

# 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 Plan Updated Dec, 2024 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**

<b>COVER PAGE</b>	
<b>District:</b>	Groton Public Schools
<b>Vision:</b>	Groton Public Schools embraces policies and practices that ensure that all people-especially those who have been historically marginalized based on race/ethnicity, disability, sexual orientation, gender, age, socioeconomic status, immigrant status, educational status, or religion have equitable opportunities. We acknowledge that systems of racial and economic injustice exist in our nation and community; however, as educators, we too recognize that we have the power to dismantle the practices, policies, and systems that perpetuate inequalities.
<b>Theory of Action</b>	An integral component of Groton Public Schools' mission is to cultivate an environment of diversity, equity, and inclusiveness. As a response, we strive to foster culturally responsive teaching and learning practices to ensure ALL groups feel valued, actively engaged, and empowered. If we make a commitment to increase the visibility of recruitment through diverse partners, support "Grow Our Own" Programs in high school students and non-certified staff members by reducing financial barriers to certification, implement a bias-free hiring process, and promote a culture of belonging, then we can significantly improve the recruitment, hiring, and retention of educators of color.
<b>Team Lead:</b>	Laurie LePine and Jemal Davis
<b>Team Members:</b>	Susan Austin Superintendent, Anne Marie Mancini, Ed.D. Assistant Superintendent, Laurie LePine Human Resources Director, Jemal Davis District DEI Coordinator and Assistant Principal Groton Middle School, Carmita Hodge Assistant Principal Fitch High School, Christina Post Assistant Principal Charles Barnum Elementary School, Lauren Casini District Data Manager, Renita Casey Elementary Teacher Catherine Kolnaski Elementary School, Kathleen Wilson MYP Coordinator

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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 Mitigation (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Build teacher pathways through fostering "Grow Our Own Program" in the High School to become future educators of color	Matthew Brown, Fitch High School Principal, Assistant Principals and Career Pathway Counselor	Strategy 1: Implement Ed Rising Curriculum to foster high school student interest in teaching career pathway and provide scholarships for district high school students who pursue a career pathway in teaching. Encourage educators to seek out and inspire students of color to pursue teaching certification. Create articulation agreements and dual enrollment pathways with Three Rivers and other community colleges to provide a path for high school students to educator preparation programs at the college level.	Principal FHS	Classes began for Ed Rising curriculum in the 23-24 school year	Board approval of Ed Rising curriculum, Student enrollment in Teacher Pathway and associated classes.	Annual funding for Ed Rising Curriculum, career and pathway student supports and counseling through Guidance personnel. Teachers willing to teach classes for the pathway. Grant opportunities to reduce or eliminate financial barriers to education preparation programs.	Lack of student interest in pathway. Financial barriers to students which could prevent them from enrolling in higher education programs. Career Counselor at FHS to support students with grants, scholarships and financial aid programs.	Promotion of pathway and opportunities for students to experience the classroom environment through "TA" activities. High school partner with colleges and universities and monitor students in Ed Prep Programs. Guidance assist students with career counseling and financial aid programs.
Build supporting teacher pathways through "Grow Our Own" Programs for Non Certified Staff and Community Partners to become future educators of color. Growing our educator diversity by .5 to 1% per year.	Laurie LePine HR Director, Jemal Davis DEI Coordinator and Administration Leaders in Schools and Director of Special Education	Strategy 2: Provide grow our own programs to support non certified staff on pathway to teaching through Teacher in Residence Program and a District Funded "Grow Our Own" Tuition program. Encourage educators to seek out and inspire non-certified staff members of color to pursue teaching certification.	HR Director and School Principals	Currently operating and candidates are interviewed and selected for both programs annually. Grow our own educators by at least two - five applicants per year.	Successful program completion and hire of educators of color who were selected for these programs.	Support from school administrators to support the program participants and their readiness for the classroom.	Lack of school support for the program or participants. Work with Administration to support the program participants in school buildings. Encouragement through strong mentorship.	Promote program opportunities within the school community. School Administrators seek out staff members who may have potential and encourage them to apply.

<p>Build supporting teacher pathways through supporting University Residency Program through University Partners to become future educators of color.</p>	<p>Laurie LePine HR Director, Jemal Davis DEI Coordinator and Administration Leaders in Schools and Director of Special Education</p>	<p>Strategy 3: Support non certified staff on pathway to teaching through University Based Residency Programs</p>	<p>HR Director and School Principals</p>	<p>Implemented with UCONN and Sacred Heart Universities partnerships in the 23-24 school year. Host 5-7 residents per year.</p>	<p>Successful program completion and hire of educators of color who were selected for these programs.</p>	<p>Support from school administrators to support the program participants and their readiness for the classroom.</p>	<p>Lack of school support for the program or participants. Work with Administration to support the program participants in school buildings. Encouragement through strong mentorship and classroom experiences.</p>	<p>Promote program opportunities within the school community.</p>
<p>Increase recruitment visibility with Diverse partners.</p>	<p>Laurie LePine HR Director and Jemal Davis DEI Coordinator</p>	<p>Strategy 1: Host recruitment events and communicate job opportunities with diversity organizations such local NAACP and National Association of HBCU Students and Alumni (NAHSA) a K-12 recruitment network to reach 2.3 million students and alumni in HBCUs, HSIs (Hispanic-Serving Institutions) and Tribal Colleges. Outreach to local MLK Scholars. Enhance website diversity, equity and inclusion presence to attract applicants of color.</p>	<p>HR Director and HR Staff</p>	<p>Ongoing recruitment.</p>	<p>Applicant hires from these diverse recruitment avenues.</p>	<p>Annual budget for recruitment resources, branded materials and events. Communications Specialist time to collaborate and update website to be more culturally responsive</p>	<p>National and local workforce shortages impacting recruitment.</p>	<p>Promotion of recruitment activities across social media and throughout the educational and local community.</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 Mitigation (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Develop a hiring and selection process that addresses bias and ensures equity.	Jemal Davis, DEI Coordinator, Laurie LePine Human Resources Director and School Administrators	Strategy 1: Develop a selection rubric that supports diversity in the hiring process and protects against bias. Ensure hiring committees have diverse representation and expand questions regarding diversity, equity and inclusion	Laurie LePine, Director of Human Resources and School Administrators	Pilot process completed 22-24 school year. Need to implement with more fidelity in 24-25 school year.	More diverse applicants are being interviewed and selected for opportunities.	Committee members willing to support and implement with fidelity.	Lack of adequate process or controls to ensure the process is followed with fidelity. Consider process control documents to track interview stats to be shared with Superintendent and Assistant Superintendent prior to final interview.	Committee preparation efforts to ensure the process is bias free.
Implement a hiring and selection process that addresses bias and ensures equity.	School Principals	Strategy 2: Select and prepare hiring committees who have been trained on bias and selection processes. Have diverse representation and perspectives for the interview and selection process.	School Principals	Ongoing	Increased diversity in interview and selection processes. Ensure resume selection process includes looking for diversity. More educators of color are selected and hired.	Committee members willing to support and implement with fidelity.	Lack of adequate process or controls to ensure the process is followed with fidelity. Consider process control documents to track interview stats to be shared with Superintendent and Assistant Superintendent prior to final interview.	Committee preparation efforts to ensure the process is bias free.

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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 Mitigation (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Support and retain educators of color through cultural responsiveness	Anne Marie Mancini, Ed.D. Assistant Superintendent and DEI Coordinator	Strategy 1: Provide Professional Development in culturally responsive teaching practices	Assistant Superintendent	Annual calendar with PD offerings on TLI days and full PD days	Professional Development agendas and survey feedback	funding for subject experts to present	Lack of participation by entire faculty, where only segments of faculty actively participate	Teacher and Learning Collaborate for PD Planning
	Matthew Brown, Principal Fitch High School	Strategy 2: Partner with Equal Opportunity Schools to ensure high level courses are accessible to all students including students of color	Fitch High School Principal, Assistant Principals and Guidance Personnel	FY 2024 and FY 2025	Increased enrollment in higher level courses for students of color and successful completion	Faculty and guidance staff collaboration time and time with students in CTL classes to discuss academic opportunities	Students struggle academically, provide tutoring support to assist where needed	Guidance Counselors, Parents, Students and Teachers on who best to support students and their academic needs
	Anne Marie Mancini, Ed.D. Assistant Superintendent, Jemal Davis DEI Coordinator and School Principals	Strategy 3: School based equity committees and activities will focus on climate and culture of inclusion that prioritizes diversity	School Principals and Assistant Principals	FY2024 and FY2025	School based equity committees meet regularly and perform school based activities	Collaboration time	Difficulty in scheduling collaboration time, lack of volunteer interest to serve on school based committee	School Administration communicates and supports equity team work
	Susan Austin, Superintendent and Anne Marie Mancini, Ed.D. Assistant Superintendent and School Administration	Strategy 1: Create a sense of belonging to ensure teacher retention through professional development and leadership opportunity and culturally responsive school culture.	Superintendent, Assistant Superintendent, School Administration	FY 2025	Evaluate feedback through PD surveys, culture and climate surveys and exit surveys	PD time, surveys	Lack of leadership opportunities in district	Communicate through PD agendas and surveys to continue evolution of PD offerings

Create a culture with a sense of belonging to ensure teacher retention by retaining at least 95% of educators of color by end of the FY26 school year.	Susan Austin, Superintendent, Anne Marie Mancini, Ed.D. Assistant Superintendent and Jemal Davis, DEI Coordinator	Strategy 2: Partner with regional Affinity Group through LEARN.	Superintendent and Assistant Superintendent	Partnership in 23-24 school year and 24-25 school year	Participation of educators of color in affinity group meetings and activities	Funding for LEARN Affinity Group fee and mentoring incentive	Lack of interest or participation of GPS staff in regional group	Promotion of group and schedule of activities needs to be communicated
	Anne Marie Mancini, Ed.D. Assistant Superintendent and Jemal Davis DEI Coordinator	Strategy 3: Develop a mentoring process for new teachers of color to be supported in the culture. Ensure that leaders offer sponsorship for teachers of color by giving regular, positive feedback; extending offers to participate on hiring committees; revising curriculum to ensure it is cultural responsive; and celebrating accomplishments publicly and frequently	School Administrators	FY2025 & FY2026	Establish informal mentors for new teachers. Informal classroom walkthroughs are conducted regularly with follow up conversations. Positive responses on climate surveys.	Mentor assignments with team teachers to support educators of color. Time for administrators and staff to meet, and a process to communicate successes.	Lack of participation by teacher colleagues to mentor new teachers due to teacher burnout. Lack of available time to do informal classroom walkthroughs.	Meet with all School Administration to review the strategy and provide supports.