



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING

Board of Education Curriculum Committee Meeting AT Tuesday, March 26, 2024

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue ,
Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
H. Frydman
2. Consent Agenda
 - A. Approval of Minutes - Curriculum Committee Meeting - January 23, 2024 2
H. Frydman
3. New Business
 - A. Building Thinking Classrooms in Mathematics 4
L. Lamenzo, B. Niemitz and R. Othman
 - B. District Increasing Educator Diversity Plan 16
J. White and J. Edwards
4. Adjournment
H. Frydman



Board of Education – Curriculum Committee Meeting
Tuesday, January 23, 2024 at 6:30 P.M.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

ATTENDANCE: H. Frydman, Chair Present
T. Mack-Mohammed Present
F. Bogle-Assegai Absent
L. Easmon *ex-officio* Present

ALSO PRESENT: B. Silver W. Guzman D. Nesmith
D. Moleti L. Lamenzo J. Titelbaum
K. Dunbar L. Simone

1. Establishment of a Quorum and Call to Order

H. Frydman called the meeting to order at 6:43 p.m. The roll was called and a quorum was present.

2. Consent Agenda

A. Approval of Minutes – Curriculum Committee – October 24, 2023

A motion was made by T. Mack-Mohammed and seconded by L. Easmon for the Curriculum Committee to approve the meeting minutes from October 24, 2023, as presented.

H. Frydman Aye
T. Mack-Mohammed Aye
L. Easmon Aye

The motion was passed unanimously 3-0-0.

3. New Business

A. Professional Learning Update

Desi Nesmith, Assistant Superintendent for Accountability and Performance and Lisa Lamenzo, Director of School Improvement provided the Curriculum Committee with a district professional development update.

The purpose of professional development is to provide new skills and techniques to improve student outcomes. It was also noted that when teachers and staff feel supported, retention rates improve.

The following professional development initiatives were highlighted:

- PD WINS and Cohort Opportunities
- Focus Walks
- Site Visits



- Family and Community
- Central Office Learning
- Principal Conferences

H. Frydman asked about how focus walks impacts academic achievement and if it can be measured. Ms. Lamenzo noted that it is a collective systematic approach. The focus walks feedback indicates what professional development is need, and what the next steps are.

L. Simone inquired about the focus areas at each school and how it is determined for each school. Ms. Lamenzo noted that the school leader selected the strategy for the focus walks. They are looking to build capacity in the school leaders. The areas of focus for each school will be shared with the full Board.

L. Easmon asked if teachers observe in same content area classrooms. Ms. Lamenzo noted that there is cross-disciplinary observations. In addition, classified staff which includes administrative assistants, tutors and instructional assistants also participate in the focus walks.

4. Adjournment

At 7:05 p.m., a motion was made by L. Easmon and seconded by T. Mack-Mohammed to adjourn.

The motion passed unanimously 3-0-0.

H. Frydman, Chair

Graduates In Bloom



Board of Education - Curriculum Committee
Building Thinking Classrooms in Mathematics
Tuesday, March 26, 2024



Lisa Lamenzo,
Director of School Improvement

Brenda Niemitz,
*Bloomfield High School Director of Numeracy and
Science*

Reda Othman,
Bloomfield High School Mathematics Teacher



Overview

Purpose

Provide Board of Education with a *Building Thinking Classrooms in Mathematics* update

Process

Presentation of *Building Thinking Classrooms in Mathematics* from various perspectives

Payoff

Board of Education will be informed of district initiatives within Bloomfield Public Schools

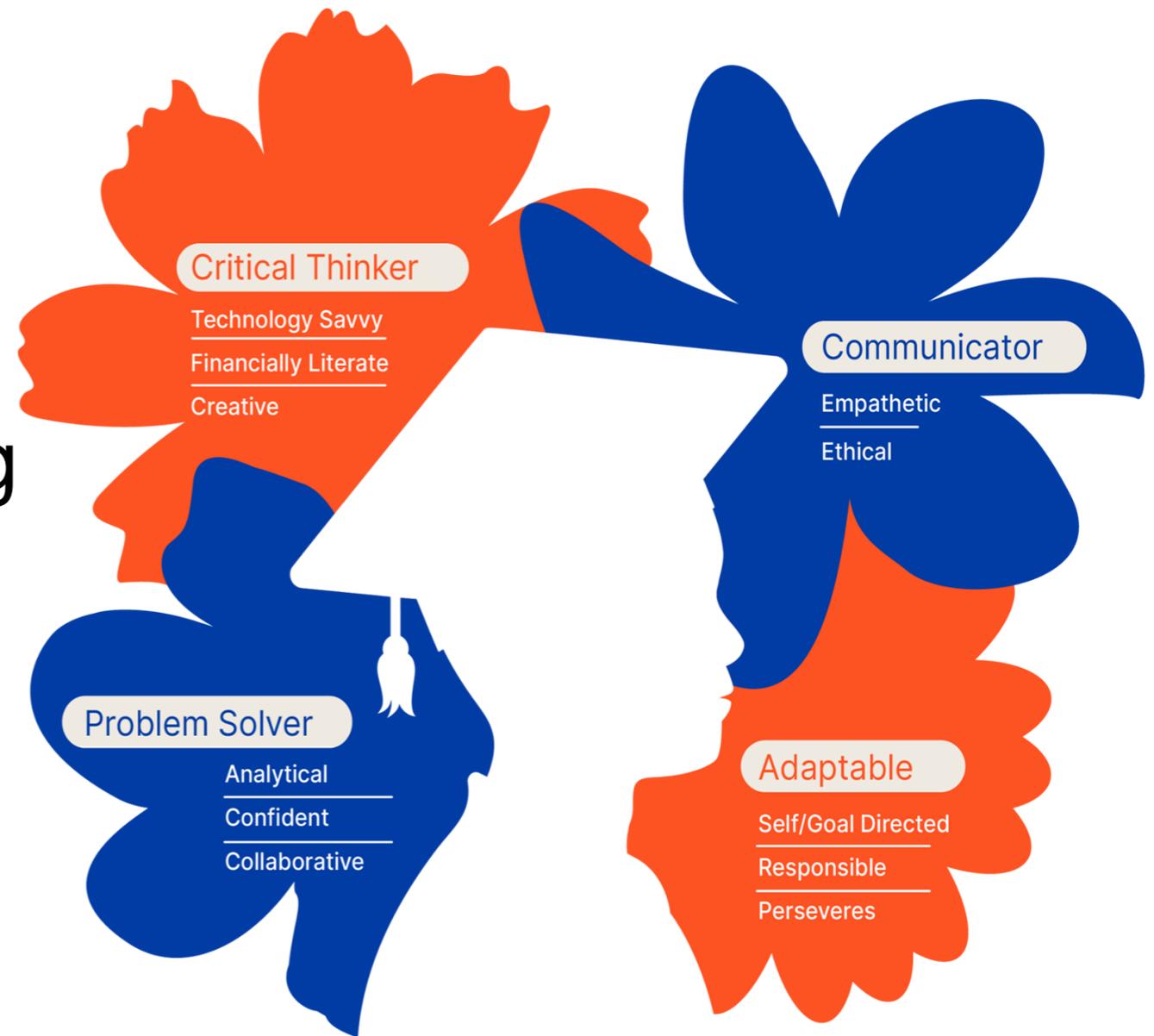


Thinking Task



Why:

- Increase Engagement and Discourse
- Aligned to the Portrait of a Graduate, creating problem solvers, effective communicators and critical thinkers
- Math Data



BTC Professional Learning Community

Reda Othman, BHS
Keith Bowman, BHS
Brenda Niemitz, BHS

Carolina Evans, CAMS
Carolyn King, CAIS

Coralin Davis, GEMS
Lisa Lamenzo-Central Office

Professional Learning Communities:

- Learning - a commitment to ensuring that students learn
- Collaboration - a culture of collaboration
- Results - focus on results



Outcomes:

- Building BTC Leaders
- Google Classroom
- BTC Look fors document
- Professional Learning Plan
- Communication Plan
- Focus Walks



What is BTC?

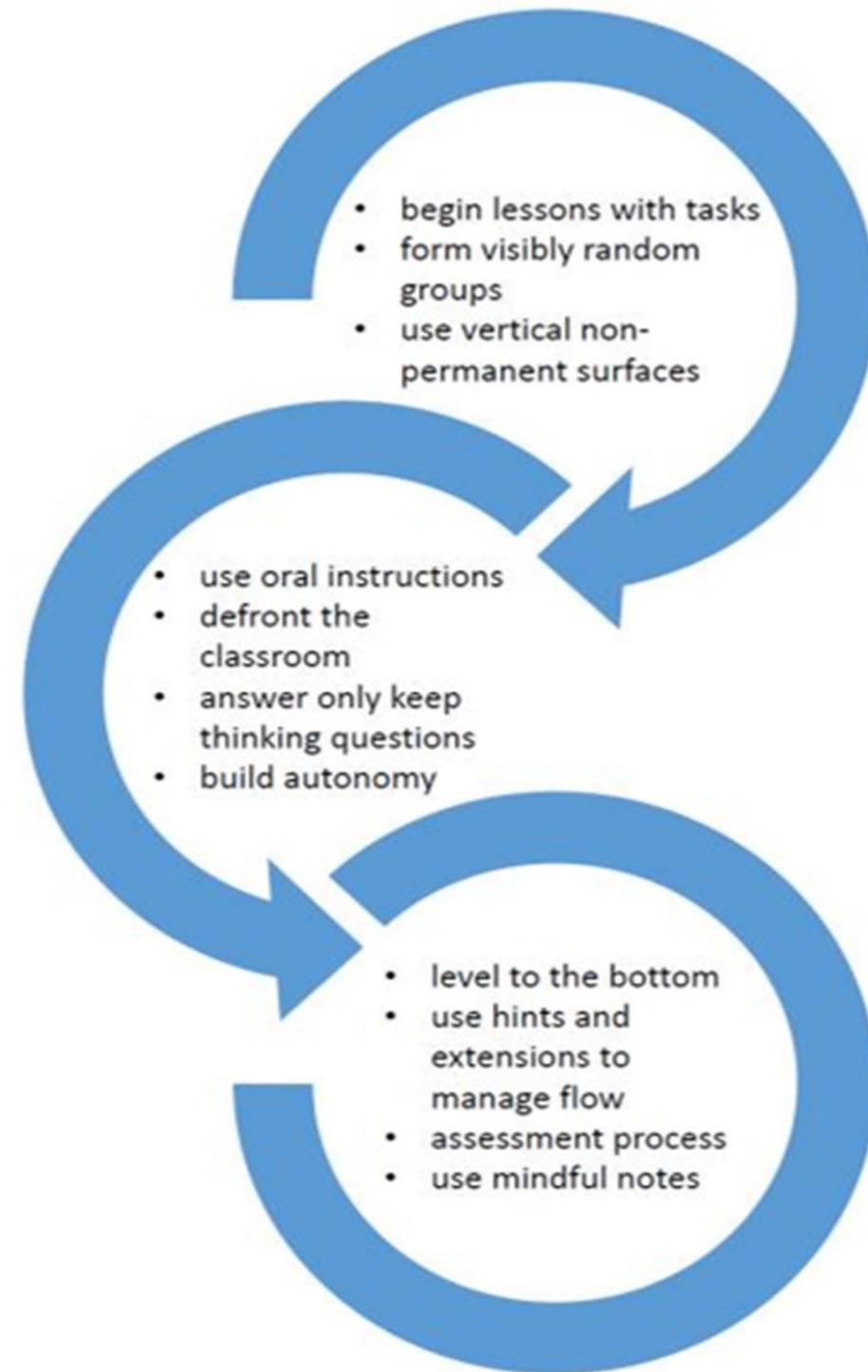
A framework of 14 practices to create the optimal conditions for learner centered, student owned mathematical thinking, collaborating and learning.

It is:

- Research based instructional strategies
- Promotion of student engagement
- Increased student discourse
- Increased problem solving and critical thinking

It is not:

- A complete overhaul
- A program/curriculum



2024-25 Focus

① Begin w/ a Problem

Give a problem-solving task

To start:

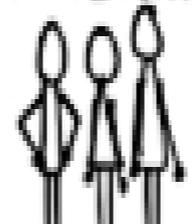
- Problems should be
- engaging
- non-curricular
- collaborative
- ↳ promote talking

Later:

- Problems can be curricular
- eg textbook problems

② Visibly Random Groups

- Randomly assigned eg playing cards
- Daily & in front of students
- 2 or 3 students / group



- Sit & stand together

③ Vertical NonPermanent Surfaces

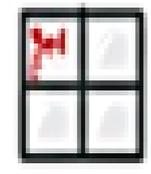
- Vertical
- Erasable



WHITEBOARD

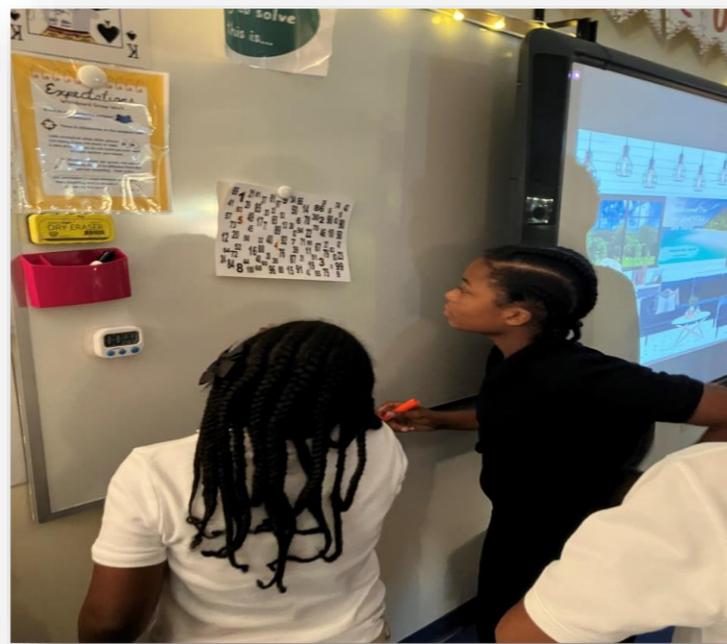


CHALKBOARD



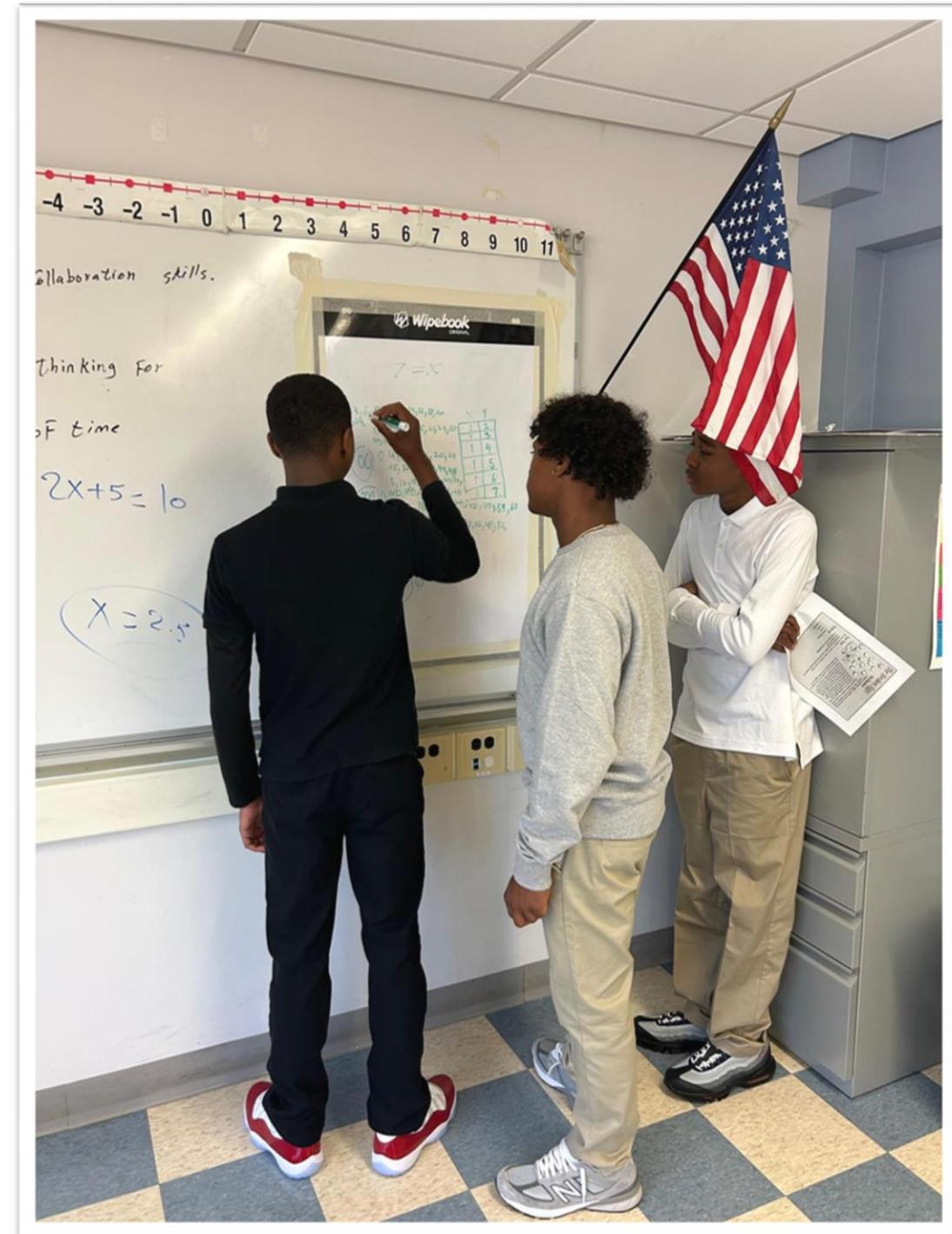
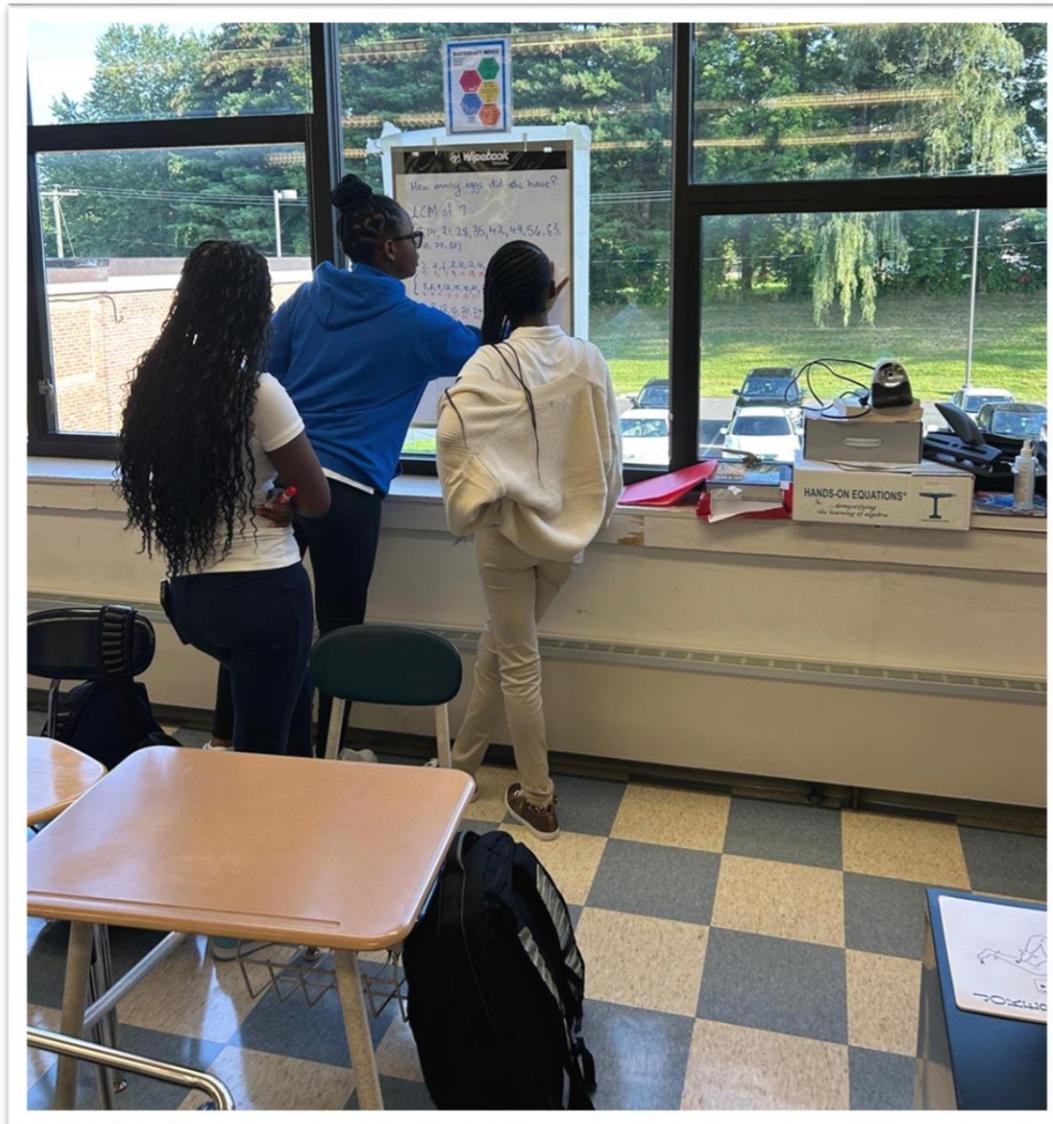
WINDOW

- 1 marker or chalk per group
- ↳ promotes discussion

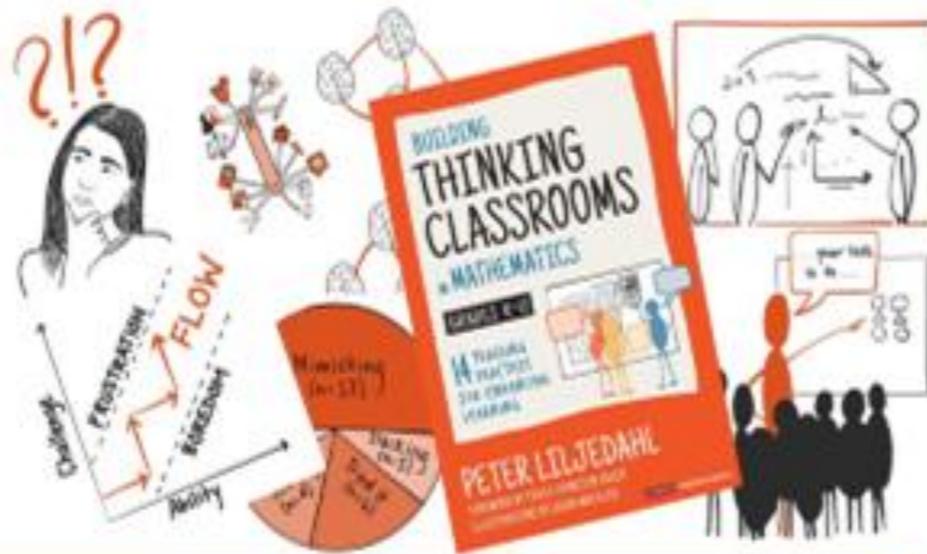


Who:

- Grade 6-12 Math Teachers
- Special Education Teachers
- Instructional Support Staff
- ELL/ML Department



Big Picture Timeline



2022-23

2023-24

2024-25

Research and Explore



Pilot
Continue to Research



Implement in
Grades 6-12
Mathematics
Classrooms



Professional Learning Timeline



- March, 2024 Staff Meeting: ***BTC Overview***
- March 26, 2024 BOE ***BTC Overview***
- May 8, 2024 BTC Session 1: ***Kick-Off Professional Learning***
BTC Books will be distributed

- August 27, 2024 BTC Session 2: ***Dive into First 3 Strategies***
- Fall, 2024 BTC ***Introduction to Families*** at Open House
- September, 2024 BTC Check-In by BTC School Leads
- October, 2024 BTC Session 3: Topic TBD
- November, 2024 BTC Session 4: Topic TBD
- January, 2025 BTC Check-In by BTC School Leads
- February, 2025 BTC Session 5: Topic TBD
- May, 2025 BTC Session 6: Topic TBD
- 2024-25 Ongoing Focus Walks



Questions

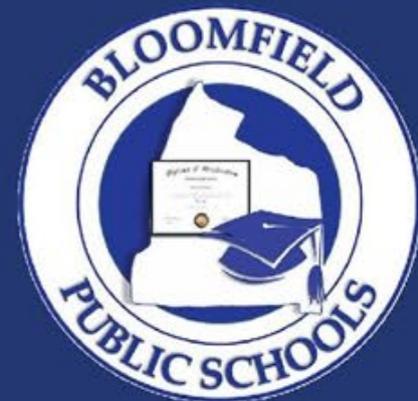


Bloomfield Public Schools



Increasing Educator Diversity Plan

Making a Difference



Jaunice Edwards-Hassan

Presenter



Overview

Purpose

Diversification of the educator pipeline in Connecticut to increase the recruitment, hiring, and retention of educators of color.

Process

Create sustainable plan to bring Bloomfield Public Schools in compliance with Public Ac 23-167 Sec. 10

Payoff

Recruit, hire, and retain a high quality diverse staff to reflect the Bloomfield Public Schools racial and ethnic student population.



INCREASING EDUCATOR DIVERSITY PLANS

P.A. 23-167 Sec. 10

Legislative Mandate:(Effective July 1, 2023)



REQUIREMENTS

- Not later than March 15, 2024, each local and regional board of education (BOE) must submit and increasing educator diversity plan (IED) to the CSDE for review and approval.
 - BPS was granted an extension to April 17, 2024
- Plans must be approved by local and regional BOEs before submitting (April 16th BOE meeting)
- If revisions are required, after review by the CSDE, the revised plan must be submitted no later than May 15, 2024.



Proposed: Bloomfield Public Schools IED Plan 2024

Vision:

The Bloomfield Public School District believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicated on a climate of inclusion.



Proposed: Bloomfield Public Schools IED Plan 2024

Theory of Action:

If we implement strategies to enhance the recruitment, hiring, and retention of exceptionally skilled teachers from diverse backgrounds, we can acknowledge and appreciate the valuable contributions stemming from the diverse backgrounds of our students. Then we will be able to foster a stronger sense of community within Bloomfield by enriching our schools and staff. As a result, the learning experiences of all students within Bloomfield Public Schools will thrive through constructive partnerships between adults and students.



Areas of Focus

Recruitment

Diversification of the educator pipeline in Connecticut to increase the recruitment, hiring, and retention of educators of color.

Hiring & Selection

Diversified committee aimed at developing incentives, systems analysis of current hiring practices to profile of an exemplar Bloomfield Public School teacher candidate.

Retention

Recruit, hire, and retain a high quality diverse staff to reflect the Bloomfield Public Schools racial and ethnic student population.

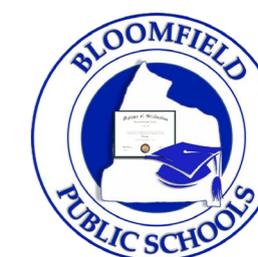


Recruitment

- Develop materials that positively reflect the community and district
- Focus on best practices promotion and recruitment
- Create stakeholder partnerships with regional colleges and university to create pipeline of quality candidates

State of Connecticut Educator Breakdown 22-23

District Name	Organization Type	Educators of Color Count	All Educator Count	Educators of Color %	Students of Color Count*	All Student Count	Students of Color %*
Hartford School District	Public School District	535	1,735	30.8	15,605	16,774	93.0
Bridgeport School District	Public School District	508	1,675	30.3	17,612	19,337	91.1
New Haven School District	Public School District	560	1,875	29.9	17,140	19,150	89.5
Norwalk School District	Public School District	299	1,274	23.5	8,826	11,514	76.7
Bloomfield School District	Public School District	54	232	23.3	1,875	2,055	91.2
Windsor School District	Public School District	91	402	22.6	2,586	3,337	77.5
New Britain School District	Public School District	193	934	20.7	8,328	9,717	85.7
Unified School District #1	State Agencies	22	111	19.8	116	124	93.5
Manchester School District	Public School District	154	795	19.4	4,363	6,192	70.5
Capitol Region Education Council	Regional Education Council	190	997	19.1	7,540	8,942	84.3
Windham School District	Public School District	70	372	18.8	2,547	3,224	79.0
Stamford School District	Public School District	304	1,629	18.7	11,897	16,158	73.6
Unified School District #2	State Agencies	9	49	18.4	41	72	56.9
New London School District	Public School District	66	363	18.2	2,570	2,948	87.2
Waterbury School District	Public School District	246	1,487	16.5	16,632	18,701	88.9
Danbury School District	Public School District	175	1,074	16.3	9,384	12,109	77.5
East Hartford School District	Public School District	105	667	15.7	5,725	6,392	89.6
Meriden School District	Public School District	101	748	13.5	6,750	8,630	78.2
Hamden School District	Public School District	78	589	13.2	3,915	5,468	71.6



Hiring & Selection

- Diversified committee to propose incentives that are reflective of area districts to become more competitive.
- Highlight characteristics of BPS teacher with a focus on the cultural richness of the district
- Increase non-instructional staff (SLP, pathologist, etc.)



RESOURCES

- [Increasing Educator Diversity Guidebook for Hiring and Selection](#)
- [Increasing Educator Diversity Toolkit for District and School Leaders](#)
- [Increasing Educator Diversity Toolkit – Appendix 1](#)
- [Increasing Educator Diversity FAQs](#)



Questions?



Increasing Educator Diversity Plan Template



HIRING & SELECTION

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?)
		What?	Who Owns This?	By When?				
Define characteristics of effective BPS teachers.	PDEC Committee, Assistant Superintendent, Director of School Improvement, BEA, District Data Coordinator.	Review district mission, vision, and POG to identify the characteristics of effective teacher in Bloomfield public Schools.	IED Committee, POG Committee, PDEC, and DDT.	1-Jun-24	Characteristics are identified and communicated to the Bloomfield Community.	Meeting time. District artifacts. Google Suite.	How: Through T-Eval, Professional Development, Developing culturally relevant curriculum, District Data Team, staff surveys, etc.	Who: All committees involved. What: Create BPS outstanding teacher profile
Hire certified staff with similar backgrounds our our current student population.	HR, Building Leaders and Directors.	Hire a more diverse teaching staff across the district.	IED and building principals.	Ongoing	BPS has a diverse teaching staff across all schools.	Proactive recruitment and hiring through recruitment and career fairs, social media, TEACH Connecticut, and teacher preparation programs	How: Stay active in promoting Bloomfield Public Schools. Actively recruit diverse candidates through recruitment fairs, social media, and teacher	Who: IED Committee, Building leaders, community. What: Network with local cultural organizations that represent our student populations.
Create diverse hiring committees.	HR, Building Leaders And Directors, BEA	Ensure hiring committees at all level are diverse in all components.	At the building levels, the principals, at the district level, the IED and HR.	Ongoing	Hiring committee are diverse across all schools and programs.	Staff who want to participate in the hiring process.	What: Develop hiring committees that represent the diversity of our staff and students in Bloomfield. How:	Who: Certified staff, building leaders, district leadership. What: Enhance existing committee by building capacity in staff and students in taking ownership of building a more diverse and skilled staff
Develop incentives for hiring in order to compete with surrounding Boards of Education.	Board of Education, Superintendent, Assistant Superintendent, COO, District Grant Writer.	Use current funds and grants to provide signing bonus or supplies allowances for new teachers.	District leadership, district grant writer.	1-Jun-24	New teachers given incentive bonuses or funding for supplies and materials when they are hired.	Funds to support the incentives. Support from the Bloomfield Education Association.	What: Lack of funds. How: Communication with stakeholders and the impact of budget restrictions on effective recruitment and hiring of certified staff.	Who: BOE, Acting Superintendent, Business Office, District Grant Writer. What: Canvas surrounding districts to create incentives that keep us competitive.
Hire more teachers of color at the elementary level.	HR, Building Leaders and Directors.	Hire more teachers of color across the district.	IED and building principals.	Ongoing	Elementary schools increase the percentage of educators of color.	Proactive recruitment and hiring geared towards grades Pk-6.	What: Small applicant pool. How: Involve building and teacher leaders to assist in the recruitment process.	Who: IED Committee, Building leaders, community. What: Partner with early childhood programs to create opportunities for more diversity in student teaching.
Hire more non-instructional support staff (SLP, SW, Psychologists, etc.).	HR, Director of SSS, Building Leaders.	Hire more support staff of color across the district.	IED and building principals.	Ongoing	BPS hires more support staff of color across the district.	Proactive recruitment and hiring. Maintain the active partnership with TEACH Connecticut.	What: Small applicant pool lack of interest in pursuing roles that require certification. How: Utilize of partnership with TEACH Connecticut to educate non-certified and classified staff on the process of being certified in education.	Who: IED Committee, Building leaders, community. What: Partner with colleges and universities to create opportunities for to complete structured hours within our district.

Increasing Educator Diversity Plan Template



RETENTION								
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?)
		What?	Who Owns This?	By When?				
Develop, communicate, and formalize a strong support system for teachers of color.	HR, Building leaders and directors, BEA, TEAM	Develop and sustain a support system for new teachers (1-3 years).	IED, Director of School Improvement, TEAM Mentors, Building Leaders.	In progress	BPS retains our diverse teaching and certified staff.	HR, BEA President, Director of School Improvement, surveys, funds for food and materials.	What: Lack of interest by new staff, lack of funds. How: Build capacity in our current staff by creating leadership opportunities to support new teachers and certified staff. Compensate mentors with stipend positions.	New teacher program must be designed to give ongoing support. Budget funds yearly to support teachers with PD, supplies and materials. What: Create mentor program outside of TEAM.
Scholarship development for current teachers.	District Grant Writer, BEA, BHS	Scholarships for new teachers for further learning, certification, supplies, materials, etc.	IED, Director of School Improvement, TEAM Mentors, Building Leaders, Business Office.	1-Jul-24	The district is able to provide teachers with funding for various things.	Funds from the district. Partnerships with local business. Grants.	What: We are not able to secure the funding. How: Create a budget line item to fund scholarships for teachers and certified staff. Develop community partnership "mentors" to assist by donating funds to support the initiative.	Who: Business office, grant writer, Asst. Superintendent What: Account line item created to support funding along 2-3 grant opportunities to support district initiatives.
Nurture Non-Certified Teacher-Prep Pipeline.	HR, Building leaders and directors, BEA, TEAM	Develop a system of recruiting classified staff to pursue teaching opportunities.	IED, Director of School Improvement, TEAM Mentors, Building Leaders, Business Office.	1-Oct-24	Increase in the number of classified staff enrolling in teacher preparation programs and earning certification.	Partnership with TEACH Connecticut. Funds from the district. Partnerships with local business. Grants.	What: Lack of interest. Lack of funding. How: Educate non-certified staff on the process for becoming a certified teacher or staff member. Communicate the scholarship and reimbursement opportunities for pursuing certification.	Who: TEACH CT., Business office, BEA, BFEP, IED Committee, Building Principals, Teacher prep programs. What: Create teaching opportunities for identified non-cert candidates.
Recruit more racially and ethnically diverse TEAM mentors.	HR, BEA, TEAM Coordinator	Increase the number of TEAM mentors of color.	IED, TEAM Coordinator, BEA President.	1-Jun-24	The number of mentors of color increases from its current total.	Incentive programs, effective recruitment of a more diverse TEAM mentorship.	What: Lack of interest. How: Actively recruit more diverse TEAM mentors by visiting schools and meeting with teachers to explain the importance of strong mentors. Survey the building leadership of members who would serve this role well and meet with them individually.	Who: Building Principals, TEAM Coordinators and Mentors, BEA President. What: Identify prospective teacher leaders through utilizing surveys, focus groups, or set up one-on-one check-ins to give all teachers an opportunity to be heard and empowered through purposeful PD

Increasing Educator Diversity Plan Template



RETENTION								
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?)
		What?	Who Owns This?	By When?				
Develop and sustain mentorship, collaboration, and coaching opportunities for new and veteran teachers.	HR, BEA, Building leaders and directors, TEAM.	Develop a new staff mentoring program to support teachers throughout their first three years of teaching.	IED Committee, Director of School Improvement, BEA President.	August 9. 2024	A planned program of orientation, education, support, and mentorship through each school year.	Funding to support new teachers with supplies, professional development opportunities, shadowing opportunities, etc.	What: Lack of funding and interest by current teachers.	Who: IED Committee, Director of School Improvement, BEA President. What: Partner with CREC to provide teacher mentor and coaching PDs
Maintain regular support for teachers of color through affinity groups or other similar experiences.	BOE, IED, Director of School Improvement	Develop a support system and partnership with groups that share common goals and visions as Bloomfield Public Schools does.	IED Committee, Director of School Improvement	1-Jun-24	Consistent program of mentoring and support to promote effective recruitment hiring, and retention of teachers of color.	Liaisons to initiate contact and partnerships with groups and organizations.		Who: BOE, Principals, IED Committee, Assistant Superintendent, Director of School Improvement. What: Identity and partner to generate an abundance of resources to support goals.
Hire a District Minority Teacher Recruiting and Retention Specialist assist in the recruitment and retention of minority teachers and teacher candidates.	BPS Cabinet, BEA, Building leaders and directors.	Create and fund a position solely for the purpose of increase educator diversity in the Bloomfield Public Schools.	IED Committee, Assistant Superintendent, Grant Writer, Business Office	1-Jun-24	Successful recruitment and hiring of a District Minority Teacher Recruiting and Retention Specialist	Funding to support new teachers with supplies, professional development opportunities, shadowing opportunities, etc.	What: Lack of funding. Staff interest in the position. How: Actively recruit candidates who have proven to effective leaders in the district. Clearly identify the role and how it benefits Bloomfield Public Schools' initiative to create a more diverse teaching and certified staff.	Who: BOE, Superintendent, Asst. Superintendent. What: Sustainable funding to include falcitating the other retention goals.

Increasing Educator Diversity Plan Template



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?)
		What?	Who Owns This?	By When?				
Shape recruitment and hiring strategies.	IED Committee, TEAM Coordinator and Coaches, BEA Executive Board, Building Leaders	Active recruitment. Consistent communication with local teacher prep programs. Attend numerous job fairs. Survey staff about post secondary schools.	HR, IED Committee, Building Leaders	1-Aug-24	The number of teachers and staff of color increases.	Volunteers to attend fairs, Contact person to facilitate communication with colleges/universities.	What: Applicant pool remains small. How: Update recruitment materials. Embed electronic resources to highlight the district.	Who: CREC, RESC, Local districts, Local colleges and universities. What: Need open positions within the district and the qualifications, certifications and necessary skills needed to
Develop recruiting materials that positively reflect the Bloomfield community and district.	IED Committee, TEAM Coordinator and Coaches, BEA Executive Board, Building Leaders, School Counselors,	Up to date materials that reflect Bloomfield and Bloomfield Public schools. Multimedia resources.	HR, IED Committee, Building Leaders	ASAP	The number of interested applicant increases. Increase the number of teachers of	Up to date electronic resources. New recruitment materials. Funding.	What: Lack of funding. How: Develop and maintain a budget line item for recruiting materials.	Who: COO, Business Office, Assistant Superintendent, Board of Education. What: Update of all materials to reflect current current district profile
Research best practices towards promoting and recruiting teacher candidates from nontraditional populations (e.g., high school students, classified staff, and after-school program staff	IED Committee, BEA Executive Board	Develop programs to recruit new teacher candidates.	HR and IED Committee	Ongoing	Clubs and activities at the schools, classified staff enrolling in teacher prep programs.	Staff to facilitate and lead after-school clubs and activities at the secondary level to gain interest in education from students. TEACH Connecticut.	What: Lack of interest in education. How: Educate candidates on the benefits and importance of working in education as a teacher. Use current data to highlight the importance of create a more diverse certified staff in the district.	Who: GEMS and BHS Principals, Staff, Counselors, Parents and Students What: Create teaching pathways for high for high school students, classified staff, and non traditional students to attract candidates.
Establish a Future Teacher Association with current students	IED Committee, Building Principals	Develop a Future Teachers Club at the secondary level.	HR, IED Committee, Building Leaders	1-Oct-24	Future Teachers Club is established at CAIS, CAMS, BHS and GEMS.	EdRising, staff advisors for the club(s).	What: Lack of student interest. How: Be proactive in recruiting students at the earlier grades and continue to educate them on the importance of diversity in education. Create positive experience for students ie. shadowing.	Who: GEMS and BHS Principals, Staff, and Counselors What: Continue to create pathways through after school clubs, internships, and shadow experiences
Integrate BOE influence into networking and recruitment process	IED COmmittee, BOE	Collaborate with current BOE members on recruiting future teachers in the community and surrounding towns.	BOE, HR, IED Committee	15-May-24	BOE Members actively use their influence and roles to recruit and gauge interest in the education field.	BOE members willing to participate and collaborate.	What: Divergent opinions How: Cultivating positive stakeholder buy-in to tackle these divergent viewpoints head-on	Who: BOE members What: Leverage member capital to increase network of eligible candidates
Scholarship development for future teachers	IED Committee, BHS Principal, BEA President, BAA President	Develop and sustain scholarships for graduating seniors majoring in the education field.	IED Committee	1-May-24	Multiple scholarships developed for future teachers.	Funds to sustain scholarships.	What: Lack of funds. Lack of students pursuing education. How: Develop a budget line item to funds the scholarship initiative. Develop community "sponsors" to assist in the funding of the scholarship(s).	Who: Bloomfield High School Principal, Assistant Superintendent, BEA. What: Need sponsorships, alternative donor sources.

Increasing Educator Diversity Plan Template



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?)
		What?	Who Owns This?	By When?				
Cultivate a Teacher Prep Pipeline with Guidance Staff at CAIS, CAMS, BHS and GEMS	Building Principals and School Counselors at GEMS and BHS	Develop courses and a course sequence to prepare current high school student for education.	Building Principals and Counseling Staff.	1-Oct-24	Course sequence create and embedded into current Program of Studies and curriculum.	Staff interest in teaching education courses. Student participation and enrollment in course.	What: Lack of interest from students. Low interest in courses focusing on teaching and education. How: Research current programs at schools across the state. Create and develop courses that reflect specific areas of education (Elementary, Social Work, Library Media, etc.	Who: GEMS and BHS Principals, Staff, Counselors, Parents and Students What: Importance of pursuing a career in education, and highlighting the benefits
Participate in recruitment and hiring fairs.	IED Committee, Building Leaders, BEA President	Attend all available regional job fairs.	IED Committee, Building Leaders, BEA President	Ongoing	Consistent attendance at regional fairs.	Consistent attendance at fairs.	What: Divergent opinions How: Attend all available recruitment fair with building and teacher leaders.	Who: IED Committee, Building Leaders, BEA President What: Calendar of recruiting and career fairs, networking events with local and regional college and universities.
Host a diversity recruitment fair in district	IED Committee, Building Leaders, BEA President	BPS Diversity Recruitment Fair	IED Committee, Building Leaders, BEA President	Have a plan in place by June 1, 2024	Culminating event leads to increase in interested candidates	Host school, staff to work the fair, communicate the event to surrounding towns.	What: Lack of candidate/applicant interest in education. How: Clearly communicate the purpose of recruiting a diverse staff and the effects it has on students. Host a fair that is informative and speaks of the benefits of diversity in education.	Who: IED Committee, Building Leaders, BEA President What: Organize district information session and attend college and university student forums What: Organize district information session and attend college and university student forums
Sustain strong and positive relations with local teacher preparation programs at the college and university levels (UConn, CCSU, St. Joseph's, SCSU, etc.).	IED Committee, District Curriculum Specialist, Teacher Preparation Directors at the local colleges and universities.	Continue to sustain strong relationships with local and regional teacher prep programs.	HR, Curriculum Specialist, Asst. Superintendent, Director of School Improvement, IED Committee.	Ongoing	Maintain current relationships with programs and develop new relationships with regionally located programs in NY, MA, and RI.	More partnerships with programs outside the state.	What: Lack of interest in partnering. Leadership change. How: Be proactive in the maintaining strong relationships with teacher preparation programs. Develop different modes of ongoing communication with teacher prep programs. Attend career fair and events at local college and universities.	Who: IED Committee, Building Leaders, BEA President What: Host bi-annual stakeholder events to strengthen pipeline. Also create partnership with Charter Oak College to leverage State scholarship offerings.
Build and sustain relationships with Minority Serving Institutions (MSIs) and Historically Black Colleges and Universities.	IED Committee, BEA, Board Members, Building Leaders	national partnerships with t	IED Committee, current staff who graduated from HBCUs, BOE members.	Ongoing	Increased MSI attendance at fairs	Expand out partnerships nationally.	Decreased candidate pools looking to other districts due to lack on incentives	Who: IED Committee, Building Leaders, BEA President, BOE members. What: Host bi-annual MSI stakeholder meetings and virtual recruitment events