

Educator Workforce Plan



IMPORTANT NOTES:

Plan Updated Dec, 2024
and August, 2025

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: | Groton Public Schools |
| Vision: | 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. |
| Theory of Action | 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. |
| Team Lead: | Laurie LePine and Anne Marie Mancini |
| Team Members: | Susan Austin Superintendent, Anne Marie Mancini, Ed.D. Assistant Superintendent, Laurie LePine Human Resources Director, Jemal Davis, 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 |

Educator Workforce Plan



| RECRUITMENT | | | | | | | | |
|--|--|---|-----------------------------------|---|---|---|---|---|
| Goal (What are we trying to | Who Manages the (name, position) | Strategies/Key Activities | | | Indicators of | Resources Required | Risks and Mitigation | Communication/ |
| | | What? | Who Owns This? | By When? | (How will we know if | (What people, time, | (What could go wrong?) | (Who needs to be |
| 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 interviews 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. |

| | | | | | | | | |
|--|---|---|-----------------------------------|--|--|--|--|---|
| Build supporting teacher pathways through supporting University Residency Program through University Partners to become future educators of color. | Laurie LePine HR Director and Administration Leaders in Schools and Director of Special Education | Strategy 3: Support non certified staff on pathway to teaching through University Based Residency Programs | HR Director and School Principals | Implemented with UCONN and Sacred Heart Universities partnerships in the 23-24 school year. Host 5-7 residents 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 and classroom experiences. | Promote program opportunities within the school community. |
| Increase recruitment visibility with Diverse partners. | Laurie LePine HR Director | Strategy 1: Host recruitment events and communicate job opportunities with diversity organizations and enhance visibility in the community. | HR Director and HR Staff | Ongoing recruitment. | Applicant hires from these diverse recruitment avenues. | Annual budget for recruitment resources, branded materials and events. Communications Specialist time to collaborate and update website to be more culturally responsive | National and local workforce shortages impacting recruitment. | Promotion of recruitment activities across social media and throughout the educational and local community. |

Educator Workforce Plan



| 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 throughout the hiring process. | Jemal Davis, 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 and inclusion for the learning benefit to students | 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 selection processes. Have diverse representation and perspectives for the interview and selection process. | School Principals | Ongoing | Increased diversity in interview and selection processes. Ensure resumes are reviewed for diverse work experience. | 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. |

Educator Workforce Plan



| 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 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 Planning 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 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 culuturally 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 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 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 Renita Casey, Retention Committee Leader | Strategy 3: Develop a mentoring process for new teachers to be supported in the culture. Ensure that leaders offer sponsorship for teachers 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. |