



Goal Area 1: Student Engagement and Learning

Strategy 1A: Incorporate the use of culturally relevant instruction and curriculum.

Action Steps	Evidence
Survey schools to determine current practices	<ul style="list-style-type: none"> • Create survey, collect data, analyze and share
Increase the use of culturally relevant teaching and curriculum through professional learning	<ul style="list-style-type: none"> • Developmentally appropriate cross-curricular content integration of DEI • Correlate the SEL developmental age spans for age-appropriate curriculum development • Assign staff roles between district staff, school counselors, and staff
Provide support to faculty and programs for the development, implementation and evaluation of courses and academic programs related to diversity, equity and inclusion	<ul style="list-style-type: none"> • Design of comprehensive support plan including a resource bank and evaluation implementation • Creation of a plan for DEI professional learning with ongoing evaluation
Provide staff with resources to identify culturally relevant and responsive teaching strategies such as videos, podcasts, and other mechanisms to see these strategies in action	<ul style="list-style-type: none"> • See Above • Align CASEL Competencies to resources supporting culturally relevant and responsive teaching
Review current social emotional programming for elements of DEI	<ul style="list-style-type: none"> • Correlation with 40 Developmental Assets • Development of a committee to evaluate what exists in our LEA as a baseline among the diversity in our district • Develop a strategy of what needs to be developed
Develop leaders' capacity in use of culturally relevant and responsive teaching and curriculum, and provide tools and training for evaluation	<ul style="list-style-type: none"> • Second phase of roll-out/implementation



Goal Area 1: Student Engagement and Learning

Strategy 1B: Measure and monitor academic excellence for diverse groups.

Action Steps	Evidence
Examine current national practices related to promoting academic excellence for underrepresented students in order to provide opportunities for collaboration and replication	<ul style="list-style-type: none"> • Creation of team/committee to examine current national practices • List of existing programs- inventory what is working and if there are any existing programs
Promote use of various forms of data for identification of underrepresented students in advanced programs and courses	<ul style="list-style-type: none"> • Baseline needs assessment – IC/MARS data • Staff development around how to identify potential candidates • Address academic gaps so that students can access these advanced programs/courses
Encourage counseling departments and teachers to identify underrepresented students who have the ability to be successful in advanced programs and courses	<ul style="list-style-type: none"> • Measure work already being done to develop a baseline of expected practice • Establish program outcome expectations • Review CCRPI data/PBIS
Develop and implement support programs for students who participate in advanced courses and programs	<ul style="list-style-type: none"> • Second phase of roll-out/implementation
Create a discipline matrix to monitor disproportionality of suspensions and expulsions for student subgroups.	<ul style="list-style-type: none"> • Baseline needs assessment – IC/MARS data • PBIS data
Study current services for English Language Learners in order to provide appropriate student support	<ul style="list-style-type: none"> • CCRPI Data • Title III/ESOL develop trend data • Development of District Data Team for ELL students to review ACCESS/Academic Progress • Review of participation/enrollment
Monitor measures of academic growth for students by subgroup	<ul style="list-style-type: none"> • Integrate data from CCRPI Data, MARS Data (IC), Qualitative Data, IC Reports and Student Surveys



Goal Area 2: Staff Capacity

Strategy 2A: Recruit and develop excellent and diverse staff for all positions.

Action Steps	Evidence
Measure and monitor increases in certified staff- to-student diversity ratio by increasing the number of underrepresented staff members	<ul style="list-style-type: none"> • Compare ratios of the new hire rate vs. the overall demographic rates of staff diversity • Compare the number or percentage of staff members employed from underrepresented groups
Develop a comprehensive recruitment plan with identified goals for underrepresented school and department staff that targets recruitment efforts at Historically Black Colleges and Universities and Hispanic Serving Institutions as well as consortia, internship programs, and regional networks	<ul style="list-style-type: none"> • Create a list of schools with contact information; establish and track contact • Recruitment calendar • Track hiring from efforts
Focus recruitment efforts to include multiple dimensions of diversity	<ul style="list-style-type: none"> • See Above
Actively recruit students of diversity to high school teaching pathways	<ul style="list-style-type: none"> • Track ethnic percentages of pathway completers • Create MS-HS recruitment and promotional plan
Create companion recruitment opportunities with the Chamber of Commerce and local businesses for experienced teachers, other instructional staff, and leaders relocating to Forsyth County	<ul style="list-style-type: none"> • Create materials for Chamber
Train FCS staff responsible for hiring to incorporate diversity as an added value	<ul style="list-style-type: none"> • Offer breakout sessions during monthly meetings for principals and assistant principals, Cabinet
Monitor salary and benefits at all levels for equity	<ul style="list-style-type: none"> • Salary schedules • Comparison charts that analyze the salaries of underrepresented staff members to each other and the majority
Monitor staff perspectives and opinions about diversity, equity, and inclusion	<ul style="list-style-type: none"> • Diversity Advisory Meetings



Goal Area 2: Staff Capacity

Strategy 2B: Develop and retain culturally competent staff to equip all adults with a deeper understanding of diversity, equity, and inclusion.

Action Steps	Evidence
Develop and administer a needs assessment in each school building and district department to determine knowledge of diversity, equity, and inclusion and use to inform decisions about professional learning	<ul style="list-style-type: none"> • Create survey, collect data, analyze and share • Needs assessment embedded in annual Comprehensive LEA Improvement Plan (CLIP) processes
Incorporate diversity, equity, and inclusion into all district and school-based professional learning opportunities	<ul style="list-style-type: none"> • Number and types of DEI professional development offered
Plan and implement diversity, equity, and inclusion learning for every staff member	<ul style="list-style-type: none"> • Percentage of staff that participated; evaluation data
Provide a system of professional supports to underrepresented teachers and leaders including but not limited to mentors, affinity groups, etc.	<ul style="list-style-type: none"> • Induction and retention survey data • Develop a mentoring program that will assist with matching underrepresented staff members with other members
Provide consistent onboarding and orientation for all new faculty, staff and students to ensure awareness and understanding of all diversity and inclusion policies, resources and goals	<ul style="list-style-type: none"> • Develop a required training or video
Establish an advisory group for minority professionals in FCS	<ul style="list-style-type: none"> • Calendar of meetings; agendas, minutes and attendance



Goal Area 3: Culture and Climate

Strategy 3A: Demonstrate a clear commitment to addressing the concepts of diversity, equity, and inclusion in Forsyth County Schools.

Action Steps	Evidence
Develop a public district statement about the importance of diversity, equity, and inclusion in Forsyth County Schools	<ul style="list-style-type: none"> • Communicate using various tools • Included in district board policy
Communicate the district's commitment to diversity, equity, and inclusion in all district and school initiatives	<ul style="list-style-type: none"> • Write procedures to follow for all school and district events to support DEI
Publicize programs and opportunities in the district related to diversity and inclusion	<ul style="list-style-type: none"> • Track events, methods of communication and participation
Establish expectations for district departments and schools to implement initiatives related to diversity, equity, and inclusion	<ul style="list-style-type: none"> • Documentation in SIP and departmental improvement plans
Create a position and job description responsible for diversity, equity, and inclusion focus in FCS	<ul style="list-style-type: none"> • Job description and job posting
Measure and monitor implementation of the Diversity, Equity and Inclusion Plan including periodic updates about progress on goals	<ul style="list-style-type: none"> • Biannual written progress reports on goals



Goal Area 3: Culture and Climate

Strategy 3B: Create a more inclusive and culturally aware Forsyth County Schools community.

Action Steps	Evidence
Use data to determine current climate regarding diversity, equity, and inclusion and identify areas of improvement	<ul style="list-style-type: none"> • Create a survey based on goals and training • School climate surveys
Develop opportunities in each school that celebrate diversity and inclusion	<ul style="list-style-type: none"> • Collect what is currently occurring and share with other schools • Track events, methods of communication and participation
Utilize district and community resources to provide guests of diverse backgrounds and/or materials for schools and programs	<ul style="list-style-type: none"> • See Above
Review and revise board policies and administrative rules regarding discrimination, harassment, and bullying annually	<ul style="list-style-type: none"> • Copy of updated board policies
Conduct simulations to understand bias, poverty, customs and traditions, and physicality through others' perspectives	<ul style="list-style-type: none"> • Copy of simulation program/lesson plans • Percent of participants and evaluation
Encourage each employee to serve as an ambassador for equity and inclusion in the district	<ul style="list-style-type: none"> • Incorporate expectations into training
Ensure school PTA/Os, booster clubs and alumni associations are partners in implementing the Diversity, Equity and Inclusion Plan	<ul style="list-style-type: none"> • Meetings; provide resources and training
Develop, enhance and cultivate relationships with civic and community organizations, business, culturally diverse institutions and government agencies to embrace diversity	<ul style="list-style-type: none"> • Progress report on new relationships that have been developed