

Increasing Educator Diversity Action Plan



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:	Coventry Public Schools - Approved by Coventry Public Schools Board of Education on February 29, 2024
Vision:	Coventry Public Schools envisions a future in which diversity is woven into the fabric of our educational community. We commit to intentional and sustained efforts to recruit, retain, and support educators of color. By doing so, we aim to create a learning environment that reflects the diversity of the world outside, fostering inclusive classrooms in which students feel seen, heard, and valued. Moreover, we aim to recognize the talents of educators of color, valuing their contributions as integral to the success of our schools. The result will be a school community that thrives on the strength of its diversity.
Theory of Action	If Coventry Public Schools continues to refine its hiring and selection processes and for all staff including those responsible for the hiring and selection of new educators continues to provide professional development to increase racial and cultural awareness and enhance the implementation of culturally relevant pedagogy, then we will increase the diversity of the candidate pool and the number of teachers of color hired, resulting in a more diverse educator workforce.
Team Lead:	Michele Mullaly
Team Members:	David Petrone, Beth Giller, Joseph Blake, Jennifer Trueman, Ross Sward, Christian Marcinezyk, Jennifer DeRagon, Heidi Davis, Cathie Drury, Kara Hennessey, Cindy Wilbur, Jeff Spivey, Kyle Ferreira van Leer, District Diversity, Equity and Inclusion Committee Members

Increasing Educator Diversity Action Plan



RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (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 Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
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Continue to adopt annual BOE goals related to recruiting a diverse candidate pool.	David Petrone, Superintendent	Collaboration with the Administrative Team and BOE.	Superintendent	Annually in August	Goal adoption, goal achievement progress monitoring document.	Director of Teaching and Learning, Principals	No obstacles anticipated.	BOE, Admin Council, teachers
At each school and district wide, continue to refine curriculum and programs to ensure they are conducive to furthering diversity, inclusion and equity	David Petrone, Superintendent, Michele Mullaly, Director of Teaching and Learning, Joseph Blake, Coventry High School Principal, Ross Sward, Capt. Nathan Hale School Principal, Jennifer DeRagon, G.H. Robertson Intermediate School Principal, Heidi Davis, Coventry Grammar School Principal	Equity in access to all school curriculum and programs for all students, rigorous and inclusive curriculum aligned to grade level standards. Equity in access to all school curriculum and programs for all students, rigorous and inclusive curriculum aligned to grade level standards. Ongoing curriculum revisions to ensure curriculum is multicultural in scope, reflecting the history, contributions, and perspectives of many. Inclusion of a diverse range of speakers, authors, and programs and educational experiences that support the curriculum. Ongoing marketing of Coventry Public Schools to Hartford students through the Open Choice program. Ongoing exploration of and involvement in interdistrict grants such as the Faces of Culture.	District and School Administration	Ongoing	Curriculum documents, course enrollment demographics, extra curricular enrollment and demographics, school calendars, discipline and attendance data and written practices.	Curriculum Cabinet, School and District Administration, District Attendance Committee, Teachers.	Ongoing examination of data and practices.	District Committees, School Wide Committees.

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Promote engagement of all parents, guardians and families through practices that facilitate partnerships.	Joseph Blake, Coventry High School Principal, Ross Sward, Capt. Nathan Hale School Principal, Jennifer DeRagon, G. H. Robertson Intermediate School Principal, Heidi Davis, Coventry Grammar School Principal	Event and conference scheduling at times available for all families. Transportation support of families of Open Choice students.	Principals	Ongoing	Parent attendance and participation in events such as Open House, Student Led Conferences, Parent Conferences, PTO meetings, curriculum nights, art shows, concerts, etc.	School and District Calendars, Principals	Conduct parent surveys to ensure responsiveness in scheduling	Principals, parents.
Include in the District Strategic Plan action steps related to diversifying the teacher applicant pool, increasing the hiring of candidates of color, and equitable practices for the entire process of recruitment, application, interviewing, and hiring.	Michele Mullaly, Director of Teaching and Learning	Include in School Improvement Plans, review process steps at Administrative Council, review annually with Diversity, Equity, and Inclusion Committee.	Director of Teaching and Learning, Principals, Director of Pupil and Staff Support Services	Annually	Data related to diversity of applicants, diversity of prospective educators interviewed, and diversity of prospective educators hired will increase.	Director of Teaching and Learning, Principals, Director of Pupil and Staff Support Services, School Hiring Committees	Ongoing vigilance to standardizing practices from school to school is needed	Ongoing communication with members of hiring committees regarding this goal.
Utilize the Edsight Secure Educator Diversity Dashboard resources and continue to analyze district data related to recruiting, applications, interviewing and hiring to inform our recruitment planning.	Michele Mullaly, Director of Teaching and Learning	Review data annually and share with the Administrative Team.	Director of Teaching and Learning Administrative Team	Annually	Data shows increased hiring of educators of color.	Edsight platform.	No obstacles anticipated.	Data shared with the Administrative Team, data shared annually with teachers.

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Continue to create an educational climate that is culturally and linguistically responsive.	Michele Mullaly, Director of Teaching and Learning	Ongoing curriculum revision and evaluation of available programs for students and families to support their growth and development. SEL Curriculum. Language translation options on district website, as part of the registration process, and for common documents.	Principals, Director of Teaching and Learning, Director of Educational Technology	Ongoing	Climate survey, Anecdotal Information.	School Administration, Teaching Staff, Additional Programs and Consultants, Budget and Grant Funding.	Ongoing monitoring of climate and culture to assess educational needs.	Communicate with staff through professional development opportunities and scheduled times for curriculum writing. School and district communication to parents and families regarding translation options.
Continue to develop and engage in ongoing review of professional learning opportunities including district-wide book studies and work with outside consultants to foster dispositions and incorporate and sustain culturally relevant pedagogy that supports students in meeting their highest potential and supports the district in attracting a more diverse workforce.	Michele Mullaly, Director of Teaching and Learning	CPS Professional Learning Plan, input from Diversity, Equity, and Inclusion Committee related to next steps in professional learning.	Director of Teaching and Learning, Administrative Team	Annually and Ongoing	Agendas for Professional Learning for PD Days and Staff Meetings, evidence from lesson planning, informal classroom observations, classroom walkthroughs	Budget and Grant Funding, Professional Development Days, Teachers	Matching the needs of our teachers and district to the book studies and identified training and ensuring structures and processes are developed to ensure application of learning to classroom instruction.	Administrative Team, Teachers

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Continue partnerships and ongoing collaboration with teacher preparation programs at higher education institutions to attract diverse candidates and provide pre-service teachers with Coventry experiences including internships and 5th year placements.	David Petrone, Superintendent, Michele Mullaly, Director of Teaching and Learning, Stephen Merlino, District Liaison for Higher Ed Partnerships	Ensure preservice teachers have opportunities for internships, student teaching, and 5th year projects in Coventry Public Schools; network with higher education representatives in charge of school partnerships, maintain a presence at appropriate higher ed meetings and events, sponsor touch base meetings at each school for student teachers 5th year interns and higher ed representatives to provide support, provide pre-service teachers with some of the same professional readings related to culturally relevant pedagogy that CPS teachers are engaged with. Develop a process to allow preservice teachers of color with placements in Coventry to network with teachers of color in Coventry. Explore supplemental training for TEAM mentors for additional strategies to develop mentors' cultural competency.	District Administration, Principals	Ongoing, 2024-2025 school year	Data regarding pre-service teacher placement from universities in Coventry schools from year to year.	Meetings with higher ed, involvement of District Liaison for Higher Ed Partnerships, appropriate training for CPS cooperating teachers.	No obstacles anticipated.	Higher Ed Leadership, CPS Principals, Pre-Service Teachers
Continue to develop contacts with local training and educational institutions, including those with highly diverse enrollments, to publicize job openings within CPS and to solicit referrals of diverse and qualified candidates.	Michele Mullaly, Director of Teaching and Learning	Continue to reach out to schools of education of local universities to ensure job postings .	Director of Teaching and Learning, HR	Ongoing	Applications for posted positions from prospective teachers at local universities.	List of contacts in local schools of education.	No obstacles anticipated.	Contacts in local schools of education.

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Develop contacts with local community organizations, including diverse community organizations, to publicize job openings within CPS and to solicit referrals of diverse and qualified candidates.	Michele Mullaly, Director of Teaching and Learning	Identify the regional community organizations with which to network and develop contacts within those organizations	Director of Teaching and Learning , HR	2024-2025	Applications for posted positions from prospective teachers affiliated with community organizations.	List of regional community organizations and contacts in them.	Identification of which organizations might have many prospective teachers as affiliates. Will network with other districts regarding this approach. ted.	Contacts in community organizations.
Expand help-wanted advertising to include print and/or broadcast media that is targeted to diverse individuals and continue to utilize our website to promote CPS to diverse educators. Explore additional ways to utilize social media to promote our district values, to increase subscribership to our accounts, and to attract a more diverse candidate pool.	Michele Mullaly, Director of Teaching and Learning	Develop position postings to include language specifically designed to target diverse individuals. Develop a slides presentation for our website specifically designed to target diverse individuals. Brainstorm with our social media coordinator additional approaches to use of social media. Explore how to engage in branding of CPS as a marketing strategy. Connect all CPS staff and our pre-service teachers to our social media.	Director of Teaching and Learning, Director of Educational Technology	2024-2025	Revised postings, additional media posted on the website; changes to use of social media; development of a branding approach.	Time, process for engaging current staff and preservice teachers with our social media.	Challenges increasing our out of district subscribership to our social media accounts. Possible solutions include more prominent posting of our accounts on our website and promotional materials and enhanced use of hashtags.	Communicate with prospective educators for CPS at large.

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Continue to maintain a virtual and physical presence at a variety of job fairs including those that are sponsored by diverse community organizations or otherwise targeted toward diverse individuals, such as the RESC Increasing Educator Diversity Job Fair.	Michele Mullaly, Director of Teaching and Learning	Networking with colleges and universities about career fair opportunities, networking with RESCS.	Director of Teaching and Learning, Principals as needed	Annually	Attendance at fairs, resumes from informal conversations and interviews.	Promotional Materials, Time	No obstacles anticipated.	Colleges and Universities, RESCS
Continue to seek out opportunities to connect with future teachers through activities such as higher ed future teachers of diversity celebrations and mock teaching interviews, and consider hosting a CPS virtual Open House for prospective teachers.	Michele Mullaly, Director of Teaching and Learning	Schedule of events, timelines for mock interviews. Consider providing a CPS virtual Open House for prospective teachers.	Director of Teaching and Learning, District Principals	Annually	Attendance at events and participation in mock interviews.	Administrators, Calendar Availability	No obstacles anticipated.	Colleges and Universities
All recruiting sources will be informed in writing of the Board's non-discrimination policy.	Kate Arey, Human Resources	Continue to share in writing our non-discrimination policy with all recruiting resources. Continue to ensure our non-discrimination policy is included on all marketing materials.	Human Resources, Director of Teaching and Learning	Ongoing	Information shared with recruiting sources.	Contact information for all recruiting sources.	No obstacles anticipated.	Non-discrimination policy to recruiting sources.

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Maintain records documenting all actions taken pursuant to this plan, including correspondence with recruitment agencies and other referral sources, job fair brochures, and advertising copy.	Michele Mullaly, Director of Teaching and Learning, Kate Arey, HR	Develop tracking procedures for each of the action steps of this plan.	Director of Teaching and Learning, HR	2024-2025	Records	Plan tracking process and template.	No obstacles anticipated.	HR, Administrative Assistance-process and templates for tracking
Involve the BOE in reviewing on an annual basis the effectiveness of this plan in increasing diverse applicant flow and attracting qualified candidates for employment	David Petrone, Superintendent	Continue to gather data related to the number of applicants and the demographic of applicants to the extent possible, the number of diverse candidates interviewed and hired each year. Provide data from the Edsight Secure Educator Diversity Dashboard which demonstrates progress from year to year.	Superintendent, Director of Teaching and Learning	2024-2025	Annual BOE review of the plan is held.	Data gathered from Applitrax and tracked during the interview processes; Edsight Secure Data.	No obstacles anticipated.	BOE

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Continue to standardize and evaluate our hiring and selection processes to increase the number of diverse candidates interviewed and hired.	Michele Mullaly, Director of Teaching and Learning	Develop CPS district folder with all agreed upon materials and review with the Administrative Team. Other strategies to include current and new practices such as the following. Director of Teaching and Learning reviews applications for positions for all certified staff to include in interviews as many candidates of color as possible; Principals and the Director of Pupil and Staff Support Services review all applications for their schools or department to include as many candidates of color as possible. Prioritize interviewing candidates with diverse backgrounds. Ongoing review of requested writing samples. Standardization of appropriate approaches for demo lessons, standardization of approaches to the school decision making process about which candidates to move forward.	Principals, Director of Pupil and Staff Support Services, Director of Teaching and Learning, Administrative Team	Annually	Increase in applications, interviews, and hiring of certified staff with diverse backgrounds.	Administrative Council Meetings; Applitrax	Ensuring good communication and collaboration related to standardized elements of the hiring and selection process.	Administrative Team, Teacher Interview Committees

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Each staff member involved in hiring educators for Coventry Public Schools shall successfully complete the video training module relating to implicit bias and anti-bias in the hiring process developed pursuant to Connecticut General Statutes, prior to the staff member's participation in the educator hiring process. To the extent possible, also ensure that interview committees are diverse.	Joseph Blake, CHS Principal, Ross Sward, CNH Principal, Jennifer DeRagon, GHR Principal, Heidi Davis, CGS Principal, Beth Giller, Director of Pupil and Support Staff Services	Updated training materials for interview committees prior to annual interviews.	Director of Teaching and Learning, Principals	2024-2025	Increased hiring of certified staff with diverse backgrounds; employment of standardized hiring and selection strategies across the district.	Staff meeting time; training resources.	Ensuring ongoing good communication and collaboration related to standardized elements of the hiring and selection process. Utilize Administrative Council to review process annually.	Administrative Team. Interview committees
Continue district review of interview questions and ongoing incorporation of questions related to diversity, inclusion, and culturally relevant pedagogy into the interview process.	Michele Mullaly, Director of Teaching and Learning	Agreed upon bank of questions to be used for certain interview topics such as diversity, inclusion, and culturally relevant pedagogy; district collection of interview questions by school and position being hired for.	Administrative Team	Annually	Agreed upon questions employed during interviews.	Administrative Team and Admin Council Meetings	Ensuring good communication and collaboration related to standardized elements of the hiring and selection process. Review with the Administrative Team annually.	Administrative Team, Principals, Interview Committees

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For candidates with diverse backgrounds whom we hope to interview, standardize across the district the practice of providing a personalized experience prior to the interview through activities such as school tours, pre-interview welcoming phone calls from the principal, etc.	Michele Mullaly, Director of Teaching and Learning	Identified and agreed upon identification of additional strategies to personalize and connect with candidates of diverse backgrounds whom we will interview.	Principals, Director of Pupil and Staff Support Services,	May-24	Documents implementation of strategies.	Administrator Time	No obstacles anticipated.	Principals; welcoming communication to prospective educators.
Make potential candidates aware of opportunities for growth and leadership within Coventry Public Schools.	Michele Mullaly, Director of Teaching and Learning	Develop a list of talking points and publish in fliers that are currently distributed at career fairs. Involve administrators leading interview committees in reviewing these opportunities at interviews with candidates who are good prospects for positions and sharing the fliers with them.	Administrative Team, Director of Teaching and Learning, Admin leading hiring committees	April 2024 and annually thereafter.	Updated fliers; developed list of opportunities.	Administrative Council meetings;	No obstacles anticipated.	Administrative Team, opportunities for growth and leadership shared with prospective educators.
During the interview process promote district equity and inclusion practices, and refinements to curriculum and programs to ensure they are conducive to furthering diversity, inclusion and equity.	Michele Mullaly, Director of Teaching and Learning	Develop a list of talking points for administrators leading interviews	Director of Teaching and Learning, Principals	2024-2025	Talking points included in the interview process.	Interview talking points	No obstacles anticipated.	Administrators, talking points

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Continue to employ aggressive hiring timelines to avoid missing opportunities to capture educator talent.	Michele Mullaly, Director of Teaching and Learning	Continue development of annual timelines for career fair attendance and schedule for interviews by position and school beginning in April.	Director of Teaching and Learning, Principals, Director of Pupil and Staff Support Services	Annually	Developed timelines, scheduled interviews.	Principals, Hiring Committees	No obstacles anticipated.	Administrative Team

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Provide mentoring and induction opportunities that are culturally responsive.	Michele Mullaly, Director of Teaching and Learning, Jennifer DeRagon, G. H. Robertson Principal and District TEAM Coordinator	Culturally responsive opportunities included in New Teacher Orientation, invitations to participate in regional affinity groups, collaboration with TEAM mentors, culturally responsive professional learning opportunities within and outside of the district.	Director of Teaching and Learning, District TEAM Coordinator, Principals	Ongoing	NTO Agendas, Affinity group invitations, TEAM agendas, resources.	NTO and TEAM meetings; professional development time.	Continued vigilance for relevant professional learning opportunities sponsored by CSDE or the RESCs.	Administrative Team, Director of Teaching and Learning, new hires continually reminded of opportunities.
Recognize educators for employing culturally responsive practices.	Michele Mullaly, Director of Teaching and Learning	Engagement of Administrative Team in brainstorming ideas and developing a plan for recognizing educators. Consideration of using the Culturally Responsive Classroom Walkthrough Tool developed by CPS Admin.	Superintendent, Administrative Team	2024-2025 School Year	Identified approaches to documenting culturally responsive practices and a plan for educator recognition.	Administrative Council Meeting Time, other resources identified as plan develops.	Consider including educators on various district committees in providing input and suggestions for how to approach this process.	Administrative Team
Continue to examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth.	David Petrone, Superintendent, Michele Mullaly, Director of Teaching and Learning	Continue to focus on the ongoing district goal, "Recruit, retain, and develop high quality staff at every level." Utilize Administrative Council to identify practices, policies, characteristics, and conditions to review and engage in that review. Involve the Professional Development and Teacher Evaluation Committee as well as the Diversity, Equity, and Inclusion Committee in some of this review and in generating ideas and suggestions.	Administrative Team Members	2024-2025 School Year	Changes to practices, policies, characteristics, and conditions based on district review and feedback from administrators and teachers.	Administrative Council and District Committee meeting time. Data related to current practices, policies, characteristics and conditions.	Unidentified obstacles and barriers may arise when we begin this work.	PD/TEVAL Committee, Diversity, Equity, and Inclusion Committee, Administrative Team

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Continue to monitor and address issues linked to educator satisfaction and retention.	David Petrone, Superintendent, Michele Mullaly, Director of Teaching and Learning	Continue to focus on the ongoing district goal, “Recruit, retain, and develop high quality staff at every level.” Continue to utilize Professional Development and TEVAL Committee Meetings, Superintendent/EAC Meetings, and Principal/EAC Rep Meetings as an opportunity to monitor issues and concerns. Continue to administer school climate surveys to gather input and data. Continue district administration annual midyear individual meetings with all educators new to the district to provide support and solicit feedback. Continue to use staff meetings at all schools and various school wide activities for staff to promote staff well being, open communication, and educator satisfaction. Incorporate questions related to equity and inclusion in exit surveys for teachers leaving the district.	District and School Administrators	Ongoing	Teacher feedback at meetings; school climate data; action steps implemented in response to teacher concerns.	Meeting times, climate surveys	Obstacles will relate to specific issues. Being as responsive as possible to teachers and promoting educator satisfaction and retention is a priority.	Various methods of communication with teachers through committee meetings, anonymous surveys.
Promote opportunities for teacher leadership.	David Petrone, Superintendent; Michele Mullaly, Director of Teaching and Learning	Continue the Leadership Academy training provided to cohorts of teachers since the 18-19 school year. Continue to set a district goal such as the 2023-2024 goal, “ Continue to find opportunities to build teacher leadership capacity and to utilize the leadership talent of 80% of teachers who have attended the Coventry Leadership Academy.” Continue to promote shared leadership through opportunities for teachers to lead professional development in their schools and to participate on district committees.	Superintendent, Director of Teaching and Learning, Principals	Ongoing	Professional Development Agendas, District Committee Membership lists, evidence in annual goal reports on the goal related to teacher leadership.	RESC support for Teacher Leadership Academy, professional development planning.	Obstacles are not anticipated.	Administrative Team, Teachers, Teachers who have participated in the Leadership Academy.