new employees on a monthly basis.	Superintendent, Assistant Superintendent/ Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, District Building Administration	Current Practice	The Superintendent, Director of Curriculum and Instruction, and the entire administrative team will meet with new faculty members at the beginning of each school year. Building administration and the Director of Curriculum and Instruction will also check in with new faculty members at various times throughout the school year.	We will continue to utilize tenured teachers and our administration to support new employees.	Due to the size of our school district, we may not have tenured teachers in academic areas or grade levels that align to the new employee. Support might have to be offered by individuals in different grade levels and academic departments.	The District's administration will communicate and align the tenured teacher support for all new hires.

RETENTION (GOAL #3)

Goal	Who Manages the Goal?	Strategies/Key Activities			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/Engagement Efforts
		What?	Who Owns This?	By When?				
Identify areas for improvement in retaining faculty.	Brian Falcone - Superintendent	Survey the certified and non-certified faculty to assess how supported they feel and identify areas for improving retention.	Superintendent, Assistant Superintendent/ Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction, District Building Administration	July 2024	The survey the certified and non-certified faculty will complete to assess retention strengths and weaknesses.	Google Form for the retention survey.	Certified and non-certified faculty taking the time to respond to the survey.	Superintendent, Assistant Superintendent/ Director of Pupil Personnel and Special Education, Director of Curriculum and Instruction will develop the retention survey and share with the administrative team for revisions prior to its release.