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School	Equity Effort	EMPT Domain Connection	Description	Champion of the work	Applicability
Seneca High Mr. Guy	(Course Elective) ML peer tutor program (for credit)	Domain 1- Curriculum, Instruction, Assessment	Counseling staff schedules PEER Tutoring for students to be tutored by other students in thier native language	Ms. Fussnecker	High School
	Utility of the Racial Equity Envoy	Domain 3: Culture and Climate	An effective use of the Racial Equity Envoy	Ms. Dixon	All Levels
	Interview Questions filtered through the REAP	Domain 5: Staffing and Classroom Diversity	Interview Committee screens questions through the REAP before using those questions on/with candidates wishing to work in Seneca.		All Levels
Butler High Mr. Allen	Education Pathway	Domain 4: Programmatic Access	The principal utilized the Education Pathway Teacher to contact former students to get them enrolled in the education program. As a result two of his newest teachers are Butler Alumni	Mr. Allen	High & Middle School
Grace James Ms. Frazier-Goately	GEMKeepers Academy	Domain 5: Staffing and Classroom Diversity	GEMKeeper Academy Onboarding Program is designed to empower new educators with the knowledge, skills, and support they need to thrive in their teaching roles and make a positive impact on student learning. By providing comprehensive training, mentorship, and ongoing support, we aim to foster a culture of collaboration, continuous improvement, and excellence in teaching.	Ms. Frazier-Goatley	All Levels
	School-wide-Afrocentric and gender centric curriculum intentional bedding of history and debunking untruths	Domain 1- Curriculum, Instruction, Assessment	Intentional truth telling and teaching of African American impact on history (America and the world)	Ms. Frazier Goatley	High & Middle School
Liberty	Liberty Hiring	Domain 5: Staffing and Classroom Diversity	Process that school undergoes during the interview and hiring process. Each person on the committee has a specific look-for during interviews. Two look fors are equity focused: addressing implicit bias, cultural competency	Ms. Jessica Duffy & Ms. Sara Sutton	All Levels
	EMPT Needs Assessment and Assurances	All Domains	Have taken the 6 systems/Domain Crosswalk and created a document aligned to connect evidence	Ms. Jessica Duffy & Ms. Sara Sutton	All Levels
	PDSA on Sense of Belonging	Domain 3: Culture and Climate	Title I conference - Science of Belonging book Belonging by Geoffrey L. Cohen. System wide problems of practice (one is sense of belonging). Completing a causal system analysis over sense of belonging. They will do a plan, do, study, act (PDSA). Will pick one or two to PDSA.	Ms. Jessica Duffy & Ms. Sara Sutton	All Levels
Dubois	Teacher Coaching Tiers	Domain 2: Professional Learning	DuBOIS Academy offers tiered coaching opportunities for teachers who require additional guidance and support. This model allows us to meet teachers where they are and provide differentiated coaching based on individual needs. Teachers who are identified as needing support—whether through classroom observations, student performance data, or self-referrals—receive targeted assistance through one-on-one coaching, co-teaching, modeling, and on-the-spot feedback. Our coaching program includes in-house instructional field trips where teachers can observe best practices within their own school, learn from peers, and implement strategies tailored to their classroom context. This tiered system ensures that all teachers, whether new to the profession or experienced educators, have access to ongoing professional development that promotes continuous growth and excellence in instruction. By integrating these coaching opportunities with our focus on equity and anti-racism, we ensure that all teachers are equipped with the tools necessary to provide culturally responsive and student-centered instruction, further supporting the mission and vision of DuBOIS Academy.		All Levels
	Robust Recruitment for Staff	Domain 3: Culture and Climate	At WEB DuBOIS Academy, we are deeply committed to supporting both new teachers and teacher candidates entering the profession. Our new teacher induction program, which meets biweekly, ensures that all staff who are either new to DuBOIS or new to the teaching profession receive ongoing support and professional development tailored to their needs. Each new teacher is also paired with a mentor, providing personalized guidance and fostering professional growth. In addition to this robust internal support, we have established partnerships with local universities—specifically the University of Louisville (U of L), Bellarmine University, and Spalding University. These partnerships allow teacher interns from these institutions to complete their internships at DuBOIS. Notably, we have already hired two teacher interns, furthering our commitment to cultivating the next generation of educators. Our collaboration with the Louisville Teacher Residency (LTR) program is another key component of our recruitment strategy, as it enables us to recruit teachers who are passionate about education and committed to serving our student population. Through these initiatives, we ensure that all new educators receive the necessary support and training to thrive in their roles at DuBOIS, while also contributing to the larger community of education professionals. Our interview questions emphasize equity and anti-racism, which aligns with our school's mission to serve and empower our student clientele. While this focus may deter some candidates from exploring opportunities at DuBOIS, it is a deliberate and necessary part of our process. We are committed to ensuring that every educator who joins our team shares our values and is equipped to address the unique needs of our students, many of whom face systemic challenges that require educators who are dedicated to promoting anti-racist and equitable practices in their classrooms.	Dr. Monica Hunter	All Levels
	Robust Recruitment for Students	Domain 3: Culture and Climate	Every male student in JCPS receives a Dubois Post Card introducing the school and inviting them to tour the building. They visit elementary and middle schools, Hand out flyers at games, host Jamborees, and collaborate with the community		
duPont Manual	Staff Professional Learning	Domain 2: Professional Learning	Robust PD plan that utilizes various formats for dedicated time to professional development. Dedicating PD to focus on our two Racial Equity Goals, but also ensuring RE is embedded in the instructional design and implementation of their systems work. PD Plan PD Reflection Form	Mr. Omar Rodriguez-Camacho	All Levels
Atherton		Domain 3: Culture and Climate	Gives students to opportunity opt into the IB program beyong the transition year (8th-9th) grade year. Also that students are able to "shop" the academies prior to make a choice.	Dr. Stephanie Fluhr	High School
Fairdale	Sense of Belonging for Hispanic Students	Domain 3: Culture and Climate	Strong partnerships: Adalante, LaCasita, Catholic Charities, KRM, National Guard. Various groups come in during the school day and after-school programming to work with Hispanic students. Utilize Hispanic staff to canvass the local community to get information out and garner support. HSU has been started this year. Sense of belonging for Hispanic students is at 85.75%.	Ms. Brandy Corbin	All Levels
Hudson	Equitable Pedagogy	Domain 1- Curriculum, Instruction, Assessment	The Assistant Principal models the ARE Tool Components daily by going into classrooms focusing on Equitable Pedagogy, Content Integration, High Expectations, and Understanding Learning Targets	Dr. Angela Pleasant	All Levels
Iroquois		Domain 3: Culture and Climate	ML Alumni Event- They meet with students to share their experiences post graduation. They group students by languages. This years event will be held on Nov. 26th.	Dr. Toetta Taul	High School
			The school has a Prayer Room to allow ALL students to pray throughout the day and after school. She also provides support with the Muslim Faith. She provides parameters so that students don't take advantage of the situation.		All Levels
Western	Three Pillars & Sense of Belonging	Domain 1 & Domain 3	Embeds the Three Pillars thoughout meetings (PLC, Departments, Staff Meetings etc..) Stem Mentoring Group for Freshman girls (provided by various businesses) -Once a month during lunch	Melanie Weaver	All Levels
Pleasure Ridge Park	Data and Systems	Domain 1- Curriculum, Instruction, Assessment	PRP was very intentional with the use of their UpBeat data (coaching and feedback) to develop a system to address the needs raised by the staff by developing an intentional walkthrough and coaching cycle that includes a focus on their racial equity plan goals around increasing multiple use of assessment and content integration into daily instruction. The UpBeat data suggested that teachers desired more specific feedback and coaching, as a result Mr. Lightle, Assistant Principal, developed a walkthrough schedule and coaching cycle to provide specific feedback and coaching as it relates to instructional practices including the two areas of focus from their racial equity plan. They also ask teachers to schedule set time outside of walkthroughs to specifcally observe those two pracitces and provide feedback and coaching. They also provide "release" time for teachers observe others; leveraging the proficiency of their peers in consistently incorporating those practices in instruction.	Mr. Lightle, Assistant Principal	All Levels
Valley	Equitable Pedagogy	Domain 1- Curriculum, Instruction, Assessment	In noticing that their previously-applied EMPT evidence sourcing approach was not serving their goals, the AP (REC lead) reflected on the shortcomings of their approach. He tightened systems, applied language of the EMPT Guidebook and the language of the Domains to evidence collection, and began noticing improved teacher submissions and more conscientious application of DEP resources.	Mr. McCabe, Assistant Principal	All Levels
Jeffersontown	Systems for EMPT	All Domains	Dr. Irvin at J-town has developed a system for documenting their racial equity work. There are set dates for staff to link artifacts that include a narrative with connections to the domains of the EMPT, as well as a system for monitoring. Dr. Irvin and team filter through that evidence, extracting quality pieces that speak to the expectations of those domains.	Mr. Durham (Principal) and Dr. Irvin (Assistant Principal)	All Levels
Shawnee	Staff Recruitment	Domain 3- Culture & Climate	*At the Academy at Shawnee, we're committed to hiring dedicated staff passionate about our turnaround work. However, the pool of qualified Black and diverse candidates has become more competitive as other schools also focus on recruiting from the Black community. We've also found that not all teachers of color are drawn to working in high-poverty, low-socioeconomic environments. Therefore, we're actively working to attract teachers of color from outside the city to broaden our candidate pool.*	Holli Smith	All Levels
			Interviewing 5 teachers from LTR.		
			They're working on a program targeting Black Males. They've had an influx of BM who signed up to substitute. Creating a program called "BEAM" to assist them with certification.		
			They've also reached out to all HBCU's to recruit		

Ms. Diyana Jones leads the Racial Equity Calibration Check-in. diyana.jones@jefferson.kyschools.us							
School	New Equity Effort	EMPT Domain Connection	Description	Champion of the work	Applicability	RECC Visit 1 Suggestion implemented	RECC Principal Resource Document
Seneca High Mr. Guy	Fall 2024 Racial Equity Survey Results All Stakeholders were surveyed	Domain 1: Curriculum, Instruction, Assess	Domain 1 - Utilizes the ARE tool consistently. Walkthrough data show that teachers are implementing strategies.	Nureka Dixon	All Levels	Follow up Racial Equity Collaboration & Check-In (R.E.C	
Butler							
Eastern	The new principal's focus has been on racial equity. They now have a racial equity committee	Domain 3: Culture and Climate	The school is going to REAP their course offerings and Analyze Advanced Courses to make students aware of the offerings	Chris Collins	High Schools	They created a racial equity committee	
Central	Central is providing opportunities to provide Teacher Voice, Conducting in-person surveys, and Created a positive buzz for the Student Spotlight	Domain 1: Curriculum, Instruction, Assess	New Teacher Mentor Program for teachers that are at CHS for less than 3 years (even if they are new teachers, if they're new to CHS), A Resource Teacher goes to new teacher's classrooms to check in during her extra planning and does informal observations/offers support	Mike Whitfill	All Levels	Progressed with ARE Tool Development, and Continuation of Teacher Spotlight for culture/climate and teacher retention	
Atherton	PSR Talks	Domain 4: Programmatice Access	Post-secondary readiness: 50-60 kids that aren't PS ready. They call them down in small groups, ask what they're interested in. Principal, AIC, and academy coach are part of this. In most schools this is just on the counselor. This is called "PSR Talks". Based on what they want to do, they get them certifications. This has resulted in the highest PSR rate in the state.	Fluhr, AIC, & Academy Coach	HS	They stated that their biggest takeaway from the initial RECC is that they needed to name and document some of their systems that worked well but the story wasn't being adequately told on the initiative	
Doss	Staff Surveys, Started BAYA and B-MEN (Life Skills) and Men of Quality to increase students' sense of belonging. Counselors also work with Freshman Girls and teen moms.	Domain 3: Culture and Climate	They have started to think about how to pivot if SB 165 passes. They will find ways around it. All their programs will continue to support ALL kids. (Courses, Affinity Groups etc…)	Johana Gomez	High Schools	Appreciative for the RECC process. Suggestions and affirmations were useful. AP has been in contact with Dwan Williams. Will begin posting jobs on Monday 3/3. Started BAYA and B-MEN (Life Skills) and Men of Quality to increase students' sense of belonging. Counselors also work with Freshman Girls and teen moms	
Valley	Utilizing their Racial Equity Committee "Positive Peer Pressure" to ensure artifacts are being submitted in their EMPT Monitoring Document.	Domain 1: Curriculum, Instruction, Assess	Utilizing their Racial Equity Committee "Positive Peer Pressure" to ensure artifacts are being submitted in their EMPT Monitoring Document.	James McKay	All Levels	Creating programs to increase student sense of belonging	
Western	Focus on girls of color in their STEM programs and have implemented a mentoring program.	Domain 4: Programmatice Access	They have an initiative where they have girls of color being mentored by women of color that work in STEM field.	Melanie Weaver	High Schools	Implemented Becoming	
Male	The leadership took the feedback from the last RECC to get student and staff feedback on the school climate. The goal is to get surveys out throughout the year to mirror the CSS (The principal stresses the need for racial equity) Staff- Appreciated the Envoy presentation (highlighted the ECE Population and unpacked issues around racist comments etc.. Students- the survey was based on a sense of belonging. Students loved sports-centered activities Mr. Cathey felt validated after the visit that they were doing the work Racial Equity and PBIS is what students are asking for based on the survey. Guiding Coalition Meeting - to gather EMPT evidence	Domain 3: Culture and Climate	CSS like surveys were given to students and staff to address sense of belonging	Keith Cathey	All Levels		
Male	The principal had a concern about racial equity supports next year if something were to happen to our department						
Waggener	Marketing materials / Hiring	Domain 5: Staffing and Classroom Divers	Marketing materials created to attract potential staff. Collaborating recruitment efforts.	Dr. Hitchings	All Levels		
	Black History Month Showcase / BSU	Domain 3: Culture and Climate	Showcase from Black Student Union students during Black History Month.	Ms. Moatley	All Levels		
	Principal Advisory Workgroup	Domain 3: Culture and Climate	Student leadership / student voice. Students have an application process, in which they submit video entries. Team building activities. This has been added to club day schedule and they meet monthly.	Dr. Hitchings	All Levels		
Iroquois	They appreciate the resources we provided, it can be a challenge to find resources due to having unique needs for their students (homeless, foster care etc.. They looked at things such as ACT Blitz, and reached out to parents to offer support for Spring Break Re-structured their Summer program to provided additional support for their students. (Summer School and Summer Learning- Activities related to their interest, not just academic-based	Domain 1: Curriculum, Instruction, Assess	They host a ACT Blitz, Spring Break activities, and restructered their Summer Program to include academics and enrichment. They plan on taking field trips to the science center, library, and a possible HBCU tour	Toetta Taul	All Levels		
Fern Creek	Club Day	Domain 3: Culture and Climate	As a means to increase sense of belonging among marginalized groups, Fern Creek High School has instituted a Club Day based on student interests (22 clubs).. Built in time during the school day in which students can gather with sponsors in their chosen peer affinity group.	Keturah Wright	All Levels		
Breck- Metro	To be more intentional about student voice, the principal has added an interview and exit interview for every student. The feedback has been amazing. Some of the feedback that he learned is that students wanted to speak at graduation because of their experience here at B.M. They've learned about the reputation they have outside of the building. They are also in the process of re-branding their school to break the negative stigma surrending the	Domain 3: Culture and Climate	Their goal is to increase students sense of belonging from 75% to 80% on CSS.	Kirk Huber	All Levels		
Phoenix School of Discovery	School Survey Results	Domain 3: Culture and Climate	Due to not being satisfied with results from their equity walkthrough results from last May, and their CSS results, the decided to be intentional on multiple fronts this year. To see if their efforts had been successful, they created a survey to see the feelings of student racial groups. The result they're most proud of is 87% of their Black students answered yes to "do you see yourself as part of their school community". Black students said "yes" at a higher rate than any other racial group.	Ken Moeller & APs	All Levels		