

Fits under what Goal(s) 1-6?	SMART Goals	Measurement	Action Steps	Implementation Timeline	EDI Goals Team Responsible	Workgroup Involvement	Task Force Responsible	NHCS Contacts	Information Needed
Goal # 4 Equitable Opportunity to Learn?	Ensure enrollment at choice schools is reflective of the diversity our community	Enrollment data for each school	Review and recommend changes to the application and acceptance process at choice schools to reflect the racial, ethnic, and demographic diversity of our community, check on lottery process for students gaining access for prek and choice elementary schools, Review and tweak policy to allow for increased diversity in enrollment. Recruitment efforts?	Long Term	Academic & Behavior	Preferred	Diverse Student Demographics	Denise Angevine, Enrollment Specialist, Sarah Gubitz - HS specialty program coordinator.	Site Assignment Process
Goal # 4 Equitable Opportunity to Learn?	Ensure Head Start and Pre-K program site assignment is reflective of the diversity in demographics of accepted students	Enrollment data for each program/site	Review and recommend changes to the application, acceptance, and site assignment process at NC Pre-K/Head Start programs to reflect the racial, ethnic, and demographic diversity of our community Present ideas to Head Start Policy Council & NHCS School Board, check on lottery process for students gaining access for prek and choice elementary schools,	Long Term	Academic & Behavior	Yes	Diverse Student Demographics	Shannon Smiles, Director of Early Childhood Education	Site Assignment Process
Goal # 6 School Accountability - strategy 2?	Train all NHCS employees to understand and respond to Implicit Bias	Verification of workshop participation	Identify who needs training and a timeline of implementation, Check with HR to see what the plan is for training new staff and staff that did not get trained as well as continued training. Preliminary plans are being made with similar vendors to continue the work. Review and tweak policy to allow for increased diversity in enrollment. Recruitment efforts? PD has started for principals with James Ford (CREED).	Short Term	Academic & Behavior	Yes	Professional Development	Debbie Trafton, Classified Staff Susan Sellers, Certified Staff	Logistics and status of training efforts
Goal # 5 - Equitable Resource Distribution (see strategy line # 9)?	Identify effective and ineffective strategies for community or family engagement planning for marketing and public relations	Rosters at Family/Community Engagement Events	Review recent strategies for parent engagement for major school district initiatives such as redistricting. Identify the strategies that resulted in receiving desired parent feedback. Determine alternate strategies for events where desired participants did not attend. Possible discussion with new GE equity lead..Shawn will coordinate. Looking at other possibilities as well (NHC, UNCW) Partnership with Latino Alliance is occurring.	Short Term	Academic & Behavior	Yes	Family Engagement: IN PROGRESS (town halls, roundtable discussions, increased interpretation services, bidding out translation services)	Caress Clegg, Public Relations	Event offerings and attendance
Is this goal complete? What about anti-racist SEL approaches?	SEL curriculums are needed and will be utilized as we move into next school year	District wide purchases for SEL to support needs of students.	Student support to identify SEL programs and support students Pre K - 12. K- 8 programs are solidified. 9 -12 SEL resources have been included in an SEL document for sendary schools. District wide PD on TEEN Mental Health First Aid have occurred and are planned.	Both Short and long term. Scheduled for implementation for k - 8. Second step 6 - 8 PD is occurring this month.	Academic & Behavior	yes	Social Emotional Support	Al, Julie and Kristen	
Goal # 2 Equitable Access & Inclusion or Goal # 5 Equitable Resource distribution?	Analyze offerings and enrollment demographics of students completing advanced coursework and STEM courses.	Enrollment in specialized programs, honors, and AP classes	Collaboration with Student Support regarding SEL curriculum and other resources. Start conversations with Specialty group team in fall so that when process starts diversity is the forefront.	Long Term	Academic & Behavior	yes	Advanced Course Enrollment	Allen O'Briant, Director of Secondary Education Donna Sloan, Academically and Intellectually Gifted Supervisor, Spcialty Program Coordinator - Sarah Gubitz	PS data

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Goal # 6 School Accountability ?	Ensure consideration of equitable School Board Policies	Policy revision recommendations	Review and recommend changes to the 8000 Student Series of NHCS Board Policies for alignment with the mission of the EDI Committee Can the policies be that are being reviewed also be reviewed through the equity group so that it is seen through an equity lense? Do we need to consider Seclusion and restraint policies as part of this review.		Academic & Behavior		Stefanie to speak with Nelson regarding NCSBA discussion session; reviewing timeline for 8000 series.	Possibility of the NCSBA to seek input from the EDI board group.	
Goal # 3 Equitable Treatment?	Hire HR staff that are knowledgeable about best practices for recruiting/retaining staff from under-represented populations	EDI representation on the hiring team for new HR positions	Interviewing two new candidates in human resources should be asked "what are your strategies for recruiting and retaining teachers of color?" Best practices on recruiting/retaining staff of color shared with HR representatives and interviewers Representation from EDI committee	60 days (March 1 - May 1, 2020)	Culture/Climate/Community	Tyler/Caress/Rachel to share with workgroup to determine individual(s) to participate in hiring	Educator Recruitment / Retention	Debbie Trafton, Classified Staff Susan Sellers, Certified Staff	Questions list for new interviewees; training for interviewers
Goal # 3 Equitable Treatment?	Recruit & retain staff from underrepresented populations (long term)	Certified Staff Demographic Data	Incremental increase over the long-term Monitor the progress of "Pathways" program (classified staff moving to certified staff roles) Determine if "Community Conversations" recognition initiative for educators of color still exists in order to use those educators for qualitative data about experience/culture in the school system Tyler/Franchon to follow up with D. Trafton & Scott H. about EDI survey that went out on July 6; Will request the survey be sent again; Franchon will follow up with video-recording message to educators of color based on list received from HR	August 2020 & repeating Yearly report from HR in Fall? No longer active July 30, 2020	Culture/Climate/Community	Tyler/Caress/Rachel to share with workgroup	Educator Recruitment / Retention	Debbie Trafton, Classified Staff Scott Hall, HR systems specialist	Need demographic data of under-represented certified/licensed staff populations by school in order to identify baseline
Goal 5: equitable resource distribution?	Establish a Workflow Document to explain the relationship between the EDI Committee and Equity Workgroup	Workflow Document							
Already under Goal # 3: Equitable treatment	Ensure equitable discipline practices for students				Culture/Climate/Community		Discipline	Sherry Pinto, Drop Out Prevention Specialist	Student discipline data disaggregated by demographic subgroups
Goal # 5 Equitable Resource Distribution or Goal # 2 Equitable Access & Inclusion ?	Ensure equitable access to mental health across school settings	Mental Health site assignment roster			Culture/Climate/Community		Social Emotional Support	Kristin Jackson, Director of Student Support	
Already under Goal # 2 Equitable Access & Inclusion	Include student leaders in the work of the EDI committee & Equity Work Group	??	Identify student leader structures at each school (i.e. clubs, organizations, etc.) google doc or google form sent to school members, leaders or counselors to find out answers to above action step Qualitative &/or quantitative needs assessment of students' needs for our work	By the time of the first meet and greet with the Equity work group and EDI committee or to clarify the ongoing work and/or action step(s) at the time of the meet and greet	Culture/Climate/Community	identification of students in an equitable way	Student Voice	Lina Espinosa K Williams Christy Howe (on Work Group) Kayce SMith Rachel Greer (on Work group & EDI committee) LaChawn Smith	