

Emily Griffith High School – Black Excellence Plan

GOALS

Emily Griffith High School is committed to dismantling and reversing persistent systems of oppression. Our Black Excellence Plan is a living document grounded in equity, accountability, and community engagement. It sets clear numerical targets to address disparities, uphold high expectations for all, and ensure that our Black students are thriving academically and socially. Central to our approach is engaging our Black families and students in shaping school decisions aligned to our mission and vision.

NARRATIVE

We implemented a range of strategies to elevate outcomes for Black students:

- **Cohort Graduation Model:**

Students were grouped into graduation cohorts supported by two or more teachers. These cohorts focused on:

- Weekly family outreach
- ICAP completion monitoring
- Academic progress checks
- Tutoring and intervention supports

- **Professional Development:**

We partnered with Keith Ray to deliver a seven-session PD series on *Grading for Equity*, anti-racist instructional practices, and the use of inclusive language.

- Teachers reported increased awareness of bias and adapted syllabi and grading systems.
- Student surveys showed improved perceptions of inclusivity and fairness in grading.
- **Family and Community Engagement:**
- Phone calls from cohort teams ensured regular and personalized communication with Black families.
- Events like the Block Party and Career Night served as platforms for Black families to engage and voice perspectives.

- **Concurrent Enrollment:**

- Black student participation in concurrent enrollment rose to 20%, up from 18% in 2018–19.
- This growth was supported by counseling and teacher-led encouragement.

- **Vision for Continuous Growth:**

- Strengthen MTSS to explicitly monitor and support Black student success.
 - Disaggregate all school data—attendance, GPA, graduation, ICAP, CE—to ensure equity is built into every system.
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ROOT CAUSES / NEXT STEPS / RESULTS

1. Disconnection During the Pandemic

- **Root Cause:** District data revealed that Black students were 5:1 less likely to be contacted by schools during the pandemic.
 - **Next Steps:** EGHS implemented the cohort model and teacher expectations to ensure at least five direct family contacts per student.
 - **Results:** Over 12,000 family contacts were documented.
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2. Underrepresentation in Concurrent Enrollment

- **Root Cause:** Black students make up 23% of our population but were underrepresented in CE courses (only 19–20%).

- **Next Steps:**
 - Collaborated with counselors to review enrollment patterns.
 - Cohort teachers encouraged CE participation through goal-setting conversations.
 - **Results:** CE enrollment among Black students increased to 20%, a 2% gain from previous years.
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3. Inconsistent MTSS and Data Disaggregation

- **Root Cause:** Lack of systems specifically tracking Black student progress in MTSS and overall achievement metrics.
 - **Next Steps:**
 - Develop a dedicated data dashboard with disaggregated progress indicators.
 - Establish clear equity goals tied to MTSS plans, CE completion, and postsecondary readiness.
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Areas of Focus

- Launch a Black Excellence Data Tracker with monthly reviews.
- Increase Black family engagement through structured feedback opportunities.
- Expand CE(Concurrent Enrollment) /DE (Dual Enrollment) participation with goal of 25% Black student enrollment.
- Embed Black Excellence goals into UIP and ILT workstreams.