



# **Accreditation Report**

**Lee-Davis High School**

**Hanover County Public Schools**

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# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Lee-Davis High School is a large comprehensive high school which serves more than 1500 students living in the eastern portion of Hanover County. This school has a rich history of outstanding community support, excellence in teaching and school leadership, high student achievement success, and a wide range of student developmental offerings in athletics and extra-curricular. Beginning with the 2002 school year, Lee-Davis engineered the school improvement planning process as its system for self-study and continuous improvement. After establishing a Mission Statement based on our school and system Beliefs, an Action Plan was established based on the data that indicated Priorities for Student Learning.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Mission Statement

Lee-Davis High School's mission is to prepare students for success in future academic, social and business endeavors in a global society by providing an atmosphere that supports the cooperation of teachers, students, and parents in a variety of learning activities.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Increase in the number of students taking AP courses

Increase in the number of students taking AP exams

Increase in the number of students taking IB courses

Increase in the number of students graduating with IB certificates and diplomas

Increase in the number of students taking IB exams

Increase in the number of students taking CTE credentialing exams

Increase in the number of students taking dual enrollment courses

Increase in the number of students taking SATs

DECA received 1st in the Nation in the Creative Marketing Project event

Marching Band - 14 year honor band

NJROTC received the distinction of Unit Achievement; puts them in the top 15 units nationally

Boys Outdoor Track & Field - 5A State Title (2014 & 2015)

Swimming - State Champion and record holder for 100m Butterfly (2015)

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

74 Hanover Scholars

74 BETA Club members

57 National Honor Society Members

188 students pursuing 4-year college or university

103 students pursuing 2-year college or post-secondary opportunities

20 students considering other continuing education plans

176 Advanced Placement Tests Taken

300 enrolled in Advanced Placement courses

60 enrolled in Dual Enrollment

113 IB course enrollment

860 participating in VHSL Athletics

85 Extracurricular Activities with 1375 participants

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Monthly Character Awards for students and staff</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•At-risk data</li></ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Work in progress

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Governing body training plan</li> <li>•Communications about program regulations</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Survey results</li><li>•Examples of decisions aligned with the school's statement of purpose</li><li>•Examples of decisions in support of the school's continuous improvement plan</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Work in progress

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

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<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Google Guides Online BlackBoard courses and communities</li> </ul>	Level 3

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Online Credit Recovery Professional Goal Portfolio (PGP)</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•New Faculty website</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•PowerSchool BlackBoard</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Survey results</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> <li>•At-risk data Flex Fridays</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> </ul>	Level 2

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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Work in progress

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Survey results</li> <li>•List of support services available to students</li> <li>•Weekend fuel program</li> <li>School counseling data</li> <li>At-risk data</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•At-risk data</li> <li>School counseling data</li> </ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Work in progress

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•At-risk student data</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

# Accreditation Report

Lee-Davis High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Student surveys</li><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Description of process for analyzing data to determine verifiable improvement in student learning</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li><li>•Minutes from department meetings, common content meetings, vertical teaming meetings</li></ul>	Level 3

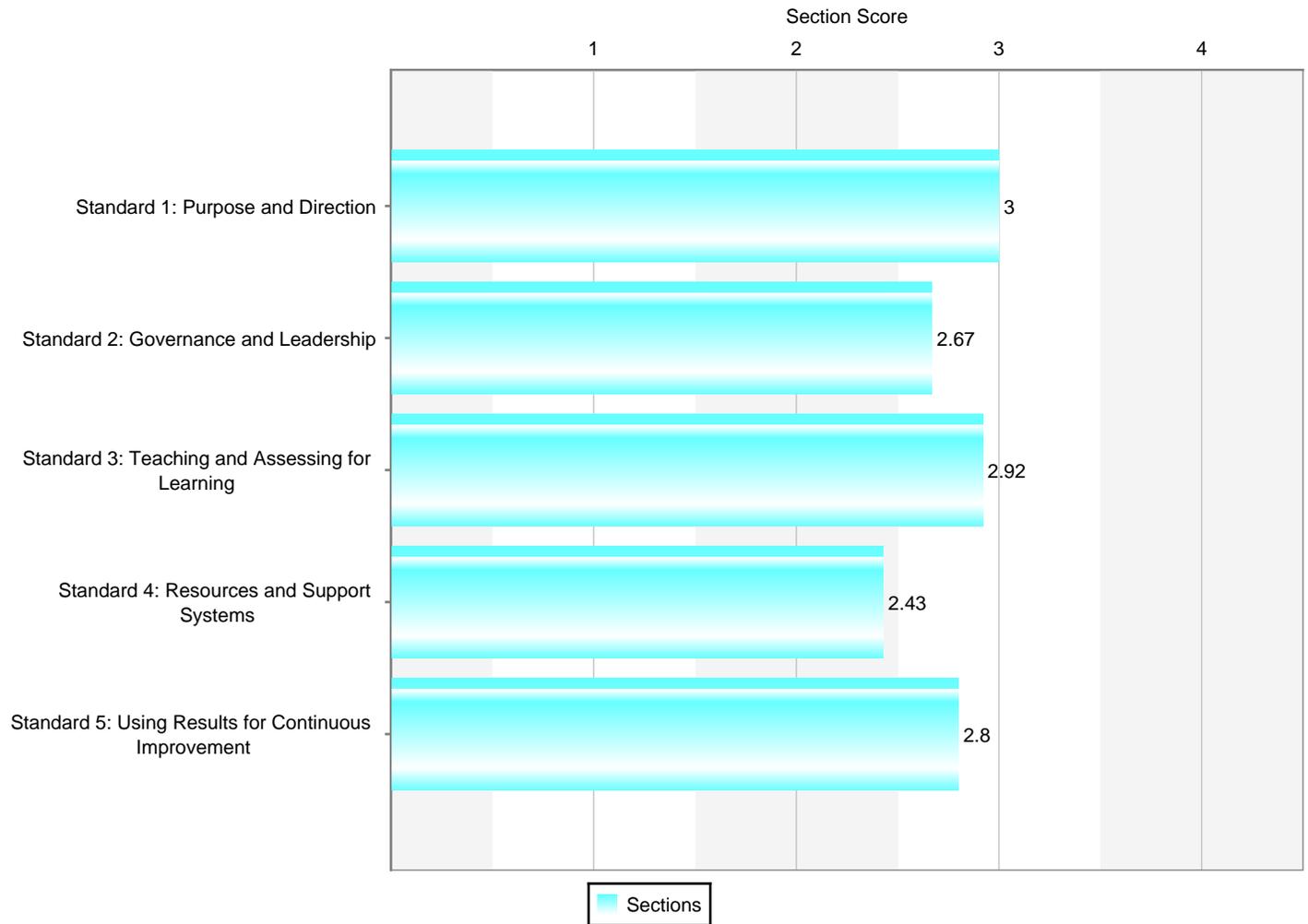
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Survey results</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•At-risk student data</li></ul>	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Work in progress

## Report Summary

### Scores By Section



# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

#### Parent Survey: Indicators

4.3 (4.00) The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

3.6 (3.98) Teachers implement the school's instructional process in support of student learning.

3.9 (3.98) The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

#### Staff Survey: Indicators

4.6 (4.29) The school provides support services to meet the physical, social, and emotional needs of the student population being served.

1.3 (4.14) The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

2.4 (4.14) Leadership and staff foster a culture consistent with the school's purpose and direction

#### Student Survey: Indicators

1.1 (3.81) The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

3.2 (3.81) Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

4.4 (3.63) Students and school personnel use a range of media and information resources to support the school's educational programs.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

We are new to the AdvancED surveys and need at least 2 years of results to show trends.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

N/A

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

#### Parent Survey: Indicators

3.5 (3.39) Teachers participate in collaborative learning communities to improve instruction and student learning.

3.12 (3.45) The school provides and coordinates learning support services to meet the unique learning needs of students.

3.10 (3.51) Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

#### Staff Survey: Indicators

4.5 (3.06) The technology infrastructure supports the school's teaching, learning and operational needs.

4.4 (3.40) Students and school personnel use a range of media and information resources to support the school's educational programs.

4.2 (3.45) Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

#### Student Survey: Indicators

4.3 (2.63) The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

3.3 (3.02) Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

2.1 (3.06) The governing body establishes policies and supports practices that ensure effective administration of the school.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Need at least 2 years of survey data to compare.

### What are the implications for these stakeholder perceptions?

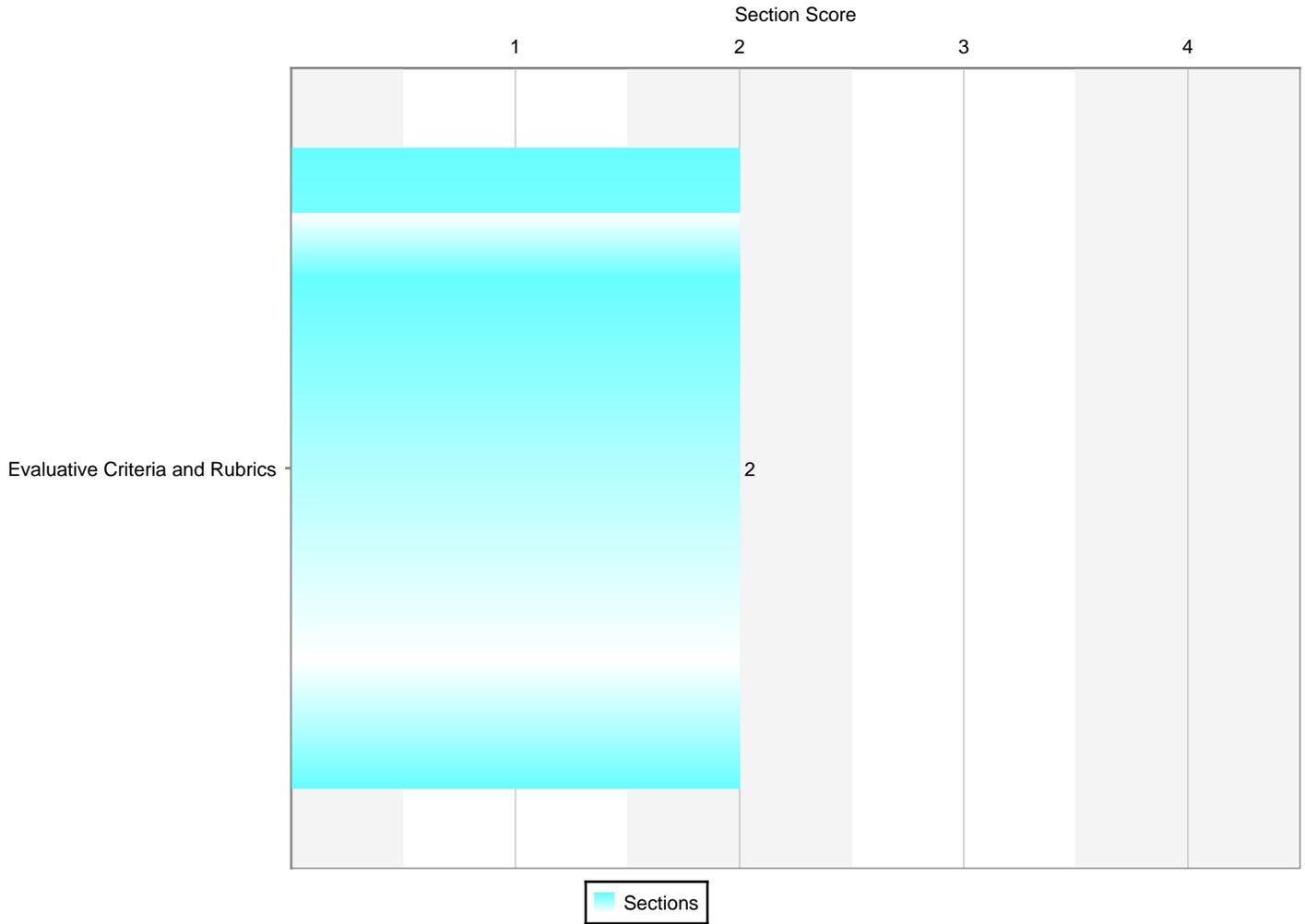
Work in progress

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

N/A

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		LDHS Binder

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## **Areas of Notable Achievement**

**Which area(s) are above the expected levels of performance?**

?

**Describe the area(s) that show a positive trend in performance.**

We are new to the Assist system and need at least two years of data to show a trend.

**Which area(s) indicate the overall highest performance?**

?

**Which subgroup(s) show a trend toward increasing performance?**

?

**Between which subgroups is the achievement gap closing?**

?

**Which of the above reported findings are consistent with findings from other data sources?**

?

## **Areas in Need of Improvement**

**Which area(s) are below the expected levels of performance?**

?

**Describe the area(s) that show a negative trend in performance.**

?

**Which area(s) indicate the overall lowest performance?**

?

**Which subgroup(s) show a trend toward decreasing performance?**

?

**Between which subgroups is the achievement gap becoming greater?**

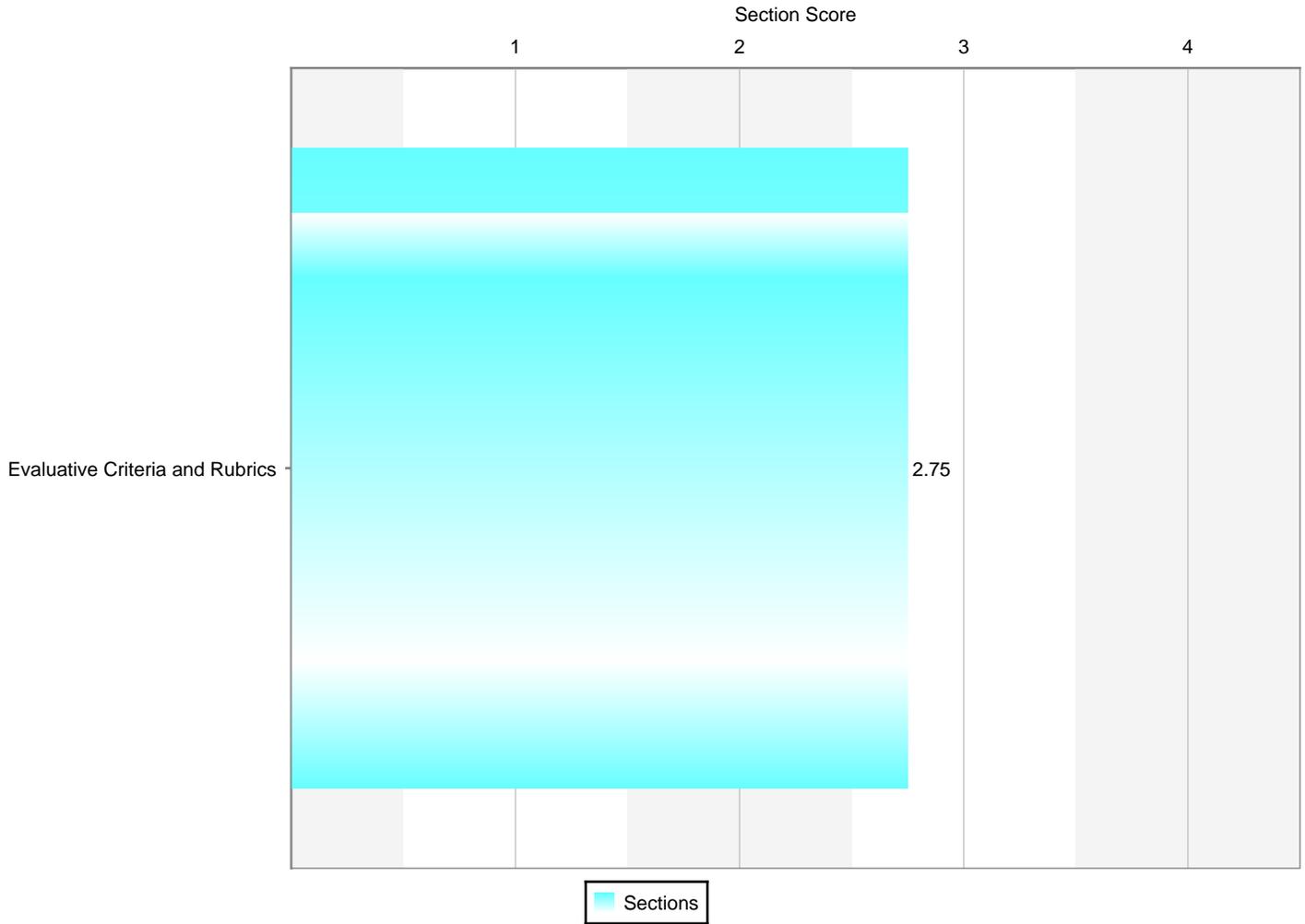
?

**Which of the above reported findings are consistent with findings from other data sources?**

?

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

# **Lee-Davis High School School Improvement Plan 2014-2015**

## **Overview**

### **Plan Name**

Lee-Davis High School School Improvement Plan 2014-2015

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Lee-Davis High School will learn/demonstrate 21st Century Skills and Themes	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	To deliver the highest quality education and appropriate support for each student while meeting and exceeding state and national standards.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0
3	Public Relations	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
4	Climate & Culture	Objectives: 2 Strategies: 4 Activities: 6	Organizational	\$2900

## Goal 1: All students at Lee-Davis High School will learn/demonstrate 21st Century Skills and Themes

### Measurable Objective 1:

70% of Ninth grade students will demonstrate a behavior complete a project that incorporates three 21st century skills (information, media and technology) in Health/Physical Education by 05/29/2015 as measured by assessment.

### Strategy 1:

Library Lesson - Health teachers will sign up for a library lesson that includes at least one 21st Century Skill.

Research Cited: Multiple articles: <http://www.ascd.org/research-a-topic/21st-century-skills-resources.aspx>

Activity - Communicable & Noncommunicable Diseases	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will research a communicable or noncommunicable disease that is currently a risk somewhere in the United States. Students will create a public service announcement to inform others about the disease. 21st Century Skills: Global Awareness; Health Literacy; Work Creatively with Others; Communicate Clearly; Collaborate with Others; Information Literacy; Media Literacy; ICT (Information, Communications and Technology) Literacy	Direct Instruction	09/02/2014	05/29/2015	\$0	No Funding Required	Librarian and 9th grade health teachers

Status	Progress Notes	Created On	Created By
In Progress	Jan-Feb 2015 Ryan Turnage Health 9 classes	January 12, 2015	Mrs. Virginia Palmen
In Progress	December 2014 - BethAnn Jones Health 9 classes	January 12, 2015	Mrs. Virginia Palmen

### Strategy 2:

Technology Professional Development - Provide a variety of PD sessions to faculty to train them how to use and implement new technologies in the classroom. 21st Century Skills: ICT (Information, Communications and Technology) Literacy

Research Cited: Principal, ITRT, Tech Coach

Activity - Technology Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host a Technology Fair. Teachers attend any 2 of 6 technology sessions offered (BlackBoard, BYOD, Microsoft 12, iPad Workflow, Extended Essay Research, PowerTeacher).	Professional Learning	09/02/2014	09/25/2014	\$0	No Funding Required	Principal, ITRTs, Tech Coach

**Goal 2: To deliver the highest quality education and appropriate support for each student while meeting and exceeding state and national standards.**

**Measurable Objective 1:**

10% of Black or African-American and Students with Disabilities students will demonstrate a proficiency pass mathematics SOLs in Mathematics by 06/12/2015 as measured by assessment.

**Strategy 1:**

Academic Support - Develop programs to improve test scores of target groups.

Research Cited: \*

Activity - Common Content Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize common content planning every other day to enable teachers to compare and reflect on student performance data, level of assessment, and share instructional strategies with emphasis on enhancing strategies for students with disabilities.	Academic Support Program	09/02/2014	06/05/2015	\$0	No Funding Required	Math Coach, Math Teachers, SPED colab teachers

**Accreditation Report**

Lee-Davis High School

Activity - Identify Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify students in Gap Group 1 & 2 and students with disabilities at risk of not passing the math SOLs based on past performance, assessments/grades and attendance.	Academic Support Program	09/02/2014	11/07/2014	\$0	No Funding Required	Principal, Asst. Principals, Counselors, Testing Coordinator, Math Coach, Math Teachers, SPED colab teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide PD to math collaborative teaching teams to enhance co-planning and co-teaching strategies.	Professional Learning	09/02/2014	10/09/2014	\$0	No Funding Required	Principal, Asst Principals, Math Coach

Activity - Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize SOL grant funds to provide remediation throughout the school year.	Tutoring	09/02/2014	06/05/2015	\$0	Other	Principal, Testing Coordinator

**Strategy 2:**

Algebraic Concepts/Algebra I Policy - Change policy so that students do not move on to Algebra I until they have successfully completed Algebraic Concepts.

Research Cited: \*

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Accreditation Report

Lee-Davis High School

Use a 4x4 approach for students in double block Algebraic Concepts/Algebra I so that students have the opportunity to earn credit for Algebraic Concepts before taking Algebra I.	Policy and Process	09/02/2014	06/12/2015	\$0	No Funding Required	Principal, Asst Principals, Math Coach, Math Teachers, SPED collab teachers
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## Goal 3: Public Relations

### Measurable Objective 1:

demonstrate a behavior promote parental and community confidence by increasing family involvement and community partnerships by 06/08/2015 as measured by survey.

### Strategy 1:

Communication - Communicate with parents/guardians and students weekly.

Research Cited: \*

Activity - eConnect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Send weekly eConnect message to parents/guardians and students to keep them informed of events, activities, and other school information.	Parent Involvement	08/21/2014	06/08/2015	\$0	No Funding Required	Principal

Activity - Blog	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Write a weekly blog on the school website that addresses topics relatable to parents/guardians.	Parent Involvement	08/21/2014	06/08/2015	\$0	No Funding Required	Principal

**Accreditation Report**

Lee-Davis High School

Activity - Twitter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Launch and utilize a LDHS Twitter account to send daily updates of events, news, and happenings about LDHS.	Parent Involvement	08/21/2014	06/08/2015	\$0	No Funding Required	Principal

Activity - District Communication Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Update and monitor PowerTeacher grades and teacher BlackBoard sites weekly.	Parent Involvement	09/02/2014	06/05/2015	\$0	No Funding Required	Principal, Asst Principals, Leadership Team, Teachers

**Strategy 2:**

Support - Provide families with needed services and support.

Research Cited: \*

Activity - CSB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recommend CSB services for families in need of assistance.	Parent Involvement	09/02/2014	06/05/2015	\$0	No Funding Required	Principal, Asst Principals, School Counselors

Activity - Weekend Fuel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

Lee-Davis High School

Provide food on the weekends to families in need.	Parent Involvement	09/02/2014	06/05/2015	\$0	No Funding Required	Principal, Asst Principals, School Counselors
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**Goal 4: Climate & Culture****Measurable Objective 1:**

collaborate to promote safety and security needs of students and employees through the implementation of crisis plan and practices that support the school system's safety procedures. by 06/05/2015 as measured by survey.

**Strategy 1:**

Secure Entrance System - Provide front office personnel with an updated secure entrance system.

Research Cited: \*

Activity - Digital Entrance System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Install a digital entrance system at the primary entrance that will enable 10 staff members including the SRO to have access.	Policy and Process	09/02/2014	10/31/2014	\$2900	General Fund	Principal, Administrative Assistants, School Resource Officer

Activity - Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training to appropriate staff on use of digital entrance system.	Policy and Process	10/02/2014	10/31/2014	\$0	No Funding Required	Principal

## Accreditation Report

Lee-Davis High School

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### Strategy 2:

Policy & Procedures - Have all staff in compliance with security measures

Research Cited: \*

Activity - Personnel Badges	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Require all personnel to wear their badges.	Policy and Process	09/02/2014	06/12/2015	\$0	No Funding Required	Principal, Asst Principals, Senior Teacher

### Strategy 3:

School/Classroom Culture - Provide monthly professional development about relationship building to staff to enhance classroom/school culture.

Research Cited: ???

Activity - Relationship Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
•Provide monthly professional development about relationship building to enhance classroom/school culture.	Professional Learning	11/13/2014	03/31/2015	\$0	No Funding Required	Principal, Asst Principals

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide monthly professional development/technology tips to staff to enhance classroom and to enhance the use of technology.	Professional Learning	09/02/2014	06/05/2015	\$0	No Funding Required	Principal, Asst Principal, ITRT, Tech Coach, SYSOP

**Measurable Objective 2:**

collaborate to develop school Mission Statement, Values and Beliefs to reflect school mission, values and beliefs that reflect mission values and beliefs of the school. by 12/19/2014 as measured by observation.

**Strategy 1:**

Review/Revise Mission Statement, Beliefs & Values - L-Team will review current Mission Statement, Beliefs and Values and approve or recommend revision.

Research Cited: ???

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey L-Team regarding Mission Statement, Beliefs and Values	Policy and Process	08/25/2014	08/29/2014	\$0	No Funding Required	Principal or School Improvement Coordinator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Remediation	Utilize SOL grant funds to provide remediation throughout the school year.	Tutoring	09/02/2014	06/05/2015	\$0	Principal, Testing Coordinator
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Entrance System	Install a digital entrance system at the primary entrance that will enable 10 staff members including the SRO to have access.	Policy and Process	09/02/2014	10/31/2014	\$2900	Principal, Administrative Assistants, School Resource Officer
<b>Total</b>					\$2900	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Fair	Host a Technology Fair. Teachers attend any 2 of 6 technology sessions offered (BlackBoard, BYOD, Microsoft 12, iPad Workflow, Extended Essay Research, PowerTeacher).	Professional Learning	09/02/2014	09/25/2014	\$0	Principal, ITRTs, Tech Coach
Scheduling	Use a 4x4 approach for students in double block Algebraic Concepts/Algebra I so that students have the opportunity to earn credit for Algebraic Concepts before taking Algebra I.	Policy and Process	09/02/2014	06/12/2015	\$0	Principal, Asst Principals, Math Coach, Math Teachers, SPED collab teachers
Blog	Write a weekly blog on the school website that addresses topics relatable to parents/guardians.	Parent Involvement	08/21/2014	06/08/2015	\$0	Principal

**Accreditation Report**

Lee-Davis High School

Twitter	Launch and utilize a LDHS Twitter account to send daily updates of events, news, and happenings about LDHS.	Parent Involvement	08/21/2014	06/08/2015	\$0	Principal
Personnel Badges	Require all personnel to wear their badges.	Policy and Process	09/02/2014	06/12/2015	\$0	Principal, Asst Principals, Senior Teacher
Technology	Provide monthly professional development/technology tips to staff to enhance classroom and to enhance the use of technology.	Professional Learning	09/02/2014	06/05/2015	\$0	Principal, Asst Principal, ITRT, Tech Coach, SYSOP
Professional Development	Provide PD to math collaborative teaching teams to enhance co-planning and co-teaching strategies.	Professional Learning	09/02/2014	10/09/2014	\$0	Principal, Asst Principals, Math Coach
eConnect	Send weekly eConnect message to parents/guardians and students to keep them informed of events, activities, and other school information.	Parent Involvement	08/21/2014	06/08/2015	\$0	Principal
Training	Provide training to appropriate staff on use of digital entrance system.	Policy and Process	10/02/2014	10/31/2014	\$0	Principal
Common Content Planning	Utilize common content planning every other day to enable teachers to compare and reflect on student performance data, level of assessment, and share instructional strategies with emphasis on enhancing strategies for students with disabilities.	Academic Support Program	09/02/2014	06/05/2015	\$0	Math Coach, Math Teachers, SPED colab teachers
Communicable & Noncommunicable Diseases	Students will research a communicable or noncommunicable disease that is currently a risk somewhere in the United States. Students will create a public service announcement to inform others about the disease. 21st Century Skills: Global Awareness; Health Literacy; Work Creatively with Others; Communicate Clearly; Collaborate with Others; Information Literacy; Media Literacy; ICT (Information, Communications and Technology) Literacy	Direct Instruction	09/02/2014	05/29/2015	\$0	Librarian and 9th grade health teachers
Survey	Survey L-Team regarding Mission Statement, Beliefs and Values	Policy and Process	08/25/2014	08/29/2014	\$0	Principal or School Improvement Coordinator
Weekend Fuel	Provide food on the weekends to families in need.	Parent Involvement	09/02/2014	06/05/2015	\$0	Principal, Asst Principals, School Counselors

# Accreditation Report

Lee-Davis High School

Identify Students	Identify students in Gap Group 1 & 2 and students with disabilities at risk of not passing the math SOLs based on past performance, assessments/grades and attendance.	Academic Support Program	09/02/2014	11/07/2014	\$0	Principal, Asst. Principals, Counselors, Testing Coordinator, Math Coach, Math Teachers, SPED colab teachers
District Communication Tools	Update and monitor PowerTeacher grades and teacher BlackBoard sites weekly.	Parent Involvement	09/02/2014	06/05/2015	\$0	Principal, Asst Principals, Leadership Team, Teachers
Relationship Building	•Provide monthly professional development about relationship building to enhance classroom/school culture.	Professional Learning	11/13/2014	03/31/2015	\$0	Principal, Asst Principals
CSB	Recommend CSB services for families in need of assistance.	Parent Involvement	09/02/2014	06/05/2015	\$0	Principal, Asst Principals, School Counselors
<b>Total</b>					\$0	