



# Decatur High School Improvement Plan 2022-2023

Name of School	Principal
Decatur High School	Rochelle Lofstrand

School Improvement Plan Core Team Members	
Name	Position/Role
Sean DeWeese	SLT Member
Cassandra Black	SLT Member
Elliott Robinson	SLT Member
Amy Marti	SLT Member
Duane Sprull	SLT Member
Eston Melton	SLT Member
Ila Wade	SLT Member



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## CSD Equitable Outcomes

City Schools of Decatur through its policies and practices creates the imperative to rapidly achieve educational equity and achieve our vision and mission. We believe that educational equity will be achieved through the integration of advancing racial equity, accelerating student achievement, and creating a positive culture and climate. Therefore, elements of these core pillars are integrated throughout the 2022 - 2023 CSD Framework for Equitable Outcomes.

## Vision

We will build the foundation for all children to be their best, achieve their dreams, and make the world a better place.

## Mission

Our mission is to work with and inspire students to grow and develop their ability to learn, think and inquire through meaningful, motivating and rewarding learning experiences supported by highly qualified caring adults in a safe, supportive, and inviting community.

## District-wide Anticipated Outcomes

- CSD will eliminate disproportionate academic and disciplinary outcomes based on race. Specifically, in the 2022-2023 school year:
  - In grade K-2, we will increase the percentage of black students scoring at or above grade level on MAP by 10% in reading and math.
  - In grades 3-12, we will increase the percentage of black students scoring a Level 3 or 4 on the Georgia Milestones by 10% in all subject areas assessed.
  - We will decrease the number of black students scoring a Level 1 on the Georgia Milestones by 10%.
    - To support these goals, all teachers will provide evidence of:
      - Development/Implementation of common summative assessments based on course standards with the goal of at least 80% of each student group showing proficiency on priority standards.
      - Utilize Professional Learning Communities with the purpose of improving performance on priority standard by using the CSD protocol to examine student achievement and develop needed interventions and extensions students.
- Staff, student and parent surveys will indicate:
  - the existence of an anti-racist, equitable environment (i.e., increased perception of belonging, inclusion, engagement, cultural relevance, etc.)
  - an overall positive experience in CSD.
  - increased sense of engagement and belonging
  - improved mental and physical wellbeing
- All students will
  - meet or exceed predicted academic growth scores.
  - have a positive and trusting relationship with at least one adult in their school.

The success of the Framework for Equitable Outcomes is reliant upon a partnership among classroom educators, school and district administrators, and the community. Each group has unique responsibilities that will facilitate plan implementation and ensure that all students receive equitable access and outcomes.



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Decatur High School will support the CSD Equitable Outcomes with the following goals:

Accelerating Student Learning	<u>Baseline</u> <u>2021-2022</u>	Mid-Year	End-of-Year-Target	End-of-Year Actual 2022-2023
<ul style="list-style-type: none"> <li>In grades 9-12, we will increase the percentage of Black students scoring a Level 3 or 4 on the Georgia Milestones by 10% in all subject areas assessed.</li> </ul>	Algebra 1 - 15.91% American Lit - 33.67% Biology - 43.33% US History - 25.71%		Algebra 1 - 25.91% American Lit - 43.67% Biology - 53.33% US History - 35.71%	
<ul style="list-style-type: none"> <li>We will decrease the number of Black students scoring a Level 1 on the Georgia Milestones by 10%.</li> </ul>	Algebra 1 - 46.59% American Lit - 24.49% Biology - 30.00% US History - 35.71%		Algebra 1 - 36.59% American Lit - 14.49% Biology - 20.00% US History - 25.71%	

### Strategies/Action Steps to Support Goals

- To support these goals, all teachers will provide evidence of:
  - Development/Implementation of common unit and lesson plans in content teams. Plans will be differentiated based on a variety of factors in order to deepen learning.
  - Development/Implementation of common summative assessments based on course standards with the goal of at least 80% of each student group showing proficiency on priority standards.
  - Utilize Professional Learning Communities with the purpose of improving performance on priority standards by using the CSD protocol to examine student achievement and develop needed interventions and extensions students.
  - Develop a PL Goal for the year in TKES that supports this work in each content area.
- To support these goals, STAR data will be collected 2 - 3 times during the school year. This data will be examined using the CSD protocol to examine student achievement and progress (2022-2023 will be a data collection year).



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Building/Sustaining a Positive Culture and Climate	Baseline 2021-2022	End-of-Year-Target	End-of-Year Actual 2022-2023
<p>Staff, student and parent surveys will indicate:</p> <ul style="list-style-type: none"> <li>the existence of an anti-racist, equitable environment (i.e., increased perception of belonging, inclusion, engagement, cultural relevance, etc.)</li> <li>an overall positive experience at DHS</li> <li>increased sense of engagement and belonging</li> <li>improved mental and physical wellbeing</li> </ul> <p>For 2022-2023, student survey data in the selected questions on the GA School Climate Survey will increase the number of students marking “agree” or “strongly agree” by 15%.</p> <p>For 2022-2023, student survey data in the selected questions on the Tripod DEI Survey will increase the number of students marking “mostly true” or “totally true” by 15%.</p>	<p><a href="#">Georgia School Climate Survey Questions</a></p> <p>Most days I look forward to going to school.</p> <p>I feel connected to others at school.</p> <p>I know a student at my school that I can talk to if I need help (e.g. homework, class assignments, projects).</p> <p>Teachers treat me with respect.</p> <p>How often do you feel stressed?</p> <p>I feel my school has high standards for achievement.</p> <p>I know an adult at school that I can talk with if I need help.</p> <p><a href="#">Tripod DEI Survey Questions</a></p> <p>At this school, everyone tries hard to be fair to everybody.</p> <p>At this school, everyone tries hard to make all types of people feel included.</p> <p>At this school, everyone tries hard to understand people from different backgrounds.</p> <p>I feel valued at this school.</p> <p>I am treated with respect at this school.</p> <p>I feel like I belong at this school.</p>		



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## Strategies/Action Steps to Support Goal

To support these goals:

- Walk-throughs will be conducted using the CSD Walk-through tool.
- DHS staff will participate in CSD Professional Learning on the [CRE Do 4 Framework Year 1](#)
- DHS staff will design and deliver Advisement Lessons based on SEE-Equity and SEE-Learning.
- DHS staff will participate with district curriculum adoptions and trainings.

Suspension / Prevention Goal	Baseline 2021-2022	Mid-Year Target	End-of-Year-Target	End-of-Year Actual 2022-2023
In 2021-2022, Black students received .24 days of ISS compared to their white peers that received .07 days of ISS. Black students received .48 days of OSS compared to their white peers that received .14 days of OSS. For the 22-23 school year, we will decrease the number of discipline incidents that result in ISS or OSS for Black students by 35%.	ISS - 107 incidents OSS - 59 incidents  61.7% of all of the discipline incidences were ISS/OSS for black students (269)	26.7% of all discipline incidents were ISS/OSS for black students	26.7% of all discipline incidents were ISS/OSS for black students	

## Strategies/Action Steps to Support Goal

To support these goals:

- Restorative Circles will be used in advisement and once a week in each class.
- Restorative Practice/Alternative Discipline components will be assigned for consequences.



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- DHS Teachers and Staff will work to build genuine and meaningful relationships with students and families with clear and consistent expectations through Advisement lessons, class meetings, and announcements.