

## duPont Manual Racial Equity Plan 2024-2025

Each school year, all Jefferson County Public Schools (JCPS) are required to complete and submit an Equity Monitoring Progress Tool (EMPT). These EMPTs are collected in a digital Racial Equity Profile that is never made forward-facing to the public. Both individual EMPTs and the larger Racial Equity Profile they exist within are meant to provide evidence of how individual schools are addressing the [JCPS Racial Equity Policy](#). Additionally, the monitoring of these documents allow Specialists within the Department of Diversity, Equity, and Poverty to provide more robust systems of support to individual schools as they are needed to meet the expectations outlined within the policy.

However, the Department of Diversity, Equity, and Poverty recognizes the importance of community and stakeholder engagement as well as the importance of caregivers in the lives of our students. For that reason, each school will make a portion of their annual EMPT visible to the larger JCPS community by reporting out their SMART Goals as it pertains to their school's pursuit of the JCPS Racial Equity Policy. Those compiled SMART Goals are the current, monitored iteration of JCPS school Racial Equity Plans and can be found linked on all [JCPS school profiles](#).

### **Domain 1: Diversity in Curriculum, Instruction, & Assessment**

**Racial Equity Policy Expectation 1.1:** School is **creating original content, expanding on district curriculum resources, and/or supplementing provided district curriculum** so that all materials are inclusive, reflective, and validating of Students of Color, as detailed by the Affirming Racial Equity Tool.

**Racial Equity Policy Expectation 1.2:** School is actively utilizing **culturally responsive instructional practices** that improve learning outcomes for Students of Color.

**Racial Equity Policy Expectation 1.3:** School ensures **multiple forms of assessment** are utilized and that all classroom educators provide actionable feedback and revision opportunities until mastery is achieved by all students.

#### **Goal**

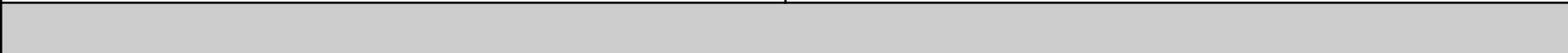
D1 - Goal 1: By the end of the 24-25 school year, all 100% of all (9-11) English, Math, Science, and Social Studies PLCs will utilize our new PLC Cycle Document to create formative and summative assessments that are equitable for all of our students.

#### **Next Steps**

D1 - Goal 1

- Embedded PD will be provided to all teachers on our new PLC Document, aligned to JCPS Six Systems.
- PLC Cycles will be reviewed and feedback provided by AIC on an

<p>D1 - Goal 2: By the end of the 24-25 school year, all 100% of all PLCs will use the ARE Tool in unit and lesson design to include explicit considerations for the use of high-yield instructional practices and the cultural and social contributions of diverse student populations, including, but not limited to, students of color, ECE students, and ELLs to ensure relevance and equity.</p>	<p>ongoing basis to observe linked formative/summative assessments to evaluate equity.</p> <ul style="list-style-type: none"> <li>● PLC Cycles will have a completion schedule to ensure accountability and administrator’s evaluation to monitor implementation.</li> <li>● Admin will meet with each of their teachers four times a year for informal individual feedback</li> <li>● Communicate Plans with ILT and Faculty</li> </ul> <p>D1 - Goal 2</p> <ul style="list-style-type: none"> <li>● Use our Walkthrough Tool, which embeds Racial Equity ARE Tool Domain integration, to assess and monitor ARE Tool Domain implementation.</li> <li>● Ongoing PLC Cycle Documentation Review on the ARE Tool Domain alignment with curricular lessons.</li> <li>● Gather ARE Tool artifacts through a google form submission link that is embedded in PLC Cycle Document to monitor and track implementation.</li> <li>● Embed Racial Equity Walkthrough data analysis/future planning into AP PLC.</li> <li>● Admin will meet with each of their teachers four times a year for informal individual feedback</li> <li>● Communicate Plans with ILT and Faculty</li> </ul>
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**Domain 2: Professional Development**

**Racial Equity Policy Expectation 2.1:** School faculty and staff **engage in professional learning** that addresses cultural responsiveness, implicit bias, intersectionality, racial identity, personal or structural racism, and practices that support inclusion.

**Racial Equity Policy Expectation 2.2:** School leadership, faculty, and staff **reflect on professional learning** that addresses cultural responsiveness, implicit bias, intersectionality, racial identity, personal or structural racism, and practices that support inclusion.

<b>Goal</b>	<b>Next Steps</b>
<p>D2 - Goal 1: By the end of the 2024-2025 school year, duPont Manual will follow our PD Plan that includes racial equity training for all faculty through the use of the Racial Equity Envoy training in order to ensure broad implementation of equity focused learning.</p>	<p>D2 - Goal 1</p> <ul style="list-style-type: none"> <li>● Ensure Racial Equity Envoy Leader has scheduled time each month to present training to all faculty</li> <li>● Teachers must be provided opportunities to reflect on the Professional</li> </ul>

Development (Embed questions into Admin Meeting with Faculty)

- Results of the Feedback will be shared with the PD Committee and Racial Equity Committee
- Communicate plans with ILT and Faculty