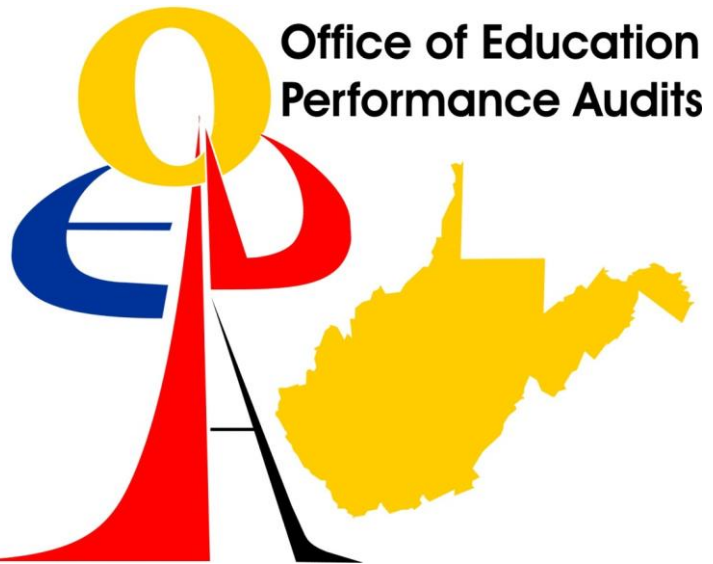




Office of Education
Performance Audits

RESA 1 REPORT

RALEIGH COUNTY SCHOOLS

DECEMBER 2015

WEST VIRGINIA BOARD OF EDUCATION

RALEIGH COUNTY

		Total Standard- Functions Reviewed 696	Distinguished 50 7%	Accomplished 438 63%	Emerging 208 30%	Unsatisfactory 0 0%
Standard-Functions Rated for All Schools						
Percentage of Standard-Functions Rated for All Schools in Each Designation						

Standard-Functions Ratings Raised	62	9%
Standard-Functions Ratings Lowered	89	13%
Standard-Functions Ratings Unchanged	545	78%
Standard-Functions Reviewed for All Schools	696	

Rating Scale:

4 = Distinguished
3 = Accomplished
2 = Emerging
1 = Unsatisfactory

1. Positive Climate and Cohesive Culture

	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	3	3	3	3	3	3	4	4	3	3	4	4	4	4
1B - High Expectations for All	3	3	3	3	2	2	4	4	3	3	4	4	3	3
1C - Safe, Orderly, Engaging Environment	3	3	3	3	3	3	3	2	3	3	4	4	4	3

2. School Leadership

2A - Principal Leadership	2	3	3	3	2	3	4	4	3	3	3	3	3	3
2B - School Teams and Councils	2	3	3	3	2	3	3	4	2	3	3	3	3	3
2C - Teacher Leadership	3	3	2	2	3	3	3	4	2	3	3	3	3	3
2D - Student Leadership	2	2	2	2	2	2	2	2	3	4	3	3	3	3

3. Standards=Focused Curriculum, Instruction, Assessment

3A - Classrom Learning Environment	3	3	2	2	3	3	4	4	3	3	2	2	3	2
3B - Standards-Focused Curriculum	3	3	2	2	2	3	3	4	3	3	3	3	3	3
3C - Instructional Planning	3	3	2	2	2	2	4	4	2	2	3	3	3	3
3D - Instructional Delivery	3	3	2	2	2	2	3	4	2	3	3	3	3	2

4. Student Support Services and Family/Community Connections

4A - Positive Relationships	4	4	3	3	2	2	4	4	3	4	3	3	3	3
4B - Student Personal Development	3	3	2	2	3	3	3	3	3	3	3	3	3	3
4C - Parent/Community Partnership	3	3	3	3	2	2	3	3	3	3	3	3	3	3

5. Educator Growth and Development

5A - Professional Development	2	2	2	2	2	3	3	4	3	3	3	3	3	3
5B - Teacher Collaboration	2	3	2	2	2	3	4	4	3	3	3	3	3	2
5C - Evaluation, Feedback and Support	3	3	3	3	3	3	3	3	2	3	3	3	3	3

6. Efficient and Effective Management

6A - Facilities	3	3	3	3	4	3	3	2	3	3	3	3	3	3
6B - Fiscal Resources	3	3	3	3	4	3	4	4	3	3	3	3	3	3
6C - Personnel	3	3	2	2	4	3	3	3	3	3	3	3	3	3
6D - Data, Information System,Tech Tools, Infrastructure	3	3	2	2	3	3	3	4	3	3	3	2	4	2

7. Continuous Improvement

7A - Focused and Cohesive Plan	3	3	2	2	2	2	4	4	3	3	3	3	3	3
7B - Processes and Structures	3	3	2	2	2	2	3	3	3	3	3	3	3	3
7C- Monitoring for Results	2	3	2	2	0	2	4	4	3	3	3	3	3	2

RALEIGH COUNTY

Rating Scale:

4 = Distinguished

3 = Accomplished

2 = Emerging

1 = Unsatisfactory

1. Positive Climate and Cohesive Culture

1A - Shared Beliefs and Values

1B - High Expectations for All

1C - Safe, Orderly, Engaging Environment

2. School Leadership

2A - Principal Leadership

2B - School Teams and Councils

2C - Teacher Leadership

2D - Student Leadership

3. Standards=Focused Curriculum, Instruction, Assessment

3A - Classroom Learning Environment

3B - Standards-Focused Curriculum

3C - Instructional Planning

3D - Instructional Delivery

4. Student Support Services and Family/Community Connections

4A - Positive Relationships

4B - Student Personal Development

4C - Parent/Community Partnership

5. Educator Growth and Development

5A - Professional Development

5B - Teacher Collaboration

5C - Evaluation, Feedback and Support

6. Efficient and Effective Management

6A - Facilities

6B - Fiscal Resources

6C - Personnel

6D - Data, Information System, Tech Tools, Infrastructure

7. Continuous Improvement

7A - Focused and Cohesive Plan

7B - Processes and Structures

7C - Monitoring for Results

	74-211 Fairdale Elementary		74-212 Ghent Elementary		74-213 Hollywood Elementary		74-215 Lester Elementary		74-217 Mabscott Elementary		74-218 Maxwell Hill Elementary		74-226 Stanaford Elementary	
	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	3	3	4	4	3	4	3	3	3	3	3	3	3	3
1B - High Expectations for All	3	2	4	4	3	4	3	3	3	3	3	3	3	3
1C - Safe, Orderly, Engaging Environment	3	2	4	4	3	4	3	2	3	3	2	3	3	3
2A - Principal Leadership	3	3	4	4	3	3	3	2	3	3	3	3	2	2
2B - School Teams and Councils	3	3	4	4	3	3	3	2	3	3	2	2	3	3
2C - Teacher Leadership	3	3	3	3	3	3	3	2	3	3	2	2	3	3
2D - Student Leadership	3	3	3	3	2	2	2	2	3	3	2	2	2	2
3A - Classroom Learning Environment	3	2	3	2	3	3	3	2	3	3	2	2	3	3
3B - Standards-Focused Curriculum	3	2	3	3	3	3	3	2	3	3	2	2	3	3
3C - Instructional Planning	3	2	3	3	3	3	2	2	3	3	2	2	3	3
3D - Instructional Delivery	3	2	3	3	3	3	3	2	3	3	3	2	3	3
4A - Positive Relationships	2	2	3	3	3	3	3	3	3	3	3	3	3	3
4B - Student Personal Development	2	2	3	3	3	3	3	3	3	3	3	3	3	3
4C - Parent/Community Partnership	2	2	4	4	2	2	2	2	3	3	3	3	3	3
5A - Professional Development	2	2	3	3	3	3	3	2	3	3	3	3	3	3
5B - Teacher Collaboration	2	2	4	4	3	4	3	2	3	3	3	3	3	3
5C - Evaluation, Feedback and Support	2	2	4	3	3	3	3	2	3	3	3	3	3	3
6A - Facilities	3	3	3	3	3	4	3	3	3	3	3	4	3	3
6B - Fiscal Resources	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6C - Personnel	3	3	4	4	3	3	3	3	3	3	3	3	3	3
6D - Data, Information System, Tech Tools, Infrastructure	3	2	4	3	3	3	2	2	3	3	3	3	3	3
7A - Focused and Cohesive Plan	3	3	3	3	3	3	3	3	3	3	2	2	3	3
7B - Processes and Structures	3	3	3	3	3	3	2	2	3	3	3	3	3	2
7C - Monitoring for Results	3	2	3	3	3	3	3	2	3	3	3	3	3	2

RALEIGH COUNTY

Rating Scale:

4 = Distinguished

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1. Positive Climate and Cohesive Culture

1A - Shared Beliefs and Values

1B - High Expectations for All

1C - Safe, Orderly, Engaging Environment

2. School Leadership

2A - Principal Leadership

2B - School Teams and Councils

2C - Teacher Leadership

2D - Student Leadership

3. Standards=Focused Curriculum, Instruction, Assessment

3A - Classroom Learning Environment

3B - Standards-Focused Curriculum

3C - Instructional Planning

3D - Instructional Delivery

4. Student Support Services and Family/Community Connections

4A - Positive Relationships

4B - Student Personal Development

4C - Parent/Community Partnership

5. Educator Growth and Development

5A - Professional Development

5B - Teacher Collaboration

5C - Evaluation, Feedback and Support

6. Efficient and Effective Management

6A - Facilities

6B - Fiscal Resources

6C - Personnel

6D - Data, Information System, Tech Tools, Infrastructure

7. Continuous Improvement

7A - Focused and Cohesive Plan

7B - Processes and Structures

7C - Monitoring for Results

74-227 Shady
Spring Elementary

74-229 Sophia-Soak
Creek Elementary

74-232 Marsh Fork
Elementary

74-233 Stratton
Elementary

74-234 Beckley
Elementary

74-302 Trap Hill
Middle

74-402 Park Middle

	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	4	4	3	3	3	3	3	3	3	2	3	3	3	3
1B - High Expectations for All	3	3	3	3	2	2	3	3	3	3	3	4	3	3
1C - Safe, Orderly, Engaging Environment	4	3	3	3	3	3	3	3	3	3	3	3	3	3
2A - Principal Leadership	3	3	2	2	2	2	3	3	3	3	3	3	3	3
2B - School Teams and Councils	3	3	3	3	2	2	3	3	3	3	3	3	2	3
2C - Teacher Leadership	3	3	3	3	2	2	2	2	3	3	2	2	3	3
2D - Student Leadership	3	3	3	3	2	2	2	2	2	2	3	3	3	3
3A - Classroom Learning Environment	3	3	2	2	2	2	2	2	3	2	3	3	3	2
3B - Standards-Focused Curriculum	3	3	3	3	2	2	2	2	3	2	3	3	3	3
3C - Instructional Planning	3	3	3	3	2	2	2	3	3	3	2	3	2	2
3D - Instructional Delivery	3	3	3	3	2	2	2	2	3	2	2	3	2	2
4A - Positive Relationships	3	3	3	3	3	3	3	3	3	3	2	3	3	4
4B - Student Personal Development	3	3	3	3	2	2	3	3	3	3	2	2	3	3
4C - Parent/Community Partnership	4	4	3	3	2	2	3	3	3	3	2	2	3	3
5A - Professional Development	3	3	3	3	2	2	3	3	3	2	2	3	2	2
5B - Teacher Collaboration	2	2	3	3	2	2	2	2	3	2	2	3	3	3
5C - Evaluation, Feedback and Support	3	3	3	3	3	2	2	2	3	3	2	3	3	3
6A - Facilities	3	2	3	3	3	3	3	3	3	3	3	4	3	3
6B - Fiscal Resources	3	3	3	3	2	3	2	2	3	3	3	3	3	3
6C - Personnel	3	3	3	3	2	3	3	3	3	3	3	3	3	3
6D - Data, Information System, Tech Tools, Infrastructure	4	3	3	3	3	3	3	3	3	2	2	3	2	3
7A - Focused and Cohesive Plan	3	3	3	3	2	2	3	3	3	2	2	3	3	3
7B - Processes and Structures	3	3	3	3	2	2	3	3	3	2	2	3	2	3
7C - Monitoring for Results	3	3	3	3	2	2	2	2	3	2	2	2	2	2

RALEIGH COUNTY

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1. Positive Climate and Cohesive Culture

1A - Shared Beliefs and Values

1B - High Expectations for All

1C - Safe, Orderly, Engaging Environment

2. School Leadership

2A - Principal Leadership

2B - School Teams and Councils

2C - Teacher Leadership

2D - Student Leadership

3. Standards=Focused Curriculum, Instruction, Assessment

3A - Classroom Learning Environment

3B - Standards-Focused Curriculum

3C - Instructional Planning

3D - Instructional Delivery

4. Student Support Services and Family/Community Connections

4A - Positive Relationships

4B - Student Personal Development

4C - Parent/Community Partnership

5. Educator Growth and Development

5A - Professional Development

5B - Teacher Collaboration

5C - Evaluation, Feedback and Support

6. Efficient and Effective Management

6A - Facilities

6B - Fiscal Resources

6C - Personnel

6D - Data, Information System, Tech Tools, Infrastructure

7. Continuous Improvement

7A - Focused and Cohesive Plan

7B - Processes and Structures

7C - Monitoring for Results

	74-403 Shady Spring Middle		74-408 Independence Middle		74-409 Beckley- Stratton Middle		74-502 Independence High		74-503 Liberty High		74-505 Shady Spring High		74-506 Woodrow Wilson High	
	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating	School Rating	Team Rating
1A - Shared Beliefs and Values	3	3	2	2	3	3	3	3	3	3	2	3	3	2
1B - High Expectations for All	3	3	2	2	3	3	3	2	3	3	3	3	3	2
1C - Safe, Orderly, Engaging Environment	3	3	2	2	3	3	3	3	3	2	2	2	3	3
2A - Principal Leadership	3	3	2	2	3	3	3	3	3	2	3	2	3	3
2B - School Teams and Councils	3	3	2	2	3	3	3	3	3	2	2	3	3	2
2C - Teacher Leadership	3	3	3	2	3	3	3	3	3	2	2	3	3	3
2D - Student Leadership	3	3	1	2	3	3	3	3	2	2	3	3	3	3
3A - Classroom Learning Environment	3	3	3	2	2	2	3	2	3	2	2	2	3	2
3B - Standards-Focused Curriculum	3	3	2	2	2	3	2	2	3	3	2	3	3	2
3C - Instructional Planning	3	3	2	2	2	3	3	2	2	2	2	3	3	2
3D - Instructional Delivery	3	3	2	2	2	2	3	2	3	2	2	2	3	2
4A - Positive Relationships	3	3	3	3	2	2	4	4	3	3	2	2	3	3
4B - Student Personal Development	3	3	3	3	2	2	3	3	3	3	2	2	3	2
4C - Parent/Community Partnership	3	3	2	2	2	2	3	3	2	2	2	2	3	3
5A - Professional Development	3	3	3	2	2	3	0	2	3	3	3	3	3	3
5B - Teacher Collaboration	3	3	3	2	2	3	3	2	3	2	3	3	3	2
5C - Evaluation, Feedback and Support	3	3	3	2	2	3	3	3	3	2	2	2	3	3
6A - Facilities	3	3	4	4	3	3	2	2	3	2	2	2	3	3
6B - Fiscal Resources	3	3	2	2	3	3	3	3	3	3	3	3	2	2
6C - Personnel	3	3	2	2	2	2	4	3	3	3	3	3	2	2
6D - Data, Information System, Tech Tools, Infrastructure	3	3	2	2	3	3	3	3	3	3	3	3	2	2
7A - Focused and Cohesive Plan	3	2	3	2	2	2	2	2	3	3	2	3	3	2
7B - Processes and Structures	3	3	2	2	2	2	3	3	3	2	2	3	3	3
7C - Monitoring for Results	3	3	3	3	2	2	3	2	3	2	2	3	3	2

RALEIGH COUNTY

Rating Scale:

4 = Distinguished

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74-701 Academy of
Careers and Tech.

1. Positive Climate and Cohesive Culture

1A - Shared Beliefs and Values

1B - High Expectations for All

1C - Safe, Orderly, Engaging Environment

School
Rating

Team
Rating

4

4

3

3

3

3

2. School Leadership

2A - Principal Leadership

2B - School Teams and Councils

2C - Teacher Leadership

2D - Student Leadership

3

3

3

3

3

3

3

3

3. Standards=Focused Curriculum, Instruction, Assessment

3A - Classroom Learning Environment

3B - Standards-Focused Curriculum

3C - Instructional Planning

3D - Instructional Delivery

3

3

4

4

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3

3

3

4. Student Support Services and Family/Community Connections

4A - Positive Relationships

4B - Student Personal Development

4C - Parent/Community Partnership

4

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5. Educator Growth and Development

5A - Professional Development

5B - Teacher Collaboration

5C - Evaluation, Feedback and Support

3

3

3

3

3

3

6. Efficient and Effective Management

6A - Facilities

6B - Fiscal Resources

6C - Personnel

6D - Data, Information System, Tech Tools, Infrastructure

3

3

3

3

4

4

3

4

7. Continuous Improvement

7A - Focused and Cohesive Plan

7B - Processes and Structures

7C - Monitoring for Results

3

3

3

3

3

3

RALEIGH COUNTY

<u>Policy and Code Compliance</u>		74-202 Bradley Elementary		74-204 Clear Fork District Elementary		74-205 Coal City Elementary		74-206 Crab Orchard Elementary		74-207 Cranberry Prosperity Elem.		74-208 Crescent Elementary		74-209 Daniels Elementary	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	F	P	F	—	F	F	F	P	F	F	F	F	F
Policy 2340 - WV Measures of Academic Progress		F	F	F	F	—	F	F	F	F	F	F	F	F	F
Policy 2510 - Assuring the Quality of Eucation		F	F	F	F	—	F	F	F	F	F	F	F	F	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	F	F	F	—	F	F	F	F	F	F	F	F	F
Code: 18-2-7a - Physical Education		P	F	P	F	—	F	P	F	F	F	F	F	F	F
Code: 18-5-18b - Counseling Services		F	F	F	F	—	F	F	F	F	F	F	F	F	F
Full		6		6		6		6		6		6		6	
Partial		0		0		0		0		0		0		0	
Noncompliance		0		0		0		0		0		0		0	
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Fire Marshal Report		Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
Health Department Compliance Report		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School Building Authority Report		Y	Y	NA	NA	Y	NA	NA	NA	Y	Y	NA	NA	Y	Y
Federal Programs Monitoring Reports.		Y	Y	Y	Y	Y	Y	NA	Y	Y	Y	NA	Y	NA	Y
Yes		6		5		5		4		6		5		6	
No		0		0		0		1		0		0		0	
Not Applicable		0		1		1		1		0		1		0	

RALEIGH COUNTY

[illegible]

Verification of Monitoring Reports

Rating Scale: Y=Yes; N=No; NA=Not Apply

Policy 1224.1: Accounting Procedures	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities	Y	Y	Y	Y	NA	Y	NA	Y	Y	Y	NA	Y	Y
Fire Marshal Report	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Health Department Compliance Report	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y
School Building Authority Report	Y	Y	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Federal Programs Monitoring Reports.	NA	Y	NA	Y	NA	Y	Y	Y	Y	Y	NA	Y	Y

Yes	6	5	5	5	5	4	5
No	0	0	0	0	0	1	0
Not Applicable	0	1	1	1	1	1	1

RALEIGH COUNTY

<u>Policy and Code Compliance</u>		7A-227 Shady Spring Elementary		7A-229 Sophia-Soak Creek Elementary		7A-232 Marsh Fork Elementary		7A-233 Stratton Elementary		7A-234 Beckley Elementary		7A-302 Trap Hill Middle		7A-402 Park Middle	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		F	F	F	F	—	F	F	F	F	F	F	F	—	F
Policy 2340 - WV Measures of Academic Progress		F	F	—	F	—	F	P	F	F	F	F	F	—	F
Policy 2510 - Assuring the Quality of Education		F	F	—	F	—	F	F	F	F	F	F	F	—	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		F	F	—	F	—	F	F	F	F	F	F	F	—	F
Code: 18-2-7a - Physical Education		P	F	F	F	—	F	F	F	P	F	F	F	—	F
Code: 18-5-18b - Counseling Services		F	F	—	F	—	F	F	F	F	F	F	F	—	F
Full			6		6		6		6		6		6		6
Partial			0		0		0		0		0		0		0
Noncompliance			0		0		0		0		0		0		0

<u>Verification of Monitoring Reports</u>		7A-227 Shady Spring Elementary		7A-229 Sophia-Soak Creek Elementary		7A-232 Marsh Fork Elementary		7A-233 Stratton Elementary		7A-234 Beckley Elementary		7A-302 Trap Hill Middle		7A-402 Park Middle	
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		NA	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y	Y	Y
Fire Marshal Report		Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y	Y	Y
Health Department Compliance Report		Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y	N	N
School Building Authority Report		NA	Y	Y	Y	Y	Y	NA	NA	NA	Y	Y	Y	NA	NA
Federal Programs Monitoring Reports.		NA	Y	Y	Y	Y	Y	Y	Y	NA	Y	NA	Y	NA	Y
Yes			6		6		6		5		6		6		4
No			0		0		0		0		0		0		1
Not Applicable			0		0		0		1		0		0		1

RALEIGH COUNTY

<u>Policy and Code Compliance</u>		7A-403 Shady Spring Middle		7A-408 Independence Middle		7A-409 Beckley-Stratton Middle		7A-502 Independence High		7A-503 Liberty High		7A-505 Shady Spring High		7A-506 Woodrow Wilson High	
Rating Scale: F=Full; P=Partial; N=Non Compliance															
Policy 2320 - A Process for Improving Education		—	F	—	F	F	F	F	F	F	F	F	F	—	F
Policy 2340 - WV Measures of Academic Progress		—	F	—	F	—	F	F	F	F	F	F	F	—	F
Policy 2510 - Assuring the Quality of Education		—	F	—	F	—	F	F	F	F	P	F	F	—	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools		—	F	—	F	—	F	F	F	F	F	F	F	—	F
Code: 18-2-7a - Physical Education		—	F	—	F	—	F	F	F	F	F	F	F	—	F
Code: 18-5-18b - Counseling Services		—	F	—	F	—	N	F	F	F	N	F	N	—	N
Full			6		6		5		6		4		5		5
Partial			0		0		0		0		1		0		0
Noncompliance			0		0		1		0		1		1		1
<u>Verification of Monitoring Reports</u>															
Rating Scale: Y=Yes; N=No; NA=Not Apply															
Policy 1224.1: Accounting Procedures		Y	Y	—	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Policy 2419: Education of Students with Exceptionalities		NA	Y	—	Y	Y	Y	Y	Y	Y	Y	NA	Y	Y	Y
Fire Marshal Report		Y	Y	—	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Health Department Compliance Report		Y	Y	—	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School Building Authority Report		NA	Y	—	Y	Y	Y	NA	Y	NA	NA	NA	Y	NA	NA
Federal Programs Monitoring Reports.		NA	Y	—	Y	NA	Y	NA	Y	NA	N	NA	Y	NA	Y
Yes			6		6		6		6		3		6		5
No			0		0		0		0		2		0		0
Not Applicable			0		0		0		0		1		0		1

RALEIGH COUNTY

<u>Policy and Code Compliance</u>	7A-701 Academy of Careers and Tech.	
Rating Scale: F=Full; P=Partial; N=Non Compliance		
Policy 2320 - A Process for Improving Education	F	F
Policy 2340 - WV Measures of Academic Progress	F	F
Policy 2510 - Assuring the Quality of Eucation	F	F
Policy 4373 - Expected Behaviors in Safe and Supportive Schools	F	F
Code: 18-2-7a - Physical Education	—	F
Code: 18-5-18b - Counseling Services	F	N

Full	5
Partial	0
Noncompliance	1

<u>Verification of Monitoring Reports</u>		
Rating Scale: Y=Yes; N=No; NA=Not Apply		
Policy 1224.1: Accounting Procedures	Y	Y
Policy 2419: Education of Students with Exceptionalities	Y	Y
Fire Marshal Report	Y	Y
Health Department Compliance Report	Y	Y
School Building Authority Report	NA	NA
Federal Programs Monitoring Reports.	NA	Y

Yes	5
No	0
Not Applicable	1

TOTAL

Full	166	Yes	154
Partial	3	No	5
Noncompliance	5	Not Applicable	15

SCHOOL PROFILE

74-202 BRADLEY ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	471	466	547	566
Average Class Size	20.6	20.9	21.9	21.5
Attendance Rate	96.22	97.45	96.94	97.36
Pupil Admin Ratio	471.0	466.0	547.0	566.0
Pupil Teacher Ratio	17.4	16.6	21.0	20.2
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

BRADLEY ELEMENTARY SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff at Bradley Elementary School works collaboratively to develop core beliefs and values that drive the work of the instructional staff. Prior to the opening of school, the staff meets to analyze data and adjust school practices in order to promote student achievement. Teachers collaborate through bi-monthly common planning sessions and weekly grade level meetings. Input is sought from our Local School Improvement Council and PTO. Reciting our mission is part of our morning routine, and we share our motto when answering the phone. Parents are made to feel welcome at BES as classroom volunteers and library volunteers. Parents organize and host a book fair two times each year, keep the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		library current, and participate in Reading Patch Club all of which contribute to high expectations and help students to develop a love of reading.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	The staff at Bradley Elementary establishes high expectations for themselves and students. "I Can" statements and objectives are posted daily. Expectations are clearly communicated through staff and student handbooks, school newsletters, parent meetings, grade level meetings, and common planning. Evidence of high expectations in educational practice includes the use of lesson plan checklists, classroom observations and evaluations. High expectations for students are reflected in student work in the classroom and progress benchmark tests.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The campus and facility are attractive and inviting. Students are actively engaged and learning, as evidenced by student work samples and IPI results. APL strategies are employed and classrooms are well managed and organized. BES has an established crisis management plan, and fire and lock down drills are practiced regularly throughout the year. Exterior doors remained locked at all times. The entrance of the school is directly visible from the office. When visitors are admitted the office staff is diligent in ensuring that they sign in and receive a visitors pass. All staff are trained to look	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		for a visitor's pass when a visitor is in the building, and to stop any person without one.		
Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal collaborates with all school stakeholders through staff meetings, common planning, weekly newsletters and email. The principal conducts walkthroughs and routinely checks lesson plans. She is always available to discuss concerns and approaches staff with a positive attitude. Parents are kept informed and involved through newsletters, PTO, LSIC, and blackboard calls. A strong leadership team is in place and data is analyzed and input is sought when making key decisions. The principal seeks professional development opportunities to improve and grow in practice, such as the Edwards Principal's Leadership Academy and serving on OEPA audits. The principal is president of the Elementary Principal's Association and interacts with principals and county office employees on a regular basis to discuss important initiatives and decisions throughout the district.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: OEPA Team review of documentation and teacher interviews indicated the principal facilitated distributed leadership opportunities for all staff members. This was exemplified during the leadership team interview when the principal encouraged the teacher team members to speak as opposed to dominating the conversation. Teachers also reported the principal was visible, and practiced an open door policy. Additionally, the Team noted the principal provided impeccable guidance and feedback to the staff through grade level team meetings, common planning time, walkthrough feedback, and lesson plan feedback.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the	EMERGING	The school leadership team functions effectively to advance the mission and goals of the school by analyzing data, problem-solving and planning. A strong SAT team is in place to continually	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Teachers spoke fluently regarding grade level meetings conducted weekly during planning

mission and goals of the school through leadership, planning, and problem-solving.		monitor student success in academics and behavior. Teachers advance the mission and goals of BES through participation in faculty senate and LSIC. The wellness committee has been awarded two grants over the past three years to improve the playground facility, and they are working with PTO this year to implement a school and community garden. The Safe Schools Committee reviews the crisis plan annually and analyzes fire drill and lock down procedures for best practices. The school technology committee works in conjunction with our district computer technician to ensure that technology is efficient and problem free. The hiring committee chairman works with the principal and members of the hiring committee to employ strong and effective teachers.		time. They provided examples of agendas and notes with regard to data analysis and student grouping. Teachers also participated in monthly/bimonthly common planning meetings. The principal created the agendas which consisted of data analysis and student needs (academic and well-being). The school used this time to solve problems to meet the needs of the students by determining what is working and not working in their classrooms.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers at BES actively seek relevant training and coursework to further professional practice. Our school is in a professional development partnership with Concord University. We regularly host student teachers and 2nd grade teachers and students have a "Fish Bowl Classroom" for teachers in training. Six teachers and our counselor are Nationally Board Certified and 3 are working on administrative degrees. Two teachers traveled to Europe to study art and architecture through Global Rural Trust grant. Last year 7 teachers were awarded BAF grants and two	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		playground improvement grants. Three teachers over the past 4 years have been named RESA I Exemplary Educators. Two teachers are representatives for federal programs training and another serves on the district PD council. Information is shared with all staff through common planning, grade level meetings, and after school meetings. The principal seeks input from teachers on relevant professional development for all staff.		
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Students are responsible for leading the pledge and announcements each morning. A green team is in place to promote environmental responsibility. Leadership opportunities for our upper grade students such as morning greeters and assisting adults with after school programs are in place. We are in the process of implementing a student council this year, along with a "Buddy Readers" program.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The school had a clear plan for increasing opportunities for student leadership. An example would be the student leadership roles established for fifth graders. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to develop leadership opportunities listed in the school's evidence to enhance leadership skills for all students.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom	ACCOMPLISHED	Classrooms are bright, inviting, and well organized. Student work samples are displayed and reflect growth and learning that occurs in each classroom. Students participate in project based	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		learning activities, work in cooperative learning groups, and have opportunities to share learning through classroom presentations. Parents are invited to visit classrooms multiple times throughout the year for student presentations. Ninety percent of all teachers have been trained in APL instructional strategies for classroom management and improved engagement. Grade level teams work collaboratively to plan instruction and project based learning opportunities. Teachers host parents and community members each week as readers in the classroom. Students have opportunities to showcase their learning in the fall through Pumpkin Night, in the spring at Night of the Arts, musical/theatrical performances and end of year celebrations.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Teachers use Next Generation standards to provide standards-based instruction as evidenced through lesson plans, bell ringers, and posted objectives. Technology is used daily to enhance learning and help students achieve their learning goals. A standards checklist is in place to track progress through the standards and instruction is aligned to meet the standards. After analyzing math achievement data, teachers have decided to implement Engage New York due to its alignment with the standards.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional	ACCOMPLISHED	Teachers use instructional planning time develop plans that are aligned with Next	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.		Generation Standards and 21st Century Learning Skills and Technology tools. Lessons are designed to help students master content with engaging lessons based on student interests and needs. Teachers use multiple strategies, appropriate assessments, and digital tools in order to meet instructional targets. Student achievement is monitored by analyzing data at bi-monthly common planning and weekly grade level meetings.		school's self-rating for this function. Comment: All teachers worked collaboratively in grade level teams to establish monthly and long term goals in addition to creating weekly lesson plans.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	APL strategies are used for effective classroom management. Lessons are enhanced through the use of technology and project-based learning. Student engagement during instruction is monitored through IPI data and walk throughs. Objectives for lessons are displayed in the classroom. Students work collaboratively in small groups as well as whole group instruction. Student groupings are monitored and change according to student performance and need. Students use iPads for a variety of projects and learning activities, including powerpoint, Skype, and iMovie presentations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Students were using iPads in most classrooms. Students were engaged at a high level.
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the	DISTINGUISHED	Relationships with our parents and community are highly valued at Bradley. We have open house at the beginning of each year to welcome	DISTIGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team verified the schools

students, families, and the larger community.		students and parents to the new school year. Pre-K and Kindergarten teachers organize an additional parent meeting at the beginning of the year to introduce the parents to our school. Teachers host Patch Club weekly after school so that parents and family members can read with their child. During the school year, we have several opportunities for parents and community members to come to our school for parent teacher conferences, Pumpkin Night (painted pumpkin contest and a safe community trick-or-treat) and Night of the Arts (art exhibition/musical performance). Classroom teachers invite parents and community members to visit the classroom for student presentations, to read to students, and to help with class projects. Our teachers host a Parent Volunteer Breakfast at the end of the year to thank parents for their help throughout the year.		evidence and determined positive relationships existed between school staff, families, and the larger community. One example was a long-time volunteer, who was present at the school most days, and provided support to students through mentoring and tutoring math and reading.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a	ACCOMPLISHED	We have partners in education who donate yearly to help us meet the needs of the school and students. The FOLK (Feeding Our Local Kids) Project provides weekend backpacks for students in need. Our school is an Energy Express site each summer to help students with their reading skills, encourage a love for reading, and provide meals. Good News Club meetings are held weekly and girl scouts meet monthly after school. Students give back to our community through	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Second Language.		Pennies for Paws and the Empty Bowls Project.t		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	We have a partnership with Concord University as a professional development school. We also host teacher candidates from Bluefield State, Appalachian Bible College and the University of Charleston. The FOLK projects provides weekly backpacks of food. A local church along with members of our staff work together to ensure that students and families in need are taken care of during Thanksgiving and Christmas. We have several business partners who provide items for student incentives and learning. The Good News Club meets each week after school and community members participate in Read Aloud in the classrooms.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through a partnership with Concord University, the school provided a Fishbowl Classroom for Concord University pre-service teachers which enabled them to view quality instruction conducted by teachers at Bradley Elementary.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Teachers at Bradley Elementary School participate in county and state professional development opportunities thorough "My Learning Plan", WVCPD and RESA I. As previously mentioned, they actively search for grant opportunities designed to improve their teaching practice. Teachers serve on the district professional development council, and on county reading and math adoption committees. Teachers are often invited to train other teachers in our	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		district and surrounding counties. Recent examples include the new reading series, Kindergarten, and Pre-K county wide workshops and training Art and Music teachers in a neighboring county.		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Teachers participate in weekly grade-level meetings and bi-monthly common planning. Data is analyzed and student work is examined during these times to guide instruction. Teachers also analyze IPI data to guide instructional practices. Grade-level teams collaborate on project-based learning opportunities for students. This is evidenced by the multitude of times parents are invited to events at our school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based on interviews and review of documentation, the OEPA Team concluded the school had well-functioning, collaborative teams and used data to inform instruction.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Teachers are trained in the West Virginia Evaluation System prior to the beginning of each school year. Each teacher completes a self-reflection, develops goals for their class, and meets with the principal to discuss their goals. Teachers are provided feedback through classroom walk-throughs, lesson plan checks, observations, and evaluations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well	ACCOMPLISHED	Our school has been recently updated with a major renovation in the oldest	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.		part of the building. Over the summer classrooms were renovated to install new cabinets, carpet, tile, whiteboards, and paint. File cabinets, book cases, and shelves were replaced as well. The PTO raises funds yearly to enhance our landscape and campus. The principal conducts walkthroughs with custodians to ensure the building is clean and well kept. Work orders are placed as needed to maintain all functions of the facility.		school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	County policy directs fiscal management. The school ensures that proper accounting procedures are in place though a yearly financial audit. Teachers request supplies and materials through school purchase orders. PTO and faculty senate are kept apprised of funds. Collaboration among stake holders occurs when making significant school purchases.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The teachers at the school were able to fund many projects and activities by procuring grant monies.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Policy 5000 is followed when hiring new personnel. Our faculty chose to have a 7 - 11 member committee with one chair as their participation. The committee participates in interviewing potential new staff members in order to hire the most qualified and effective teachers. New teachers are given a mentor to help them in their new position. Teacher turn-over rate is extremely low at BES, largely due to the strong teacher partnerships and positive relationships.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information	ACCOMPLISHED	BES students have individual iPads in	ACCOMPLISHED	The evidence provided by the school and the additional

Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		grades 3 - 5. The school has recently voted to use additional funds to provide a one-to-one ratio in first and second grades. Students in Pre-K and Kindergarten have 2:1 iPads. Additionally, teachers schedule time in the school computer lab and use of both IBM and Mac Mobile Labs. Students use online programs such as Lexia, IXL Math, and ABC Mouse to enhance reading and math lessons. Our technology is kept up-to-date and problems are resolved quickly due to our technology committee chair and our computer technician. Teachers use WVEIS, Engrade, and ELRS for student reporting. Kronos is used to monitor time and blackboard calls are one form of mass communication.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the ppance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The mission and goals outlined in the strategic plan guide school improvement efforts. Analysis of the WV General Summative Assessment, benchmark tests, and weekly assessments drive instruction and student learning goals. Teachers search for opportunities to attend professional development that will improve their professional knowledge and provide strategies to improve student performance.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The	ACCOMPLISHED	Teachers work collaboratively in grade level meetings and common planning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		The school Leadership Team meets regularly to discuss and evaluate school procedures. Teachers communicate with parents through student agendas, phone calls, face-to-face meetings, newsletters and SAT team meetings. LSIC, Read Aloud, Patch Club, and PTO all involve parents, community members, and students.		school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Student work is evaluated and monitored through weekly assessments, classroom observations, benchmarks, and summative assessment scores. Staff, parent, and student culture surveys are conducted each year to elicit feedback from all stakeholders. Our SAT team evaluates student progress. SAT meetings are scheduled for all struggling students. Teachers communicate with parents daily through student agendas, and weekly classroom newsletters. Additionally, teachers make phone calls and schedule parent meetings as needed. Parents and community stakeholders are kept informed through PTO and LSIC. Student attendance is monitored closely and an attendance incentive developed by the staff is in place to encourage on-time arrivals and discourage early check-outs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The staff consistently monitored student achievement and grouping in order to meet student needs. Groups were changed weekly when necessary. Common planning agendas, grade level meeting agendas, and notes reflected the process used to monitor and adapt instruction.

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	We believe that the loss of our Title I program will have an impact on student learning and progress monitoring. Our facility would be more efficient if back of the building had an enclosed walkway versus the walkway being covered by an awning.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	On-going professional development on the new reading series, Engage New York, and the general summative assessment is needed.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Teachers take responsibility for personal learning and improvement of professional practice through National Board Certification. Teachers also seek opportunities to enhance teaching and learning through educational grants. A partnership with Concord University as a professional development school is in place.	The OEPA Team found these practices to be valuable. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process
	Prepare for the review – the principal shall: - prepare the staff for productive involvement in the review process with materials provided by the OEPA - one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress - prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: - share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.

- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.
(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)

- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.

- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).	
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	PARTIAL COMPLIANCE	FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NO	Time Requirements (S3,FB)Yes Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	YesWaiver
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	
YES	Results are shared with students and parents. (S7, FC)	

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-5-18b School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.
 Partial Compliance = Compliant with **more than half** the items listed below.
 Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Jane Massi, OEPA Consultant

Team Member – Eva Marcum, Principal, Verdunville Elementary School, Logan County Schools

Team Member – April Hedinger, Principal, Kimball Elementary School, McDowell County Schools

Team Member – Bonnie Campbell, Principal, Anawalt Elementary School, McDowell County Schools

Date of School Visit – 11/3/2015

SCHOOL PROFILE

74-204 CLEAR FORK DISTRICT SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	195	179	179	159
Average Class Size	17.5	15.7	18.1	16.9
Attendance Rate	98.69	98.90	98.57	96.42
Pupil Admin Ratio	178.0	163.0	179.0	159.0
Pupil Teacher Ratio	13.7	16.3	14.9	13.3
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

CLEAR FORK DISTRICT ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The Mission Statement, Core Beliefs and Values were collaboratively created by all stakeholders and revised in meetings. They are visible throughout the school and embedded in the instruction. The daily objectives and I Can statements are posted in the classrooms.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Through the School Behavior Plan Contract and Title I Compacts, the stakeholders pledged to adhere to the high expectations of the school mission and goals. The assemblies, incentives, medallions and celebrations are embedded in the program to insure the success of the students and the school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Clear Fork is a safe, clean and well-maintained school where upon entering you will be greeted with a warm and welcoming staff and students. The bulletin boards are bright and colorful displays of student work and accomplishments. Data notebooks and staff meetings are utilized to assure the academic success of all students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal is actively involved in the grade-level team meetings, as well as, the bi-weekly behavior, monthly leadership, curriculum and LSIC meetings. In these meetings, the ongoing collaboration and collective responsibilities of all staff are evidenced in the meeting notes and agendas. The principal conveys information to all stakeholders through the use of email, newsletters, blackboard and the school's website.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: The OEPA Team commended the principal for her efforts to focus on the needs of the school. Examples were implementation of departments, promoting a welcoming atmosphere, and focusing on data analysis.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The principal continues to work collaboratively with the teams to problem solve, revise and achieve the school goals which is documented in the teams' meeting notes.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume	EMERGING	The principal encourages teachers to attend professional development. Teachers are attending the PD and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		exhibiting leadership skills as evidenced in team meetings throughout the school. The leadership skills will improve the overall effectiveness of their presentation in the classroom.		school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Four 5th graders have been chosen to represent the student body at the LSIC meetings. A Student Leadership will be implemented this year,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Data notebooks are being introduced to the classes to promote student reflection and self-direction. Teachers are using their Data Notebooks to document student progress, interventions used and deficiencies in student growth.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The use of data notebooks was evident and fostered student ownership of academic growth. However, most classrooms were teacher-led and utilized limited instructional strategies. Recommendation: The OEPA Team recommended additional support to develop and implement activities promoting student reflection, intellectual inquiry, and self-direction.

Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Based on the Next Generation Standards, teachers are creating a more hands on engaging learning environment in which lessons are designed to replicate real world experiences through the use of textbooks, increased technology and collaborative projects which is documented in the lesson plans of the teachers.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: While, "I Can" statements were posted, there was limited technology utilized during instructional activities.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teachers will be implementing data notebooks and data points to drive instruction and will continue to use the data from the benchmarks and other assessments to meet the needs of their individual students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned	EMERGING	Teachers lesson plans reflect a variety of strategies which include modeling , hands on learning ,preteach/ reteach and graphic organizers. as well as, digital tools to promote understanding of the subject being taught.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: STAR assessments, checklists and weekly assessments were observed being used to track student data.

with instructional targets.				
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	There are several opportunities provided to create a positive relationship between the stakeholders of our school. These opportunities include: Newsletters, Blackboard, PTO Meetings, Alumni Ballgames, Math Night, Reading Night, E-mail, Engrade, Agendas, Phone Contact, LSIC, Parent/Teacher Conferences, Parent Volunteers and Our School Website.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the staff and community took pride in the positive relationships that existed between the staff, students, and community.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	EMERGING	With the assistance of our part time counselor the students are engaged in character education and guidance and counseling sessions. The RCBOE Child Nutrition Department provides our students with free breakfast and lunch. Our partners in education , Republic Mines, helps us to provide 30 families with backpacks of food for the weekends. Our Special Education teachers provide behavioral and adaptive support for our students. We are in the process of developing a mentoring program and an individualized after school program for our students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community	ACCOMPLISHED	Clear Fork has positive relationships with the community leaders through our partners in education. Republic Mines provided two computers and printers for the Student Citizenship Awards at the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The community demonstrated strong support of the school and staff. The school was the

agencies and organizations to enhance the ability to meet the needs of all students.		end of the year. The are offering to come and read to our students on a months basis. Appalachian Power is coming to read to our Kindergarten and 1st grade classrooms and we have the Read Aloud Program in place.		hub of the community. The school grounds were well maintained.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Teachers are participating in professional development opportunities which will enable them to extend their credentials to a higher level in the teaching profession to improve classroom instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	The teachers collaborate in meetings with their peers to reflect on data and assessment. Data Notebook will be utilized for collection of data.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in	ACCOMPLISHED	The principal participates in the state mandated evaluation system in which observation are conducted and meetings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

processes of evaluation that facilitate self-reflection and informs the process of professional growth.		are held in which self reflection and goals are set to improve instruction and management if necessary.		
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Clear Fork Elementary is a clean, well-maintained, aesthetically pleasing school that is configured to meet the needs of the students. We are wheelchair accessible. We have classroom phones for communication. Signs are place throughout the school to assist the students with hearing impairments with communication among their peers. We are continuing to work on getting more safety features in place: man trap, walkie-talkies for the playground and a window from the office to the front entrance.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The laws/ policies of the state of West Virginia and the county of Raleigh are followed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and	EMERGING	The board office accepts all applications and screens the applicants to assure that all applicants are highly qualified. Then the list is submitted to the school's hiring team for the hiring process. Teachers that are qualified for a position are chosen	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: While the school had a plan in place for recruitment and retention of high quality personnel, long-term subs were assigned to six positions. The

retained to effectively meet the identified needs of students.		over those who are not. Our environment is welcoming and most teacher in the building are ready to assist new teacher with learning our mission, goal and our behavior plan.		positions had been posted four times.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	Opportunities for the teachers to enrich their skills in the use of technology in the classroom will be offered throughout the year. Some of the tools available are: Planbook.com, E-Backpack, Lexia, Reading Plus, IXL, Kahoot, and others used in individual classrooms.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers receive support implementing digital tools to enhance instructional delivery and student learning.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Data Notebooks and meetings for disaggregating data will be held throughout the year. 15 minutes interventions are utilized daily with the lowest 15% of our population.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional	EMERGING	The professional relationships are developed through communication of blackboard, phone calls, LSIC meetings and emails to generate support from stakeholders to improve the learning for	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		all students. Data Notebooks are being developed to monitor and revise the strategic plan and action steps.		
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Data Notebooks are used in each classroom as a monitoring tool.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	A full time counselor and PE teacher are necessary to meet the needs of our students.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs, based on the availability of local funding.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional Development needed on the use of Data Notebooks, Engage New York and the new Journeys Reading Series.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been	Data Notebook collection and data driven instruction in	The OEPA Team commended these practice. However, the

implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.

place. 15 minute individualized instruction for our lowest 15% is provided.

Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

PARTIAL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
NO	Participate in the on-site review process
	Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations

The date is set for
Novemeber 2015

associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies

(S5,FA)		
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	
B . Policy 2340: West Virginia Measures of Academic Progress		FULL COMPLIANCE
COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code		
YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)

YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)

YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education

- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels.

(S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).		
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a		PARTIAL COMPLIANCE FULL COMPLIANCE
RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a Legislative Findings: Required Physical Education; Program in Physical Fitness DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: Full Compliance = Compliant with all items listed below. Partial Compliance = Compliant with more than half the items listed below. Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) by examining school documents and (2) interviewing staff. (S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code		
NO	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate	Alternate Plan sent to WV BOE for

physical activities, for not less than three days a week.

Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.

High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

approval.

YES

tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

YES

Results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)

YES

The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	See the letter on file in Mr. Click's office and at our school on how all non compliances were addressed.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	The vents and the wall in the kitchen were cleaned.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

1. School Site

- C. Site did not have stable, well-drained soil free of erosion. (As evidenced by standing water) (Did not adversely impact program delivery and student performance.)

2. School Building

A. General Safety

- A-2. Asbestos Management Plan was not maintained the latest version on file was dated 2010. (May adversely impact students' health and safety.)

7. Cafeteria/Food Service Area

- C. Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (May adversely impact program delivery and student performance.)
- J. Food serving line was not sufficient for the size of the student population, well equipped and well organized, as required. State Board Policy 6200. (May adversely impact program delivery and student performance.)
Note: Shield needs replaced.
- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

10. Auditorium/Stage Facilities (Middle and High Required)

- C. Auditorium was not appropriately equipped with at least the following:
- C-4. Movable furniture and equipment. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

16. Band/Music

- B. Band/Music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
- D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)
- D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)
- D-4. Podium. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn-OEPA Coordinator

Team Leader – Mike Boyd – OEPA Consultant

Team Member – Mike Coleman, Director of Instruction, Hampshire County Schools

Team Member – Lori Howington, Principal, Fall River Elementary School, McDowell County Schools

Date of School Visit –11/03/15

SCHOOL PROFILE

74-205 COAL CITY ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	313	305	284	289
Average Class Size	20.9	21.6	21.7	20.6
Attendance Rate	96.64	96.83	96.66	97.16
Pupil Admin Ratio	273.0	265.0	284.0	289.0
Pupil Teacher Ratio	15.2	13.9	14.9	15.2
Participation Rate-Math	not available	100.00	100.00	98.48
Participation Rate-Reading	not available	100.00	100.00	98.48

***The school evidence remains intact as reported by the school and has not been altered.**

COAL CITY ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Strategic Plan Leadership team Faculty Senate LSIC Culture surveys School creed or motto Discipline system Celebrations and student incentives Parental Involvement Articulation of school mission and vision students and staff	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	Parent meetings Posted Strategic Plan Weekly parent newsletters by teachers Title 1 parent compacts 3-5 Engage NY Math 2-5 Novel Units AR Enrichment time in schedule STAR IXL Core 5 Title 1 time in K-2 Modifications in class Reteach with Sped support APL strategies Engage NY	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team acknowledged this was only the second year the school had been fully staffed, and the principal was focused on building relationships.

Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Reading/Math times are allocated for majority of schedule Respect and protect - training and retraining Agendas-Code of Conduct Safety/Wellness team Bus Safety "its ok to be wrong Lock Down Drills Fire drills Buddy System SAT teams Sped APL strategies STAR IXL Groupings based on data Data notebooks Incentives Attendance report Student Council	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	Leadership team Faculty Senate PLC's Common Planning - grade level School Faculty Calendar Curriculum Team Blackboard calls Master schedule - modifications allowed with teacher request Daily Flex time departmentalizations data analysis Tams with curriculum coach to develop PD and trainings Use of Drop Box Supplemental programs available (IXL RLA & Math), Reviewing data PLC's Supportive SAT for students who may need intervention/specialized instruction Use of Core5, AR, STAR RLA and Math	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: - Based upon interviews and observations, the OEPA Team determined the principal exhibited most of the aspects of the function. - Teachers and students spoke highly of his leadership and passion for the success of the school. Commendation: The vision the principal had for the school was commendable. Teachers spoke with excitement of their belief in the school's future.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school	EMERGING	Each staff member is a part of a team Email calendar team leaders leadership team every grade is responsible for a school wide activity that happens in the school Team leader Student Council PLC's	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon observations and interviews, the OEPA Team determined most aspects of this function were present. Teachers from the various teams could

through leadership, planning, and problem-solving.				speak to their involvement and describe projects completed for the betterment of the school.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	WVLeans WVCPD RESA County PLC Common Planning	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Student Council Green Team LSIC(Student council Pres.) Respect and protect Indian Princess Indian Chief Athletics	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered	ACCOMPLISHED	Engage NY grade 3-5 STAR IXL Core5 Groups based on data 1-1 iPad -3-5 1-2 iPad k-2 Apps Renaissance Learning diagnostic reports Phone calls Agenda Engrade NCLB site Acuity- Standards based instruction APL	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and fosters student reflection, intellectual inquiry, and self-direction.				
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Lesson Plans Walkthroughs Unit based lessons standards check list newsletters leadership team grade level teams PLC's Securing funds for classroom supplies Mastery Matrices Exit ticket Data notebooks Engage NY Math 3-5 Engage NY RLA 3-5	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: • The OEPA Team observed most of the teachers were implementing a standards-focused curriculum. • Teachers spoke about using Engage NY as a curriculum resource and how it had changed their thinking and instruction.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Mastery Matrices Common Core Math Cards Engage NY Lexia STAR AR Intervention	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies,	EMERGING	Principal Walkthroughs Centers Use of Technology Cooperative learning	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers continue work to align instructional practices with the standards-focused curriculum.

appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.				

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Folk Program Family Movie nights Parent Volunteers Agendas	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	School Nurse School Based Health Clinic Archery Part time consoler free lunch/Breakfast Special Education services Nutrition lessons	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, based upon interviews and observations, the Team recommended direct counseling services for students be increased in order to strengthen the function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and	EMERGING	Parent Volunteers Food Lion Affinity Coal United Methodist Temple Dollar General Sunset Hills Missionary Baptist Church	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

organizations to enhance the ability to meet the needs of all students.				
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	PLC's Engage NY Professional Development IPI	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon observations and interviews, the OEPA Team determined most aspects of this function were present. Teachers shared how they were growing professionally as a result of their collaboration with one another and the curriculum coach.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Common Planning Leadership team Team meetings Behavior support OEPA Curriculum Wellness/Safety multicultural PR/Incentives strategic plan parent coordinator	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: • The OEPA Team substantiated teachers worked in collaborative teams once a month for ½ day and met weekly for grade level meetings. • During collaboration, teachers reported asking the reflective questions, "What do our students need to know? What do we need to do to help them learn? and How will we know when they have learned it?" • Teachers are collecting and analyzing data yielded by STAR.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of	ACCOMPLISHED	Mentor teachers Teacher evaluation IPI PLC's Personal conversations	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

evaluation that facilitate self-reflection and informs the process of professional growth.				
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	DISTINGUISHED	Day/Nigh Custodian Safety team Main Entrance with audio/video system Sign in-out procedures	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not verify all aspects of the function were present. The Team observed paint chipped on the wall, a lack of cleanliness of trash bins, and walls of the staff bathroom were not clean. Recommendation: The OEPA Team recommended the school attend to maintenance and cleanliness of the school.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	Faculty Senate Title 1 Levy County procedural safeguards	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team verified seven findings listed on the most recent financial audit report, although the corrections were documented. Recommendation: The OEPA Team recommended the staff review financial policies and procedures for the State and Raleigh County Schools.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and	DISTINGUISHED	Faculty input on hiring procedure Interviews	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.

are purposefully assigned and retained to effectively meet the identified needs of students.				Rationale: The OEPA Team observed ineffective use of Title I personnel. Recommendation: The OEPA Team recommended the staff develop a schedule for more productive and efficient use of the Title I personnel.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	iRaleigh iPads Virtual computer lab Nearpod IXL Core5 Renaissance Westest2	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Research Based Programs Engage NY Faculty senate vote Parent Volunteers	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The	EMERGING	Faculty Teams PLC's	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.				school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	NOT EVALUATED	Student Data notebooks SAT STAR Guidance Counselor	EMERGING	The school had not provided a self-rating for this function; however, the evidence provided by the school and the additional evidence collected by the OEPA Team substantiated an emerging rating for this function.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	PD on NxG CSO's Technology teacher After school program/tutoring	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	PD on NxG CSO's Technology teacher After school program/tutoring parental involvement	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and	Engage NY Math Engage NY RLA iPads FOLK Student Council Energy Express	The OEPA Team commended these practices: • Student Council; and • Collaboration opportunities.

communicated to other schools.

However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

NOT FOUND Develop Knowledge of Policy 2322 **TEAM COMMENT: YES**

NOT FOUND Complete the School Monitoring Report **TEAM COMMENT: YES**

NOT FOUND Participate in the on-site review process **TEAM COMMENT: YES**

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress
repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan
ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

NOT FOUND

Create a Structure and Process for Continuous Improvement including: **TEAM COMMENT: YES**
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)

	n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA) TEAM COMMENT: YES	
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: TEAM COMMENT: YES the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	
NOT FOUND	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) TEAM COMMENT: YES school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	
B . Policy 2340: West Virginia Measures of Academic Progress		FULL COMPLIANCE
COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code		
NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) TEAM COMMENT: YES	
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) TEAM COMMENT: YES	
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) TEAM COMMENT: YES	
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) **TEAM COMMENT: YES**

NOT FOUND The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) **TEAM COMMENT: YES**

NOT FOUND Note: Please review only the areas appropriate to the programmatic level of your school (S3) **TEAM COMMENT: YES**
Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum

- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510: **TEAM**
COMMENT: YES

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking,

- decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) **TEAM COMMENT: YES**

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC) **TEAM COMMENT: YES**

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).
Assure students' rights and responsibilities are taught and protected (Pages 18-21).
Implement proactive, preventative, and responsive programs (Page 43).
Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

NOT FOUND Alternative Education. (S1,FC) **TEAM COMMENT: YES**

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Time Requirements (S3,FB) **TEAM COMMENT: YES**

Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.
 Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.
 High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
 Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

NOT FOUND tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD) **TEAM COMMENT: YES**

NOT FOUND esults are shared with students and parents. (S7, FC) **TEAM COMMENT: YES**

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) **TEAM COMMENT: YES**

NOT FOUND The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) **TEAM COMMENT: YES**

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

2. School Building

B. Interior – General

- B-6. Not all restrooms were compliant with the Americans with Disabilities Act (ADA) requirements as required by State Board Policy 6200. (May adversely impact students' health and safety.) (May impede access for individuals with limited mobility.)

6. Library, Media, and Technology Centers

B. Library/resource/media center was not well equipped with the following:

- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area

A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:

- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

E. Physical fitness facilities did not include at least the following items:

- E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

16. Band/Music

- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Cheryl Workman, Consultant, Office of Education Performance Audits

Team Member – Kim Agee, Principal, Bedington Elementary School, Berkeley County Schools

Team Member – Jeanie Bennett, PK Special Education Representative, Central Office, Calhoun County Schools

Team Member – Patty Lipps, Principal, Romney Elementary School, Hampshire County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE

74-206 CRAB ORCHARD ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	308	298	307	302
Average Class Size	21.1	22.8	23.0	22.0
Attendance Rate	97.88	97.10	96.58	97.28
Pupil Admin Ratio	308.0	298.0	307.0	302.0
Pupil Teacher Ratio	16.2	16.6	17.1	15.9
Participation Rate-Math	not available	100.00	100.00	99.29
Participation Rate-Reading	not available	100.00	100.00	99.29

***The school evidence remains intact as reported by the school and has not been altered.**

CRAB ORCHARD ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	We at Crab Orchard Elementary believe that all students can learn and must have a safe, secure environment. The tone for the school year is set prior to students arrival based on data collected from school surveys. Each morning students recite 'Crab Orchard's Keys to Success'...Be Respectful, Be Responsible, Be Prepared, and Follow Directions. Practices used at Crab Orchard Elementary to support our beliefs and values are: Pandas on Target, Caught Being Good, Recognition of Honor Roll, Principal's List, Triple A (Academics, Attendance, Attitude) Accelerated Reader, and the Walk Across America Log In program for P.E.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High	DISTINGUISHED	At Crab Orchard Elementary, high	DISTINGUISHED	The evidence provided by the school and the additional

Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		expectations are established on the 1st day of school. All students in grades 1-5 rotate through an orientation where expectations are clearly stated for the classroom, playground, lunchroom, hallway and the school bus. The counselor also addresses character education with a focus on bullying. These expectations are also listed in the student's agenda/folder and discussed with parents when they attend their child's classroom Open House. All parents are also given a parent brochure that lists expectations for students, parent, and teachers. Students at Crab Orchard Elementary have a "Panda's on Target" sheet that goes home nightly with the students that monitors classroom behavior and classwork. This is our daily communication with parents. All staff participates in the state adopted evaluation process yearly with personal goals and action steps developed to achieve identified year long goals.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Crab Orchard Elementary strives for a school environment that is safe, well managed and clean that contributes to an engaging and inclusive atmosphere for learning. Custodians have a daily schedule of responsibilities that is checked on a regular basis using a facilities checklist. Students are held responsible for keeping their areas clear and free of trash. Crisis management evidence is on file for various drills that	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: The OEPA Team confirmed the school was safe, orderly, and engaging; however, the Team observed within the building missing and stained ceiling tiles (Room 16), mold (Room 17), which was not being used the day of the on-site review), exposed insulation (Room 4) and peeling paint in classrooms (Rooms 1,3,5) and stairwells. The Team

		are held throughout the school year (Lock down drills, Fire Drills) Drills are practiced and completed as required or needed. Drills teach our students and staff how to react in case of real emergencies. Persons entering the school must use a remote access system. Health Dept. reports, county and state safety reports are kept on file. Any findings are discussed with school personnel and work orders are completed using the SchoolDude system. Selected fifth grade students are members of the COE Recycling Green Team. Bus Safety is discussed on the first day.		also observed odor in the downstairs portion of the building and the boys' restroom downstairs had the remains of plumbing sticking out from the wall where a sink had been removed. Recommendation: The OEPA Team recommended the principal submit work orders for all maintenance and facility issues to assure repairs are completed in a timely manner. Commendation: The OEPA Team commended the staff at Crab Orchard for not allowing building issues to interfere with the instructional planning and delivery.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	DISTINGUISHED	The Principal at Crab Orchard Elementary exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management. She is an active member of school committees (School Leadership Team, LSIC, Professional Learning Committees, Collaborative Conversations, School Hiring Committee, SAT) as well as various student and parent meetings. She promotes the use of technology by requiring lesson plans weekly in Dropbox. Dropbox is also used to distribute faculty information (Handbook, committee reports). She	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: In addition to verifying the school's rating for principal leadership, the OEPA Team noted the following: • The principal was well organized and practiced hands-on leadership. • The principal fostered consistency. • 10 minute meetings were very productive. • The principal actively tracked data and used it for decision making to improve student performance.

		communicates to the school population through various methods: Blackboard Messenger, notes home, memos to teachers, emails and texts. She has an open door policy and is always available for questions, concerns or suggestions. During the day, she does classroom walkthroughs to observe teaching and student engagement. She also conducts meetings with parents, teachers, staff members and students.		• The principal modeled use of technology. • The principal fostered a positive climate and culture
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Teams such as School Leadership, Faculty Senate, LSIC, Professional Learning Communities and VIP work in conjunction with teachers, staff, parents and the community to enhance the learning at Crab Orchard Elementary. They also work together to advance the mission and goals of our school. The LSIC meets once a year with the RCBOE to make them aware of school progress, goals and needs for the school. Fifth grade students are members of the school's Green Team (recycling). We have begun a student council to give our students the opportunity to make decisions to improve our school.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through interviews, classroom observations, and data presented, the OEPA Team found the various school teams were operating at a high level in all areas with all staff members. Those teams included: • Leadership Team • Local School Improvement Council • Faculty Senate • Professional Learning Communities • Technology • Curriculum
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and	ACCOMPLISHED	Crab Orchard Elementary teachers effectively utilize Professional Learning Communities, Instructional Practices Inventory, and Common Planning. The Professional Learning Communities meet in two groups, PreK-2 in one group and 3-5 in the other. These groups meet every other week before	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team determined a high level of teacher leadership was pervasively present in all teams within the school.

resources to lead and influence professional practice.		the school day begins. During PLC meetings, teachers analyze recent test data, share successful strategies, and plan for instruction to meet the needs shown in the data. Our school partners with another local school to acquire IPI data. Teachers from the partner school code the level of student engagement in each classroom and provide reports of their results. Teachers at Crab Orchard then meet to analyze data given and formulate a plan to increase the level of higher-level learning and student engagement. Common Planning is a grade level meeting that takes place on a weekly basis. Teachers use this time to share and analyze data, plan for the upcoming week, and share successful strategies.		Commendation: The OEPA Team commended the staff for determining the necessary changes and instructional practices that are needed for student and professional growth.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Crab Orchard Elementary is in the early stages of establishing a student council. Students were elected by their peers and meet once a month. These students work with the principal and faculty and take the lead in planning school activities and events. 5th grade students participate in the "Green Team" recycling program. Students also lead the pledge each morning and recite "Crab Orchard's Keys to Success". "Learners today and leaders tomorrow" is our school motto. Student leadership needs to integral part of Crab Orchard Elementary and we are taking the necessary steps needed.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team confirmed through interviews with staff and students a student council had been established this year, and increasing student leadership in the classrooms was a school focus.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	DISTINGUISHED	The teachers at COE create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry and self-direction. The classrooms are engaged and learning is the focus throughout the school. This is evidenced by principal observations and walkthroughs, lesson plan checks, and Next Gen standards checks. Teachers utilize APL strategies throughout the school day. Teachers also utilize the information gained from IPI coding to increase student engagement. Teachers plan lessons that require higher level thinking skills. During intervention time, students work together or with the teacher to collaborate on assignments.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: The OEPA team confirmed through classroom observations student-centered learning that fostered intellectual inquiry and self-direction was established in all classrooms.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Crab Orchard Elementary teachers implement a standard focused curriculum, aligned with the Next Generation Content Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools. Teachers document the use of standards by listing them in their lesson plans weekly or by using a standards checklist. Teachers upload their lesson plans in dropbox weekly to a folder that is shared with the principal. The principal does lesson plan checks and walkthroughs providing	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team noted through classroom observations and interviews all classroom instruction was based on a standards-focused curriculum with appropriate utilization of technology tools.

		feedback to teachers. Teachers use benchmarks and progress monitoring reports to create intervention groups and utilize Next Generation Standards to guide the instruction for these groups. IEP goals are also aligned with Next Generation Standards.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	DISTINGUISHED	Teachers at Crab Orchard Elementary use data from surveys and assessments to design both long and short-term instructional plans. Collaboration during Leadership Team meetings, Professional Learning Communities, Common Planning meetings and Collaborative conversations is used to plan and brainstorm ideas for instruction and delivery. Information gained from IPI observations is used to plan for increased student engagement. Teachers set yearly goals through the West Virginia Teacher evaluation policy, monitor these goals, and assess their success. Teachers have grade level common planning times for collaboration. The principal uses Dropbox to monitor weekly lesson plans. Next Generation Standards checklists provided by the county are utilized and dated.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	At Crab Orchard Elementary, instructional delivery is a priority. Teachers use their common planning times to prepare lessons that are engaging and enhance individual student progress. Teachers collaborate during Professional Learning Communities to discuss different strategies for instructional delivery. Daily Teacher schedules provide Intervention for the identified lowest performing students in Reading and Math. Special Education teachers work on deficiencies with identified students using county provided materials. Teachers use APL strategies. Different assessments are given (State testing, benchmarks, STAR Reading and Math, teacher-made, end of the unit) to check for understanding. Teachers use technology to deliver instruction. Information from IPI observations is used to make decisions about how better engage students in their learning. The Principal conducts walkthroughs and observations checking for teacher effectiveness.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through classroom observations, review of lesson plans, and numerous walkthroughs, the OEPA Team observed highly engaging instructional practices that were student centered throughout the entire building. Commendation: The OEPA Team commended the staff for the instructional practices utilized such as: • iPads were used by students to create surveys and bar graphs to display information • Specific intervention time was devoted to students. • Student learning centers with various grouping were used in all classrooms.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families,	DISTINGUISHED	Crab Orchard Elementary has a strong, positive relationship with parents and community. COE hosts its annual "Lemonade on the Lawn" the night before school starts where all parents	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and the larger community.		and students are invited to meet and greet with the faculty. After school starts, parents are given a classroom brochure with expectations for ALL and are invited to attend a classroom "Open House". Parents are honored with a volunteer luncheon in the spring and are invited to take part in the "VIP--Very Important Parents" team where they are involved with several special projects in our school including Santa's Workshop, School Carnival, Field Day, Test Taking Snacks, and teacher appreciation week. LSIC meets several times a year as well, to discuss the news of our school and formulate a plan to meet those needs. Blessings in a Backpack, GoodNews Club, The Grace Box, Crossfit Camp, Walk Across America, and our bi-annual Variety Show are just a few ways that COE works to develop positive relationships		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	At COE, supporting student health and well-being is a priority. A counselor is at the school two and a half days a week to support our students. The school works with the local CPS on an as needed basis when there are concerns. Each morning on the intercom the students recite the “Keys to Success” to remind them of school expectations. Students are referred to the SAT / 504 when there are concerns such as attendance, academics, or social. Students are also provided a teacher mentor if it is determined it would be	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

		beneficial. Raleigh County Schools are committed to providing nutritious meals and snacks to students. Breakfast in the Classroom is provided to all students. We also encourage parents to pack nutritious snacks for their students.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	At Crab Orchard Elementary, we understand that it really does “take a village to raise a child”. The school staff partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students. The local YMCA provides before and after school care for working parents at COE. Staff members are hired and a classroom in the building is utilized. Read Aloud volunteers are at COE on a weekly basis. Crab Orchard Baptist Church provides “Blessings in a Backpack” weekly to identified students that may need food on the weekends. The Church is used at the end of the school year for the fifth grade graduation ceremony. Cornerstone Church in the community provides identified students with “The Grace Box”. These are Christmas present for families in need. The Good News Club is offered to all students for weekly Bible study. The school has a carnival in the fall of the year. The community provides financial support to make it successful.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Teachers at Crab Orchard Elementary engage in continuous learning opportunities for professional growth designed to improve school and classroom practices. Teachers receive at least 18 hours of professional development each school year. Teachers attend various trainings based on need. These trainings are used for new practices as well as orientation purposes for new teachers to the school. Teachers have attended trainings on new technology as well as the new reading curriculum provided by the county. Lastly teachers are always utilizing the time during PLC to sure new and successful practices with fellow colleagues and gain information from others to use for personal growth.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team confirmed through observations and interviews staff utilized the county provided technology integration specialist and other professional development opportunities to impact instructional practices.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of	DISTINGUISHED	The teachers at COE realize the importance of collaboration and its correlation with student success. Teachers in grades PreK-5 arrive thirty minutes before the school day begins twice a month in Professional Learning Communities to analyze student data and brainstorm strategies to increase student achievement. Notes taken from theses meetings are shared to others by using Dropbox. The teachers at COE have common planning times and	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

strategies that improve instructional practice.		utilize a team approach to their grade levels. During common planning time, they collaborate and plan for instruction. Teachers also meet regularly with the principal during grade level meetings or ten-minute conferences. Faculty Senate meetings are held throughout the school year giving both professional and service personnel time to collaborate.		
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Crab Orchard Elementary school's staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth. At the start of the school year, staff members discuss the results of the student, staff and parent surveys conducted by the WVDE and the county Title 1 Dept. These results help to guide the direction for the types of staff development needed. Teachers also participate in the WV Teacher Evaluation policy to self-reflect and set goals for the school year. The principal conducts walk-throughs and observes personnel to make decisions about professional growth opportunities for staff. Staff members analyze testing results to determine what is needed so all students can meet mastery of grade level skills.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities	ACCOMPLISHED	Crab Orchard Elementary strives to	EMERGING	The evidence provided by the school and the additional

are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.		keep our facilities clean, safe and secure to meet the learning needs of students. The school utilizes the School Dude website to send in work orders and arrange for specific building needs. The custodian's schedule reflects checking various areas of the building and grounds on a regular basis to ensure our facilities are clean, safe and conducive for learning. Fire drills and Lockdowns are held throughout the year and evidence is on file. These drills are practiced and completed in an effort to teach our students and staff how to react in case of a true emergency. All doors are locked during the school day and visitors are buzzed in through an intercom system.		evidence collected by the OEPA Team substantiated a lower rating than the school's self-rating for this function. Rationale: The OEPA Team noted concerns within the building in regards to maintenance, such as missing and stained ceiling tiles, mold, and peeling paint in classrooms. However, the administrator and staff had not allowed these conditions to impact instructional delivery. The principal submitted work orders the day of the on-site review. Recommendation: The OEPA Team recommended the principal submit work orders for all maintenance and facility issues to assure repairs are completed in a timely manner.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	DISTINGUISHED	At Crab Orchard Elementary the secretary works closely with the principal and the Raleigh County Business Dept. to keep financial records balanced and purchases approved. The Principal works with the Purchasing Dept. to spend allocation money. All purchases are preauthorized with a purchase order and paid for with an invoice signed and dated by the principal. Monthly transition reports and bank statements are submitted to the Business Dept. Each year, the Treasurer for the RCBOE audits the school finances. The audit report is kept on file each year. In keeping with the	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		state requirements and law, teachers do cash summary reports anytime money is collected and they must obtain purchase orders before items are purchased or ordered.		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	At Crab Orchard Elementary high quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students. At Crab Orchard Elementary a hiring committee is used to hire new teachers to the faculty. The hiring committee is selected by the faculty senate and consists of 3 staff members, 1 alternate, and the principal. After new teachers are hired they are assigned a mentor teacher for guidance and support.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	At Crab Orchard Elementary all students in grades 3-5 have access to their own Apple iPad. Students in grades Pre K-2 have 2-1 sharing of iPads. Students also have access to 3 mobile labs. All classrooms are equipped with data projectors, document cameras, and Apple TV's. Students complete technology user agreement forms prior to using the technology in our building. COE teachers are required to annually teach Cyber Safety. Teachers use Dropbox to submit lesson plans weekly and use Engrade to record daily attendance, student grades, and as a communication tool to parents. . Lexia is used in grades	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team confirmed the evidence provided and observed high level utilization of technology by students in the classroom.

		K-5 to supplement our reading curriculum.		
Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	DISTINGUISHED	At Crab Orchard Elementary the staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan. The staff at Crab Orchard Elementary collaborates with each other and the Leadership Team to maintain a learning environment where students can be the most successful thus reinforcing our mission statement. The LSIC team is utilized to gain information from the community and parents. Data from Lexia and Renaissance Place (STAR) is evaluated on a regular basis in order to develop a plan on how to meet the schools current goals. The data is used to create intervention groups and lessons are developed using the Next Generation Standards to close gaps in weak areas and push students closer to achieving school goals. Teachers communicate with each other and the principal about the data and current status of the student's projections by using PLC meetings and Dropbox.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building	ACCOMPLISHED	Crab Orchard's Elementary Staff collaboratively engages all stakeholders to increase student learning. LSIC and VIP programs involve community	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		members and parents. PLC meets twice monthly to discuss student performance and work on formulating plans to increase student achievement. Faculty Senate meetings are held to discuss programs being utilized, incentives for students, and analyze data to make decisions that best meet the needs of students. Grade Level Meetings are held weekly to collaborate on Next Generation Standards. Parents are given a classroom orientation at the start of the school year and are kept informed through the use of "Panda's on Target" and Engrade.		
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	DISTINGUISHED	COE understands that student success must be data driven. With that in mind, teachers monitor results of data (Testing, Benchmarks, STAR, Kindergarten Family Growth reports, Lexia) during PLCs, and common planning meetings. Parents receive midterms and grade reports each nine weeks for grades 1-5. Teachers send AR reports to parents informing them of student expectations and progress. Students with IEPs have them updated each nine weeks. Teachers are given the results of IPI codes for student engagement and discuss areas for improvement. Teachers document Intervention lessons to progress monitor students having academic deficiencies. This information is used if the student is referred for Special Ed. services. Parents can monitor their child's	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. COMMENT: The OEPA team determined through classroom observations, the staff utilized multiple strategies and technology tools to impact student learning throughout the day, including interventions.

progress by using Engrade.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Crab Orchard Elementary was built in the late 1940's making it one of the oldest facilities in Raleigh County. Problems due to the age of the building are always occurring. Due to its location on a hill, there are traffic and parking issues. A new facility is needed. COE would benefit having an Intervention teacher for Math and Reading or an Academic Coach. It would also benefit our students if an after-school tutoring program could be provided.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The school needs an intervention teacher to help support the regular education teacher with the bottom 25% of our students. Also, teachers would like training on technology lessons and tools that are grade specific. This will be our first year of a new reading series adoption, teachers would benefit from ongoing training on the curriculum and provided support where needed. Lastly, all students and staff would benefit from a school wide training on CPR and First Aid.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. However, hiring of an interventionist would depend on availability of local funding.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Recognizing that student achievement is our top priority, we feel that instruction has to be data driven. Therefore teachers meet for PLC meetings twice a month before the school day begins to analyze data and plan for instruction. All of this is done 30 minutes before the school day begins to prevent interrupting valuable instructional time.	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. The OEPA Team commended these practices: • High functioning professional learning communities • Classroom instructional practices utilized at the school

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student

performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)
on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)

YES

Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)

YES

Assess School and Classroom Learning Conditions – all staff must utilize:
the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)
summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)

YES

Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)
school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs.
direction of the principal with collective involvement and input from the staff and the LSIC.
strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student

needs.
 rincipal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) F

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510 Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)

- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.
 Follow eligibility criteria for placement in alternative education, including expelled students.
 Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)
 Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.
 Employ licensed, certified staff in core subject areas.
 Participate in State assessment program.
 Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

PARTIAL COMPLIANCE

FULL COMPLIANCE
The school had an approved waiver from WVDE.

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NO	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to	Have requested a waiver from the state. Students are given 20 minutes daily in the Physical Education classroom. Teachers provide 10 minutes three times weekly to meet the requirement.

	meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	
YES	results are shared with students and parents. (S7, FC)	
F . Counseling Services W. Va. Code §18-5-18b		FULL COMPLIANCE
		FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES

B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NO	Exiting the back of the gymnasium is not to a public way.	NO County was aware of the issue. The door opened to the front of the building and there was a drop off several feet away.
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Finding

Fire Marshal. The County must address the exit at the back of the gymnasium, with lack of public way to the satisfaction of the Fire Marshal.

Facility Resource Needs

9. Gymnasiums/Physical Fitness Facilities

- D. Physical fitness facilities did not have direct access to outdoor recreational areas. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

- B. Pre-kindergarten and kindergarten classes were not located on ground floor. The structure is multi-level and students have direct access to outside. (May adversely impact students' health and safety.)
- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Judith Johnson, OEPA Consultant

Team Member – Tim Hardesty, Elementary Administrative Assistant, Cabell County Schools

Team Member – Kim Cain, Principal, Glen Dale Elementary School, Marshall County Schools

Date of School Visit – 11/5/2015

SCHOOL PROFILE

74-207 CRANBERRY-PROSPERITY ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	311	280	275	291
Average Class Size	19.4	18.3	17.7	18.7
Attendance Rate	98.44	99.03	94.68	95.99
Pupil Admin Ratio	292.0	259.0	275.0	291.0
Pupil Teacher Ratio	14.6	13.6	14.5	16.2
Participation Rate-Math	not available	100.00	98.31	100.00
Participation Rate-Reading	not available	99.05	98.31	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

CRANBERRY-PROSPERITY ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Cranberry uses our mission and vision statements to communicate our beliefs and values. We use these statements along with our strategic plan to shape our school's climate and culture. We work together via our leadership team, common planning, and mixed teams to drive our focus. We communicate our vision and mission with signage throughout our classrooms and common areas. Our vision and mission appears on our letterhead and daily agendas/folders. We communicate our vision and mission each day via morning announcements. We also communicate our vision to the public when answer our phone "Building a Legacy of Leaders".	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High	ACCOMPLISHED	Our school's vision and mission	ACCOMPLISHED	The evidence provided by the school and the additional

Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		statements communicate our high expectations and are visible throughout our school in various ways: signage throughout every classroom and in common areas. Our students' school folders communicate our expectations. Our staff has completed the 7 Habits training and is a Leader In Me School--you will see 7 Habit signage to communicate expectations in various locations throughout the building.		evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team substantiated the evidence provided by the school and commended the school-wide effort to establish the Leader In Me Program.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Our environment reflects the Leader In Me objectives and motivates our students to be leaders and learn. Our leadership team meets to be proactive and drive an engaging environment and we collaborate through our common planning to implement strategies school-wide. A custodial checklist is used to drive a clean environment.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined positive student behavior and orderliness during transition times in the hallways was impressive. Staff and students provided an inclusive, rich environment for all.
Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal sends out weekly Staff Announcements to communicate school news, deadlines, activities, etc. The principal meets with the Leadership Team weekly to review data, school activities, etc. The principal meets with teachers and staff in various settings (common planning, ten-minute meetings, staff meetings, 7x7 contracts) to discuss data and how it is being used to drive instruction. The principal also	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: Observations and interviews with staff and students indicated the principal exhibited strong leadership skills as exemplified by the following: • Teachers stated the principal had turned the school around.

		meets with the School Improvement Specialist weekly to discuss data and instruction.		• Discipline had improved since her arrival. • The principal attended every meeting and provided guidance to the staff. • She established contact with parents and community and encouraged increased involvement. • Teachers noted the principal communicated effectively, related well, and had high expectations for teachers and students.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Common Planning, Collaborative Teams, Leadership Team, Behavior Team, Wellness Team, Curriculum Team, LSIC, PTO, and Student Council meet on a regular basis to advance the school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined all Teams were functioning effectively.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Opportunities are made available at Common Planning, Staff Meetings, and Faculty Senate for teacher led professional development	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: During the OEPA interviews, teachers noted the principal delegated and encouraged others to take leadership roles. Teachers were sharing responsibilities, leading professional development, and working beyond the school day to improve teaching and learning.
Function D: Student Leadership. Students are engaged in age-	ACCOMPLISHED	This is our first year as a Leader In Me School. Our students learn the 7 Habits through the 7 Habits of Happy Kids. We have established school-wide jobs,	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.

appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.		Classroom Leaders, and a Student Council to increase student involvement and ownership of our school. Students track and communicate academic progress and attendance in their data notebooks. Students write personal mission statements. Students lead the morning announcements to say the pledge and our mission statement. We have school-wide job postings and interviews and student greeters for school and community events. We also have a Safety Patrol and Green Team in place that provide additional opportunities for student leadership.		Rationale: The OEPA Team noted a variety of age-appropriate student leadership opportunities were embedded and pervasive throughout the building.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	The majority of our teachers are APL trained and are using these strategies in their classrooms. Teachers use data to develop skill groups. Title I and the School Improvement Specialist work throughout the school to target the learning environment. Teachers use iPads, STAR testing, and Engrade to promote learning. Ideas are shared via common planning. We also use collaborative meetings, 10 minute meetings, and leadership team meetings to promote classroom management and student-centered learning. Upcoming events are communicated via weekly staff announcements and monthly dates to remember.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Lesson Plans reflect Next Gen standards and objectives and feedback is provided through lesson plan reviews and feedback forms. Use of performance descriptors and collaboration help focus the instruction on standards and use of learning skills and technology. Use of the APL strategies--posted daily schedule, posted objective, and daily bellringers help provide a standards focused curriculum.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function Comment: The OEPA Team determined through interviews and observations the technology integration specialist (TIS) played an integral role in technology integration. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff receive additional support to increase instructional technology integration that allows for student interaction and is intellectually stimulating for students.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teachers establish short term plans via weekly lesson plans based on Next Gen standards and objectives. They establish long term goals for their students and themselves at the beginning of the year during self-reflection and goal writing as part of the evaluation process. Skill groups are also developed based on the students needs, interests, and performance levels.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews and review of lesson plans, the OEPA Team observed limited documentation of long-term planning. Recommendation: While the OEPA Team substantiated the schools' rating, to strengthen the function, the Team recommended a school-wide focus to develop long term plans to ensure all standards are covered and mastered by the end of the school year.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies,	EMERGING	Teachers deliver instruction that promote student progress by using APL strategies, iPads, both summative and formative data, SPL groups, IPI data, GSA data, lesson plan feedback, and various digital resources.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations, the OEPA Team observed teachers using multiple strategies, small group instruction, and exit tickets to address student needs.

appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.				

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Cranberry is working to maximize our positive relationships. We do have two business partners that are involved in various aspects of our school. We are developing our Leader In Me Program and have parental and community support. We use Engrade, Blackboard Calling System, and social media to communicate academic and social events going on at Cranberry. We hold an annual open house at the beginning of each year for our students and their families. Our school sends home parent compacts for each grade, every year. We communicate with our parents regularly using our daily agenda and folders. We have started a mentoring program in conjunction with our local Chamber of Commerce to target at-risk students. Our PTO president works to inform parents and the community of ongoing events and schedule ways for them to be involved. Parent/Community involvement activities and trainings are scheduled throughout the year	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through interviews, the OEPA Team found strong evidence of community, business, and parent support which extended to the academic, social-emotional and physical well-being of students. The counselor's and social worker's plans of action supported student learning, achievement, and attendance. In addition to the above, the physical education teacher provided informal support for the social and emotional development of students by providing individualized attention through lunch groups.
Function B: Student Personal Development. The	ACCOMPLISHED	Cranberry does provide ESL services to qualifying students. We use our Title I	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		Staff to target low performing students in grades K-3. Teachers in all grades establish skill groups to target student development. We have a program in place with our guidance counselor and our Leader In Me Program to target character education, college/career awareness, and developmental guidance. Special education services are driven by IEP's. Our Social Worker targets at-risk children and conducts home visits. Our school nurse conducts classroom lessons to assist in development. We received the Highmark Fitness Grant. Our students gear up for an learning-filled day by participating in our Jammin' Minute each morning .We use the Adventure to Fitness program to target physical well-being. We also use various websites (youtube, zearn, showbie, gonoodle) to target movement during transitions. Breakfast and Lunch are provided at no cost to all students in the school and meet nutritional guidelines.		school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Our Partners In Education are Ameriprise Financial Services, Chick-Fil-A, and WV Orthotic and Prosthetic Center. These businesses help provide supplies and support on various levels. We involve the community and parents in the LSIC process. Our parents are involved via our PTO. We involve our parents and community in our Back-To-School Open House Night, field day, Lunch With Lett, parent-teacher	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		conference, and our Christmas Bazaar. We also partner with Appalachian Bible College to provide observation/teaching opportunities for their education students. We have a clothes closet to assist our students. We also collaborate with other community agencies: Girl Scouts, Good News Club, Feed Our Local Kids, Operation Backpack, United Way Reading Program and Parent Seminars, and Mentoring from our Chamber of Commerce.		

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Our staff has recently completed a book study as part of the Leader In Me program. All staff has attended the 7 Habits of Highly Effective People Training as we are now a Leader In Me School. Our School Improvement Specialist provides support both individually and in Common Planning. Common planning and mixed teaching team meetings provide opportunities for collaboration and teacher-led professional development. We participate in the professional training for our Journeys reading series, Engage NY, curriculum training, monthly county Title I meetings, Faculty Senate and CE days, and collaborative meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration.	ACCOMPLISHED	Cranberry utilizes our Leadership team, collaborative teams, ,Common	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		Planning, and ten-minute meetings to provide opportunities for teacher collaboration to target data analysis, behavior and academic issues, teaching strategies, and best practices. We consult with our Special Ed. Specialists and School Improvement Specialist.		school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	The staff participates in annual evaluations, common planning, and ten-minute meetings to facilitate professional growth. We use My Learning Plan, lesson plan checks and feedback forms, and IPI data to provide feedback.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined teachers were provided feedback and support to inform the process of professional growth. Recommendation: The OEPA Team recommended using the Informal Practice Inventory (IPI) as a tool to increase student engagement and not as evidence in the teacher evaluation process. IPI can be used as feedback for classroom instruction, climate, etc. for teachers.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet	ACCOMPLISHED	Our school participates in the LSIC process. We use a custodial checklist to target school cleanliness and maintenance. We use the School Dude reporting system to issue work orders for any repairs needed. We work with	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

the learning needs of students.		our maintenance department and central office to provide a safe and secure learning environment. We practice regular lock down and fire drills. We utilize a walkie talkie system to maximize outdoor communication.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	We follow established policies and procedures for fiscal management. Our secretary participates in annual financial training. Policies are available on the Raleigh County Schools website. We utilize Faculty Senate funding for our teachers.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Cranberry works with our Central Personnel Office to follow hiring procedures for any open positions at our school. Our Faculty Senate participates by electing a single designee with the option to appoint up to two additional members. Participants complete the required training prior to participation. Letters for non-highly qualified teachers are sent to parents as directed by policy.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support	ACCOMPLISHED	iPad Our school works with our iRaleigh department and our Technology Integration Specialist to maximize teaching via technology implementation. Our teachers utilize MacBooks and iPads. We use STAR programs and testing, Lexia, and Common Sense Media, as well as multiple teacher selected resources. Teachers use Engrade for attendance, grading, and communication purposes.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

management, instructional delivery, and student learning.		Blackboard Calling System is used to communicate to parents. Parent Common Sense media Technology Integration Specialist		

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Our staff, parents, and community are represented and provide input for LSIC and school goal development. Faculty senate, collaborative teams, and the leadership team work to develop approaches to target student improvement based on data analysis and set vision and mission. These strategies are communicated during common planning and via our School Improvement Specialist. We use the Bright Bytes early warning system to target at-risk students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Our teachers are provided opportunities to develop professional relationships through participation in Faculty Senate, 7x7 contracts, college/career awareness week, Reading Fair, Chamber of Commerce Mentoring program, Collaborative teams, LSIC, PTO, and Common planning. All staff participates in implementing the Leader In Me Program throughout the school. Our Title I staff and School Improvement Specialist provide support. We team build through staff nights out, community service projects, and student/staff birthday recognition,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed the school's dedication to building relationships with each other, students, parents, and the community.

		our variety show, and wax museum.		
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Data analysis to drive best practices and student improvement are communicated in Common planning, faculty senate and ten-minute meetings. Progress is communicated to stakeholders through parent involvement activities, web page, and LSIC.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Air conditioning	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs, based on the availability of local funding.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Ongoing Next Gen, GSA training	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs Recommendation: The OEPA Team recommended the staff also receive professional development addressing instructional technology integration that allows for student interaction and is intellectually stimulating for students.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Leader In Me School Program and implementation of the 7 Habits of Highly Effective People, 7 Habits of Happy Kids. We have implemented a Student Council and established school-wide leadership roles.	The OEPA Team commended the school's implementation of the Leader in Me program. Implementation was pervasive and embedded throughout the school and had a positive impact on discipline, academics, and attendance. Staff and

		students communicated the goals to all stakeholders. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

PARTIAL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322	
YES	Complete the School Monitoring Report	
NO	Participate in the on-site review process	YES

Prepare for the review – the principal shall:
 Prepare the staff for productive involvement in the review process with materials provided by the OEPA
 One month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress
 Prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
 Participate in the review
 Participate in the Exit Conference
 Address the review findings – the principal shall:
 Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan
 Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:

	designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed.

	(Policy 2340; Appendix A) (S2, FA)	
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		FULL COMPLIANCE
COMPLIANCE CHECKLIST: POLICY 2510 Assuring the Quality of Education: Regulations for Education Programs DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code		
YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes	

- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

**RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-2-7a**

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.
 Partial Compliance = Compliant with **more than half** the items listed below.
 Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
YES	Results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.
 Partial Compliance = Compliant with **more than half** the items listed below.
 Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs**6. Library, Media, and Technology Centers**

- B. Library/resource/media center was not well equipped with the following:
- B-2. Computer work stations with printers. (May adversely impact program delivery and student performance.)
 - B-3. Capacity for on-line research. (May adversely impact program delivery and student performance.)
 - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
 - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)
 - B-6. Reading and reference materials. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- C. Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (May adversely impact program delivery and student performance.)

Separate storage room was not available for kitchen cleaning supplies. (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – Heather Scarberry, Academic Coach, Cabell County Schools

Team Member – Tyson Price, Principal, Pleasant Hill Elementary School, Calhoun County Schools

Team Member - Deborah Bever, Director of Instruction, Ritchie County Schools

Date of School Visit – 11/03/2015

SCHOOL PROFILE

74-208 CRESCENT ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	315	334	344	359
Average Class Size	24.9	23.5	21.1	19.7
Attendance Rate	98.02	97.76	98.34	98.02
Pupil Admin Ratio	315.0	334.0	344.0	359.0
Pupil Teacher Ratio	16.6	18.6	16.4	17.1
Participation Rate-Math	not available	100.00	100.00	99.33
Participation Rate-Reading	not available	100.00	100.00	99.33

***The school evidence remains intact as reported by the school and has not been altered.**

CRESCENT ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	Our school wide Behavior Plan teaches students to be respectful, responsible, and safe. Teachers at all grade levels incorporate the bucket filling philosophy into their classrooms. As reflected in the WV School Climate Survey, students reported that there is a set of shared beliefs and values in our school that is taught throughout the course of the school year. Each school year, students are initially trained to the Behavior Plan, the concepts are practiced on a daily basis, and reteach is offered when necessary.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: Through evidence and interviews, the OEPA Team concluded the school's beliefs and values were pervasively shared across the school.
Function B: High Expectations for All. The staff establishes high expectations for self and student	DISTINGUISHED	Staff members set individual and grade level academic goals, as incorporated in the self reflection portion of the state evaluation process. Student behavior expectations are documented in the	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations, interviews, and

that are written, clearly communicated and readily observed in educational practice and personal behavior.		student agenda and practiced daily. Academic expectations are rooted in the Next Generation Standards and implemented through engaging instruction. Student achievement is monitored through STAR Reading and Math assessments, classroom assessments, and student observation.		review of documentation, the OEPA Team substantiated the school programs, policies, and practices created a pleasant environment with high expectation for all.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	DISTINGUISHED	The school wide Behavior Plan addresses our expectations for order and safety throughout the building. Students are actively involved in the care and maintenance of our building through the Recycling Team and cafeteria volunteers, Teachers assign classroom helpers to foster responsibility and create a sense of pride in caring for their environment.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: Through evidence and interviews, the OEPA Team concluded the school had procedures in place for safety and management that created an inclusive and engaging environment.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The school principal is actively involved in the leadership team, LSIC, and PTO. She reports to community stakeholders and fosters an atmosphere of support for students and families.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through interviews, observations, and review of documentation, the OEPA Team concluded staff, students, and community valued the leadership exhibited by the principal. Additionally, the staff indicated the principal supported their decisions regarding high expectations for the school.
Function B: School Teams and Councils. The school teams and councils function	ACCOMPLISHED	Crescent Elementary has a functioning leadership team that shares in decision making. We also incorporate feedback from the LSIC and PTO in order to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.		facilitate any improvements to our school that are deemed necessary.		Comment: The OEPA Team concluded all teams and councils were functioning on a regular basis. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended all teams utilize agendas and minutes to maximize time and focus on improving instructional delivery and student performance and well-being.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	In addition to the Leadership Team, Crescent Elementary has a Curriculum Team, Safety Team, Behavior Team, and Wellness Team. Meetings are held in August, October, January, March, and May or as needed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team determined the school teams were functioning and teachers had the following leadership opportunities: • Local School Improvement Council; • leadership team; • embedded professional development opportunities; • attended professional development and returned to the school to present new skills to colleagues; • implemented new strategies within their classrooms and learned from each other.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a	ACCOMPLISHED	A Student Council has been developed and implemented. This Student Council meets with the counselor and principal to help plan student activities and incentives. The Student Council is also responsible for morning announcements which set the tone for the day.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through interviews with students, the OEPA Team concluded there were leadership opportunities for students.

sense of responsibility for improving self, school, and community.				The student council was functioning and was actively involved in school activities. The principal worked with the student council on a weekly basis.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Teachers have incorporated the Next Generation Learning standards as evidenced in lesson plans, walk through, and observations.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team determined the classrooms were inviting; however, student reflection, intellectual inquiry, and self-direction were not present in most classrooms. Additionally, the Team noted the school had a goal to improve the classroom learning environment. Recommendation: The OEPA Team recommended teachers receive additional support to develop and implement activities promoting student reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Staff utilizes research and data to implemented methods and materials to ensure that standards based instruction is implemented through the use of technology (Lexia, Reading Plus, Star Reading and Star Math), instructional support materials aligned to the new standards (novel based instruction, teacher made assessments, Storyworks).	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations, interviews, and review of lesson plans, the OEPA Team determined teachers implemented a standards-based curriculum. The Team also noted the staff was improving delivery of the curriculum by offering more project-based activities.
Function C:	ACCOMPLISHED	Teachers review state testing data, Star	ACCOMPLISHED	The evidence provided by the school and the additional

Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.		Benchmark Data, and classroom grades to plan instruction. Teachers utilize flexible scheduling to incorporate reteach and enrichment groups to ensure each child is achieving at an appropriate rate.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers use multiple strategies such as whole group instruction, small group instruction, peer/partner, informal(performance tasks, observation, guided rubrics) and formal (Star Benchmarks, weekly tests, WV Summative Assessment) assessments as evidenced by student data, walk through, lesson plans, and grade level meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted the school was providing opportunities for students to participate in projects, various programs, and research. However, the Team determined students could be doing more with the iPads provided through the one-to-one initiative.
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Crescent Elementary provides an agenda to each student for daily communication between home and school. Teachers and staff also utilize engrave, blackboard messaging, phone calls, and face to face conferences. Our students participate in community service projects such as the ALS Ice Bucket Challenge, Pennies for	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations and interviews, the OEPA Team substantiated the school had an active network which provided various resources to the school. One example of a positive relationship was the Cross Point Community Church which provided

		Paws. Dollars for Dinky, Read Aloud, and Field Day.		backpacks for students weekly to assure students' nutritional needs are met during the weekend.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Crescent Elementary has a school wide behavior plan that focuses on Being safe, respectful, and responsible, we are also a school that adheres to the Bucket Filling belief, we also have adapted our breakfast program to be served in the classroom so students don't miss out on nutrition or instruction. We have a guidance counselor who works with parent and students to help in all areas of school. Crosspoint Community Church is an active partner that provides classroom supplies, Bags of Love (weekend food bags), and their facility for parent trainings and school programs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Students were very complimentary of the counselor during student interviews. Additionally, the Team noted the following programs were in place to support students: • Weekend backpack program • Groups by the counselor • Positive Behavior Support program • Bucket Filling initiative • YMCA After School Program (tutoring, homework, dinner, and activities)
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Crosspoint Community Church is an active partner that provides classroom supplies, Bags of Love (weekend food bags), and their facility for parent trainings and school programs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for	ACCOMPLISHED	Crescent Elementary Staff participates in county wide trainings as well as site based trainings. As a staff we held Common Planning trainings that gave	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

professional growth designed to improve school and classroom practice.		teachers time to address the new standards and implement them into the reading progra		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Crescent Elementary staff participates in goal setting meetings, common planning meetings, Informally teachers and staff speak daily about student performance, reteach activities, and testing. Data is studied through the following assessments WV Summative Assessment, Star Reading and Math, Lexia, and classroom tests.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Crescent Elementary teachers study and regroup students performing at grade level three times a year based on the STAR Reading and Math Assessment. The students are grouped for reteach/enrichment activities those students falling below standard are then progress monitored every two weeks for progress checks. Time is given during common planning for data checks. Teachers align their goals to student progress and refer back to these goals as they check student growth data.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The self-reflections from the Educator Evaluation System were complete and the principal had conducted forty walkthroughs with feedback, prior to the on-site review. The self-reflection report, walkthrough data, and student performance data were used to align teacher goals for professional growth.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	County Work orders are submitted and addressed in a timely manner, all school grounds are monitored by staff to ensure there are no safety hazards, LSIC, Faculty Senate, and PTO input is taken and addressed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded the school was clean, safe and well maintained.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All monies are put to use in the direct support of students. All state policies are followed as evidenced by review of financial records on file at the county office.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	All staff is considered highly qualified as defined by the WV Dept. of Education, hiring committee in place which actively participates in the interviewing and placing of vacant positions.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: All teachers were highly qualified.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data	ACCOMPLISHED	Students in PreK-2 have a two-to-one iPad ratio as well as the use of two mobile labs. Students in grades 3-5 have a county issued iPad in which appropriate programs are in place to ensure student learning and basic skill practice, these classrooms also have the use of three mobile labs. Teachers	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team determined a lower rating than the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team concluded the school's infrastructure was capable of meeting the needs of the school. Additionally, the school had mobile labs school-wide

information systems and technology tools to support management, instructional delivery, and student learning.		monitor the use of technology to ensure that programs are being utilized to aid in the instruction and enhancement of the classroom. Digital Citizenship is also taught.		and one-to-one iPad's for Grades 3-5. However, the Team determined the school did not utilize the tools to full capacity. Recommendation: The OEPA Team recommended the school seek support in technology integration to assist teachers in using the mobile labs and iPads as instructional tools.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Crescet Elementary Staff shares a vision and mission for our school. We set school, individual, and student goals based on data from the WV Summative Assessment, Star Testing, and Lexia, classroom performance.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Crescent Elementary has an established School Leadership Team, Functioning Faculty Senate, LSIC, and PTO as well as a Student Assistance Team which involves staff, parents, and students to best meet our needs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and	ACCOMPLISHED	Crescent Elementary has Self monitoring of the Strategic Plan, Ongoing data analysis, LSIC Meetings,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		PTO Meetings, Leadership Team Meeting.		

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Our school is an old building in which every space is utilized for educational needs each day. Our building has no air conditioning and classrooms can reach 95* in warm months. Electrical upgrades need completed to help support the greater use of technology.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs. Note: Air conditioning was scheduled to be installed in the spring and the Team determined the school's technical infrastructure was appropriate.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Crescent Elementary is provided excellent training through our local Staff Development.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's evidence for this section of the report.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	School Wide Behavior Plan, Bucket Filling, Student Council, Partnership with Crosspoint Community Church	The OEPA Team commended these practices: • School-wide behavior support plan • Bucket Filling Program • Partnership with the Cross Point Community Church • Student planner However, the Team did not verify, through data, a positive impact on student performance and well-being required for

consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process
	Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall:

hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan
work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize:

	the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. Direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-

site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness

- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these

teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive

behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Time Requirements (S3,FB)

Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.

Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.

High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.

Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

YES tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

YES esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-5-18b School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all items** listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)

YES The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Reported and filed at the Raleigh County Board of Education	YES

B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Special Education Onsite Review had no findings.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Reported by the Raleigh County Maintenance Department	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Reports on file at the Raleigh County Maintenance Department	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

3. Administrative Office Area

- B. Administrative personnel were not provided sufficient work space and privacy. (Did not adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Rick Deuell, OEPA Consultant

Team Member – Stacy Bissell, Principal, New Haven Elementary School, Mason County Schools

Team Member – Thomas Hanson, Technology Director, Boone County Schools

Date of School Visit – 11/3/2015

SCHOOL PROFILE

74-209 DANIELS ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	629	674	669	672
Average Class Size	22.6	22.6	24.4	23.9
Attendance Rate	96.44	97.36	96.56	96.96
Pupil Admin Ratio	314.5	337.0	334.5	336.0
Pupil Teacher Ratio	18.0	18.7	19.1	18.7
Participation Rate-Math	not available	100.00	100.00	99.35
Participation Rate-Reading	not available	100.00	100.00	99.03

***The school evidence remains intact as reported by the school and has not been altered.**

DANIELS ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	Daniels Elementary staff works collaboratively around a set of school-wide educational beliefs with a shared mission in mind. Our annual school-wide meetings are held each year prior to the start of school. Our Strategic Plan is reviewed and re-discussed at this time. These meetings set the tone for the school year. DES also holds regular LSIC meetings with representation from staff, students, parents and community members. Cultural surveys are also used to help make accommodations for all students. Other practices used at DES; common planning periods to encourage collaboration among grade level teachers; monthly PLC meetings to allow school-wide collaboration; Leadership Team meetings. All of these	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: • All staff and students interviewed could speak to the shared beliefs and values. • They recited the mission statement every day during announcements. • The secretary answered the phone with the mission statement. Commendation: The OEPA Team determined all facets of the school pervasively demonstrated the school functioned around a set of shared educational belief and values.

		allow our staff time to share educational beliefs and collaborate information to enhance the schools climate.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	The staff at Daniels Elementary establishes high expectations for themselves as well as students. These expectations are clearly communicated through student and staff handbooks. Staff expectations are observed in educational practices through the use of lesson plan checklists, classroom observations and evaluations. Student expectations are observed through classroom work as well as end of quarter benchmark tests. Students are encouraged to do their best with the reward of various incentives throughout the year for meeting and/or exceeding expectations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team noted the following: • Teachers analyzed individual students' data and personal well-being and created an individualized plan for each student performing within the lowest quartile. • Teacher interviews and review of data notebooks revealed the school was focused on closing achievement gaps based on the lowest performing quartile. • While differentiation was observed in most lesson plans for the bottom quartile, next steps were not clear for other students, not demonstrating proficiency or who needed enrichment. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended implementing a collaborative effort with instruction that improves all students' performance levels.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for	DISTINGUISHED	Daniels Elementary strives for a safe school environment that is well-managed and contributes to a positive learning environment for all students. IPI practices are used to identify student engagement. Behavior plans as well as developmental guidance lessons are used with students to add to the safe	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: While the OEPA Team determined the school was safe, orderly, and well managed, the Team observed most teachers using traditional, whole group instruction that did not support an engaging and

learning.		school environment we strive for. Lockdown and fire drills are practiced regularly throughout the year in an effort to help students as well as staff in the event of a true emergency. A school-wide crisis plan and secured campus are also in place to help ensure student safety.		inclusive environment. Recommendation: The OEPA Team recommended the staff pursue opportunities to include students through implementation of engaging strategies that include but are not limited to: collaborative learning, student conversation, and project based learning.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal at Daniels Elementary exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management. The principal does regular classroom walk – thrus to observe teaching and student engagement. When (the principal) does classroom observations he uses a lesson plan checklist format. The results are left and he is always available for any questions, concerns or suggestions about the observation. Additionally any news, event or concerns he places them on the blackboard message system. This way parents and teachers are made aware of the upcoming events or news. Also staff memos are sent out to all staff members as often as needed via email and or written notice. The Daniels Elementary student council involves all students in leadership opportunities. The council meets monthly to share ideas and provide input to the school leadership	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations, interviews, and review of documentation, the OEPA Team determined the following: • Teachers supported the principal and voiced he was an efficient leader. • The principal was very organized and involved in student learning as he provided guides for collaborative groups. • The principal also provided teachers with topics for collaborative planning. • The principal created tools to address particular needs such as a walkthrough form with constructive feedback.

		team.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	At Daniels Elementary the schools Leadership Team function effectively to advance the mission and goals of the school through leadership, planning, and problem- solving. Teams such as the Safe School Committee, Wellness Committee, Faculty Senate, Incentive Committee and Grade level teams work in conjunction with teachers, staff, parents and the community to enhance the learning and the mission and goals of Daniels Elementary. The schools wellness team has successfully worked with students, parents, staff and community to improve the health of our students. Mr.James participates on the wellness committee and has written grants to improve the playground and the overall health of students at Daniels Elementary.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations, interviews, and review of documentation, the OEPA Team determined the following: • The principal emailed all group/team meeting minutes to each teacher. • The teams were established and have been in place for several years. • Most staff members served on a team.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Daniels Elementary teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice at the school. This is evidence by common planning by grade level meetings; professional development led by teachers, and the leadership team meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations, interviews, and review of documentation, the OEPA Team determined the following: • Teachers were given leadership roles within groups/committees. • Teachers indicated they were given direct leadership roles. • Teachers completed and had ownership of the School Monitoring Report and strategic plan.

Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Daniels Elementary Students are engaged in age appropriate leadership opportunities that develop self – directed and sense of responsibility for improving self, school and community. Students at Daniels are involved and this evidenced by the work of the student council. The student council involves all students in leadership opportunities. The council meets monthly to share ideas and provides input to the school leadership team. The Green Team is responsible for collecting all recycling bins as needed. Each morning at Daniels Elementary the day begins with a student making the morning announcements. Also each classroom has either a student of the week, student of the month or classroom helper.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team determined the following: • Students had classroom jobs with rotating leaders. • Student Council and the Green Team (recycling team) were active. • All students could speak to classroom jobs. Everyone had a leadership role.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	The teachers at Daniels Elementary create and manage an inviting classroom environment that is student- centered and fosters intellectual inquiry and a positive classroom environment. The classrooms at Daniels Elementary are engaging and learning is taking place. This is evidenced by principal observations and walk-throughs, observations, teacher exchanges and collaboration among teachers in all grade levels. IPI data and classroom observations are shared on an individual	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • While the OEPA Team determined teachers created an inviting classroom environment, the Team observed traditional instructional practices with teacher led discussion in most classrooms. • The Team observed student reflection and

		and group basis as needed. The students have all been taught routines and procedures. These practices are used throughout the school to keep students engaged and on task. Teachers of various grade levels manage their class with focus on higher level thinking skills by using individual and group strategies. For instance, the teachers work together and plan lessons and activities that allow the students to work collaboratively while encouraging learning and student engagement.		intellectual inquiry in few classrooms. Recommendations: The OEPA Team recommended professional development in instructional strategies that promote student reflection and higher level thinking skills to create student-centered classrooms. Additionally, the Team recommended the staff be provided support in integrating available technology tools to improve instructional delivery and student performance. The Team also recommended the school continue to strengthen the utilization of the Instructional Practices Inventory (IPI) results that were in place to assist with improving student engagement.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Daniels Elementary teachers implement a standards – focused curriculum aligned with 21st Century Content Standards and Objectives for West Virginia Schools and 21st Century and Objectives Learning Skills and Technology Tools. Lesson plans, common planning agendas, class schedules, as well as walk-throughs, standards checklists, and the performance descriptor evidence this. The principal checks lesson plans every nine weeks. The teachers are also given opportunity to sign up and complete staff development through My Learning Plan and various train the trainer staff development sessions. Also teachers in K-4 utilize the computer program Lexia Core 5, Star Math and Reading. Fifth grade students also use Reading Plus. Daniels is piloting eSpark Learning in grades K-5. These programs are aligned with the Next Generation Standards and	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		21st Century Content Standards and Objectives for West Virginia Schools.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Daniels Elementary teachers use their instructional planning time very effectively. They design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students. They facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes aligned with instructional targets. The teachers plan in individual and cooperative levels to meet the needs of the students as well as the rigorous standards required for instruction. For instance, teachers use regular progress monitoring through Star Math and Star Reading in grades 1st – 5th and Kindergarten keep data notebooks to aid in long and short term instructional planning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team determined the following: • Short-term planning was evident in every classroom. Long-term planning was utilized in most classrooms. However, some lesson plans were textbook oriented. • The lesson plans were being followed and matched classroom instruction. Plans were systemic. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school use caution when planning to assure the staff is planning to address the required standards as opposed to relying too heavily on textbooks.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments,	ACCOMPLISHED	Instructional delivery and planning are a priority at Daniels Elementary. The teachers utilize their common planning time to prepare lessons and engage in collaboration to prepare and teach lessons to their students. Time management is important to the teachers at Daniels Elementary. They are on time and prepared to teach their students. This is evidenced by lesson plans, the	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through observations, the OEPA Team determined the following: • Lack of small group instruction in most classrooms.

learning resources, digital tools, and processes aligned with instructional targets.		use of APL strategies, IPI data and the county employee scanning system. Additionally, staff members also facilitate engaging in instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes aligned with instructional targets.		• Few teachers were using multiple teaching strategies. • Limited use of technology. • Students were using iPads for research, making movies, and submitting work in a few classrooms. Recommendation: The OEPA Team recommended increased support in enhanced use of multiple teaching strategies that impact student performance. Additionally, the Team recommended a school focus be placed on developing technology skills to improve instructional delivery and enhance student engagement.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Daniels Elementary works to foster and develop positive relationships between the school, students, families, and the community. From our August Open House to scheduled parent-teacher conferences and Santa's Workshop, Daniels Elementary staff strive to make a connection with families. With the help of our LSIC, parent coordinators, and Leadership Team these relationships continue to grow. This standard is evidenced by documentation that is on file for the following programs and events: LSIC, school website, flyers, blackboard messages, classroom postcards. "Everyone's An Author," Technology Informational Opportunity	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		for families, Family Fitness Day (Bike Ride) and Blessings in a Backpack. These programs and events along with others that come our way are just a few of the ways that Daniels Elementary works to develop positive relationships.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Daniels Elementary school staff attends to students' physical, social-emotional, and academic well-being through coordinated student support services for health, child nutrition, character education, guidance, and counseling, and special education. At Daniels Elementary, supporting student health and well-being is a priority. The staff members greet our students every morning as they arrive at school. We start their day with a warm smile and a good morning. Our school – assigned counselor is at Daniels Elementary all week to support students. The following services are other ways in which Daniels Elementary supports our students: Breakfast in the classroom, free breakfast and lunch, SAT, IEPs, ESL, developmental guidance and counseling, cyber-bullying prevention. These opportunities make Daniels Elementary a healthy place to learn.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to	ACCOMPLISHED	The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students. Through these community partnerships our school offers the following events and services for our students: Blessings in a	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team determined the community was

enhance the ability to meet the needs of all students.		Backpack, Before and After School Programs with dinner and homework help, Good News Club, Girl Scouts, “A Night with the Stars”, and Jump Rope for Heart.		invested in the school. • The Team observed unique activities and partnerships, i.e., Women’s Resource Center, Family Fitness Night, tracking walking.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The staff at Daniels Elementary engages in continuous learning opportunities for professional growth to improve school and classroom practices. Our staff utilizes “My Learning Plan” for notification of county training opportunities. Many of our professional developments are offered at our school and facilitated by staff members or county coordinates. Some of the recent professional developments include textbook training, strategic plan, Hiring policy 5000 and Teacher Evaluation Policy 5310. We find that the staff at Daniels Elementary is always ready to learn new skills or information.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comments: The OEPA Team noted the following: • The county and RESA provided professional development. • Classroom Management Strategies (APL) professional development was sustained and embedded. • Staff attended professional development opportunities and shared with colleagues upon return.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data,	ACCOMPLISHED	Daniels Elementary teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through data analysis and the implementation of strategies that improve instructional practice. The teachers at Daniels Elementary have common planning once a week. They	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function. Rationale: While the OEPA Team determined collaboration was in place and data were being analyzed, the Team did not confirm that data were being used to inform instructional practices to meet

problem analysis, and the implementation of strategies that improve instructional practice.		are encouraged to use this time to collaborate on the improvement of student learning through the study of relevant data, problem analysis and the implementation of strategies that improve instructional practice. Our school also has a Leadership Team, which is comprised of one representative per grade level, a resource teacher, the principal, assistant principal, and school counselor. The team meets to discuss ways to improve our school and student learning. These ideas are then taken back to the grade level common planning meetings so that staff members are informed and prepared for discussions at Faculty Senate meetings.		students' specific needs. Recommendation: The OEPA Team recommended the staff reexamine the collaborative planning process and extend their focus to analyze data and implement strategies to improve instructional practices to impact student achievement.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Daniels Elementary staff participates in processes of evaluation that facilitates self-reflection and informs the process of professional growth. This is evidenced in a variety of ways. First, teachers participate in the West Virginia Teacher's Evaluation program, which begins with a self-evaluation for each teacher. This gives teachers the opportunity to self-assess and set goals for the school year. In addition, walk-throughs are conducted by trained staff members. Also, classroom observations and lesson plan checks are conducted by the principal and/or assistant principal.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The principal developed his own tools and timelines for classroom observations with feedback. • Through student and staff interviews, the OEPA Team determined the principal was in the classrooms often, if not daily.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Daniels Elementary strives to have a facility that is clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of our students. Our staff completes work orders to arrange for specific building needs. Our custodians have schedules for checking various areas of the building and grounds to ensure our facilities are clean, safe, and aesthetically pleasing for our students. Fire drills, and lockdown practices are held throughout the year. These drills are practiced and completed as required or needed in an effort to teach our students and staff how to react in case of real emergency. Additionally, Daniels Elementary is a closed campus. All visitors are required to sign in at the office (with a picture ID) after being buzzed into the building to receive a pass before entering classrooms. School culture and climate survey is also available to the staff, parents, and students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Policies and processes are established at Daniels Elementary and applied to obtain, allocate, and efficiently manage school fiscal resources. The secretary (bookkeeper) works closely with the principal and the central office to keep financial records balanced and purchases	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		approved. Using purchase orders, staff can request supplies and materials. Once merchandise has been received an invoice for payment submitted to the central office. All invoices for payments are signed and dated by the school bookkeeper and principal prior to being sent for payment. Each year, the school undergoes an audit with an outside agency. The audit report is kept on file each year. Teachers do cash summary reports anytime money is collected. This is signed by the bookkeeper. Policies and processes are followed according to law.		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	At Daniels Elementary high quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students. The principal has been trained in using HQT data provided by the WVDE and utilizes the HQT website. He has been trained in the most updated high quality personnel selection data and are updated when policy and guidelines change. Also, teachers at Daniels Elementary collaboratively meet at the beginning of the year to learn our policies and procedures as well as the current evaluation system and opportunities for the latest professional development opportunities. Each teacher at our school is given an updated Employee Handbook with policies and procedures outlined and updated when needed. All	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		first year teachers are assigned a mentor teacher. These mentors train and support these teachers in their beginning year.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	DISTINGUISHED	At Daniels Elementary all students in grades 3-5 have iPads and students in K-2 have access to classroom sets of iPads. Additionally, scheduling at Daniels Elementary allows classrooms to utilize the school's computer labs and mobile labs when needed. This allows the teachers to use the labs for various projects involving the computer and other technology tools. This technology is kept updated and working. A TIS (Technology Integration Specialist) is available to aid teachers and students with technological needs. WVEIS is used by teachers, secretaries, and the principal to keep information current and up to date. The staff also uses Engrade for recording student absences and grading, SEMS for creating absences and requesting substitutes, and KRONOS for daily checking in and out. Blackboard messages are used to keep parents and staff informed of activities in the school and county.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined the technology infrastructure was in place and technology tools were abundant. However, the Team did not observe effective use of technology for instructional delivery to improve student performance. Recommendation: The OEPA Team recommended support to integrate technology to enhance student performance and teacher instruction.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the	ACCOMPLISHED	All staff work collaboratively to ensure that the strategic plan meets the needs of students. STAR Reading and Math data, attendance data, and STAR Early Literacy are all reviewed periodically to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined most staff members were involved in the development and

performance of students based on the mission and goals outlined in the strategic plan.		monitor student performance and progress. Each classroom has a 30 minute skills block to address the lowest 25%.		implementation of the strategic plan.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Daniels Elementary has many well-defined structures in place to encourage all stakeholders. Grade level teams meet weekly for common planning. The LSIC and Read Aloud program involve parents and community members. The school leadership team meets regularly to make decisions to enhance student learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Daniels Elementary staff monitors changes in practice and implements adjustments, evaluates the results of students learning and communicates to stakeholders. Parents and teachers communicate progress through Engrade. The school IPI team provides feedback on how students are engaged cognitively in the classroom. Progress monitoring is performed through STAR Reading and Math. Lesson plans are checked weekly.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team substantiated a lower rating for this function. Rationale: Through observations, interviews, and review of documentation, the OEPA determined the following: • Staff was meeting monthly and grade-level teams were meeting weekly to analyze data. • The school was communicating to stakeholders. • The school was addressing the needs of students performing in the lower quartile during intervention time; however, the Team did not substantiate data were used to inform instruction for the remaining students. • The staff was monitoring change, but did not implement instructional adjustments for most students.

				Recommendation: The OEPA Team recommended the school use data to inform instruction for all students by providing differentiated instruction to address students' individual needs.

SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	At the present time, the staff and community at Daniels Elementary feel that our greatest need is to have a road around the building to give access during morning and afternoon arrivals and dismissals. Our county is very quick to take care of our facility needs and provide us with resources as needed or requested (within reason).	Based upon observations, interviews, and general review of evidence, the OEPA Team determined the need no longer existed. The access road was complete before the on-site review occurred.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	At the present time, the staff at Daniels Elementary feel that our needs in this area are being met and are working to continue to increase our students' performance with continued professional development.	The school did not identify needs. While the OEPA Team confirmed that the school had plans to increase students' performance through continued professional development, The Team recommended the school include a focus in the following areas: • Student-centered classrooms that foster intellectual inquiry and student reflection • Differentiated instruction for all students • Integration of technology tools that encourage creativity and problem solving.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Concord University Professional Development Partnership. We have teachers that have participated as students that are now employed by the Board of Education and by Daniels Elementary. Basketball Intramurals Jump Rope for Heart (American Heart Association) 1st place in the state for 7 years "A Night With The Stars" (Math Art Exhibit) "Everyone's an Author" (WV authors teach the writing process to every class for three days) Reading Fair	The OEPA Team determined these were valuable practices. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322	Staff development at the beginning of the school year, and strategic planning is discussed by LSIC, Leadership Teams, and during Faculty Senate Meetings.
YES	Complete the School Monitoring Report	Grade level teams were given the report to discuss and provide feedback to administration in an effort to complete the report. The report was then discussed in Leadership Team meetings and Faculty Senate.
YES	Participate in the on-site review process Prepare for the review – the principal shall:	We have not participated in the on-site review process, however, we are in the process of preparing our staff.

prepare the staff for productive involvement in the review process with materials provided by the OEPA
one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress
prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:		
YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	Leadership Team in place Staff participates in staff development as provided by the county.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	WESTEST 2 STAR Reading and Math Benchmarks Lexia Data Headsprout Data V-Port Data
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	All stakeholders have the school monitoring report. Employees self-reflect and develop personal and student goals according to stat policy.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	Plan developed with feedback from entire staff. Plan discussed in Faculty Senate, Leadership Team, Common Planning, and in LSIC meetings.
B . Policy 2340: West Virginia Measures of Academic Progress FULL COMPLIANCE FULL COMPLIANCE		

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.

- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Test Coordinator follows all test security measures and trains examiners
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as

described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology

- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.

- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-2-7a
Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
YES	Results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be

examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

8. School Nurse Clinic/Health Service Area

A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:

A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)

A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)

A-3. Work counter with sink. (May adversely impact students' health and safety.)

A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

E. Physical fitness facilities did not include at least the following items:

E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cindy Willis, OEPA Consultant

Team Member – Jeffery Dunbar, Principal, Mountain View Elementary School, Monroe County Schools

Team Member – Debbie Fairchild, Principal, Brookview Elementary School, Boone County Schools

Team Member- Jordan McBride, Principal, Richmond Elementary School, Kanawha County Schools

Team Member- Becky Richards, Principal, Kellogg Elementary School, Wayne County Schools

Date of School Visit – 11/3/2015

SCHOOL PROFILE

74-211 FAIRDALE ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	505	494	508	469
Average Class Size	23.2	23.3	21.5	20.9
Attendance Rate	95.35	95.97	95.43	95.66
Pupil Admin Ratio	505.0	494.0	508.0	469.0
Pupil Teacher Ratio	20.2	20.6	18.8	16.8
Participation Rate-Math	not available	100.00	100.00	99.51
Participation Rate-Reading	not available	100.00	100.00	99.51

***The school evidence remains intact as reported by the school and has not been altered.**

FAIRDALE ELEMENTARY SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	- Strategic plan - LSIC - Leadership team - Collaboration schedules - Faculty Senate - Culture surveys - Celebrations and student incentives - Star of the Week - Falcon of the Week - Assemblies - Special Announcements - Bucket Filler Awards - Parental/Community Involvement - Mission Statement recited daily by students and posted throughout the school. - Multicultural Activities (Reading Series, Special Activities, Classroom Activities)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: - The mission statement was written in everyday language and used daily in announcements, postings, and displays. - Students talked about the mission and beliefs. - Student agendas were used daily for communication. - Most teachers provided newsletters for parents.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are	ACCOMPLISHED	Star Benchmarks, Lexia, Readwell, V-Math, Open House, Engrade, IPI Data, Walkthroughs, Student Agendas, Common Planning, News Letters,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.

written, clearly communicated and readily observed in educational practice and personal behavior.		Vertical Skill Groups, Student Assistance Team (SAT), Grade 4 Student Ambassadors, Grade 5 Student Council, Developmental Guidance: (expectations) , Retraining: Behavior Reteach Program, Teacher Lessons, Student/Teacher Conferences, Parent/Teacher Conference, Leadership Team Meetings, Flexible scheduling, Assessments, APL Strategies, Differentiation Instruction, School wide Collaboration , On going data review, School Mission Statement		Rationale: • Behavior Charts were posted in some classrooms. The OEPA Team did not confirm they were being used. • Positive behavior strategies were inconsistent from classroom to classroom as illustrated in Team observations. • The Team did not observe pervasive use of rigorous instructional practices. Recommendations: The OEPA Team recommended the school receive support in developing rigorous instructional practices. Additionally, the Team recommended the staff revisit the school-wide positive behavior support program to assure the school is consistently communicating behavioral expectations to students.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Minimal Interruptions, Prioritized Scheduling: Reading and Math, Differentiated Instruction, Bucket Fillers, Agendas, Behavior Reteach Program, School Teams, Crisis Plan, Safety Drills, Bus Safety, Custodial Meetings, Traffic Signs Installed, Developmental Guidance, Lockdown with security doors/screening of visitors, Review of Data, Interventions, Walk-Throughs, STAR Reading and Math, Lexia, APL Strategies, SAT Team, Core Behavior Team, Discipline Data, Observations, School Nurse Data, Monitoring throughout school	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: While the OEPA Team observed a school environment that was safe, well-managed, and clean. Traditional teacher-led instruction was observed in most classrooms. Recommendation: The OEPA Team recommended a school-wide focus on developing instructional strategies that contribute to an engaging and inclusive atmosphere for learning.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Common Planning, Attends Professional Development, Leadership Team, Leads Parent Involvement, Shares professional development & information with staff, Principal conferences with students as the need arises, schedules and leads team meetings, Monitors class management, lesson plans, & benchmarks, Provides effective communication & messages through Blackboard Messaging, 10 minute meetings, written notes or emails for parent's and staff, Monitors Strategic Plan & Crisis Plan, School-Wide Incentives, Awards Ceremony , AR Recognition, Attendance Recognition, STAR Student, Conducts SAT & IEP meetings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: • Through OEPA Team interviews and review of documentation the Team determined the principal provided constructive feedback to staff. • It was established during teacher and student interviews that the principal had a strong presence in the classrooms.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Common Planning, Student Council – 5th , Student Ambassadors – 4th, Sharing Professional Development, IS Days, Faculty Senate, Teams (Leadership, Safety, Technology, Wellness, Curriculum, Behavior, LSIC)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and	ACCOMPLISHED	IPI, Engage NY, Common Planning, Professional development, Interventions, SAT Meetings, Differentiated Instruction, Webinars, Incorporating Technology, Infusing Technology Training, Lesson Plans, Benchmark	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team determined the leadership team was functional and distributed information to grade level teams. Additionally, the

are provided authentic opportunities and resources to lead and influence professional practice.		Data, County Web Site		Team confirmed all teachers had a role on a team or council.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Student Council, Student Ambassadors, Character Ed, Star Student, Falcon of the Week, Morning Pledge, Mission Statement, Core Beliefs, Developmental Guidance, Spirit week, Extra-Curricular activities, Student/Peer Tutors, Fifth Grade Student News Letter, Student Classroom Leaders	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	APL Strategies, Engage NY, Lexia, STAR Reading & Math, IXL Math, Nearpods, Core & Skills Groups, Collaborative Teaching, Utilize Notes, Agenda, Phone Calls, News Letters, Parent & Teacher Conferences, and Classroom News Letters, Data Driven Instruction, Common Planning, Skills Grouping, Walkthroughs, 5 minute Journaling, Classroom & School wide Incentives, Classroom Objective Posters, Classroom DOK Posters, Multi-Cultural Activities	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team observed traditional, teacher-led instruction in most classrooms. • Teachers were analyzing data, but data-driven instruction was not observed during core instruction. • Four classroom teachers were using technology to foster intellectual inquiry and self-direction. Recommendation: The OEPA Team recommended the

				school provide teaching strategies that are student student-centered and foster student reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	NxG CSO Standards Check Off List, Lesson Plans, hands-on activities , Observations, Star Benchmarks, AR Goals, Lexia, Learning A-Z, Utilize Technology, VMath, Readwell, Lesson plan checklist, Walkthroughs, Benchmarks, Common Core Resources, Utilize New Reading Series & its resources, County Web Site	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function. Rationale: • “I Can” statements were posted in each classroom. • Standards checklists were observed. • Traditional teacher-led instruction was observed in most classrooms. Recommendation: The OEPA Team recommended the staff receive support in improving delivery of a standards-based curriculum that includes 21st Century Learning skills. (Policy 2520.14)
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Use Formative/Summative Assessment, Benchmark Data, Engage NY, Monitor Lesson Plans, Common Planning Schedules, Parent Trainings, Walkthroughs, Parent Survey, Interventions, IPI, Next Generation checklist, Collaboration, Teacher goals, Professional Development, Utilize Technology, Skills Grouping, Summer Reads Program	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school’s self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team confirmed the use of 10 minute meetings for sharing information and planning. • Grade-level teams planned together. • Lesson plans were extensive and detailed. • Math pacing guides were present. However, the Team did not verify collaborative, long term planning was occurring based on the needs,

				interests, and performance levels of students. Recommendation: The OEPA Team recommended the school participate in long term collaborative planning that is based on data, standards-based instruction and embedded assessments.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Principal Observations, Walkthroughs , Lesson Plans, Assessment Data, Technology Integration, Writing Across the Curriculum , APL Strategies, Professional Development, STAR Benchmarks, Lexia, AR, and STAR Provides Remediation Plans, Interventions Groups, IXL Math, Math Facts in a Flash, Student Lead Activities, Summer Reads Program	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team observed traditional teacher-led instruction in most classrooms. Teachers were at the front of the classroom. Students were passively engaged. • The Team did not confirm most classrooms integrated technology to engage students at a high level with tasks that require problem solving and creating. • The Team observed the effective use of formative assessments in some classrooms, as opposed to most. • Data-driven instruction was being used for skill groups. • While the leadership team could speak to the school data, only some of the teachers could. Recommendation: The OEPA Team recommended teachers receive support in developing and implementing lessons utilizing multiple strategies and assessments, as well as digital tools.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	Agenda Books, Phone Communication, Conferences, LSIC, Interventions, Student Assistant Team (SAT), Box Tops for Education, Computers For Education, Partners in Education, Parent Involvement, Parent Surveys, Blackboard Messages, Counselor Character Ed. & Developmental Guidance, Pre-K Transition Activities, Pre-K/Headstart to Kindergarten Transition Activities, School Nurse, Open House, Parent Teacher Conferences, News Letters, School Calendar, Engrade, Homework, School Web Site, Parent Trainings (Drawing for donated prizes, parent incentives) , Read Aloud (Liberty High School Students and Community Volunteers), Local Churches and Businesses, Snack-Pack Food Program Alpha Natural Resources - Partner in Education, Technology, Volunteer Forms, Surveys	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the grandparents program was an effective program to engage families. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to develop processes listed in the school's evidence to improve relationships with families and the larger community.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling,	EMERGING	Food Snack-Pack Program, Character Development, Developmental Guidance, Bucket Fillers Program, Parent Involvement Activities, Pre-K Transition Activities, Leadership Team, Teacher Collaboration, Counseling, Wellness Team (handouts), Health Lessons, Physical Education, Resources from Web Sites, STAR Student, Parent Communication, Student Council – 5th,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the counselor attended to the physical and social-emotional well-being of the students through individual student sessions and developmental guidance provided in classroom settings.

special education, and English as a Second Language.		Student Ambassadors – 4th, Child Nutrition due to health issues		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Snack Pack Food Program (Community Churches), Partners in Education, Summer Program: Energy Express Ameri-Corp, Community Members provide clothing and school necessities (Backpack Program), Blackboard Messages, Interventionist, Provide Safety Lessons (AEP), Parent Volunteers, LSIC, Student Advocates	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team noted the following: • Teachers stated during interviews that there were no parent groups/organizations at the school. • Parent involvement was initiated by each teacher. • One of the strategic plan goals was to develop partnerships with parents Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school leadership team work to further develop opportunities for parent involvement and community partnerships.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Staff Survey, Technology Training, Faculty Senate, Medicine Training, CPR & First Aide Training, Teacher Trainings, Mentoring, Engrade, Email, Strategic Plan, My Learning Plan, Professional Development, Leadership Team Trainings, Webinars, IPI Training, Parent Teacher Conferences, Parent Trainings, APL Strategies	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff review ways to provide intentional, focused professional development aligned to data analysis and the strategic plan to improve classroom instruction. Additionally, the Team recommended the school be provided professional development to assist with purposeful integration of

				student use of technology tools.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Leadership team guide collaborative decisions based on Faculty input, Curriculum team prioritizes curriculum from the county and state, Technology team disseminate knowledge information and skills to students and staff, Data Analysis Benchmarks, Formal and Informal Assessments, Common Planning, Email, 10-Minute Meeting before school, Nominate a Teacher for Teacher of the Month and Teacher of the Year, Nominate a Service Employee of the Month and Year, Grade level common planning	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted the following: • Grade level teams were planning together regularly. • According to the master schedule, two special education teachers planned alone and it appeared the schedule could easily be altered to provide an opportunity for them plan with grade level teams. • Collaborative planning was not resulting in effective standards-based instruction. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school revisit the norms and processes for collaborative planning time and ensure this time is used efficiently to study relevant data, problem solve, and discuss strategies to improve instructional practice.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Professional Development, Email, Walkthroughs, Observations, Faculty Senate Meeting, Lesson Plans, Leadership Team, 10-Minute Meetings, Mentors, WVEIS WOW, My Learning Plan	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: Through teacher interviews, the OEPA Team concluded a disconnect existed between the educator evaluation process and using its results to identify professional development needs for professional growth. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the

				function, the Team recommended the use of the Educator Evaluation System as a means of self-reflection to identify professional development needs that will support professional growth.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Faculty Meetings, Faculty Senate, Emails, Lockdown Procedures, Key Safety, Fire Drill Evacuation Plan, Crisis Intervention Plan, Documentation of Health Lessons & Physical Activity in Lesson Plans, Custodial Walk throughs	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: • Student work was posted outside every classroom. • The building was clean and well-maintained. • During student interviews, students shared that the custodian painted the cafeteria walls with art the students liked.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Policy Training, Purchase Orders, Requisitions, Utilize County Website (Maintainace)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The staff appreciated that the county allowed school-based choices with purchasing decisions.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the	ACCOMPLISHED	Principal Recommendation, Faculty Senate Recommendations, RCS Personnel Dept., RESA Matrix/Qualifications, My Learning Plan, WVEIS, Mentors, Procedural Safeguards Brochure, HQ Letter of Notification, Teach-In WV Job Site,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

identified needs of students.		Certification, Flexible Scheduling		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	iPads, Mobile Labs, Computer Lab, Elmo/Data Projectors, Document Cameras , MacBook Pro, SmartBoards, STAR , AR, Lexia, IXL Math, Engrade, Cyber Safety, Levy Money, Technology Team, County Tech Person, Wireless Internet, Professional Development (Infusing Technology – Summer), Smarter Balance, Edmodo, School Information Web Site, Fairdale Staff Group Text	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined while technology tools were available, effective use of technology was not present in every classroom. Recommendation: The OEPA Team recommended the school utilize available technology tools for creating and problem solving to enhance student learning.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Leadership Team/Collaboration, 10-Minute Meeting before school, Faculty Senate Meeting, Parent Meetings, Input from all stakeholders, Summative Assessment Data, Strategic Plan, Research Based, Data Analysis, Ask Why?, Professional Development, Benchmarks	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all	ACCOMPLISHED	Voting, Volunteering, Discussions/Collaboration, Data Driven Instruction, 10-Minute Meetings, Professional Development, Schedules, Snow Packets, Homework, iPads, AR, Principal should be a role model, Creative Scheduling, Data, Hands-On Activities, Implementation of Skills, Surveys	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

stakeholders in actions to increase student learning.				
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Collaborative Meetings, Flexible Scheduling, Common Planning, Reports and Instructional plan, Midterms/Report Cards, TOPS Reports/AR, STAR Reading and Math, Lexia, Engage NY, IXL Math, Excel Math, Benchmark Reports - Lexia, STAR, Progress Monitoring, Skills Groups, IPI, Faculty Senate, Parent Teacher Conferences, Differentiated Instructions, Revise Strategic Plan	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Interventions, enrichment, and skill groups were in place with flexible groups based on data. However, the Team determined data was not being used to inform core instruction. While the school provided intervention and enrichment groups for students performing in the top and bottom quartiles, there was lack of support for students performing in the middle quartiles. Recommendation: The OEPA Team recommended development of practices that include formative assessments and data-driven instruction for delivery of core instruction for all students.

SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Facilities are clean, well maintained, safe, and secure. We are not able to meet the Physical Education Requirement due to a large number of students. We will request a waiver for approval of additional physical activity to meet this requirement. We need cameras directed toward playground.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. Note: The school had an approved physical education waiver. Also, the Team concluded camera purchases would increase security for the playground; however, purchase of additional cameras will be at the the county's discretion.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	More in-depth training on Smarter Balanced Instruction; Training on Differentiated instruction	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.

Flexible Scheduling, Shared Leadership (Student Council, Ambassadors, Teachers, All staff, Parents, County Teams), Common Planning, Data Analysis, Student Incentives, Community Involvement.

The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress
 Prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
 Participate in the review
 Participate in the Exit Conference
 Address the review findings – the principal shall:
 Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan
 Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:
 designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)

	n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	
B . Policy 2340: West Virginia Measures of Academic Progress		FULL COMPLIANCE
COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code		
YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education

- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels.

(S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

	Develop and implement a comprehensive crisis response plan (Pages 25-27).
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a	PARTIAL COMPLIANCE	FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NO	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less

than three days a week.

Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.

High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.

Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

YES tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

YES esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)

YES The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

School Response

School Comments

OEPA Team Comments

A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

7. Cafeteria/Food Service Area

- K. Equipment and space were not available to serve fresh fruits and vegetables. (May adversely impact students' health and safety.)
- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- A-3. Work counter with sink. (May adversely impact students' health and safety.)
- A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
- A-7. First aid kit(s). (May adversely impact students' health and safety.)
- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cindy Willis, OEPA Consultant

Team Member – Jeffery Dunbar, Principal, Mountain View Elementary School, Monroe County Schools

Team Member – Debbie Fairchild, Principal Brookview Elementary School, Boone County

Team Member-Jordan McBride, Principal, Richmond Elementary School, Kanawha County Schools

Team Member-Becky Richards, Principal, Kellogg Elementary School, Wayne County

Date of School Visit – 11/05/2015

SCHOOL PROFILE

74-212 GHENT ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	204	207	237	231
Average Class Size	17.3	18.0	16.7	17.7
Attendance Rate	95.27	97.67	98.84	99.39
Pupil Admin Ratio	187.0	188.0	237.0	231.0
Pupil Teacher Ratio	12.1	13.0	15.3	13.6
Participation Rate-Math	not available	100.00	98.98	99.05
Participation Rate-Reading	not available	100.00	98.98	99.05

***The school evidence remains intact as reported by the school and has not been altered.**

GHENT ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	Ghent Elementary staff works collaboratively around a set of school-wide educational beliefs with a shared mission. Our annual school-wide meetings are held each year prior to the start of school. Our Strategic Plan is reviewed and edited at this time. These meetings set the tone for the school year. GES also holds regular LSIC meetings with representation from staff, students, parents and community members. Cultural surveys are also used to help make accommodations for students. Other practices used at GES; daily grade level common planning periods to encourage collaboration among teachers; weekly PLC meetings to allow school-wide collaboration; Leadership Team meetings. All of these allow our staff time to share educational	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted teachers articulated a strong emphasis on relationships, shared beliefs, and high expectations for staff and students.

		beliefs and collaborate information to enhance the schools climate.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	DISTINGUISHED	The staff at Ghent Elementary establishes high expectations for themselves as well as students. These expectations are clearly communicated through student and staff handbooks. Staff expectations are observed in educational practices through the use of lesson plan checklists, classroom observations and evaluations. Student expectations are observed through classroom work as well as end of quarter benchmark tests. Students are encouraged to do their best with the reward of various incentives throughout the year for meeting and/or exceeding expectations.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	DISTINGUISHED	The staff at Ghent Elementary establishes high expectations for themselves as well as students. These expectations are clearly communicated through student and staff handbooks and the School-Wide Behavior Plan. Staff expectations are observed in educational practices through the use of lesson plan checklists, classroom observations and evaluations. Student expectations are observed through classroom work as well as end of quarter benchmark tests. Students are encouraged to do their best with the reward of various incentives throughout the year for meeting and/or exceeding expectations.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: In addition to substantiation of the school's evidence, the OEPA Team determined through classroom observations that students were on task throughout the day.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	DISTINGUISHED	The principal at Ghent Elementary exhibits the professional knowledge, skills and dispositions that reflect strong leadership and effective management. The principal does regular classroom walk – throughs to observe teaching and student engagement. When (the principal) does classroom observations she uses a lesson plan checklist format. The results are emailed and she is always available for any questions, concerns or suggestions about the observation. Additionally, any news, event or concerns are placed on the blackboard message system. Also staff memos are sent out to all staff members as often as needed via email and or written notice. The GES Lion Leaders involves students in leadership opportunities. The Student Leadership Team meets monthly to share ideas and provide input to the school leadership team.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations, interviews, and review of documentation, the OEPA Team determined the principal was an instructional leader and a skilled manager. These characteristics were exemplified by the following: • High expectations were communicated to teachers through constructive feedback provided on lesson plans and walkthroughs. • Every staff member commented on the principal's leadership capabilities. • The principal exhibited organizational skills demonstrated through review of documents, meeting agendas, and data analysis compiled by the principal. • The principal conducted data analysis that was shared with the staff, during team meetings attended by the principal. Additionally, she monitored instruction to assure data were informing instruction in the classroom. • Each student had a personal goal. • The principal had established non-negotiables for the Instructional Practices Inventory (IPI) process. • The principal ensured standards-based

				instruction was occurring by a tracking system.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	DISTINGUISHED	At Ghent Elementary the school's Leadership Team functions effectively to advance the mission and goals of the school through leadership, planning, and problem-solving. Teams such as the Behavior Team, Safe School Committee, Wellness Committee, and Faculty Senate work in conjunction with teachers, staff, parents and the community to enhance the learning and the mission and goals of GES.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team confirmed through interviews and documentation that school level teams were established and functioning at a high level. Commendation: The OEPA Team commended the school for developing an effective process for professional learning communities (PLCs) to meet within the instructional day.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Ghent Elementary teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice at the school. This is evidenced by common planning by grade level meetings; professional development led by teachers, and the leadership team meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Ghent Elementary students are engaged in age appropriate leadership opportunities that develop self – directed and sense of responsibility for improving self, school and community. Students at Ghent are involved and this evidenced by the work of the Lion Leadership Team. The students meet monthly to share ideas and provides input to the school leadership team. The Green Team is responsible for collecting	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team confirmed through observations, interviews, and documentation that students have multiple leadership opportunities through Red Ribbon Week, Green Team, Flag Committee, instructional groups, and classroom leaders. Additionally, the Lion Leaders meet monthly with the school leadership team to develop expectations, academic goals, and behaviors.

		all recycling bins as needed. Each morning at Ghent Elementary the day begins with a student making the morning announcements. We also have a Flag Committee that consists of 4th grade students. These students are responsible for hanging, taking down, and taking care of our WV Flag and the American Flag.		

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	The teachers at Ghent Elementary create and manage an inviting classroom environment that is student- centered and fosters intellectual inquiry and a positive classroom environment. The classrooms at Ghent Elementary are engaging and learning is taking place. This is evidenced by principal observations and walk-throughs, observations, teacher exchanges and collaboration among teachers in all grade levels. IPI data and classroom observations are shared on an individual and group basis as needed. The students have all been taught routines and procedures. These practices are used throughout the school to keep students engaged and on task. Teachers of various grade levels manage their class with focus on higher level thinking skills by using individual and group strategies. For instance, the teachers work together and plan lessons and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined the classrooms were inviting and student-centered; however, the evidence did not support student reflection, intellectual inquiry, and self-direction in most classrooms. The Team observed traditional, teacher-led instruction in the majority of classrooms. Recommendation: The OEPA Team recommended teachers seek additional support to develop and implement activities promoting student reflection, inquiry, and self-direction.

		activities that allow the students to work collaboratively while encouraging learning and student engagement. Teachers also use APL strategies.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Ghent Elementary teachers implement a standards – focused curriculum aligned with 21st Century Content Standards and Objectives for West Virginia Schools and 21st Century and Objectives Learning Skills and Technology Tools. Lesson plans, common planning agendas, class schedules, as well as walk-throughs, standards checklists, and the performance descriptor evidence this. The principal checks lesson plans and keeps copies on file in the office for further review. The teachers are also given opportunity to sign up and complete staff development through My Learning Plan and various train the trainer staff development sessions. Also teachers in K-5 utilize the computer program Lexia Core 5 and Star Math and Reading. These programs are aligned with the Next Generation Standards and 21st Century Content Standards and Objectives for West Virginia Schools	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team substantiated the schools evidence; however, the team observed minimal use of technology integration to engage students at a high level. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school examine the use of technology and provide opportunities for students to use tools to create and solve problems.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation	ACCOMPLISHED	Ghent Elementary teachers use their instructional planning time very effectively. They design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standards and Objectives based on the needs, interests and performance levels of their students.		of their students. They facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes aligned with instructional targets. The teachers plan in individual and cooperative levels to meet the needs of the students as well as the rigorous standards required for instruction. For instance, teachers use regular progress monitoring through Star Math and Star Reading in grades 1st – 5th and Kindergarten keep data notebooks to aid in long and short term instructional planning.		
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Instructional delivery and planning are a priority at Ghent Elementary. The teachers utilize their common planning time to prepare lessons and engage in collaboration to prepare and teach lessons to their students. Time management is important to the teachers at Ghent Elementary. They are on time and prepared to teach their students. This is evidenced by lesson plans, the use of APL strategies, IPI data and the county employee scanning system. Additionally, staff members also facilitate engaging in instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools and processes	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observed quality, direct, whole group instruction. However, multiple strategies and high level technology integration was not observed. Recommendation: While the OEPA Team substantiated the schools rating, to strengthen the function, the Team recommended teachers receive support in developing and implementing lessons utilizing multiple instructional strategies that include student collaboration, differentiated instruction, appropriate assessments, and integration of digital tools.

		aligned with instructional targets.		
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Ghent staff works collaboratively with the following agencies and families to create a positive relationship. Church provides care packages of food for needy students every other Friday. Project Backpack-Church Fire Dept.- Our students have a coat drive to give to the fire dept. for needy families The Fire Dept. brings Santa in the fire truck for our Breakfast with Santa The following agencies provide Christmas for our Families: Friends of Coal St. Francis Church Shop with a Cop We also collaborated with the Shady Spring Garden Club to dedicate 3 trees to deceased members of the community. LSIC Parent Involvement Coordinator	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Ghent Elementary school staff attends to students' physical, social-emotional, and academic well-being through coordinated student support services for health, child nutrition, character education, guidance, and counseling, and special education. At GES, supporting student health and well-being is a priority. The staff members greet our students every morning as they arrive at school. We start their day with a warm smile and a good morning. Our school – assigned counselor is an integral part of promoting positive and	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		healthy social-emotional and academic well-being environment for students. The following services are other ways in which GES supports our students: Breakfast in the classroom, free breakfast and lunch, SAT, IEPs, ESL, Character Education lessons, counseling, cyber-bullying prevention. These opportunities make Ghent Elementary a healthy place to learn.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	DISTINGUISHED	The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students. Through these community partnerships Girl Scouts, and Jump Rope for Heart, assistance with food and clothing at Christmas.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the counselor organized many partnerships with community agencies to assure students were received the needs and services required to improve student well-being.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The staff at Ghent Elementary engages in continuous learning opportunities for professional growth to improve school and classroom practices. Our staff utilizes "My Learning Plan" for notification of county training opportunities. Many of our professional developments are offered at our school and facilitated by staff members or county coordinates. Some of the recent professional developments include textbook training, strategic plan, and Teacher Evaluation Policy 5310. We	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team determined that staff was not aware the educator evaluation system could be used to determine professional development needs through self-study. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school utilize the educator evaluation self-reflection report to determine professional

		find that the staff at Ghent Elementary is always ready to learn new skills or information.		development needs.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	DISTINGUISHED	Ghent Elementary teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through data analysis and the implementation of strategies that improve instructional practice. The teachers at Ghent Elementary have grade level common planning daily and PLC's weekly. They are encouraged to use this time to collaborate on the improvement of student learning through the study of relevant data, problem analysis and the implementation of strategies that improve instructional practice. Our school also has a Leadership Team that meets regularly to discuss ways to improve our school and student learning. These ideas are then taken back to the grade level common planning meetings so that staff members are informed and prepared for discussions at Faculty Senate meetings.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: The OEPA Team confirmed the collaborative and professional learning communities were well established.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional	DISTINGUISHED	Ghent Elementary staff participates in processes of evaluation that facilitates self-reflection and informs the process of professional growth. This is evidenced in a variety of ways. First, teachers participate in the West Virginia Teacher's Evaluation program, which begins with a self-evaluation for each	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through interviews and review of documentation, the OEPA Team did not substantiate the staff was utilizing the teacher evaluation self-reflection

growth.		teacher. This gives teachers the opportunity to self-assess and set goals for the school year. In addition, walk-throughs are conducted by trained staff members. Also, classroom observations and lesson plan checks are conducted by the principal.		process to inform personal growth. Recommendation: The OEPA Team recommended the staff use self-reflection to identify individual and school professional development needs to inform the process of professional growth.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Ghent Elementary strives to have a facility that is clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of our students. Our staff completes work orders to arrange for specific building needs. Our custodians have schedules for checking various areas of the building and grounds to ensure our facilities are clean, safe, and aesthetically pleasing for our students. Fire drills, and lockdown practices are held throughout the year. These drills are practiced and completed as required or needed in an effort to teach our students and staff how to react in case of real emergency. Additionally, GES is a closed campus. All visitors are required to sign in at the office (with a picture ID) after being buzzed into the building to receive a pass before entering classrooms. School culture and climate survey is also available to the staff, parents, and students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted the facility was an exceptionally clean, warm and friendly environment that was inviting and attractive.

Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Policies and processes are established at Ghent Elementary and applied to obtain, allocate, and efficiently manage school fiscal resources. The secretary (bookkeeper) works closely with the principal and the central office to keep financial records balanced and purchases approved. Using purchase orders, staff can request supplies and materials. Once merchandise has been received an invoice for payment submitted to the central office. All invoices for payments are signed and dated by the school bookkeeper and principal prior to being sent for payment. Each year, the school undergoes an audit with an outside agency. The audit report is kept on file each year. Teachers do cash summary reports anytime money is collected. This is signed by the bookkeeper. Policies and processes are followed according to law.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	DISTINGUISHED	At Ghent Elementary high quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students. The principal has been trained in using HQT data provided by the WVDE and utilizes the HQT website. He has been trained in the most updated high quality personnel selection data and are updated when policy and guidelines change. Also, teachers at GES collaboratively meet at the	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		beginning of the year to learn our policies and procedures as well as the current evaluation system and opportunities for the latest professional development opportunities. Each teacher at our school is given an updated Employee Handbook with policies and procedures outlined and updated when needed. All first year teachers are assigned a mentor teacher. These mentors train and support these teachers in their beginning year.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	DISTINGUISHED	At Ghent Elementary all students in grades 3-5 have iPads. Ghent Elementary allows classrooms to utilize the school's computer labs and mobile labs when needed. This allows the teachers to use the labs for various projects involving the computer and other technology tools. This technology is kept updated and working. A TIS (Technology Integration Specialist) is available to aid teachers and students with technological needs. WVEIS is used by teachers, secretaries, and the principal to keep information current and up to date. The staff also uses Engrade for recording student absences and grading, SEMS for creating absences and requesting substitutes, and KRONOS for daily checking in and out. Blackboard messages are used to keep parents and staff informed of activities in the school and county.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team confirmed the technology infrastructure was in place. However, through classroom observations and review of lesson plans, the Team determined high level technology integration was not implemented in most classrooms. Recommendation: The OEPA Team recommended the school investigate the use of technology tools and work to provide high level technology integration in content areas of the curriculum.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	All staff work collaboratively to ensure that the strategic plan meets the needs of students. STAR Reading and Math data, attendance data, and STAR Early Literacy are all reviewed periodically to monitor student performance and progress.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Ghent Elementary has many well-defined structures in place to encourage all stakeholders. Grade level teams meet daily for common planning. Staff meet in PLC's weekly. The LSIC and Read Aloud program involve parents and community members. The school leadership team meets regularly to make decisions to enhance student learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Ghent Elementary staff monitors changes in practice and implements adjustments, evaluates the results of students learning and communicates to stakeholders. Parents and teachers communicate progress through Engrade. The school IPI team provides feedback on how students are engaged cognitively in the classroom. Progress monitoring is performed through STAR Reading and Math. Lesson plans are checked weekly.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	At the present time the staff and community at Ghent Elementary is Air Conditioning in order to provide a comfortable learning environment.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	At the present time, the staff at Ghent Elementary needs continued professional development on Next Gen. Standards and Smarter Balanced Assessment.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the Team recommended the staff explore opportunities for professional development addressing multiple instructional strategies and technology integration for improved classroom practice.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Student Leadership Team IPI APL Jump rope For Heart Reading Fair Pre-K Playground Grant	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with all items listed below.
- Partial Compliance = Compliant with more than half the items listed below.

- Non-Compliant = Compliant with half or less of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.
(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: - prepare the staff for productive involvement in the review process with materials provided by the OEPA - one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress - prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: - share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as

described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology

- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.

- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).	
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE	FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
YES	Results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

7. Cafeteria/Food Service Area

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:

- A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- A-3. Work counter with sink. (May adversely impact students' health and safety.)
- A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)
- C. Clinic/health service area was not appropriately equipped and necessary supplies were not on hand. (May adversely impact students' health and safety.)

11. Custodial and Storage Areas

- C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

- A. Pre-kindergarten and kindergarten classrooms were not of adequate size (50 ft.²/child). (May adversely impact program delivery and student performance.)
- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)
- E. Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

16. Band/Music

- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
- D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Judith Johnson, OEPA Consultant

Team Member – Kim Cain, Principal, Glen Dale Elementary School, Marshall County Schools

Team Member – Tim Hardesty, Elementary Administrative Assistant, Cabell County Schools

Date of School Visit – 11/03/2015

SCHOOL PROFILE

74-213 HOLLYWOOD ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	266	280	278	270
Average Class Size	19.3	20.6	20.5	21.1
Attendance Rate	98.69	97.99	98.14	97.26
Pupil Admin Ratio	266.0	280.0	278.0	270.0
Pupil Teacher Ratio	15.6	17.5	16.4	16.9
Participation Rate-Math	not available	98.45	99.16	100.00
Participation Rate-Reading	not available	98.45	99.16	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

HOLLYWOOD ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Hollywood Elementary realizes the importance of sharing a set of beliefs and values that shape our school's culture. Staff has completed the WVDE Culture Survey in the spring of the last three years. The results of 2015 spring survey were discussed during our final Faculty Senate meeting for the 2014-2015 school year in June. HES staff and students incorporate our School Motto and School-Wide Discipline Clip system to utilize our school wide student incentives and celebrations.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Commendation: Through OEPA Team observations and interviews, the Team commended the staff on their consistent commitment to the school goals. All aspects of the function were present at the school.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and	ACCOMPLISHED	Hollywood Elementary defines high expectations for students through our vision and mission statements. At HES the use of our student agendas, parent – teacher conferences and open house held prior to the beginning of the school year	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team confirmed the school evidence and

readily observed in educational practice and personal behavior.		are examples of how staff communicate our high expectations to students and parents. Staff communicates with parents the results from each benchmarking session and intervention group change, the progress of their students. Our student handbook outlines high expectations for all school rules and procedures.		determined the function to be pervasively demonstrated throughout the school.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	At Hollywood Elementary, a safe and orderly environment is priority. Throughout the school year students and staff discuss appropriate behaviors and interactions among each other. Staff continuously utilizes our School Wide Discipline Clip System to reinforce good choices in hopes of eliminating the use of retraining and consequences. HES staff incorporates Developmental Guidance lessons as well as knowledge gained from Lockdown Drills, Fire Drills, and Crisis Team planning. Staff incorporates data collected from Intervention Groups as talking points during Collaboration sessions to help define the effectiveness of our school wide discipline system as well as ensuring the safety and well being of our students. All staff and county employees enter the building using photo ID badges and all visitors report to the office to receive a visitor's pass.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined the school was clean, well-organized, student centered and conducive to student learning.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Communication between the principal and staff is key to a healthy and productive learning environment at Hollywood. The principal meets regularly with teachers during planning periods to conduct 10 – minute meetings. Each week staff receives an email of the week’s events. Staff that do not utilize email receive a print version of the weekly events in their mailbox. The principal also creates and distributes a Monthly Events Calendar to each staff in order to maintain organization and ease of planning for teachers based on school events. Leadership/ Curriculum, APL, Tech and Core Behavior Teams maintain an open communication throughout the school year by providing notes from meetings to all staff members.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comment: During interviews, teachers noted the principal delegated and encouraged others to take leadership roles. They indicated the principal communicated effectively and related well to teachers and students. The principal had high expectations for teachers, students, and self.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Hollywood Elementary teachers understand the importance of collaborating and working within specific teams. Each staff member is a part of our Leadership/ Curriculum, APL, Tech or Core Behavior Teams. School – wide participation ensures that all staff are involved in the decision making process of all aspects of our school. Teachers at Hollywood contribute during our Collaboration Wednesday’s sessions to strengthen instruction and make decisions based on	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

		needs. Teachers maintain notes from these sessions in their lesson plan books.		
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Collaboration Wednesday sessions allow teachers at Hollywood Elementary to share best practices, recent professional development materials and information, as well as discuss possible Webinars or future professional development opportunities. All professional development is maintained through My Learning Plan for each individual staff member. Any professional development requested in My Learning Plan must directly correlate with our goals, strategic plan, mission and vision statements.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team noted the staff's dedication to collaborative time and its impact on student achievement.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Hollywood Elementary understands how important Developmental Guidance lessons influence the development of student leadership skills. HES also uses student librarians, peer tutors, and peer mediators to strengthen the development of student leadership skills. Along with those lessons, Hollywood Elementary also encourages school spirit through spirit week activities in order to build a strong sense of being part of a school community and how those skills lead to confident students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team determined the school leadership team had identified student leadership as a school weakness. The school was in the process of building student leadership roles. The Team noted "Peer Mediators" were being utilized in the fourth and fifth grade.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create	ACCOMPLISHED	Teachers at Hollywood use a variety of research-based strategies to guide classroom instruction. Our staff implement APL strategies, centers, a free	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		choice for prekindergarten students to enhance classroom learning and student engagement. Data provided by STAR assessments as well as WVGSA guide intervention groups and classroom instruction. Notes taken during Collaboration Wednesday sessions found in teacher lesson plan books also denote various research-based strategies that teachers share amongst themselves.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Standards-based instruction is a priority at Hollywood. Teachers maintain accurate records in their lesson plan book of NxG standards taught in order to organize units of study. Staff is expected to discuss standards-based instruction with the principal during 10-minute meetings. Teacher lesson plans are reviewed quarterly to ensure standards-based instruction is being presented in all classrooms. Teachers have been provided a detailed NxG resource binder to guarantee staff is aware of what is expected for their particular grade level. Staff also utilize pacing guides and have implemented focus walls in classrooms in order for students to understand short and long term goals as well.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and	ACCOMPLISHED	Teachers maintain accurate records in their lesson plan book of NxG standards taught in order to design short and long term instructional plans. The development of short and long term instructional goals for individual student needs are guided by STAR benchmark results and individual student progress.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Objectives based on the needs, interests and performance levels of their students.		Teachers at Hollywood also develop yearly student-learning goals based on student mastery and performance levels. Collaboration sessions provide teachers with an opportunity to reflect and alter instruction in order to meet the needs of their students.		
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Engaging instructional experiences are a priority at Hollywood Elementary. Teachers demonstrate those practices using multiple strategies. Strategies include implementation of technology with fidelity in regards of standards based instruction as well as differentiated instructional activities that are evident during classroom observations. APL strategies also allow for engaging instructional lessons. Analyzing student work and data for intervention groups are evident in the use of STAR benchmarks and are apparent during our quarterly lesson plan checks.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA team observed that different assessments were being used to determine instructional targets and student progress towards mastery.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	A positive relationship between our staff, parents, and community is vital. Hollywood Elementary is fortunate to have an active Homeroom Mothers Organization who provides classroom and school volunteers, as well fundraising to help support needed programs and materials for our school. Hollywood teachers stress the importance of Student Agendas, our	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Monthly Parent Newsletter/School Calendar as well as Parent/Teacher Conferences. Hollywood also routinely uses our Blackboard Messaging system to keep parents informed of important events or dates. End of the year awards ceremonies are significant in building a positive school climate at Hollywood.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Hollywood Elementary recognizes the importance of having support services in place that aide in a student's personal development. Teachers at HES incorporate all aspects of our Student Assistance Team as well as the rules and procedures that apply to all IEPs and 504s. Hollywood also believes the importance of our Developmental Guidance program, peer mediators, character education, and Fuel up to Play 60 are additional aspects of the support services provided at Hollywood. These support services are communicated to our school and community through our LSIC team and parent teacher conferences.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Hollywood Elementary works to establish partnerships with community agencies through connections made within our LSIC, Parent Volunteers, Fuel Up to Play 60, and our YMCA Before/Afterschool Program. These partnerships help HES to secure additional supports and funding in order for us to meet the needs of all of our students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through principal interviews, the OEPA Team noted local businesses had closed, limiting the school's resources. The school was working to develop new business partners.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	HES teachers understand the importance of continuous learning. Our teachers often participate in Webinars that are offered through programs at our school. All teachers use My Learning Plan to track and rate all professional development sessions as well as notating these session through their individual goals in WVEIS. The staff understands the importance of professional development and continues to implement PD that is essential to the goals found in our Strategic Plan.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Teachers at Hollywood Elementary participate in a high functioning professional learning community that is found in our Collaboration Wednesdays Schedule. Each teacher meets every Wednesday during their planning period with their grade level teaching partner, grade level below teachers or grade level above teachers. This schedule allows all teachers in our school to meet, discuss, and share ideas with multiple other staff members on a regular basis. Notes from these sessions can be found in each teacher's lesson plan book. Majority of items discussed during these collaboration sessions are then communicated between the principal and staff during monthly 10 – minute meetings.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Commendation: The OEPA Team commended the leadership and staff on the collaborative efforts and creative scheduling that allowed the staff to have a clear focus on school improvement.

Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Teachers at HES participate in the evaluation system that drives our professional growth. Expectations, such as due dates, are communicated to staff through weekly emails from the principal as well as notes provided by the leadership team after meetings. The principal conducts lesson plan checks and monthly 10 –minute meetings in order to confirm the school wide focus and expectations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews and review of documentation, the OEPA Team determined the principal had developed processes to ensure skills learned through professional development were implemented in the classrooms.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	School facilities are an important piece in the establishment of school pride and a school community. Facility needs are discussed and reported with the staff through faculty meetings, faculty senate, email and LSIC Meetings. To ensure the safety of our staff and students it is imperative that our facility continues to be maintained and cleaned daily as well as address any type of safety concern as soon as it is discovered. Our school custodial staff as well as county maintenance staff stays abreast of safety hazards on our campus.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team concluded safety and cleanliness were pervasive throughout the building. Teachers stated repairs were made in a timely manner. Teachers also noted the custodian assisted in maintaining the safety of the building.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All funds allocated to Hollywood Elementary are required to meet all policies and processes necessary. Staff completes required Purchase Orders and Requisitions to purchase items needed for their classrooms. All staff are informed of such policies and process in	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		their staff handbooks as well as communication from the office staff when discussing present, past and future expenditures. A yearly audit of our financial records is completed using the guidelines the WVDE has defined in the Accounting Procedures Manual for Public Schools.		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Hollywood Elementary diligently works to maintain and hire highly qualified personnel according to WV code. We utilize the processes included in the hiring practices that involve the faculty senate recommendation and principal recommendation. All qualified applicants are determined to possess required credentials through the RCS Personnel Dept. Experienced teachers work closely with new teachers to develop and implement best practices within their classrooms.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Technology integration at Hollywood Elementary is evident in all classrooms. Grades 3-5 currently operate under a 1:1 I pad initiative and PreK – 2 grade operate under a 1:2 I pad initiative. In addition to classroom I pads we also incorporate the use of laptops, data projectors, and document cameras. Wireless internet is available throughout the entire school and staff at iRaleigh make it possible to implement technology instruction because of their maintenance and diligence in assisting with technology concerns or issues. Staff at HES complete Cyber Safety Common	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: The OEPA Team commended the staff on utilization of technology to engage students and for incorporating technology tools into the lesson plans and instruction.

		Sense Media lessons with each class and require all students to adhere to the Acceptable Use Policy to safeguard a safe and effective learning environment.		

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The leadership team in collaboration with the principal and other staff members develop the strategic plan. All components of the strategic plan are reviewed with all staff members as well as all members of the LSIC Committee. Hollywood Elementary's vision and mission statement are posted throughout the school and the goals developed each year are based on results of the latest WV GSA results.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed dedication, organization, and focus related to the math and reading goals. The staff created a structure to promote student engagement and increase performance. Math scores and reading scores were indicative of a cohesive plan.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Teachers and the principal work together in order to support continued learning and individual teacher success and growth. Each teacher is a member of our APL, Tech, or Core Behavior teams. Some of those team members are also members of our school Leadership Team. Communication between teams is essential in order to maintain the common vision and mission of our school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue to focus on increasing parent involvement and developing business partners to include all stakeholders.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments,	ACCOMPLISHED	At Hollywood Elementary the members of the leadership team and the principal work together to make decisions and/or changes needed based on data and what is simply best for our school. Discussions	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

evaluates the results of student learning, and communicates the progress to all stakeholders.		during 10-minute meetings often center on what the data means for individual classrooms and students. Teachers at Hollywood enhance parent communication through Engrade. HES also communicates to parents and other stakeholders data gathered through Renaissance reports and the success gained in intervention groups. Teachers communicate data with each other during collaboration sessions as well as faculty and faculty senate meetings.		

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Hollywood Elementary has experienced a gain in student enrollment over the past several years. The staff sees the benefit from additional teacher assistants to help with larger class sizes in grade one and the needs these young students possess. Additionally, a full time guidance counselor is needed to assist students with the needs that students now bring with them to school everyday.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional development for service personnel would be significant in impacting student performance at Hollywood Elementary. Our service personnel often struggle with "What" to do if a student comes to them with issues, questions, etc. Service personnel at Hollywood Elementary would benefit from training that most professional staff receives on topics such as bullying, low self-esteem, changes in behavior, etc. The staff also agrees that professional development focused on parent communication	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.

The school did not submit a best practice for consideration; however, the OEPA Team commended these practices:

- The OEPA Team commended the principal for her vision to improve the school and recognized the teachers for supporting the change recommended by the leadership. It was evident the staff was working as a team with a united vision and high expectations for all stakeholders. The Team commended Hollywood Elementary for the exemplary belief that high expectations promote academic excellence for all students.
- The OEPA Team commended the school for their solution to their “Big Challenge”. Consistent, pervasive math structures and research-based focused engagement has led Hollywood Elementary to earn the number one math scores in the county.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code**School Responsibilities for Accreditation (Pages 13-14)**

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
 Support school continuous improvement and strategic planning processes.
 Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

PARTIAL COMPLIANCE
Students' recess minutes were removed as result of behavior.

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate

- practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit

- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.

- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).	
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	PARTIAL COMPLIANCE	FULL COMPLIANCE The school had an approved waiver from WVDE.

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-2-7a
Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NO	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	Hollywood Elementary has requested a waiver due to our inability to provide 30 minutes of Physical Education three days a week because of our facilities.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	
YES	Results are shared with students and parents. (S7, FC)	

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Identify the recipients of "Golden Ticket" rewards winners each semester.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Ensure the required space needed in all classrooms for safe exit in case of fire or emergency.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	New ceiling tile installed. Bathroom vent cleaned regularly.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE

F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

1. School Site

- B. Site did not have sufficient parking for staff, visitors, and individuals with disabilities. (Did not adversely impact program delivery and student performance.) (May impede access for individuals with limited mobility.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – Heather Scarberry, Academic Coach, Cabell County Schools

Team Member – Tyson Price, Principal, Pleasant Hill Elementary School, Calhoun County Schools

Team Member- Deborah Bever, Director of Instruction, Ritchie County Schools

Date of School Visit – 11/05/2015

SCHOOL PROFILE

74-215 LESTER ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	164	159	151	144
Average Class Size	22.8	17.0	19.6	18.2
Attendance Rate	99.42	99.77	98.69	93.85
Pupil Admin Ratio	164.0	159.0	151.0	144.0
Pupil Teacher Ratio	14.9	13.3	12.6	13.1
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

LESTER ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The staff collaboratively worked together to established the school motto and mission that reflects everyones vision. The school participated in the school culture survey to determine our strengths and weaknesses in order for us to better serve our students, families, and faculty. We celebrate the success of our A.R. Program by presenting the students with charms for every ten points. The students names are called over the intercom and they are recognized on a bulletin board.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for	ACCOMPLISHED	Teachers post their objectives daily. Teachers use the STAR benchmark to analyze the strengths and weakness of each student. The principal conducts walk-thoughts every week to ensure	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.		that active and engaging learning is happening. Lester has a SOAR program every nine weeks to recognize all the students that meet the expectations of having an A in conduct, 3.0 GPA, and miss no more than two days. Each week the class that has the fewest absences for the week wins the attendance stick.		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	The staff receive training on the crisis team procedures. It is also located in their handbooks. These procedures are reviewed each nine weeks with the staff. The school has the required number of practiced fire drills and lock down drills. The school behavior expectations and code of conduct are placed in the students' agendas and are reviewed and taught to the students at the beginning of the year.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined through observations and interviews, the staff and students felt safe. However, the Team found the school cluttered with an excess of materials and equipment in hallways and classrooms that appeared to be unused. Recommendation: The OEPA Team recommended the administrator and leadership team explore ways to organize needed materials and equipment using available space.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal has established a leadership team that meets twice on a month. Each week the principals sends out a weekly newsletter to let the staff know what events are scheduled for the week. Also, the principal provides the staff with a monthly calendar. The principal conducts ten minute meetings with the staff to discuss data and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Comment: Prior to the arrival of the current principal, the school had experienced eight principals in the past eleven years. Rationale: The current principal began her role as

		individual students. The principal conducts walk-throughs each week and checks lesson plans. Professional development is provided to the staff by the principal.		principal of the school three weeks prior to the on-site review. In that short time the principal had established a leadership team and was conducting regular walkthroughs. The principal's role as leader was in the emerging stages of development. Recommendation: The OEPA Team recommended the principal be provided support, time, resources, and opportunity to carry out her plan for the school.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	All teachers at Lester are placed on school teams. These teams are the curriculum team, the leadership team, technology team, core behavior team, LSIC, Faculty Senate, and the safe schools team. These teams meet at least once every nine weeks with the principal. This provides the opportunity for collaboration to solve problems together. The other staff member are made aware of what was discussed and reviewed by a detailed email. One day a month we have a common planning day. During this common planning time, the special education teacher, Title 1 teacher, classroom teacher, academic coach, and principal meet and analyze data. This is the time that small groups are adjusted to ensure that we are meeting the needs of all students. Lester has a text/call tree to make sure that all staff are notified of events and news. The faculty has a social dinner once a month away from school to promote cohesiveness among the staff.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team found teams and councils to be in the emerging stages of development. Members had been identified; however, many of the teams had not met. Recommendation: The OEPA Team recommended the new administrator and leadership team create a schedule for all teams to meet on a regular basis.
Function C: Teacher	ACCOMPLISHED	We have at least three IPI	EMERGING	The evidence provided by the school and the additional

Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		walkthroughs each year. The results are discussed with the teachers and they provide strategies to improve student engagement. We are using the Engage NY and the teachers meet and share information with one another. Two teacher are part of the county Math Cadre and they attend professional development provided by the board of education. They bring the information back to Lester and provide professional development for the rest of the staff. Our academic coach provides professional development to the teachers during their planning and after school.		evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through observations and interviews, the OEPA Team determined teachers were not actively participating in leadership roles which required them to assume responsibility for school and classroom improvement. Recommendation: The OEPA Team recommended teachers be provided authentic opportunities to lead and influence professional practice. Additionally, the Team recommended teachers assume responsibility for school and classroom improvement.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Students take turns providing the morning announcements, thought of the day, and the pledge. We also have a student council that meets with the principal each month. The students are given the opportunity to sit where they want at lunch.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom	ACCOMPLISHED	The teachers complete a standards checklist to provide evidence that they are covering the standards. All classroom teachers have been trained on using the APL strategies. Teachers	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.

environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		use the STAR data to differentiate instruction. Title 1 teacher provided intervention to struggling students. Mid-terms are sent home to all parents along with the Grade Cards and ELS reports per grading period.		Rationale: Through classroom observations, the OEPA Team determined most instructional delivery was teacher directed, and differentiated instruction was not taking place. Recommendation: The OEPA Team recommended support in creating a student-centered learning environment that fosters student reflections, intellectual inquiry and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Teachers use the Next Generation Checklist to ensure that they cover all required objectives/standards for the class. Teachers post the objectives that they are covering for the day. The star benchmark is used to measure student learning. Data Notebooks are used to chart the progress of students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team confirmed a checklist for a standards-based curriculum was being used, but could not substantiate that objectives were posted in most classrooms. The Team determined through interviews that data notebooks were not implemented. Recommendation: The OEPA Team recommended the administrator and instructional coach assist staff with implementing a standards-focused curriculum and utilization of the data notebooks to assure students are mastering the standards.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Instructional Plans provided by STAR data to determine the SPL groups in reading and math. These plans provide the standards/objectives that the students are struggling to achieve. Formative and Summative data is used to plan instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Principal observations and walkthroughs are used to ensure that school-wide instructional practices are embedded in the classrooms. The principal also checks lesson plans to make sure that the teachers are planning and delivering instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not substantiate through classroom observations that a variety of instructional strategies were implemented or that digital tools were used effectively in most classrooms. Recommendations: The OEPA Team recommended additional focus on utilizing strategies that increase engaging instructional experiences. Additionally, the Team recommended the staff reexamine the use of support personnel to ensure they are being utilized effectively. For example, the school should consider developing an effective co-teaching model to ensure student progress. Furthermore, the Team recommended the staff integrate the use of digital tools to provide opportunities for students to create and problem solve.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	At the beginning of the year, Lester hosts an open house for the parents and students. We provide the parents the time to visit the classrooms, talk to the teachers, and principal. During this time, we also provide handouts and trainings. We have a business partner with United Banks. They provide money for incentives for our Soar Program. They also donate two bikes every year for incentives for students. The United Methodist Temple is a church in the outlying community that provide Food Bags every week on	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Fridays to seventy-five of our needy students. We provide PK and Kindergarten Transition activities for the students and parents. Through-out the year trainings are provided to all of our parents. We also have a parent-teacher conference so that parents have the opportunities to discuss their child's progress with the teacher.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	The counselor provided character development once a month to the students at Lester. The United Methodist Temple is a church in the outlying community that provide Food Bags every week on Fridays to seventy-five of our students and families in need. We partner with Operation Backpack at the beginning of the school year. This program provides backpack to any student that doesn't have a backpack.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the	EMERGING	The Good News Club is an organization that meets once a week. All students are invited and allowed to participate. We hold an annual Christmas Cantata and the entire community is invited. The Read-Aloud Program allows readers to visit the school once a week to read to the students. We have community	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team substantiated through review of the strategic plan and staff interviews that increasing parent involvement was a high priority for the school.

needs of all students.		partnerships with United Bank and Food Lion. They are very supportive of our school and provide us with supplies and incentives for our different programs. Lester Elementary also supports and participates in the Jump Rope for Heart.		

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	A staff survey is completed by all teachers to determine what professional development will meet their needs. The academic coach provides professional development to the teachers during their planning periods and also they model strategies in the classrooms. All professional development trainings are recorded and kept in Mylearningplan.com. Mylearningplan.com also sends emails to alert the staff of upcoming trainings that are available for professional development.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team confirmed professional development opportunities had been provided by the instructional coach and county, but there was minimal evidence that carry over to classroom implementation had occurred. Recommendation: The OEPA Team recommended continued utilization of the instructional coach, walkthroughs by the administrator, and data collection through the Instructional Practices Inventory (IPI) to ensure professional development was implemented in the classroom.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study	ACCOMPLISHED	The leadership team meets every other week to collaborate in order to make school improvement. Each member is responsible for providing the information to the rest of the staff. Lester is a small school and has only one class per grade level except kindergarten. Therefore, collaboration is with the special education teacher, title 1 teacher, speech teacher,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: The OEPA Team did not substantiate professional learning communities (PLCs) had met regularly. The principal had established a schedule for weekly PLCs which began the day before the on-site review. Recommendation: The OEPA Team recommended the

of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		academic coach, counselor, and principal. We meet once a month and analyze data and implement strategies to improve student success. Teachers also collaborate vertically. They meet with the teacher one grade above and one grade below once a month. Ten minute meetings are used with the principal and teacher in order for to collaborate and discuss student achievement and instructional practices that are being used in the classroom.		school leadership team develop a process to ensure all teachers initiate efforts to impact instruction, school improvement, and student achievement through collaboration and professional learning communities.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Teachers receive feedback from the principal after being evaluated. The principal uses WVEIS WOW to input the results and the discusses it with the teacher being evaluated. The principal keeps an observation schedule in which notes are taken during observations. The principal discusses findings with the teachers. The principal uses a lesson plan checklist when checking lesson plans.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: OEPA Team confirmed that all teachers had goals in place in the West Virginia Educator Evaluation System. In the three weeks since she arrived, the principal had completed multiple walkthroughs and formal observations. While the Team established the new principal had a plan to use this information to inform the process of professional growth, the Team did not substantiate this was a current on-going practice. Recommendation: The OEPA Team recommended the school adopt a process for informing professional growth. Furthermore, the Team recommended the process include self-reflection, walkthrough, and student performance data to gage professional growth.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities.	ACCOMPLISHED	The custodians complete a custodial checklist each day to ensure that they	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.		are completing their job assignments. The principal walks through the building with the custodians once a week. All work orders are put into our School Dude system. The fire marshall report provides information on any changes needed and they are taken care of immediately.		school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	A purchase order is required before any money is spent. All staff complete a request for a purchase order and turns it in to the secretary. The secretary gets the approval of the principal then completes the purchase order. The teacher then receives the approval with the purchase order number. The teachers make wish lists and give to the principal. The principal then approves and provides money for the wish lists based upon the available money and if it is going to be used to support the goals of the strategic plan. Profit and Loss sheets are used for every fundraiser. A game ticket reconciliation sheet is completed for every ball game.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	The faculty senate is part of the hiring process at Lester. They help interview the candidates applying for jobs. The principal communicates with the Raleigh County Personnel Department to make sure that the candidates are highly qualified and properly certified. At the interview, the principal clearly communicates the expectations associated with the job and the school.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		All teachers receive a teacher handbook at the beginning of the year. The principal reviews the handbook to ensure that all staff understand the policies and procedures of the school. All beginning/new teachers are given a mentor at the school to help with questions and information.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	All classrooms implement the use of iPads into their daily lessons. The students are taught the iPad policy and sign the acknowledgement form after the training. Cyber Safety is taught to all students before they are allowed to use the internet. Teachers are provided a computer lab schedule at the beginning of the year. This is time that is designated for their class alone. All teachers (1st-5th) use Engrade. They must submit grades once a week so that the parents are kept informed of their child's progress. All classrooms have a data projector and document camera. The principal utilizes WVEIS on a daily basis.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based	ACCOMPLISHED	The leadership team analyzes data from STAR and the WV GSA and determine the weaknesses of the school. The school goals are derived from the results of the data. The leadership team and the entire staff collaborates and completes the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team confirmed most staff were involved in the school's strategic plan and took ownership of the goals and action steps.

on the mission and goals outlined in the strategic plan.		strategic plan with action steps to improve the weaknesses. Professional development is provided to the teachers based upon the goals outlined in the strategic plan. The STAR data from benchmarking is used to monitor the progress of student achievement and progress towards reaching those goals.		
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	The principal completes the master schedule. All teacher schedules must be approved by the principal. The principal makes sure that teachers are using every minute for instruction as possible. The monthly common planning meetings are crucial to increase student learning.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	The teachers and students keep data notebooks. The students own their data by completing these data notebooks. It makes them aware of their results. The principal monitors the data and observes/evaluates in the classrooms. Results are discussed with the teachers along with different and new strategies to utilize. The STAR data, ELS Assessments, TOPS Reports are all used to analyze and monitor results.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not substantiate the evidence provided by the school, as data notebooks were not implemented. The Team did substantiate the new administrator had established collaboration times and had begun discussing school data during the past three weeks. Recommendation: The OEPA Team recommended the school continue to implement the strategic plan to promote student learning and achievement.

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.		The school did not identify any significant resource and/or facility needs substantially impacting student performance and neither did the Team.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Professional Development for implementation of Common Core	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	APL IPI	While these are valuable practices, the OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented. Safety committee has not met entered in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

PARTIAL COMPLIANCE

Technology and safety committees were identified, but they have not met.

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9:

- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma

- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).	
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	PARTIAL COMPLIANCE	FULL COMPLIANCE The school had an approved alternate plan from WVDE.

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NO	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	Submitted an alternate program to the State Department.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	
YES	Results are shared with students and parents. (S7, FC)	

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

3. Administrative Office Area

- A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.²) (Did not adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
A-3. Work counter with sink. (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

16. Band/Music

- D. Equipment and materials were not adequate and did not include at least the following:
D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Judith Johnson, OEPA Consultant

Team Member – Kim Cain, Principal, Glendale Elementary School, Marshall County Schools

Team Member – Tim Hardesty, Elementary Administrative Assistant, Cabell County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE

74-217 MABSCOTT ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	294	261	257	220
Average Class Size	21.3	17.9	17.5	17.1
Attendance Rate	96.76	96.27	94.89	96.24
Pupil Admin Ratio	294.0	261.0	257.0	220.0
Pupil Teacher Ratio	16.3	15.4	14.3	12.9
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

MABSCOTT ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

2 = Present in a few areas and/or situations but needs improvement (Emerging)

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Mabscott Elementary has a shared set of beliefs and values as documented by the Leadership Team, Behavior Core Team/Respect and Protect, and a shared mission/vision outlined in the strategic plan. Professional Learning Communities meet weekly and Common Planning with the Principal and/or Support Staff. Stakeholders are included through Take your Parent to school day (Every 9 weeks), IITs, and Community Outreach Day.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The staff worked as a team to review and revise the beliefs, values, and mission of the school.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in	ACCOMPLISHED	Mabscott Elementary has a high expectations for students and teachers. Cardinal Cares, a professional development opportunity is available for teachers to enrich and expand their knowledge of teaching. Common Plannings are used to not only dig deeper	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

educational practice and personal behavior.		with student data but to learn about content specific to the curriculum being taught. APL strategies for student engagement is utilized in classrooms through different strategies. Respect and Protect is utilized as our school wide discipline program which integrates retraining and incentives for students. IITs are conducted every 6-9 weeks with parents of students who are struggling in academics, behavior and/or attendance.		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Mabscott Elementary strives for a Safe, orderly, and engaging environment as documented by: IPI data, Respect and Protect, Bucket Filling Award, Counselor-led behavior lessons, school-based counselor (1/2 Time in Mornings only), and the Sad Mad Glad Program. Mabscott elementary students state the mission of the school along with the Mabscott Pledge, and Daily definition of violence every morning. The Behavior Core team meets every other week to examine student behaviors and target specific students who might need specific behaviors addressed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong	ACCOMPLISHED	The Principal at Mabscott Elementary exhibits professional knowledge in many ways. She has served as a mentor for beginning principals in the county. She has earned her PhD in Educational Leadership and has a Masters in	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted the following: Teachers reported the principal was visible and

leadership and effective management.		Reading. She conducts Common planning meetings with the teachers, guiding data discussions and enriching teacher content knowledge, The principal also runs the Instructional Intervention Team meetings with staff and the parents which helps reinforce high expectations for all students. The Principal also serves as a member of the Leadership team, School committees, LSIC, PTSO, and Technology Team. The principal has also conducted numerous Cardinal Cares, which is the after school professional development opportunities with the staff. She made iTunes University courses for the staff which has both the Cardinal Cares materials and information and the teacher handbook with schedules, policies and need to know information for the staff. She also sends out weekly emails.		provided quality written feedback. • The principal demonstrated high expectations for herself, staff, and students. • The principal served as a mentor for many staff members. • The principal utilized school teams very effectively to close the achievement gap and meet the needs of all students.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Mabscott Elementary school teams and councils meet on a regular basis to ensure the smooth running of the school. The Leadership Team/Curriculum Team meets every Friday before School. The Technology Team and Behavior Team alternate every other Friday. The Student Council meets every other week to work on school specific projects. The Safety Team, Spirit Team, Incentive Team, and Wellness Team meets once a month.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Based on interviews and review of documentation, the OEPA Team concluded school teams and councils were very well established and functioned to improve student achievement.
Function C: Teacher Leadership. Teachers assume	ACCOMPLISHED	Teachers have the opportunity to function as leaders throughout the school by being part of decision making teams.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		The Teams are ran by the teachers and they make many decisions that help make Mabscott a wonderful place to be!		school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Mabscott Elementary students function as leaders in the school community in a variety of ways: Student Government/Council, Green Team, Patch Club, Library Team, Flag Team, and job helpers throughout the school (Garden Helpers, Cafeteria Helpers, Hallway Helpers, and Peer Reading Helpers.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school continue its focus to increase leadership opportunities for all students.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Mabscott Elementary teachers and staff create and manage inviting classrooms by utilizing their APL strategies, Respect and Protect School Wide Discipline Program, small group instruction time, IITs, PLCs and Common Planning. Student jobs within the classroom incorporate the students leadership skills and ownership of their learning and environment.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused	ACCOMPLISHED	Mabscott Elementary implements a standards based curriculum through:	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		Next Gen Checklists, PLCs, Matrix Common Assessments, Common Planning, Cardinal Cares, and Skills Group instruction.		school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Teachers design instruction focusing on the Next Gen Standards. They use PLCs to help focus their groups and make Mastery Matrix which are standard based. They use the Next Gen Checklist to help monitor their focus on the standards.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	The instructional delivery is engaging utilizing multiple strategies and a variety of resources which is documented by: Flexible groupings, PLCs, APL, Common Planning, IIT, Team Teaching, and utilizing technology for student instruction.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Mabscott Elementary is always working on positive relationships with parents and communities. This is one area we continue to work on, documentation for this standard is as follows: LSIC, Playground grant, PTSO, Partners in Education (Brooks Run, Calaino's, Barkers Junk) Agendas, Engrade, Community Outreach Support Open House , Patch Club, Blackboard Call System, Parent Trainings (Bring your parent to school day) , IITs/BITs,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	The school staff attends to students physical, social, emotional wellbeing through: Character Counts lessons, Sad/Mad/Glad (2nd-5th), Bucket Fillers, Star Student, Counselor Led Activities in the classroom, Respect and Protect, Student Counsel, Patch Reading Club, Show Choir (4-5),	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The staff worked collaboratively with the school counselor, school social worker, and truancy diversion workers assigned to the school to ensure student well-being.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to	ACCOMPLISHED	As with the Positive Relationships with parents and communities, the parent and community partnerships are an important part of the school community. Community Partnerships, Business Partners , One voice, Headstart, works with PreK, Open House Community	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The Friends of Coal assisted the school by collecting clothing for a school closet for needy

enhance the ability to meet the needs of all students.		Outreach Support, Patch Club, Parent Trainings, Meals for Holidays, and United Way are instrumental in meeting the needs of all students.		students.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Mabscott Elementary will engage in continuous learning opportunities as documented by: iRaleigh, County – developed needs for PD, Cardinal Cares, iTunes University, Common Plannings, Technology Integration Specialist, IPI data review, Weekly Newsletters from the Principal (Week at a Glance).	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: The staff participated in “Cardinal Care”, after school professional development sessions tailored to the needs of the staff and/or individual teachers. Sessions were planned by the staff. Most sessions were optional but were well attended. The principal used iPad technology and provided continuation of the topic being studied to support teachers’ professional growth. At times, the principal differentiated professional development lessons through iTunes U for further reading.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Teachers participate in high functioning professional learning communities as documented by: PLCs weekly vertically aligned with other grade levels, incorporating special education and Title 1 services. The PLCs look at curriculum standards, student out comes, focus instruction on higher DOK questioning. Common planning is also used every month to review data, focus IITs / BITs for student needs Groupings. The Leadership team/Curriculum Team looks at new programs, develops policies to assist students / teachers, find grants to help the school, address needs for the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		school. The Technology Team helps with the School based policy for students, teacher technology problems, curricular program issues, set up, model lessons using technology.		
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The staff participates in processes of evaluation that facilitate self reflection and inform the process of professional growth as documented by visiting classrooms to observe others teaching a specific skill, walkthroughs to other classrooms, IPI data review and goal setting, Weekly newsletters (Week at a Glance) from the principal.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	The facilities are clean and well maintained as documented by: work orders submitted on the maintenance website, grants for playground improvement, Library Helpers, Green Team, Fire Marshall Report & Health Department Report are both submitted for followup on the Work Order Website.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Policies and processes are established to allocate and efficiently manage school fiscal resources as documented by: Faculty senate, PTSO, Title 1 Funds, Wish Lists for teachers to align with their instruction in class.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C:	ACCOMPLISHED	High Quality personnel are purposefully	ACCOMPLISHED	The evidence provided by the school and the additional

Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.		assigned and retained as documented by: Hiring Committee, List of educators provided by the county board for Long Term sub suggestions, WVDE website to check certification, letter is sent home from the school to parents about certification, during observations and evaluations the HQ Status is discussed		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	The school has appropriate technology as documented by: iPads, Macs, Apple TVs, Projectors, Hatch for PreK, iRaleigh Technology Trainings, Technology Team and Leadership Team, Policies in place for Students, TIS, Leixa, Star Math/Reading, AR, Common Sense Media	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The staff establishes an approach for improving the performance of the students as documented by: Leadership Team, PLCs focus, Instructional support to focus on strategic plan goals objectives and action steps, Staff looking at root causes and how to overcome, Strategic Plan sent home to parents.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The	ACCOMPLISHED	The staff at Mabscott has a well defined structure for building professional	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		relationships and processes necessary to collaborate as documented by: Teams made by volunteers, Emails, Dropbox, Scheduled Meetings (regularly), Goal setting, assessments, interventions, Cardinal Cares, the Principal sits in meetings and helps guide staff, Common Plannings		school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	The staff monitors and adjusts results of students regular by working together as a team during common plannings, PLCs, IITs/BITs/Sats/ IEPs, Small group instruction and focused skills, Cardinal Cares focusing on IPI, Flexible groupings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Mabscott Elementary needs updated wiring to allow for air-conditioning units and/or air-conditioning. During the months of May, June, August, September it can reach well above 90 in the classrooms.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs based on availability of local funding.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	A full time counselor is needed at Mabscott Elementary to accommodate the needs of a high poverty population.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. The Board of Education was currently meeting the basic requirements required by State Code and policy. However, the Team confirmed students would benefit from additional counseling services, if local funding was available.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Mabscott Elementary focuses on the whole child. Starting with basic needs of food through the One Voice Program for weekend food, clothing donations, coat and shoe donations, Food items for families in need. Moving to the character education instruction from the counselor, principal, and teachers outlined in Respect and Protect and Character Count lessons. Finally to teaching engaging rigorous instruction, modifications through IITs/BITs/SATs, PLCS, Common Plannings, and Cardinal Cares.	While the OEPA Team commended these practices, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. Comment: The OEPA Team determined the information presented for this section of the report was purposeful and pervasive throughout the school. It was evident the school was doing these things to benefit students. The Team encouraged the school to continue these practices.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation

processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322	Mabscott Elementary reviews and monitors Policy at the beginning and during the school year through Beginning of the year trainings, Common Plannings, and Teacher Trainings.
YES	Complete the School Monitoring Report	The school monitoring report is complete
YES	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE	In November

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	Teams and Professional Development is active at the school
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	The staff uses data to make decisions about instruction
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	The classrooms are conducive to learning
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	The strategic plan is developed based on the goals of the school

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Test taking procedures and security are in place
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	2419 policy is followed
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	At this time there are no 504s, however accommodations and policy will be followed if there was an identification

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff,

students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.
(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	Instruction is delivered based upon the developmental characteristics of the students and their needs
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	The curriculum is based upon the content area identified by policy and standards
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes	The school utilizes developmentally appropriate practices as outlined by policy

- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)

The Administrative practices of the school day are appropriate based upon policy and procedures

- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

The school has a SAT Team, Faculty senate, Leadership Team/Curriculum Team, Technology Team, and LSIC. Along with other school based teams

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Policy 4373 is followed through our School Wide Discipline Positive Support Program, Respect and

Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).	Protect
YES Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	When out of school suspensions are used, classroom work for students are sent home so they do not get behind
E . Physical Education W. Va. Code §18-2-7a	FULL COMPLIANCE
RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a Legislative Findings: Required Physical Education; Program in Physical Fitness DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: Full Compliance = Compliant with all items listed below.	

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	Students Receive 30 minutes of Physical Exercises 3 times a week
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	The Fitness Gram is used to measure physical fitness goals
YES	Results are shared with students and parents. (S7, FC)	Results are shared with students and parents

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	The school counselor provides guidance to meet the need of the whole child including emotional social and physical needs
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)	The counselor provides counseling to student/s 75% of his work day

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	The noncompliance issues for the school for accounting has been addressed	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	The Policy 2419 does not have any non compliances	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	The work orders have been submitted to address noncompliances for the Fire Marshall	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	The work orders have been submitted to address noncompliances for the Health Department	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	There were no non compliances for Federal Programs	YES

Facility Resource Needs

1. School Site

- K. Playground/recreational areas were not separated from streets and parking. (May adversely impact students' health and safety.)

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
 - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
 - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)
 - B-6. Reading and reference materials. (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 - A-3. Work counter with sink. (May adversely impact students' health and safety.)
 - A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
 - C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

16. Band/Music

- B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)
- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
 - D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Jane Massi, OEPA Consultant

Team Member – Eva Marcum, Principal, Verdunville Elementary School, Logan County Schools

Team Member – April Hedinger, Principal, Kimball Elementary School, McDowell County Schools

Team Member – Bonnie Campbell, Principal, Anawalt Elementary School, McDowell County Schools

Date of School Visit – 11/05/2015

SCHOOL PROFILE

74-218 MAXWELL HILL ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	246	255	256	297
Average Class Size	18.2	17.6	20.2	20.2
Attendance Rate	97.00	95.66	96.28	96.33
Pupil Admin Ratio	246.0	255.0	256.0	297.0
Pupil Teacher Ratio	16.4	17.0	19.7	17.5
Participation Rate-Math	not available	100.00	100.00	99.13
Participation Rate-Reading	not available	100.00	100.00	98.26

***The school evidence remains intact as reported by the school and has not been altered.**

MAXWELL HILL ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Maxwell Hill is implementing collaborative planning times on a weekly basis this year. Our school's beliefs and values were developed during Leadership Team meetings and communicated to rest of staff through school wide meetings and collaborative planning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Maxwell Hill received the School of Excellence Award in 2014. We had a ceremony to communicate and share this achievement with our students. We celebrate student academic success with a 1st semester award ceremony in 3rd-5th. All students are awarded certificates and/or prizes at the end of the year for their accomplishments. We have a fifth grade graduation and a kindergarten	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		program and the end of the year. Maxwell Hill has a Student Council that was initiated last year to increase student leadership opportunities. Teachers monitor student progress in collaborative planning with their co-teachers and in common planning with the principal.		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	EMERGING	Maxwell Hill participates in the Instructional Practices Inventory (IPI) three times per year. We meet as a staff to analyze the data and set goals. APL strategies are implemented across all classrooms to modify student behavior and manage classrooms efficiently.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined most aspects of the function were in place. The school was safe, well-managed, clean, and conducive to an engaging atmosphere. Recommendation: While the OEPA Team determined a higher rating for this function, The Team concluded the evidence provided did not support the function. The OEPA Team recommended the staff carefully review all components of the function and provide evidence specific to the language of the function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Principal communicates with staff through emails, newsletters and monthly common planning meetings. The school communicates with families through newsletters home, news items on the front sign and our school website. Maxwell Hill has an active PTO and LSIC. The principal meets with the school leadership team on a regular basis throughout the year.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Maxwell Hill's Leadership Team meets at least twice a month to analyze data, monitor progress and make decisions affecting students and school policies. We have a student council in its second year that encourages student leadership. We are initiating weekly collaborative meetings for teachers to work with their co-teachers. Our LSIC, PTO, Safety Council and Wellness Council meet throughout the year under the direction of the principal.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	The Leadership Team meets regularly with the purpose of analyzing school data, monitoring progress of academics, school culture and student behavior. Teachers attend trainings and are encouraged to share information with staff in staff meetings. Collaborative plannings allow for teachers to share ideas and encourage growth through collaboration.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team members noted teachers shared leadership responsibilities.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	The Student Council was formed in 2014-15 school year to encourage student leadership. The Green Team takes responsibility for recycling efforts. "Panther Pride" meetings are being initiated in each room for character education, and also to allow students an opportunity to voice their thoughts and concerns.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through OEPA Team observations and interviews, the Team noted the school was working toward building leadership skills with students. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended leadership roles be established for primary grade students.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	All teachers use visuals and technology during teaching. All students have consistent use of technology with the iPads during instruction. STAR Reading, Math and Early Literacy online assessments are used to monitor student progress. Teachers have opportunity to collaborate with their co-teachers on a regular basis while analyzing data. Students monitor their own data and set goals for assessments.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: The OEPA Team determined classrooms were inviting; however, the evidence did not support a presence of student reflection, intellectual inquiry, and self-direction. The Team observed traditional, teacher-led instruction in the majority of classrooms. Recommendation: While the OEPA Team substantiated The school's rating, to strengthen the function, the Team recommended teachers receive support to develop and implement activities promoting student reflection, inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Teachers use Next Generation Standards and document the use of these standards. All teachers have a Curriculum Notebook designed to organize information related to the Standards; teachers collaborate with their grade level co-teachers. Staff members are trained in policy at the beginning of the year. The principal completes walk-throughs and checks lesson plans to ensure standards are taught and curriculum is relevant.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.
Function C: Instructional Planning. Teachers design	EMERGING	Teachers have opportunity for collaboration with grade-level co-teachers; Teachers develop weekly	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.		lesson plans that are checked by the principal; teachers have access to student data and are beginning to use that data to differentiate plans; teachers take the time for reteaching		
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Teachers use multiple strategies to interest students and ensure their success. Whole group and small group instruction takes place in classrooms. Technology is integrated daily in instruction. All students in grades 3-5 have an iPad assigned to them. All students in K-2 have 1 iPad for every 2 students. Student collaboration is encouraged. Formal assessments such as STAR Reading, STAR Math, and STAR Early Literacy are used to determine student deficits and objectives for small groups (SPL). Teachers are working on implementing more Project Based Learning activities. An agenda and instructional objectives are posted in each classroom for students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: The OEPA Team observed primarily teacher-led instruction with a lack of various instructional strategies to enhance individual student progress. Recommendations: The OEPA Team recommended the school seek support in technology integration for both delivery of instruction and student learning. In addition, the Team recommended support in implementing multiple instructional strategies.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger	ACCOMPLISHED	MHES works hard to build positive relationships with the families of our students. We have several methods of communication, including our student agendas which are signed by parents and check by teachers daily, the Blackboard	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

community.		calling system which sends out calls from the office to selected members of the school, regular newsletters home and the front sign. Parents and teachers regularly write notes to each other in the student agendas. The Local School Improvement Council meets according to policy and is involved in strategic planning and decision-making. We have an active PTO that raises funds for many projects that align with our school goals and mission. Parent volunteers are encouraged in classrooms. Maxwell Hill participates in the Read-a-Loud program. The community is invited to attend a yearly Christmas sing-a-long that is always a huge success. All our school-sponsored events have high turn-outs.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Our counseling program is aligned with the WV School Counseling Standards. We coordinate SAT meetings for students in need of academic or behavioral assistance and interventions. We completed a step-up day at the end of this past year in which all students were able to step-up to their next grade level for a portion of the day to assist with the transition to the next grade level. Our School Nurse assists students with medical needs. We have an ELL teacher that spends one day a week with our identified ELL students. Through a grant, we are able to offer free breakfast and free lunch for all students. We have a gifted program to serve our students	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team commended the counselor for her attention to the emotional well-being of students. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue to provide the Panther Pride program consistently.

		one day a week and our other special education students are served in accordance with their IEPs. All our classrooms have a "Panther Pride" meeting each morning with a focus on character education.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Maxwell Hill has an active PTO that works to raise money in accordance with our school's goals. We open our facilities to many community organizations including Girl Scouts, Good News Club, Little League and community soccer teams. Many of our students are able to participate in these organizations. The YMCA also offers an after-school program for students until 6:00 to assist working parents. Community partners include Kroger, Bob Evans, Chase Bank and Maxwell Hill Baptist Church. Kroger, Bob Evans and Chase Bank assist with fundraising and donations of supplies for school activities. Maxwell Hill Baptist Church provides encouragement to staff as well as donates needed classroom supplies.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Our staff attends the required 18 hour staff development the logs those hours in My Learning Plan. Several members of our Faculty have advanced certifications and licensers beyond their requirements. All teachers have weekly opportunities for collaboration with	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		peers to share ideas and have ongoing discussions about students and instructional practices. Last school year, we had an assembly and program to recognize the WV School of Excellence Award we received. We have a 5th grade Graduation ceremony and a kindergarten program at the end of the school year. Students are recognized at the end of each school year for academic and behavior accomplishments. Students in grades 3-5 are also recognized at the end of 1st semester in an assembly for their academic accomplishments.		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Teachers have a weekly collaboration time to meet with their grade-level team. During this time, teachers analyze student data and share instructional strategies to improve student learning. Teachers keep documentation of these meetings in their curriculum notebooks.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school evaluate the norms and processes for collaborative planning time and ensure this time is used efficiently to study relevant data, problem solve, and discuss strategies to improve instructional practice.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-	ACCOMPLISHED	The principal regularly checks lesson plans and conducts walkthroughs. Teachers complete a self-reflection and writes two student learning goals in accordance with the Educator Evaluation System. The principal also	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

reflection and informs the process of professional growth.		conducts observations and evaluations in compliance with the Educator Evaluation System.		
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	All outside doors are locked at all times and visitors are buzzed in the front door by the office. The interior of the building has been recently painted. New bleachers were installed in the gym in Fall 2014 for safety. A new fence was installed around our playground in Spring 2015 for additional safety of students. The County BOE has assisted with the new fence and the bleachers. Playground equipment was secured through fundraising efforts and the funds of a playground grant we received in Spring 2015.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed an exceptionally clean building that was well maintained and safe for staff and students. The OEPA Team commended the custodians for a job well done.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Maxwell Hill follows the accounting procedures in policy for the school. Items noted on internal audit are addressed and a letter written to the Central Board Office stating how items are addressed. PTO raises money and identifies, with help from administration, areas of the school in need. LSIC discusses school needs and additional funding sources, including grants. The LSIC has assisted in the writing of a grant within the last year. Faculty Senate money is provided to each professional in the building to ensure appropriate materials for student	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		success.		
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Hiring committee provides collaboration in the hiring of new professional staff. All new teachers receive a mentor for their first year of teaching. Staff observations and evaluations are used for reflection and improvement efforts. All new staff are trained in policies and procedures at Maxwell Hill Elementary.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	All teachers use a Macbook and Apple TV in presenting information to students. All students in grades 3-5 have one-on-one technology with the use of an iPad. Students in 1st and 2nd have an iPad for every two students. PreK and kindergarten classes have 5 iPads per class. We have two mobile labs for student use. The County provides technology support. Teachers collaborate on uses in the classroom. Many online programs are used with students daily, including Lexia and AR. Online assessments include STAR Reading, STAR Math and STAR Early Literacy. Engrade is an online grading system that allows parents continual access to student grades. WVEIS is consistently updated and used to drive decisions. All students are instructed in Cybersafety.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A:	EMERGING	Data is gathered from student work and	EMERGING	The evidence provided by the school and the additional

Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.		assessments to guide the plan. The LSIC discuss the data and school goals. The Leadership Team and Principal have primarily been responsible for the writing of the plan. The strategic plan is regularly discussed in faculty meetings and LSIC meetings. The vision is discussed by all school teams including the LSIC, Leadership Team and faculty meetings. Students will be introduced to the vision during our morning "Panther Pride" meetings.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	The principal and Leadership Team monitor the Strategic Plan and action steps. The LSIC discuss the strategic plan and action steps. Updates of the action steps are given to the entire faculty at faculty meetings. All teachers are given time each week for collaborative planning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team acknowledged the efforts of the administrator to schedule time for collaboration and to provide support to the staff.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	School leaders collaborate with others to analyze student data and make adjustments during collaborative planning times and common planning. SMART goals are set to guide school improvement - these goals are monitored by the Leadership Team. IPI is conducted three times per year to monitor student engagement.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.		The school did not identify resource or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Continued professional development on the implementation of the Next Generation Standards.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the OEPA Team recommended professional development addressing a variety of instructional strategies and data analysis to guide instructional delivery.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Our school Leadership Team monitors the Strategic Plan on a continual basis. Members of the Leadership Team collaborate with other members of the staff to analyze the student data that drives the strategic plan. Large amount of parental involvement - active PTO	While the OEPA Team determined these were valuable practices, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. OEPA Team commended the school for the following: The administrator's vision for school success allowed teachers opportunities to work collaboratively and focus on positive school environment through the implementation of the "Panther Pride" program.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)	FULL COMPLIANCE	FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)
on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)

YES

Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)

YES

Assess School and Classroom Learning Conditions – all staff must utilize:
the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)
summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)

YES

Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)
school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs.
direction of the principal with collective involvement and input from the staff and the LSIC.
strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.
principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340**West Virginia Measures of Academic Progress**

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510**Assuring the Quality of Education: Regulations for Education Programs**

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff,

students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21: • Utilizes Standards-Focused Curriculum

- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)

- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).
 Assure students' rights and responsibilities are taught and protected (Pages 18-21).
 Implement proactive, preventative, and responsive programs (Page 43).
 Implement investigatory and reporting procedures (Page 43).
 Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).
 Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.
 Follow eligibility criteria for placement in alternative education, including expelled students.
 Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)
 Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.
 Employ licensed, certified staff in core subject areas.
 Participate in State assessment program.
 Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

We have a waiver from WVDE for our physical education program.

YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
YES	Results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NO	Hot water on the second	NO

		floor was non-compliant. A work order was put in place for this, but has not been corrected.	A second work order was sent in but had not been addressed.
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Finding

Health Department: The County must address the hot water issue on the second floor to the satisfaction of the Health Department.

Facility Resource Needs

12. Pre-kindergarten/Kindergarten Classrooms

- A. Pre-kindergarten and kindergarten classrooms were not of adequate size (50 ft.²/child). (May adversely impact program delivery and student performance.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

4. Teacher Workroom(s)

- A. Teachers' work areas were not adequate. (150-250 ft.²) (Did not adversely impact program delivery and student performance.)

5. Counselor Office(s)

- A. Counselors' offices were not adequate (100-125 ft.²) per counselor. (Did not adversely impact program delivery and student performance.)

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
 - B-2. Computer work stations with printers. (May adversely impact program delivery and student performance.)
 - B-3. Capacity for on-line research. (May adversely impact program delivery and student performance.)
 - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
 - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)

B. Clinic/health service area was not adequate in size (250-400 ft.²). (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

E. Physical fitness facilities did not include at least the following items:

E-1. Adequate ventilation equipment running that prevents a stale odor from physical activities. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Della Houck, OEPA Consultant

Team Member – Heather Scarberry, Academic Coach, Cabell County Schools

Team Member – Tyson Price, Principal, Pleasant Hill Elementary School, Calhoun County Schools

Team Member- Deborah Bever, Director of Instruction, Ritchie County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE

74-226 STANAFORD ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	312	324	350	332
Average Class Size	19.4	21.4	22.3	22.0
Attendance Rate	96.08	96.73	96.30	97.03
Pupil Admin Ratio	312.0	324.0	350.0	332.0
Pupil Teacher Ratio	14.2	15.4	15.2	15.1
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

STANAFORD ELEMENTARY SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	The results of our school culture survey in the spring of 2015 will show areas of strength and weakness that need to be addresses. This data We offer incentives by grading/semester periods for student behavior. Attendance and discipline data will demonstrate a positive school culture.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	IPI data will show high expectations for teachers and student engagement. Formative and summative assessments will demonstrate teachers high academic expectations for students using county adopted curriculum and software programs. Educational standards and expectations will be evident during PLC and grade level meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Health, discipline, attendance, and other educational data will show evidence of a safe, orderly and engaging environment.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	Principal leadership will be demonstrated through various sources such as: Student achievement data Principal professional development attendance LSIC Survey Faculty senate minutes and notes Principal goals Walkthroughs and Observations School climate survey	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Although the principal had only been at the school for two months, through interviews and observations, the OEPA Team determined the principal possessed strong leadership qualities and was establishing professional practice to maximize the success of students and staff.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Stanaford elementary has strong teachers leadership through the following teams: Leadership, core behavior and curriculum. Students have the opportunity to participate in service projects such as Presley Ridge, Breast cancer awareness.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership.	ACCOMPLISHED	Teachers exhibit leadership roles during common planning, PLC meetings, and	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		attendance during faculty senate meetings and trainings that may be hosted by teachers and or district personnel. Stanford is a partner with Concord Universities educational leadership program.		school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Fifth grade students have a field trip planned for career day. Fifth grade students have a "Green Team" for recycling. A schedule is provided for teachers to assign students to be morning announcement leaders.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Classroom learning environment is evident through continuous monitoring of county adopted software curriculum, IPI data, walkthroughs, observations.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused	ACCOMPLISHED	Upon review of current curriculum, STAR assessment expectations have	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		been increased to reflect a more accurate of predicted student performance on the upcoming Smarter Balanced assessment. In addition, we are supplementing Math Expressions curriculum with Engage New York. Teachers list specific state standards in their lesson plans that address their lessons. Teachers utilize the Smarter Balanced resources on the Federal Programs website located on the county website.		school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue to seek professional development opportunities to strengthen standards-based curriculum instructional practices.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Teachers prepare their lesson plans a week in advance but no longer. This ensures that teachers are teaching and not re-teaching. Teachers are going to be trained on the Engage New York curriculum and how to utilize classroom item analysis for guiding instruction.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed several sets of detailed instructional plans that reflected thoughtfulness and purpose.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Instructional delivery will be evident through observations, IPI data, walkthroughs and analysis of assessment data.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff continue building rigor in instructional delivery to impact student achievement.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Stanaford has a very active VIP (Very Important People) parent program that helps with various activities throughout the year such as our Halloween "Monster Mash" and our "Santas Workshop". We utilize Blackboard messaging and Engrade as effective forms of communication. There is a parent communication initiative driven by Title 1. This includes the delivery of a parent compact.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	The school counselor is required to document and spend a minimum of 75% of their time counseling students. All teachers will have developmental guidance lessons to follow within their own classroom to promote student personal development. There is a core behavior team in place to determine strategies and interventions for identified students.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	There is a backpack program sponsored by a local church that provides needy students with a weekly pack of food for the weekend. The Read Aloud program will be implemented. There is a business partner through our LSIC. Stanaford is partner with Concord University's leadership program	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	The district provided new teacher orientation for new staff members. There is also opportunities for professional development through the counties My Learning Plan format. Embedded professional development is provided through the services of an academic coach twice weekly.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Due to several administrative changes over the past two years, the staff had missed professional development opportunities offered by the county.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Teachers constantly analyze formative and summative data that guides instruction. Teachers actively participate in common planning. There is a leadership team that represents the school in helping the principal with decision making. Teachers analyze discipline data to determine interventions for individual student needs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Teachers participate in conferences with the principal after observations. They also are required to go through the WV state evaluation process. Teachers set goals for themselves and students that they must use to guide their instruction. Each new teachers and principals are assigned a mentor through the Raleigh County School system. New teachers are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function.

		required to attend a new teacher orientation before the start of their first year.		
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Data from various agencies/departments such as health, fire, ECERS Head Start imply that our school is safe, clean and secure. Custodial Walkthroughs are also done. Fire drills and lock down drills are routinely done throughout the year.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	School funds are managed through the counties SOF framework online. Title 1 funds are utilized to enhance the environment for maximum student learning opportunities. LSIC has been raising money through various fundraisers to add a piece of playground equipment to meet ECERS standards.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Personnel are considered based on a credentials point system and voted on by the principal, principals designee and two faculty senate members chosen by the designee. New teachers are assigned a teacher mentor bases on those who apply to be mentors. Since we are a Title 1 school, we send home parent right to know forms in an instance where there may be a teacher that is not highly qualified.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems,	ACCOMPLISHED	The iRaleigh training and support center keeps teachers and administrators up to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		date on new technology advancements, updates, and apps that can be used to better serve our students. Teachers receive technology training within the school during PLC meetings that are led by the school's academic coach. Various teachers throughout the building have been given administrative access to certain essential software programs so that they can aid other teachers with their needs and concerns upon request.		school's self-rating for this function.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The school leadership team meets to discuss the most crucial needs of the school. These needs are then put into goals within the strategic plan. The strategic plan is printed, discussed and given to teachers as well as LSIC members. it is revisited at every meeting throughout the year so that everyone is reminded of what are goals are as a whole. Other forms of data may be used to determine whether or not we are on track to meet our goals; such as, IPI, discipline, school culture surveys, and others.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to	ACCOMPLISHED	Teachers have common grade level planning periods as well as scheduled PLC meetings led by the principal and the academic coach. During grade level meetings, teachers meet to discuss formative and summative assessment data that guides their instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team could not verify that most of the stakeholders were involved collaboratively in the development of the School Monitoring Report and

collaboratively engage all stakeholders in actions to increase student learning.		Walkthroughs and Observations are done so that teachers can receive constructive feedback on how they are doing in regards to lesson structure and delivery. Lesson plans are reviewed and analyzed to provide teachers with constructive feedback on how to design and implement effective instruction.		Strategic Plan. Recommendation: The OEPA Team recommended the principal establish appropriate communication processes with all stakeholders to share and solicit input regarding the School Monitoring Report and Strategic Plan.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Staff constantly monitors and analyzes formative and summative assessments to guide instruction. We have decided to implement Engage New York as a supplement to our current math curriculum to better meet the needs of our students for the upcoming Smarter Balanced Assessment. Teachers will be trained on the importance of as well as how to implement item analysis with their classroom materials so that they can see what students are and are not getting from their instruction.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team could not verify that most of the staff was communicating the changes and adjustments of the plans and goals to impact continuous improvement. Recommendation: The OEPA Team recommended the staff develop a process for communicating the monitoring results with all stakeholders.

SECTION 2: What Support do you need for improvement?

Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The school needs an additional administrator such as a full time counselor or assistant principal. This would allow for more un-interrupted meetings and professional development led by the principal. This would increase staff moral by making the principal more readily available to address their needs and concerns. This would also decrease discipline issues by allowing the principal to do more active supervision.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	There is a need for more professional development and training in the kindergarten grade level with the new state reporting and grading system. There is a need for more professional development and training on how to intervene	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity

	with troubled students from troubled homes; especially in the early grades. (PK - 1)	building needs. However, the OEPA Team recommended the staff seek professional development opportunities to strengthen standards-based curriculum instructional practices.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Stanaford Elementary has a very involved LSIC committee. The committee is present at every athletic event, every fundraiser, and any other social events pertaining to the school. The LSIC is the highest money earning organization within the school. They have made many structural improvements to the facility over the years that makes it worthy of a beautification award. Stanaford Elementary is also a very involved educational partner with Concord University.	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

NOT FOUND Develop Knowledge of Policy 2322 TEAM COMMENT: YES

NOT FOUND Complete the School Monitoring Report TEAM COMMENT: YES

NOT FOUND Participate in the on-site review process TEAM COMMENT: YES

Prepare for the review – the principal shall:

Prepare the staff for productive involvement in the review process with materials provided by the OEPA

One month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

Prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
 Support school continuous improvement and strategic planning processes.
 Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA) TEAM COMMENT: YES
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA) TEAM COMMENT: YES
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC) TEAM COMMENT: YES
NOT FOUND	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.) TEAM COMMENT: YES

B . Policy 2340: West Virginia Measures of Academic Progress

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) TEAM COMMENT: YES
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) TEAM COMMENT: YES
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) TEAM COMMENT: YES

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) TEAM COMMENT: YES
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) TEAM COMMENT: YES
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) TEAM COMMENT: YES Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9:

- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma

- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD) **TEAM COMMENT: YES**

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team **TEAM COMMENT: YES**

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC) TEAM COMMENT: YES

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

NOT FOUND Alternative Education. (S1,FC) TEAM COMMENT: YES

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

ue . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Time Requirements (S3,FB) **TEAM COMMENT: YES**
 Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.
 Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.
 High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
 Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

NOT FOUND Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD) **TEAM COMMENT: YES**

NOT FOUND Results are shared with students and parents. (S7, FC) **TEAM COMMENT: YES**

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) TEAM COMMENT: YES
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) Yes, verified by team TEAM COMMENT: YES

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)

- A-4. Waiting area with seating for students. (May adversely impact students' health and safety.)
- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)
- E. Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

16. Band/Music

- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
- D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Cheryl Workman, Consultant, Office of Education Performance Audits

Team Member – Kim Agee, Principal, Bedington Elementary School, Berkeley County Schools

Team Member—Jeanie Bennett, PK Special Education Representative, Central Office, Calhoun County Schools

Team Member – Patty Lipps, Principal, Romney Elementary School, Hampshire County Schools

Date of School Visit – 11/05/2015

SCHOOL PROFILE

74-227 SHADY SPRING ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	557	563	564	542
Average Class Size	22.6	22.1	21.2	21.0
Attendance Rate	96.07	96.86	97.31	97.54
Pupil Admin Ratio	557.0	563.0	564.0	271.0
Pupil Teacher Ratio	18.3	18.5	18.5	17.2
Participation Rate-Math	not available	100.00	99.59	99.55
Participation Rate-Reading	not available	100.00	100.00	99.55

***The school evidence remains intact as reported by the school and has not been altered.**

SHADY SPRING ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	The school's strategic plan is developed based upon the school's mission, goals, core beliefs and student needs. The plan is generated through collaboration among all stakeholders. The WV School Culture and Climate Survey is offered to all parents, staff and students in grades 3-5. Parents are encouraged to participate through Blackboard messaging and written notice. Survey results are shared with staff and LSIC members. Survey data is utilized to make decisions toward school improvement. The school motto, mission statement, and goals are shared among all stakeholders. These are posted in all classrooms and common areas. The motto and mission statement are shared on publications and are announced daily. The school motto is stated when	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		answering phone calls. The motto is utilized as a form of student recognition through daily Success Announcements and on the We Stress Success lobby bulletin board.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Student high expectations are assessed through IPI codings, classroom walk-throughs, teacher observations, and lesson plan checks. Teachers are required to post objectives daily based upon the standards. This ensures that the students know what they are expected to learn each day. Bell Ringers are posted to start each day. These are required to vary in differed DOK levels using the performance descriptors. Students are offered opportunities to expand and extend their knowledge through school, county, and state contests and fairs. Examples include the school Reading Fair, school Science Fair, county Math Fair, county Spelling Bee, school Music Concert, county Art Show, state Wildflower Art Contest, state DAR writing contest, state MLK writing contest.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	DISTINGUISHED	School expectations are consistent and posted throughout the school. All teachers use a consistent charting system to mark infractions of the school wide expectations. Expectations are taught and listed in the Student Handbook. Lockdown and fire drills are practiced throughout the year and documented on required logs posted in the office. School Crisis and Lockdown Plans are in place.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observed a few teachers not appropriately supervising Pre-K students on the playground during outside activity. The teachers were in a circular huddle on the playground while the students were playing.

		Staff members know their roles. The plans are documented in all Staff Handbooks. Plans are located in the office and at the county central office. A school Core Behavior Team meets each grading period to analyze school behavior data and discuss behavior interventions, modifications, incentives, mentorships and etc. Custodians maintain a daily duty schedule to ensure the building is clean and well maintained.		Recommendation: The OEPA Team recommended staff revisit playground duties/responsibilities and ensure students were provided appropriate supervision.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Communication is maintained with staff members through emails, the Blackboard calling system, phone calls, texting, conferences, staff meetings, and the Weekly Staff Announcement sheet. Communication is maintained with parents through the Blackboard calling system, conferences, IEP meetings, SAT meetings, phone communications, the Parent Message Center, the monthly Dates to Remember, school sign and the school web site. The administration maintains classroom observations through walk-throughs, lesson plan checks, and teacher observations. Lesson plans are dated with comments regarding plans and observations. Observation schedules are maintained. Student progress and engagement is assessed through the analyzation of IPI coding,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The staff praised the principal's compassion and support.

		STAR data results, teacher conferences, and teacher discussions during grade level meetings.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The following is a list of SSES's teams and councils. These teams work collaboratively to advance the mission and goals of the school and to maintain continual school improvement. Wellness Council Safe School Team CORE Behavior Team Counselor's Committee LSIC Faculty Senate Leadership Team Grade Level Meetings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through interviews, the OEPA Team determined professional learning communities (PLCs) were meeting 20 minutes one day per week and having general discussions. While teachers indicated discussions about data were held during lunch, the Team determined the PLCs were not functioning at a level needed to make an impact on instructional practice. Recommendation: While the OEPA substantiated the school's rating, to strengthen the function, the Team recommended the PLCs streamline the focus for meetings.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers work collaboratively during weekly Grade Level Team meetings to analyze data, discuss and share best practices and participate in professional development. The school Leadership Team meets regularly analyzing data and working to advance school improvement. Teachers serve on the IPI Coding Team. They participate in coding throughout the year and meet with the teachers to discuss data results. Teachers work collaboratively to review the data and discuss ways to improve teacher and student engagement. Teachers provide on site teacher led professional development. Each staff member has a personal mission statement and has them	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		posted outside of their work location.		
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Students are provided many leadership opportunities at SSES including: Student Council 3rd-5th GREEN Team (Recycling) 5th Triple A Club 4th -5th 4-H Club Girl Scouts/ Boy Scouts Daily Announcers 3rd-5th Classroom Greeters PK-5th Welcome Buddies PK-5th	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined classroom-assigned roles were helping students develop leadership skills.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Classroom environment and student engagement is assessed through IPI coding, walk-throughs, teacher observations and lesson plan checks. Classroom management strategies are being implemented through the APL strategies. School expectations are taught and consistent throughout the school. Support for Personalized Learning is offered throughout the day through differentiated instruction. This is assessed through classroom observations, walk-throughs and lesson plan checks.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation	ACCOMPLISHED	Teachers are required to post objectives daily based upon the standards. Students know what they are expected to learn each day. Teachers utilize some form of Standards Checklist to ensure each standard has been taught throughout the year. Lesson plan checks, walk-throughs	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team did not observe pervasive use of technology.

Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		and teacher observations are utilized to assess that standards are being taught.		Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended that the teachers expand their focus to include the learning skills and technology tools.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Support for Personalized Learning is offered throughout the day through differentiated instruction. This is assessed through classroom observations, walk-throughs and lesson plan checks. Student mastery of standards is assessed through the analyzation of classroom assessments, classroom observations, STAR data results, teacher conferences, and teacher discussions during grade level meetings. Lesson plan checks, walk-throughs and teacher observations are utilized to assess that standards are being taught. Teachers are required to post objectives daily based upon the standards. Students know what they are expected to learn each day.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed ability grouping of students during Support for Personalized Learning (SPL) and whole group instruction without differentiation based upon students' needs. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended support for staff to reinforce their understanding of SPL as a tool to target skills based on individual learner needs.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Student engagement, best practices and multiple teaching strategies are assessed through IPI codings, classroom walk-throughs, teacher observations, and lesson plan checks. Bell Ringers are posted to start each day. These are required to vary in differed DOK levels using the performance descriptors. Teachers have been provided with APL teaching strategies for classroom management and student engagement techniques. (APL Strategy Cards, APL Book, APL PD) ALL students in grades	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		K-5 are progress monitored and benchmarked with STAR ELA and Math assessments to assess progress and mastery of skills. Data is utilized to deliver differentiated instruction.		
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	It is imperative that positive relationships exist between our school and its stakeholders. Communication between the school and its stakeholders occur through Engrade, the Blackboard Calling System, phone calls, newsletters, school website, Parent Communication Center, and the outside digital sign. Several events are held at the school where families are encouraged to participate with their children and staff members. These include Welcome Back Night, Parent-Teacher Conferences, Harvest Hoedown, Basketball/ Volleyball games, Intramural Sports, Fair/ Field Day, Awards Nights, SSES Annual Music Concert, Jump Rope for Heart and the SSES Annual Art Gala Exhibit. The WV School Culture and Climate Survey is offered to all parents, staff and students in grades 3-5. Parents are encouraged to participate through Blackboard messaging and written notice. Survey results are shared with staff and LSIC members. Survey data is utilized to make decisions toward school improvement.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal	ACCOMPLISHED	A school nurse is on staff full time	ACCOMPLISHED	The evidence provided by the school and the additional

Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		meeting the health needs of students. The school has a full time guidance counselor who meets with students individually. She teaches character education lessons in classrooms as scheduled by teachers. The counselor works with support agencies to help meet the needs of students. She coordinates the Raleigh County Career Day for all elementary students. ESL instruction is provided by an ESL teacher. Special Education instruction is provided as designated by each student's IEP including speech and gifted services. IEP and SAT meetings are conducted as required and documentation is maintained. Partnerships have been formed with the following agencies and organizations to assist in meeting the basic and social-emotional needs of our students: DHHR Perry Memorial Church: Weekend Food Backpack Program Foster Grandparent Program Community Members: Christmas Gifts Shop with a Cop Just For Kids Back to School Backpack Program		evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team made the following recommendations: • Ensure Brain Breaks are offered at assigned times in the schedule; • Provide alternate activities to engage students who are unable to participate in physical education activities; and • Ensure student confidentiality by removing the title "Special Education" from the wall plate outside the room.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	DISTINGUISHED	The school has formed partnerships with the following community agencies and organizations that meet the need of students during and outside of the school day: Buster Bus Good News Club Jump Rope for Heart Mountaineer Tennis 4-H Club Boy and Girl Scouts of America Reading Buddies: Senior Citizens YMCA Before/After School Care Raleigh County Library: Mobile Book	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Mobile Appalachian Power Company: Read to Me Day The school has performed partnerships with our parents and communities to offer: Intramural Sports Annual Community concert Annual Art Gala Fair/Field Day Reading Fair AR Library SSES has an active PTO who works to support students, staff and school. They meet regularly. Some of the annual events include: school dances, Scholastic Book Fair, Santa Shop, Staff Appreciation Week, and Breakfast with the Bunny. They provide each teacher with \$100 for instructional supplies annually, Our Partners in Education assist in supporting our students and school.		

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Staff is offered opportunities to participate in professional development at both county and school level. These sessions can be found at My Learning Plan. Teachers provide site-based professional development for their peers throughout the school year. The iRaleigh site provides web based technology training for teachers.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to	EMERGING	Teachers work collaboratively during weekly Grade Level Team meetings to analyze data, discuss and share best practices and participate in professional development. The school Leadership Team meets regularly analyzing data and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school

collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		working to advance school improvement. Teachers serve on the IPI Coding Team. They participate in coding throughout the year and meet with the teachers to discuss data results. Teachers work collaboratively to review the data and discuss ways to improve teacher and student engagement.		investigate methods for increasing collaborative time for teachers in order to increase teams' productivity and, ultimately, impact on instructional practice.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	The administration provides feedback through teacher observations, walkthroughs, teacher conferences, and lesson plan checks. Teachers utilize IPI coding data as an evaluation and reflection tool to improve student and teacher engagement in their classrooms. Teachers set goals based on the evaluation system and collect data throughout the school year to support their goals. Teachers are offered a set of rubrics designed by school administration to assist in self-reflection and to encourage them to set targets and challenge themselves. Evaluation conferences are held throughout the school year to support teachers based upon policy 5310.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and	ACCOMPLISHED	Custodians maintain a daily duty schedule to ensure the building is clean and well maintained. Work orders are entered and addressed in a timely manner to maintain safety. BRIM, Health Dept.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not observe the outer

configured to meet the learning needs of students.		and Fire Marshall inspections are conducted annually. Citings are immediately addressed. Documentation is maintained. Lockdown and fire drills are practiced throughout the year and documented on required logs posted in the office. School Crisis and Lockdown Plans are in place. Staff members know their roles. The plans are documented in all Staff Handbooks. Plans are located in the office and at the county central office.		buildings were secure. The doors were unlocked and all gates were opened, creating safety risks for students. The OEPA Team also determined no surveillance cameras were in place near the modular classrooms. Recommendation: The OEPA Team recommended the school take security measures to ensure student safety.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	All state and county financial procedures are adhered too. The administration and financial secretary meet annually with the county financial director to review all audit reports and discuss any findings. All findings are addressed immediately. School Funds Online (TRA) is the financial program used to manage school accounts. The school financial secretary attends profesional development annually on financial procedures for the online program.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Policy 5000 is adhered to when hiring school personnel. The school faculty senate has selected a committee of a designee with the option of two to three other members to interview and recommend personnel for positions. The Educator Quality site is maintained annually through WVEIS to ensure teachers are credentialed and highly qualified. Members of the school Leadership Team are each assigned as a mentor to new staff members. The school	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		has developed a "New Teacher and Orientation Support Procedures" to assist and retain new staff members.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	DISTINGUISHED	WVEIS is continually utilized to update personnel and student information. The county and school has a 1:1 ratio to iPads to students in grades 3-5 and 1:2 ratio for grades K-2. Preschool utilizes iPads in learning centers. Engrade is utilized to record grades and communicate them to parents. The system is also used to send assignments to students. Support is provided through iRaleigh and the school technician to ensure that the infrastructure is updated and all technology is functioning weekly. The iRaleigh site provides web based technology training for teachers. Mobile labs are available daily for grades 4-5. A computer lab schedule has been developed for grades K-3. Teachers and students have access to various applications and software to enhance instruction. Examples include: Spelling City, iMovie, Ebackpacks, Gloss, Renaissance	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team could not verify pervasive use of technology by all and in all classrooms. Recommendation: The OEPA Team recommended staff increase utilization of appropriate technology tools by and for the students.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on	ACCOMPLISHED	ALL students in grades K-5 are progress monitored and benchmarked with STAR ELA and Math assessments to assess progress and mastery of skills. Data is utilized to deliver differentiated instruction and develop SPL groups. The	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

the mission and goals outlined in the strategic plan.		school's strategic plan is developed based upon the school's mission, goals, core beliefs and student needs. The plan is generated through collaboration among all stakeholders. During grade level meetings, teachers discuss best practices and interventions to improve student performance. The school has developed strategies and incentives to improve attendance which is directly related to student performance.		
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Teachers work collaboratively during weekly Grade Level Team meetings to analyze data, discuss and share best practices and participate in professional development. The school Leadership Team meets regularly analyzing data and working to advance school improvement. The LSIC represents a diverse group of stakeholders. Members collaborate to discuss school curriculum, student data, strategic planning, and school improvement.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the limited time available for teacher collaboration was a barrier to the teams' productivity. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school investigate methods for increasing collaborative time.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Student mastery of standards is assessed through the analyzation of classroom assessments, classroom observations, STAR data results, teacher conferences, and teacher discussions during grade level meetings. Engrade is used to record and communicate student progress to parents. Teachers use Star ELA and Math benchmarking and progress monitoring reports to assess student progress. The data is analyzed to improve instructional methods/practices and provide interventions. This data is	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		utilized to differentiate instruction and develop SPL groups. Students use data notebooks to personalize their learning. They chart and record their own data.		

SECTION 2: What Support do you need for improvement?

Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	We currently have six classrooms being served in portable buildings outside. None of these buildings have water or restroom facilities. We are in need of an addition to our school with a student population of 552. Our gymnasium serves also as our cafeteria and must be used for a minimum of 1 1/2 hours for lunch. Due to this limitation we must teach gross motor activities in our classrooms to meet the Policy 5210 PE requirements.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs for outbuildings needing water and restroom facilities. The OEPA Team also determined the outside buildings were at risk due to outer fencing gates being opened, no security cameras, and outside classroom doors being unlocked due to the fire marshal request.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Our staff is not often offered the same professional development opportunities as the Title I schools due to funding. We are challenged to find creative ways to offer the same professional development to our staff. We often have to offer the same PD through our daily Grade Level Meetings and during short after school sessions.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs. The OEPA Team observed that the professional development provided by the county was adequate. However, the OEPA Team did determine there was a need for more time for teacher collaboration.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Outdoor Classroom Active Student Council Implementation of APL Strategies Reading Buddies Program for 1st Grade Emergent Readers Intramurals Volleyball and Basketball Programs Strength of Parent and Community Involvement Art Program with Certified Art Teacher Science and Reading Fairs Art Show and Music Concert National Board Certified Teacher National Board Certified Counselor	The OEPA Team commended these practices: • Outdoor classroom; • Reading Buddies program; • Intramurals program; and • Parent and community involvement. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)
on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)

YES

Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)

YES

Assess School and Classroom Learning Conditions – all staff must utilize:
the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)
summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)

YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. Direction of the principal with collective involvement and input from the staff and the LSIC. Strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. Principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.

- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses

- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

PARTIAL COMPLIANCE

FULL COMPLIANCE

The OEPA Team verified the school had an alternate plan approved by the West Virginia Department of Education.

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NO

Time Requirements (S3,FB)

Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.

Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school

The 90 minutes per week of physical activity is met through alternate means. All teachers are required to plan specific activities for a minimum of 10 minutes/ day. Examples include Brain Breaks, leaders lead exercises walks around building,

	day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	Adventure to Fitness, dance, etc. A waiver was approved through WVDE.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	
YES	Results are shared with students and parents. (S7, FC)	

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)	Counselor also schedules developmental guidance lessons 2X/ month in each regular education classroom.
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling	

relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	See letter on file at school and in Mr. Click's office at RCBOE.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Most recent Fire Safety Inspection Report 2-14-2014 stated: No Requirements Noted in this Inspection. Report is on file at Jennifer Colvin's office at RCBOE and at the school.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

1. School Site

C. Site did not have stable, well-drained soil free of erosion. (As evidenced by no standing water, no water trenches, or no unwanted water around building) (Did not adversely impact program delivery and student performance.)

5. Counselor Office(s)

A. Counselors' offices were not adequate (100-125 ft.²) per counselor. (Did not adversely impact program delivery and student performance.)

6. Library, Media, and Technology Centers

B. Library/resource/media center was not well equipped with the following:

B-5. On-line periodical indexes (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- C. Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (May adversely impact program delivery and student performance.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
 - A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
 - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- B. Clinic/health service area was not adequate in size (250-400 ft.²). (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

- E. Physical fitness facilities did not include at least the following items:
 - E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

10. Auditorium/Stage Facilities (Middle and High Required)

- C. Auditorium was not appropriately equipped with at least the following:
 - C-1. Podium(s) with microphone and speakers. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
 - C-3. Adequate storage areas for supplies and locker type storage for pupil belongings. (May adversely impact program delivery and student performance.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)
- E. Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

15. Art

- A. Art facility area was not adequate in size (45-50 ft.²/student). (May adversely impact program delivery and student performance.)
- B. Art area did not have access to natural and artificial light. (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
 - D-5. Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)

16. Band/Music

- A. Band/music facilities were not adequate (30-40 ft.²/student). (May adversely impact program delivery and student performance.)
- B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Cheryl Workman, Consultant, Office of Education Performance Audits

Team Member – Kim Agee, Principal, Bedington Elementary School, Berkeley County Schools

Team Member – Jeanne Bennett, PK Special Education Representative, Central Office, Calhoun County Schools

Team Membet – Patty Lipps, Principal, Romney Elementary School, Hampshire County Schools

Date of School Visit – 11/03/2015

SCHOOL PROFILE

74-229 SOPHIA-SOAK CREEK ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	300	293	297	324
Average Class Size	19.1	20.7	19.2	17.9
Attendance Rate	95.70	95.72	94.74	96.42
Pupil Admin Ratio	288.0	293.0	297.0	324.0
Pupil Teacher Ratio	15.2	16.3	15.6	18.0
Participation Rate-Math	not available	100.00	99.15	99.12
Participation Rate-Reading	not available	100.00	99.15	99.12

***The school evidence remains intact as reported by the school and has not been altered.**

SOPHIA-SOAK CREEK ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	SSCE Hawks Mission SOARing to Success!! Child Centered Academically Focused Leadership/Behavior Team meets monthly to review academic and behavior programs to monitor progress and implement changes as needed. Safety Team is in charge of monitoring the school environment and implementing best practices to assure that our students and staff are able to function in a safe environment Curriculum Team meets each month to insure that curriculum needs are being met. Technology Team Meets one time monthly to review technology practices and needs Health and Wellness Team meets monthly to develop plans that encourage healthy practices for staff	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through evidence and observations, the OEPA Team concluded the faculty, staff, and administration all shared the same beliefs and vision for the school, which reflected high expectations and concern for the well-being of students.

		and students		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	A program is in place to reward students twice . One reward program takes place in the middle of each grading period. The second program takes place at the end of the 9 weeks grading period. Students must have an "A" in conduct, can not have absences that are unexcused, early sign outs and tardies must have a Dr. note to be excused, and they can have only one other early sign out or tardy for the grading period.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through evidence and observations, the OEPA Team concluded the faculty, staff, and administration all shared high expectations for themselves and the students. The behavioral report and reward system was used pervasively throughout the school, and the students and staff have found the process to be effective.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Custodial pride in the school appearance is apparent as you enter the building and grounds. A closed campus policy is fully implemented. IPI sessions are scheduled 3 times during the school year to assure that classrooms are engaging and inclusive. Lock down practice and fire drills are documented. Fire safety is presented by the local fire department annually . School rules and expectations are taught on the first day of school. All students participate by rotating through areas of the school where the rules are taught. Reteach is implemented when necessary.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations and interviews, the OEPA Team concluded the school was a safe place for students, staff, and parents. The school was older but clean and well maintained. The doors were locked, the halls were monitored, the crisis plan was up to date, and fire drills had been held. Students seemed to be well behaved and happy. As indicated through interviews with staff, the neighborhood poses a problem for the school, due to vandalism and area drug use.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	EMERGING	The principal collaborates with teachers each week in grade level meetings and presents material needed to work toward academic and behavioral success for all students. The principal works with the Leadership Team, Technology Committee, Wellness Committee, Curriculum Committee, Behavior/ Character Ed Committee, Student Council, PTO, and the LSIC to consider the concerns of all stakeholders.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations and interviews, the OEPA Team concluded the principal participated in the professional learning communities (PLCs) and committees including the leadership team. As a third year principal, she exhibited professional growth in the area of leadership. She was well organized and attended to the management of the school, as well as instructional leadership. The Principal was well respected and had the support of the staff.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Teams meet to plan and problem solve. Leadership Team meet monthly, Safety, Curriculum, Technology, Health and Wellness, Behavior; Character Ed. Committees meet one time per month. A student council has been elected to work with the principal and staff sponsor to assure that student input is also considered in leading the school to advance the school mission and goals. The student Green Team is responsible for the school recycling program. A Student Technology Team has been selected to assist with maintenance and care of technology equipment. The PTO organization and the Parent Volunteer program are two ways that parents and community members help to advance	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: - Through observations and interviews the OEPA Team determined the required teams were functioning and had agendas and minutes available for inspection. - All faculty members were members of a school team. The teams met regularly. The faculty could choose which team they would like to join. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, The Team recommended the school teams ensure their

		the mission and goals of the school.		minutes were distributed throughout the school.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers practice APL strategies in each classroom. This is visible as you enter the classrooms. IPI Team present data related to their observations to help with environmental improvements for instruction. Teachers supervise student teachers. Teachers also mentor new teachers. Professional Development and Continuing Education are provided on site. Teachers were provided with 2 days of professional development. Teachers will have the opportunity to participate in training related to the new reading series, Journeys. Teachers are provided with the opportunity to attend APL training at the county level. They are also provided with training at different grade levels for Engage NY Math practices.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: - Through observations and interviews, the OEPA Team concluded teachers had multiple opportunities to be school leaders. - There were five standing committees in addition to the leadership team. Faculty also attend trainings and conferences and shared with colleagues. New teachers stated the faculty assisted them and displayed leadership that enhanced the new faculty members' skills and confidence.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Student Council, Green Team members, and the Student Technology Assistants are opportunities for student to demonstrate responsibility and direction for improving self, school, and the community.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: - Through observations and interviews, the OEPA Team determined students had leadership roles and the principal met with them regularly. Additionally, teachers acknowledged the students helped make decisions. - The Green Team, Student Council, and the student technology group also provided

students opportunities for leadership roles.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	APL strategies are visible. K-2 Literacy Groups meet daily Students in grades 3-5 participate in skills groups daily. Standard based instruction is student-centered	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and evidence, the OEPA Team determine several new teachers required additional training. Additionally, the Team observed few classrooms that were student-centered and fostered student reflection, intellectual inquiry and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Common Sense Media Mastery Matrix (Edwards Training) Grade Level Notebooks Training related to Next Generation Standards 2014-2015 school year	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through observations and interviews, the OEPA Team observed teachers implementing a standards-focused curriculum and utilizing recording check off sheets.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation	ACCOMPLISHED	Literacy Groups Skills Groups Progress Monitoring: AR Scores, Head Sprout scores, Lexia, IXL Math and Reading, Wowzers	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded that teachers were designing

Standards and Objectives based on the needs, interests and performance levels of their students.				short and long term plans.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Engage NY Edward Mastery Matrix Ipad use AR, Lexia, Head Sprout Read Well V Math APL Wowzers, Journeys reading program, IXL Reading and Math	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: While the OEPA Team substantiated the school's rating of the function, the Team determined the evidence provided did not support the function. Recommendation: The OEPA Team recommended the staff carefully review all components of the function and provide evidence specific to the language of the function. Additionally, while students were engaged with technology, the Team recommended students have opportunities to utilize technology tools to create and problem solve, as opposed to consuming technology.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Blackboard Messages sent when necessary Parent Involvement Policy Walmart recognition of teachers Student Folders/ Agendas Title 1 Open House Spring Meeting for Parent input Grade Level News Letters PTO schedules activities such as movie night, Halloween Carvival, and Spagetti Dinners.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded the established relationships are positive. Rationale: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school be persistent in getting more parents involved at every level.
Function B: Student Personal Development. The	ACCOMPLISHED	WVU Extention Service - Nutrition program for students LSIC	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		Health/Wellness Committee Jump Rope for Heart Cardiac Kids Fresh Fruits and Vegetable Program Character Ed. lessons taught weekly		school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded the school delivered related services, health services, and character education that assisted in students' personal development. Furthermore, the Crab Orchard Church back pack program also provided food for students who required additional nutrition at home.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Local churches and businesses donate to meet student needs Read Aloud Program Veteran's Day Program Dr, Seuss Week Grandparent Project Tea American Education Week Character Day VFW Flag Presentation Weekend Backpack Food Program Crab Orchard Baptist Church	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team concluded the school had developed partnerships to enhance the ability to meet the needs of students.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	- Grade Level Meetings Notebooks Leadership Team Health and Wellness Committee, Technology Committee, Curriculum Committee, Behavior/Character Ed. Team RESA Training Agendas APL Data Analysis CPI Center for Professional Development	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate	ACCOMPLISHED	Discipline Data Attendance Data Benchmark Data Grade Level MeetingNotebooks IPI Star Test Data	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.		Interim Assessment Data		school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded the PLC's met consistently and used data for school improvement.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Self Reflection Oct 1 Goal Setting Nov 1 IPI Data New Teacher Mentors Walk Throughs	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded the evaluation system, as well as walk throughs, were effective in feedback and instruction.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically	ACCOMPLISHED	Custodial Pride in work evident Fire Drill Lock Down Practice ECERS Report Head Start Facilities Evaluation Health Department Inspection Report	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

pleasing, and configured to meet the learning needs of students.		Fire Marshall Inspection Report		Comments: - Through observations and interviews the OEPA Team concluded the school was clean, well maintained, safe, and secure. - There were neighborhood issues the school monitored for the safety and welfare of the school.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Levy Funds Faculty Senate Funds Title 1 Funds End of month reports Fundraising Disclosure	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Teacher Attendance School Hiring Procedure New Teacher Mentoring Logs Personel Rights and Responsibilities County and School Policies HQ Reports	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and	ACCOMPLISHED	School Tech Team RESA 1 Tech Team I Raleigh Training My Learning Plan Acadmeic Coach WVEIS Engrade Apple suppport TIS provided by county Student Tech Support Team	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

utilizes data information systems and technology tools to support management, instructional delivery, and student learning.				

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Leadership Team Grade Level Meetings Faculty Senate Formative and Summative Assessments	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded the strategic plan was a living document at the school.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	SPL Benchmark Assessments Socio Economic conditions affect Attendance and Discipline	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team concluded that highly developed relationships had been formed at the school and aided in improved student performance and well-being.
Function C: Monitoring for Results. The staff monitors changes in practice and implements	ACCOMPLISHED	VMath Attendance Head Sprout Lexia STAR Journeys Monthly Calander Flyers PTO Behavior Reteach Culture/Climate Survey	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.				

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Materials are needed to support any training for Next Generation Standards and Smarter Balance assessment.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. Recommendation: The OEPA Team recommended the staff investigate the resources available at the WVDE website for Smarter Balance Assessments.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Training is needed for Next Generation Standards. There is also a need for preparation for the Smarter Balance Assessment. Technology training is needed as it is ever changing and evolving. Common Sense Media training should also be offered	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Literacy groups for K-2nd grade 40 minutes daily School Wide Rewards programs for good behavior, attendance, and "B" average. Engage New York Math is being implemented in 2nd through 5th grades. Star Math and Reading are being implemented to monitor student progress. AR Reading Library is implemented school wide. Rewards and celebrations are being held in order to encourage Reading. Research based computer programs are used to supplement Core instruction.	While the OEPA Team determined these were valuable practices, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice. The OEPA Team commended this practice: School Wide Behavioral Plan

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process
	Prepare for the review – the principal shall: - prepare the staff for productive involvement in the review process with materials provided by the OEPA - one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress - prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: - share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide

appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the

B . Policy 2340: West Virginia Measures of Academic Progress

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)

NOT FOUND All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)

NOT FOUND All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by

interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21: • Utilizes Standards-Focused Curriculum

- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

NOT FOUND The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)

- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC)

YES Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).
 Assure students' rights and responsibilities are taught and protected (Pages 18-21).
 Implement proactive, preventative, and responsive programs (Page 43).
 Implement investigatory and reporting procedures (Page 43).
 Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).
 Develop and implement a comprehensive crisis response plan (Pages 25-27).

NOT FOUND Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.
 Follow eligibility criteria for placement in alternative education, including expelled students.
 Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)
 Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.
 Employ licensed, certified staff in core subject areas.
 Participate in State assessment program.
 Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

We received a waiver from the WVDE

YES results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)

NOT FOUND The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Paper work on file showing full compliance.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	Report on file showing full compliance	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Report on file	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Report on file	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES

F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	Report on file showing full compliance.	YES

Facility Resource Needs

1. School Site

- A. School site did not have the required minimum acreage:
- A-1. Elementary School - 5 usable acres + 1 acre for each 100 students over 240. (Did not adversely impact program delivery and student performance.)
- B. Site did not have sufficient parking for staff, visitors, and individuals with disabilities. (Did not adversely impact program delivery and student performance.) (May impede access for individuals with limited mobility.)
- H. Roads, bridges, guardrails, curbs, and fences were not well maintained, well-marked, and free from hazards. (May adversely impact students' health and safety.)

3. Administrative Office Area

- A. Administrative office area did not include adequate reception/waiting area. (200-800 ft.²) (Did not adversely impact program delivery and student performance.)

6. Library, Media, and Technology Centers

- A. Sufficient space was not provided for a library/resource/media center. (150-200 ft.²) (May adversely impact program delivery and student performance.)
- B. Library/resource/media center was not well equipped with the following:
 - B-1. Tables and chairs. (May adversely impact program delivery and student performance.)
 - B-2. Computer work stations with printers. (May adversely impact program delivery and student performance.)
 - B-3. Capacity for on-line research. (May adversely impact program delivery and student performance.)
 - B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
 - B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment
- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

9. Gymnasiums/Physical Fitness Facilities

- A. Physical fitness facilities (gymnasiums/multi-purpose rooms) were not available that met the following minimum space requirements:
- A-3. High Schools - 125 ft.²/student with 7,000 ft.² minimum. (May adversely impact program delivery and student performance.)
- E. Physical fitness facilities did not include at least the following items:
- E-3. Two or more teaching stations. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

13. General Classrooms

- B. Grade 1 classrooms were not located on the ground floor. (May adversely impact students' health and safety.)
- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

16. Band/Music

- A. Band/music facilities were not adequate (30-40 ft.²/student). (May adversely impact program delivery and student performance.)
- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
- D-3. Platforms, stands, etc., for delivery of instruction. (May adversely impact program delivery and student performance.)
- D-4 Podium. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Rick Deuell, OEPA Consultant

Team Member – Stacy Bissell, Principal, New Haven Elementary School, Mason County Schools

Team Member – Thomas Hanson, Technology Director, Boone County Schools

Date of School Visit – 11/4/2015

SCHOOL PROFILE

74-232 MARSH FORK ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	212	213	236	240
Average Class Size	19.5	20.9	19.4	19.9
Attendance Rate	95.65	95.53	96.36	95.44
Pupil Admin Ratio	203.0	202.0	236.0	240.0
Pupil Teacher Ratio	15.0	16.2	17.5	16.0
Participation Rate-Math	not available	100.00	100.00	100.00
Participation Rate-Reading	not available	100.00	100.00	100.00

***The school evidence remains intact as reported by the school and has not been altered.**

MARSH FORK ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Together, our staff decided on goals to work toward in our strategic plan. This is also discussed with LSIC. We also worked together to make our vision, mission and core beliefs individualized to our school. We feel that collaboration is essential to the success of our school. Grade level teams meet bi-weekly with academic coach and principal.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in	EMERGING	Our school sends out a parent newsletter to all parents informing them of things that are happening at our school. We have made our master schedule to include intervention at levels needing intervention. We participate in IPI (Instructional Practice Inventory) and we all use APL	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through OEPA Team interviews and observations, the Team concluded few teachers were communicating high expectations.

educational practice and personal behavior.		strategies in our classrooms daily by posting agendas, posting our objectives and having a bell ringer.		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Our school prides itself on providing a safe and engaging environment. We have a motto that Bulldogs “Growl” with Good behavior, are Respectful, are On task, Work hard and Listen that we say over the loudspeaker after the pledge daily and is posted throughout the building. We have school wide behavior expectations that are taught by all teachers and a daily ‘growl’ sheet that students take home daily. We are also proud that we are a “bucket filling” school. The counselor provides lessons on what it means to be a bucket filler and we read student bucket fillers each morning. To make sure our school stays clean or orderly, the custodian, principal and members of the staff fill out a Facility Check-List quarterly and the principal discusses concerns/praise with a member of the custodial staff.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective	EMERGING	The principal oversees meetings of all committees. Committees meet on various topics to help our school. The principal also makes a weekly newsletter, “The Teacher Talk” that is given to teachers every Monday that includes information from team	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.

management.		meetings along with news/information. The master schedule provides time for intervention and collaboration to make sure we are providing what is needed for our students to be successful.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Our school has many different team building opportunities. We have staff socials where we meet for dinner and we celebrate staff birthdays every month. Teachers have different areas they lead in-some take on advisory roles in our extracurricular activities, some volunteer for trainings that require them to come back and train others, etc. We have a Student Council that grades 3-5 participate in. These students meet with the principal to discuss things that we could do to make our school better.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews and review of documentation, the OEPA Team determined the school had required school teams and councils in place. However, the Team concluded few school teams were advancing the mission and goals of the school through planning and problem solving. The leadership team and the grade level teams were meeting; yet, agendas and notes reflected they were addressing managerial issues as opposed to planning and problem solving to improve classroom instruction and student achievement. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school establish norms and processes for leadership, common planning, and grade level collaborative meetings to strengthen the effectiveness of the teams.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead	EMERGING	Our school has a lot of instructional support though supplemental curriculum as well as through technology (Starfall, Nearpod, iPad, iMovie, etc). Our Academic Coach and various teachers give Professional Development. Collaborative time is given during common planning/PLC's. We are providing monthly PD's after	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff pursue ways to empower all teachers to lead and influence professional practice.

and influence professional practice.		school using teachers in our school as the presenter.		
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Student Leadership is developed in many ways at our school. Students from every grade level have the opportunity to say the morning announcements. Students lead our safety patrol and plan activities for our school such as spirit week and charity/volunteer events. Our Student Council meets with the principal to discuss items their classmates have decided would help out school. We have a variety of student clubs/organizations-The Recycling Club, 4-H, Choir, Girl Scouts, etc.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Teachers have a variety of supplemental curriculum that is used. Programs such as Lexia Reading, Renaissance (STAR, AR, Math Facts in a Flash), etc. During common planning, teachers look at a variety of data to understand the needs of their students better. Data that is used varies from the supplemental programs, attendance, behavior, etc. Technology is used daily in all classrooms. Teachers use iPads for a variety of lessons and activities to enhance and engage student learning.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Rationale: The OEPA Team determined classrooms were inviting; however, the evidence did not support student-centered instruction, with reflection, intellectual inquiry, and self-direction at a pervasive level. The Team observed traditional, teacher-led instruction in the majority of classrooms. Recommendation: The OEPA Team recommended additional support to develop and implement activities promoting student-centered instruction, student reflection, intellectual inquiry, and self-direction.
Function B:	EMERGING	Teachers demonstrate a standards-	EMERGING	The evidence provided by the school and the additional

Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.		focused curriculum by using technology daily in their lessons. During common planning time, grade level groups (3rd-5th) work with academic coach on a specific standard and how to write their own questions for assessments.		evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the technology integration specialist continue to work with staff to assist with embedding technology in instruction. Furthermore, the Team recommended the staff transition from textbook-driven instruction to standards-based instruction.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teachers support the needs of students while teaching the Next Generation Standards and Objectives. Teachers, along with the academic coach, look closely at performance descriptors and standards and discuss during common planning. Data from different areas is looked at (STAR, Lexia, etc) to develop plans for enrichment or intervention. Lesson plans are developed weekly.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple	EMERGING	As a school, we have completed IPI (Instructional Practice Inventory) several times. After IPI results are in, we meet and discuss what each area looks like. At this time, we make a goal that will improve our instructional delivery. As a school, we have Reading and Science Fairs that students participate in. We have a weeklong	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team did not observe multiple strategies being used during classroom instruction.

strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		multicultural week that students look forward to every year. Every grade level has a country and students go to those countries to learn about them. We also have a week long Dr. Seuss week that teachers plan activities around their standards that students love.		• Use of digital tools was in the initial stages. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers receive support in utilizing multiple strategies and digital tools to improve instructional delivery and student performance.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Our school has a wonderful relationship with our families and community. We provide many family nights for families to come into the school, have programs where families are invited and anytime we celebrate, our community is there with us. We have a local church that provides snack packs for underprivileged children on the weekends and a local coal company who offers assistance and resources as well. All teachers have daily communication with parents using our GROWL sheet and agenda books. We have parents fill out surveys to get opinions during the year and complete trainings for parents on different topics such as iPads and curriculum.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-	EMERGING	Our school provides opportunities for growth for the whole child. Students receive classroom guidance lessons from the counselor, as well as a comprehensive Character Education	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		program from the teacher with support from counselor. Through the Student Assistance Team, students receive modifications needed to be successful. When transitioning, our school provides even more support. We have a “Step-Up” day where students go to their next grade and spend the day with the teacher they’ll have. We support our PreK students and families by providing a transition activity for parents and students.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	We have several community partnerships-a local churches, a local coal company and a universities extension office as well. This year, we have worked hard in developing more community partnerships by having a community event at our Open House.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function.
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Our school participates in many Professional Development activities. We receive PD from “The Edwards Group” for our grades 3-5. In this PD, we explore questions and depth of knowledge. Our school also has participated in APL, Reading and iRaleigh technology trainings. This year, we are implementing a new PD	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school’s self-rating for this function. Comment: The school recently initiated school-based professional development delivered by teachers from the school. Teachers reported this to be more meaningful.

		approach where teachers meet monthly for PD and a member of our school leads the PD.		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Teachers participate in common planning where they collaborate on new ideas, standards and data review and we have bi-weekly grade level PLCs Our school also has functioning teams-Leadership/Curriculum, Technology Team, Safe Schools, etc that improve the overall wellbeing of our school.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: - Teachers had common planning meetings monthly and grade level meetings weekly where they met with an academic coach. - The OEPA Team determined professional learning communities (PLCs) were functioning at Grades 3, 4, and 5. - Based on observations and interviews, the Team concluded authentic collaboration was limited. There was time in the schedule for collaborative teams, but it was not utilized to the fullest potential. Recommendation: The OEPA Team recommended the school revisit the norms and processes for collaborative planning time and ensure this time is used efficiently to study relevant data, problem solve, and discuss strategies to improve instructional practice and student achievement.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of	ACCOMPLISHED	All teachers participate in the evaluation process and are trained on Policy 5310. Together, teachers and I decide what our main focus and expectations are-of students and ourselves. Last year the staff completed a book study that focused on self growth and relationships.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined few teachers received feedback after walkthroughs and observations.

professional growth.				Recommendation: The OEPA Team recommended the principal develop procedures for communicating written information gleaned from walkthroughs and observations with staff to improve instructional practices.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	As a staff, we complete the School Climate Survey that has a section about facilities. We analyze that data and discuss. The principal, custodian and members of faculty complete a 'facility review' form. This form looks at areas of the building to make sure the building is clean and safe. The principal goes over results with the head custodian.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	During staff training, the financial secretary explains proper procedure for purchasing and spending. There is also a section in the staff handbook describing these procedures. All fundraisers have to be approved through the office using the "Fundraiser Approval Form".	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function.. Rationale: The school effectively blended federal, state, and local funds to enhance the school. Also, the Parent Teacher Association managed concession stands at ballgames to secure additional funding to support the school.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet	EMERGING	State policy is used when hiring new teachers at our school. Faculty Senate representative and the principal conducts interviews.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: All teachers but one were highly qualified, and the leadership team had a plan to retain teachers to ensure continuity.

the identified needs of students.				
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Our school has a plethora of technology tools-elmo, smartboards, laptops, responders, computer lab, data projectors, MacBooks, and iPads. Teachers teach Cyber Safety every year through Common Sense Media. We've had parent trainings to discuss iPad use. Through lesson plans, teachers plan a variety of lessons they enhance with technology.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Our staff works together to have a strong, working Strategic Plan, mission and vision. All staff works toward school goals and upholds our mission and values. At the beginning of the school year we look at our Strategic Plan and make adjustments as needed.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the staff create a long-term plan to close the achievement gap based on formative and summative school data. Additionally, the Team recommended the plan include utilization of Title I staff to insure the neediest students benefit.
Function B: Processes and Structures. The staff has well-defined structures for building	EMERGING	Teachers volunteer, elect or are chosen to be committee members. All teachers are on at least one committee. Collaborative teams meet throughout	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		the year and keep agenda/minutes. These teams decide specific activities, offer support, address concerns and contribute to the success of students.		
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	At our school, we monitor results in a variety of ways. We discuss data and results in common planning and decide what to continue/change after looking at the data. Teachers look at data to decide intervention groups. We look closely at STAR, AR, Lexia and benchmark data as well as discipline and attendance to make sure students are progressing as they should. We also look at state summative testing data and make a plan for improvement. Students also keep track of their own data and have discussions with teacher about praise/concerns.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

SECTION 2: What Support do you need for improvement?

Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	The staff feels that an Enrichment Teacher would greatly benefit our students. This teacher could provide intervention or skill practice to students while other students are being challenged.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs based on availability of local funding. Additional needs recommended by the Team: - Lack of substitute teachers hindered some collaboration and professional development. - The Team recommended the staff research ways to

		increase attendance as opposed to providing incentives. The Team recommended visiting a school in the district that has made a positive impact on attendance.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	The staff has asked for more Common Core Trainings. The county has provided a lot of different PD around Common Core, but the staff feels they would benefit from more collaborative PD.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Open House- This year we had a great Open House. We invited several community businesses to come and help us celebrate back to school. We had a bank, Sheetz convenient store, a local church handing out school supplies, a dentist that did quick checks of teeth, local barber/beauty school students to give back to school haircuts and our Parent Coordinator signing up volunteers! It was a wonderful evening enjoyed by all and got everyone-kids, parents and community excited for back to school!	While this is a valuable activity, the OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.

- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

NOT FOUND Develop Knowledge of Policy 2322

NOT FOUND Complete the School Monitoring Report

NOT FOUND Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
NOT FOUND	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as

described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology

- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.

- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

NOT FOUND Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-2-7a
Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Time Requirements (S3,FB)
 Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.
 Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.
 High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
 Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

NOT FOUND Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

NOT FOUND Results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined

during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D. Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES		YES

Facility Resource Needs

1. School Site

A. School site did not have the required minimum acreage:

A-1. Elementary School - 5 usable acres + 1 acre for each 100 students over 240. (Did not adversely impact program delivery and student performance.)

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

12. Pre-kindergarten/Kindergarten Classrooms

- A. Pre-kindergarten and kindergarten classrooms were not of adequate size (50 ft.²/child). (May adversely impact program delivery and student performance.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

14. Remedial Instructional Areas

- A. Size of remedial instructional area was not adequate (28-30 ft.²/student). (May adversely impact program delivery and student performance.)

16. Music

- C. Sufficient storage area was not available (350 ft.²). (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
 - D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Jane Massi, OEPA Consultant

Team Member – Eva Marcum, Principal, Verdunville Elementary School, Logan County Schools

Team Member – April Hedinger, Principal, Kimball Elementary School, McDowell County Schools

Team Member – Bonnie Campbell, Principal, Anawalt Elementary School, McDowell County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE

74-233 STRATTON ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	272	309	318	294
Average Class Size	18.7	19.3	18.3	19.5
Attendance Rate	95.97	95.39	94.64	95.05
Pupil Admin Ratio	235.0	268.0	303.0	139.5
Pupil Teacher Ratio	11.2	12.8	13.2	13.3
Participation Rate-Math	not available	100.00	100.00	99.25
Participation Rate-Reading	not available	100.00	100.00	99.25

***The school evidence remains intact as reported by the school and has not been altered.**

STRATTON ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Stratton Elementary begins each school year with a staff inservice that provides a platform for communicating our school's shared mission, beliefs, values and goals. We also use this as an opportunity to review and update our school's Strategic Plan. Our LSIC meets during the year which serves as a vehicle to merge our vision, beliefs and values from the school with our outside community. Other practices that we implement to achieve this standard are the collaborative opportunities provided through our committees and meetings such as :LSIC, Leadership Team, Core Behavior Team, Faculty Senate, Curriculum Team, Crisis/Safety Team, Technology Team, weekly PLC's, monthly Common Planning and our	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, teachers quickly articulated the shared beliefs and values, along with the strong emphasis on relationships.

		Monday Morning Huddles.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	High expectations for students and staff are communicated through Staff and Student Handbooks and Student Agendas. Students recite beginning and end of the day student pledges. The school mission, goals and a shortened version of our SIP are posted in all classrooms, throughout the school building and communicated through our phone greeting. We celebrate successes for students with Bull Dog Behavioral Incentives, Bulldog Store, Spin to Win Attendance, and 9 Weeks and Semester celebrations for behavior, achievement, and improvement. We display a Character Hall of Fame to celebrate 2 students from each grade level who exhibit our Character Trait of the Month. Some examples of opportunities for student leadership include student participation in athletics, our Student Council, the Green Team, the Technology Team, the Ambassadors Lunch Bunch, and our Lunchroom Helpers.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, teachers and the administrators indicated high expectations for students and themselves.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	CHAMPS behavioral expectations have been developed and are taught and followed throughout the school common areas. These guidelines are communicated to teachers at the beginning of the year, and they are also included in teacher handbooks. These behavioral expectations are reviewed regularly and posted throughout the school. The guidance counselor delivers	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The school was clean, well-organized, and student centered. It appeared to be conducive to student learning.

		weekly character education lessons to all grade levels and facilitates our tiered behavior groups. Collaborative teams review student data weekly during grade level PLCs and make adjustments. Our custodial staff works hard to stay in compliance with the facilities checklist. Our school Crisis Plan is up to date and all staff have been trained on emergency procedures, school security protocols and policy. Students practice for both Lockdown and Fire Drills. IPI data collection, analysis and goal setting are in place to monitor and reflect on levels of student engagement and ways to improved our rigor in the classroom.		

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Stratton provides frequent ongoing opportunities for collaboration through our prescheduled calendar of committee meetings, PLCs and Common Planning. Teachers have easy access to the administration. The administration is highly visible throughout the school and frequently visits classrooms for short observations and provides teachers with feedback following these visits. Lesson plans are systematically checked. Teachers feel supported through the in house professional development we customize to meet their instructional needs by providing guidance in research based best practices. Teachers are	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • During interviews, teachers reported the principals encouraged them to provide professional development for colleagues, were frequently in the classrooms, and encouraged teachers to assume leadership roles. • Teachers indicated the principal had high expectations for teachers and students.

		supported in their interactions with parents and with classroom discipline issues. Staff members receive a weekly newsletter containing important information, meeting times, areas needing addressing and instructional tips. A monthly parent newsletter is also distributed to our families and posted on our school website. Classroom instruction is monitored and teachers are supported.		
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	School Teams are driven by our Strategic Plan and goals as we monitor and respond to performance data at all levels. Our Data Wall, data conversations in SPL and in collaborative team meetings support these efforts. Committees meet to focus on their parts of goal attainment and provide progress updates to the staff through meeting notes. The Leadership Team focuses on this data and information at their regularly scheduled meetings. The decisions and suggestions that come out of these meetings are shared with individual committees to help provide direction and strategies for continuous improvement and transparency in school needs and practices. Monday Morning Huddles provide teachers with a weekly 10 minute meeting with their hall buddies to review the staff newspaper and make certain the weekly information is communicated.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Based upon interviews, the OEPA Team determined teachers actively participated and led school committees.
Function C:	EMERGING	New teachers are assigned mentors at the	EMERGING	The evidence provided by the school and the additional

Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		county level, and our veteran in-house teachers support our newbies. PLC's meet weekly for assessment development, review of data and strategizing for next steps. We maintain a Google site to support NxGen Instruction and planning, Teachers on our staff have stepped up to delivery Professional Development and are developing into teacher leaders. Specialists model strategies and team teach with intermediate classroom teachers to provide additional embedded PD. Teacher and parent feedback and input is valued at our monthly Common Planning and scheduled PTO meetings . Parent trainings are offered, cross classroom observations are available upon request or at the direction of an administrator. Teachers participate on school committees, and volunteer and assist in the organization of after school events or special school activities.		evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined some teachers were taking the initiative to accept leadership responsibilities, while others needed additional support.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Our students are offered opportunities to promote the development of responsibility to self, the school and our community. Students participate in Student Council, Volleyball, Basketball, Cheerleading, Green Team, counselor delivered character education and behavioral intervention lessons, as cafeteria helpers, community Caroling, our school Food Drive, our Community Garden, and our Ambassador Lunch Bunch.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Student work displays reflect current classroom learning, classrooms are arranged to support APL, Cooperative Group work and student learning conversations. Resources/ tools are easily accessible to students. Technology is easily integrated with available resources and learning apps. Student learning is monitored through online learning and monitoring programs such as STAR Math and Reading, Lexia, and AR. IPI Data collections (3) are scheduled for reflection and improvement of school wide levels of engagement. We have established a Science/Math Lab and a Large Group Instruction room to support and facilitate students' scientific inquiry, collaboration and problem based-learning projects. We also moved our library a few weeks ago to a more easily accessible location.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • Observations revealed that classroom environments were inviting but only some fostered student intellectual inquiry and self-direction. • The OEPA Team observed a variety of student engagement levels across classrooms. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers receive support in creating student-centered classrooms that consistently engage students through reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation	EMERGING	Classroom lessons are designed and delivered based on the NxGen standards as reflected in lesson plans and checklists. PD is designed to support the continuous cycle of improvement based on the development of structures to be used to guarantee the rigor in classroom instruction. Teachers are utilizing the Engage NY Math material to support their instruction. We are also using STAR Early Literacy and Stars Math and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed some teachers using technology; however, use was at low skill levels that did not engage students. The Team also observed minimal student use of technology. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers receive

Learning Skills and Technology Tools.		Reading to monitor student progress. Lexia is being used in grade 1-4. Fifth grade utilizes Reading Plus. Instructional Apps have been downloaded to our iPads to support student mastery of the standards, Our Title 1, SPED and classroom teachers use data to identify students who need interventions, support for personalized learning ,and differentiation in their classrooms. AR participation is encouraged and monitored at all grade levels.		support in instructional technology integration that allows for student interaction and is intellectually stimulating for students.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Through the collaborative opportunities described above, teachers are provided the time to plan lessons and sequence their curriculum. This is evidenced through lesson plans and PLC notes. Progress is documented through grade level checklists reflecting dates taught and student progress. The development improvement structures provide teachers with the opportunity to deconstruct standards and examine the skills needed to reach proficiency. Teachers also add their work into a common Google site which is a work in progress as teachers upload their contributions to share with others for their instructional delivery and assessment for deeper levels of understanding at progressing levels of complexity. This work is supported through PD opportunities, and monthly collaborative work with a member of the Edwards Group.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon classroom observations, the OEPA Team determined lesson plans were detailed and thorough. Teachers had long-term and short-term plans based on the standards.
Function D: Instructional	EMERGING	Stratton teachers utilize data from common online reports to provide SPL	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.		for our students through interventions, acceleration, and skills group instruction. This is documented in our beginning of the year WVGSA analysis, Title 1 Interventions Plans, and our OSP plans. Staff development and embedded PD through our PLCs are designed to support teachers' instructional needs, data monitoring, strategy adjustment, developing and analyzing assessments, technology integration and instruction,		school's self-rating for this function. Comment: The OEPA Team observed primarily teacher-led instruction. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers receive support in utilizing multiple strategies and resources, including digital tools, to engage students during instruction.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Stratton Elementary enjoys and benefits from a wide range of community support. We have built connections with many outside agencies that support our students and their families. This support includes partnerships with churches, non-profit organizations, businesses and individuals who provide food, clothing, volunteer support and monetary donations to enhance our students' educational experience. Our parents feel welcomed in our school and attendance at school sponsored functions is increasing.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team verified evidence of support for students' physical, emotional, and social needs, including an extensive clothes closet, targeted assistance from the social worker, and involvement with community and parents.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through	ACCOMPLISHED	Child Nutrition Services provide informational literature and updates to be shared concerning healthy food options. We participate in a Fruits and Vegetables Grant. We have a school nurse liaison, and our school counselor provides	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		systematic Tiered Behavioral Interventions. Character Education Lessons are presented to each grade level once a week by our Guidance Counselor. Staff communications and community support agencies are shared with our families We offer after school fitness nights in our fitness center. Our SAT team is active in identifying students who need additional support.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Once again, our school has created partnerships and liaisons with the following entities to support our students' success: FMRS, Baylor Mining, United Methodist Temple, Lowes, Chick-Fil-A, Toys for Tots, Wal-Mart Coats, Trinity Baptist, Memorial Baptist Church, Maxwell Hill Baptist, Food Lion, Bank of Mount Hope, Dr. Greg Harvey, Scott Johnson, Fire Department, Exxon Math/Science Grant, Beckley Pediatrics, Raleigh County Solid Waste Authority, Read-Aloud Program, New River Health Community Garden Project, PTO, and Student Council. We also host after school athletic programs for Club Crucial during the year and the City of Beckley Recreation Program during the summer as part of our mission to keep our students safe, fed, and busy. Our building and gymnasium are also available to our community for approved reunions and approved activities. We have a social worker one day a week to help guide our families in crisis to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team learned of community partnerships that supported the school and assisted with a variety of student needs.

		community agencies, and we work closely with our Homeless liaison.		
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Professional development is designed to fit the needs of students and faculty and is in alignment with our school's Strategic Plan, goals, and mission. Bi-Weekly site based PD is offered to address needs. PLC and Common Planning times guide instructional decisions based on student data review and reflection. Curriculum, Core Behavior, Technology and Leadership teams reflect on school needs in their areas and work collaboratively to strengthen all areas of our school. Our large group instruction room and our Science Lab are furnished with resources to enhance and support instruction in ELA, MA, and SC, and are available to teachers to facilitate PBL and group work with the assistance of our Instructional Coach when needed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, teachers reported attending Power Hour sessions and sharing strategies with colleagues.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis,	EMERGING	We engage in weekly assessment reflection during PLC times, updating and analyzing our Data Wall and classroom data analysis to determine root causes of non-growth and deficits. Using the framework of the Continuous Cycle of Improvement, teachers work collaboratively to develop structures to encourage student growth on the continuum of mastery. Our Google site,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Teachers reported collaborating within grade levels and, when possible, across grade levels.

and the implementation of strategies that improve instructional practice.		which is a collaborative effort, provides a repository for NXGEN resources to support teachers. Title I and our SPED specialists work closely with their teachers to provide them with resources, support and current data on the students in their intervention groups.		
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Teachers are provided with an opportunity to reflect on their practices during PLCs, Common Planning, goal development and in their progress towards their goals during mid-year and end of the year goal conferences with administrators. Feedback is also provided through individual conferencing and during 10 minute conversations which follow brief classroom observations. This year we are also utilizing the WVGSA Interim Assessments to provide additional data on student progress.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Our principal and custodians do periodic walkthroughs and meet monthly to review facilities checklists and discuss campus needs and plan for upcoming seasonal demands. Our classrooms are clean and attractive; bulletin boards are inviting to students and visitors to our building. Our campus is well maintained and attractive. Safety routines and procedures are in place and clearly communicated and practiced to	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		guarantee the safety of our students and staff.		
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	Delegation of school resources is aligned with the goals set in our Strategic Plan. Teachers needs for resources are communicated. Teachers order classroom supplies at the beginning of the year, and we review individual classroom needs. Teachers are encouraged to write grants to support extra classroom projects. Students in all classrooms have access to the supplies they need during the school day. The campus is also enhanced by contributions from our PTO and outside grants. Teachers have access to all of the copy paper and duplication supplies they need within reason. Title 1 funding supports instructional needs. Principal meets with the secretary regularly to review school funds and assure that finance documentation is in order according to policy.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Our Hiring Committee selects and interviews applicants based on a list the county personnel office presents to the school. A list of common questions which reflect our school's vision and Strategic Plans were collaboratively developed by the team. Teachers were oriented to school processes through our Back To School Boot Camp. New teachers have been assigned mentors. Teachers who are teaching out of field are supported to provide their students equity in instruction. The school sends	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		home letters to parents to communicate if their child's teacher is not HQ. A HQ personnel list is maintained and updated annually through the WVEIS website. Teachers are encouraged to continue their education through National Board Certification or the attainment of their MA.		
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Teachers have personal MacBook Pros, Printers, classroom sets of iPads, keyboards, and headsets according to programatic levels, technology demonstration carts containing a data projector, Apple TV components, and a Document Camera. Four ScanSnaps are located throughout the building for teachers' use. We have sets of interactive classroom responders, a Mac Computer Lab, and other mobile computer labs spaced throughout the building. Our Pre-K- 1st grade classrooms are equipped with interactive whiteboards. Trainings are offered through iRaleigh, and we have an Instructional TIS and technical support personnel at our school at least once a week, We use online reporting programs such as ENGRADE, STAR Reading/Math and Star Early Literacy. Lexia, Rand reading Plus. Teachers are encouraged to use E- Backpack in their classrooms. Common Sense Media lessons (replacement for Tech Steps) are delivered to promote and digital safety and digital literacy awareness.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA determined a few wireless access points within the building were nonfunctioning.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The Strategic Plan is based on the evidence reflected in the results of our school's summative assessment from 2015, our 2015 Discipline Data, Attendance Data, and Climate and Culture Survey Results. We also examined our staff attrition rate and our student transience rates. Our Leadership team meets regularly to evaluate data in all areas and plan for the needed direction of our school. This is communicated to faculty members and stakeholders during ISE/FS days, school emails, weekly newsletters and in monthly collaborative Common Planning sessions as well as during a monthly after school faculty meeting. Teacher Evaluation goals are also set to support the progress of our school's Strategic Plan.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Teachers clearly articulated the goals of the strategic plan and the next steps for the use of student data folders.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Members of the Leadership team also serve on other school committees. This structuring provides us with an open flow of communication and feedback between teams. The Leadership and the Curriculum teams often meet together to plan for instructional shifts and to reflect, monitor and revisit our Strategic Plan during our update reviews. All opinions are valued, and an open seat is available to staff members at all committee meetings. Notes from	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		meetings are shared with staff members and they're also on file in the office. Our school- based professional development is designed to support our teachers and increase student learning. Time is valued and time on task is maximized and monitored through walkthroughs, administrator-teacher feed back, and IPI data.		
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Weekly assessments and student work are reviewed during weekly PLC's, and we examine levels of complexity of the questioning, student success on questions of increasing difficulty, the alignment with the NxGen Standards, and decide the instructional emphasis and strategies to apply during the upcoming week, along with identifying subject specific academic vocabulary. SMART goals are developed during the PLC sessions, and teachers know what data to bring to our next conference. Student progress is communicated on our data wall and through sharing of data reports with parents, grade cards, and mid-term reports when needed. Achievement and Discipline data are also shared during LSIC meetings and during ISE days. Our teachers communicate regularly with parents concerning achievement or behavioral concerns. Teachers also refer students to SAT during our weekly PLC meetings.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Based upon interviews and observations, the OEPA Team determined the use of student data notebooks was in the initial stages.

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	One half of our school does not have air conditioning. During the warmer seasons, the internal temperature of our second floor classrooms can reach a range of 85-102 degrees, The BOE installed ventilation fans this year which have been an improvement for our mornings, but on hot days, the temperatures from 1:00-3:30 can be miserable.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	We need more time for vertical team collaboration. With the new shifts in teaching, learning, and assessment, teachers truly need extended time for collaboration and planning. As of now, we've squeezed in weekly 30 minute PLC's at the beginning of the day, monthly 1 hour monthly Common Planning, and a monthly Staff Meeting. Committee meetings and Professional Development opportunities are held after school. If these sessions were held during the day, we would have increased staff participation.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the OEPA Team recommended teachers receive support in creating student-centered classrooms, utilizing multiple strategies that increase student engagement, and integrating technology at levels that promote higher order and deeper learning among students.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Positive Behavioral Support Program, Student Recognition, Opportunities for collaboration, Staff Tailored/ Data Driven Professional Development, Character Education Lessons and Tiered Behavior Support, Attendance Incentive Program, our SPED and Title 1 SPL, and our strong levels of community support are areas of pride for our school. Our reflective data conversations and the transparency of data and practices are evolving to provide us with a focused, continuous cycle of improvement.	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322	Teachers are trained on this policy at the back to school inservice.
YES	Complete the School Monitoring Report	School monitoring report was completed using teacher feedback and discussion.
YES	Participate in the on-site review process Prepare for the review – the principal shall: repare the staff for productive involvement in the review process with materials provided by the OEPA ne month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress repare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: hare and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan ork with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE	

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)	Committees are in place and meet according to a predetermined calendar. PLC's and Common Planning support these efforts. In house weekly Power Hours delivered to address schoolwide needs.
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	Data is reviewed from the WV Portal and from the WVEIS Growth Data.
YES	Assess School and Classroom Learning Conditions – all staff must utilize:	Classroom environment and learning conditions are stressed and

	the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)) Summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	monitored. The direction professional developing is informed by weak areas determined from the evaluation process.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) School's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. Direction of the principal with collective involvement and input from the staff and the LSIC. Strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. Principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	Plan is annually reviewed, updated, communicated, monitored and adjusted.
B . Policy 2340: West Virginia Measures of Academic Progress		PARTIAL COMPLIANCE
		FULL COMPLIANCE There were no students with 504 plans.
COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code		
YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)	Our TC and administrators trained the examiners and monitored the test taking sessions to ensure compliance.
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)	All student records were reviewed prior to testing and accommodations were entered.

NO	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)	We had no students with 504 taking the assessment.

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)	Instruction and planning follow the standards identified by the NXGEN at the programmatic levels for each grade.
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)	All curricular and content areas are taught at the specified grade levels.
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)	In compliance.

- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development

- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

The master schedule is developed to be compliant with the time requirements. All staff members have 45 minutes planning. Student progress is systematically monitored and communicated to parents through reports, conferences and agendas. Our teachers and TIS support meaningful and engaging technology integration.

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team

Documentation of team meetings, agendas and notes available.

- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).	Crisi plan is up to data and is communicated during our back to school IS. Structures are in place to provide our students with positive behavioral support. Grade level disposition behaviors are taught and referred to during disciplinary conversations. Interventions are provided to support student success and to invole families. Reporting proccedures are in compliance with county policy .
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to	Elementary students do not participate in this program, but it is available at the county level for middle and high school.

provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Elementary students are provided with ISS or in extreme consitions thaty6 may be expelled and homebound instruction is provided by the county..

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	In compliance 45 minutes 2-3 days a week in addition to rigorous 30 minute daily recess.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	Results are recorded in WVEIS
YES	Results are shared with students and parents. (S7, FC)	Results are shared with students and parents by our Physical Education teacher.

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts.	Individual, small group and behavioral intervention groups are in place for our students.

(S4,FB)			
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)		Our counselo is in direct contact with our students at least 75% of the day.
Verification of Other Monitoring Reports:			
	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Yes, the corrections were submitted at the end of the 2015 school year.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES	We have a letter stating that we're in complicity.	YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	Reports have been submitted to mainenance for the compliance issues that need to be addressed. We've correected the citings within our control.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Workorders have been submitted for all areas of concern and the ones that haven't been completed are are on the schedule to be completed.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	YES	We were compliant in all areas.	YES

Facility Resource Needs

2. School Building

A. General Safety

A-4. Fire alarm system showed trouble alarms or was not fully functional. (May adversely impact students' health and safety.)

B. Interior – General

- B-1. Heating, ventilation and air conditioning (HVAC) systems did not maintain good air quality and temperatures within safe and comfortable levels conducive for learning. (May adversely impact students' health and safety.)

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-6. Reading and reference materials. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- A-3. Work counter with sink. (May adversely impact students' health and safety.)

10. Auditorium/Stage Facilities (Middle and High Required)

- C. Auditorium was not appropriately equipped with at least the following:
- C-1. Podium(s) with microphone and speakers. (May adversely impact program delivery and student performance.)
- C-2. Electrical service - lighting, dimmers, spot lights, outlets, etc. are used and in working order. (May adversely impact program delivery and student performance.)
- C-3. Audio visual equipment. (May adversely impact program delivery and student performance.)
- C-4. Sound dampening acoustical treatment material is used to reduce unwanted noise from the seating area. (May adversely impact program delivery and student performance.)

11. Custodial and Storage Areas

- C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

- E. Lockers were not sufficient for student belongings. (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

16. Band/Music

- D. Equipment and materials were not adequate and did not include at least the following:
- D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

17 Science Laboratories and Facilities

- C. Science equipment and materials were not adequate and did not include at least the following:
- C-1. Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity; (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits
Team Leader – Dr. Bonnie Ritz, Consultant, Office of Education Performance Audits
Team Member – Stacy Bissell, Principal, New Haven Elementary, Mason County Schools
Team Member – Thomas Hanson, Director (Support), Central Office, Boone County Schools

Date of School Visit – 11/05/2015

SCHOOL PROFILE

74-234 BECKLEY ELEMENTARY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	418	411	398	410
Average Class Size	20.3	20.5	20.7	20.2
Attendance Rate	95.24	96.75	96.06	94.84
Pupil Admin Ratio	378.0	371.0	398.0	410.0
Pupil Teacher Ratio	15.1	14.3	14.2	14.6
Participation Rate-Math	not available	100.00	100.00	98.27
Participation Rate-Reading	not available	100.00	100.00	98.27

***The school evidence remains intact as reported by the school and has not been altered.**

BECKLEY ELEMENTARY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Several items help communicate shared beliefs and values: they include our school climate survey (results from Spring 2015 are available for review) our strategic plan, and our mission and beliefs. The strategic plan is updated regularly by the principal and staff, and copies are provided to staff to use as a reference. Our mission and beliefs are posted throughout the school and emphasized to students, parents, teachers, and guests of the school.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Based on observations, interviews, and review of documentation, the OEPA Team concluded the following: • The mission statement was displayed in classrooms. • The mission statement was very long and students could not articulate it. • The leadership team developed the mission statement, and teachers reviewed it, but all teachers could not explain or speak to it. • The school climate survey was implemented each year and there was a 30 percent increase in

				climate this year. Recommendation: The OEPA Team recommended the staff determine what their shared educational beliefs and values are and revise the school's mission statement with 100 percent faculty input. Additionally, the Team recommended the new statement be concise in order for students and staff to understand and articulate it.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Beckley Elementary has high expectations for all stakeholders in the school. We have posted our rules and guidelines, which are evidence of our Bobcat Pride Program. The principal completes observations and evaluations of teachers and staff. A lesson plan checklist stamp is used when plans are checked. Teachers have been provided a copy of what should be included in plans. The Instructional Practices Inventory (IPI) is conducted three times per year. The September data is available for review. Students and staff also have handbooks that clearly communicate expectations. Student benchmarks are given to regularly monitor for achievement.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted the following: • It was evident there was a focus on improving student attendance. • Early check-outs had decreased since the Bobcat Pride program was put into place.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Lockdown drills and fire drills are conducted on a regular basis. We are a secure campus with locked doors and outdoor cameras. Regular facility walkthroughs are conducted to monitor for cleanliness and upkeep. We also have a school wide crisis plan. The most recent Fire Marshall report is available for review as well.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through observations and interviews, the OEPA Team substantiated the following: • There was an inclusive atmosphere with diverse groups of students working together.

				• Students felt safe. • The school practiced emergency drills. • Teachers were present in the hallways. However, the door at the end of Hallway C was propped open at 7:20 with no monitor present. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended an adult be present to monitor all open doors.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	The principal effectively manages and exhibits strong leadership through weekly emails that detail the upcoming week's schedule and events, visibility in the hallways and classrooms, memos and information that is provided to teachers, and communication through the Blackboard call system. The principal conducts common planning with teachers and sits in on collaborative planning. The principal also conducts walk-throughs to monitor for high quality instruction.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA team determined the principal was well-organized and communicated well with staff. • Interviews indicated the principal monitored classrooms and was visible.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Several teams exist at Beckley Elementary which serve to advance the mission and goals of the school: the leadership team, curriculum team, technology team, core team (behavior) and LSIC and Faculty Senate. Agendas, minutes, and sign in sheets are available for review.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team determined all staff members participated on a team or council. • Grade level team planning was occurring

				weekly.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Teachers assume responsibility for the school and classroom improvement and are provided opportunities to lead in several ways: teacher led professional development, participation in the hiring process through faculty senate vote, input in student scheduling, opportunities as mentor teachers, and participation in various teams (leadership, curriculum, technology, and LSIC). Agendas, minutes, and sign in sheets are available, as well as the forms used to give input in student scheduling. A list of teachers and the training they have received will be available for review.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: In addition to serving on a school team or council, each grade level team was responsible for providing a parent involvement activity on a monthly rotation.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Students at Beckley Elementary have several leadership opportunities at Beckley Elementary: Green Team, morning announcement (5th graders), Peer Mediators, and keeping their own data notebooks are our main avenues of student leadership. Data notebooks are kept in classrooms and I will have a sample for review. Other examples of evidence include a morning announcement sheet, green team schedule, and peer mediator schedules.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through teacher and student interviews, the OEPA Team determined student leadership was an area of weakness. Some students indicated they had classroom jobs. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended staff explore additional opportunities for student voice and leadership.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Teachers work to create and manage inviting classrooms through the use of the Instructional Practices Inventory (IPI), lesson plans, posted behavior expectations, bulletin boards that are inviting, as well as displays of current student work. Daily schedules are posted, as well as objectives for lessons.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through interviews, observations, and review of documentation, the OEPA Team determined most classroom instruction was traditional and teacher-led. The Team observed worksheets being utilized in several rooms. Recommendation: The OEPA Team recommended staff receive professional development in delivery of instructional strategies to foster a student-centered learning environment that includes student reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Teachers create lesson plans that align with Next Gen Standards and participate in common planning to ensure their lessons follow these protocols. They integrate technology in meaningful ways by using iPads to enhance curriculum. A collaborative and common planning schedule and minutes from meetings are available for review. The principal maintains a schedule of checking lessons plans as well.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through observations, interviews, and review of documentation, the OEPA Team determined the following: - Teachers were using standards-based checklists, lesson plans, and pacing guides. However, the Team did not observe carry-over into classroom instruction. - Technology was used with software packages, but few classrooms were using it as a tool to create or solve problems. Recommendation: The OEPA Team recommended the staff receive support in improving delivery of a

				standards-based curriculum that includes 21 st Century Learning skills. (Policy 2520.14) Additionally, the Team recommended the school align standards to use of technology tools to provide opportunities for students to be actively engaged with technology as opposed to being consumers of technology.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Teachers participate in common planning, write lesson plans, and use the Next Generation Standards to develop their plans. They also use the lesson plan checklist provided by the principal. A collaborative and common planning schedule and minutes from meetings are available for review. Lesson plans and IEPs are followed. Students keep data notebooks that teachers can use to track information. Benchmarks are also used to help teachers plan instruction.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team noted the following: • Detailed lesson plans were observed. • Long term planning was present, specifically in math. • There was a focus on the standards, showing pacing guides and checklists for both math and reading. • While written lesson plans were standards-based, the Team did not observe standards-based instructional delivery.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	To promote instructional experiences that enhance individual student progress, teachers use data from IPI, review data from benchmarks and other programs such as Lexia and AR, and use technology with programs such as AR, STAR, and Math Facts in a Flash. Lesson plans are followed to direct instruction. A computer lab schedule will be provided.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through observations, interviews, and review of documentation, the OEPA Team determined the following: • Classroom management strategies (APL) were identified in most classrooms. • A variety of research-based instructional strategies to meet diverse needs were not

				observed by the team. • Teacher-led lessons with a heavy reliance on worksheets. • Few classrooms were using interim or summative assessments to monitor progress. • Technology tools used were predominantly prepackaged and lacked opportunities for student creativity and problem solving. Recommendations: The OEPA Team recommended the school receive support in research-based instructional strategies that provide opportunities for engaging instructional experiences. Additionally, the Team recommended rigorous assessment tools to measure the standards.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Examples of positive relationships between the school, teachers, and students include Open House, the Scholastic Book Fair, Ornament Night and the Soulful Luncheon. Our positive relationships with the community are extensive: we have participated in fundraisers to support the local humane society and other community agencies. We also have a Read Aloud and Backpack Program. Community members come and read to students once a month. A local church provides backpacks full of food to needy children each week. Volunteers at the school are recognized at the end of the year with a volunteer luncheon. One of our most	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted the following: • The Team observed a multitude of positive parent involvement activities. • A Grandparent's Day activity generated participation of over four hundred grandparents. • Ornament night is a traditional activity that the community anticipates each year. • The school recognized the need for appropriate parent involvement.

		recent activities includes a day where grandparents came in to work with children and then shopped with them at the book fair.		
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Evidence of school staff attending to the physical, social-emotional and academic well-being of the students includes counselor logs, nurse referrals, character education lessons, and participation in the Fresh Fruit and Vegetable Grant. IEPs, 504s, ESL, and SAT plans are up to date and followed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted the following: • A new social worker position was recently established to make connections between school and community. • Attendance programs and character education was a focus.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Our school has partnered with various community agencies to meet the needs of the students. For instance, we are partnered with local churches which provide backpacks full of food for needy students each week. Our preschool collaborates with Raleigh County Headstart to provide for the needs of preschoolers. We hold regular events in which parents are invited to attend and/or participate. Sign in sheets, programs, and programs/flyers are available for review. Information concerning our book bag program is also available.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the following: • Churches provided weekend backpacks to needy children. • Read aloud volunteers regularly read to students. • A multitude of community agencies partnered with the school. • The school had the highest rate of attendance improvement in the county for the first nine weeks as a direct result of efforts in developing better relationships with families and community.

Commendation: It was evident through the multitude of programs and activities provided that the community was invested in the school.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	Evidence of professional learning can be seen in the log from My Learning Plan. Teachers also create SMART goals as part of their evaluation and work toward these goals throughout the year as a means of classroom improvement. Staff participate in common and collaborative planning. We also send a primary and intermediate teacher to the county curriculum meeting that takes place each month. These representatives return to school and share what was discussed/learned.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through interviews and review of documentation, the Team determined the staff participated in professional development provided by the county. However, the Team did not determine professional development was being provided based on self-reflection and needs determined by the school data. Recommendation: The OEPA Team recommended a needs assessment be conducted to determine school-based professional development needs. Also, the team recommended using the self-reflection report from the Educator Evaluation System to assist in determining needs.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data,	ACCOMPLISHED	High functioning professional learning communities exist through common planning and participation in various teams such as the leadership team, curriculum team, and technology team. Agendas and meetings from these meetings are available for review.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined students were grouped for intervention and enrichment, but in some cases, all small groups were receiving the same instruction. Title I teachers were analyzing

problem analysis, and the implementation of strategies that improve instructional practice.				data and planning for grouping and intervention; however, it was not evident classroom teachers were knowledgeable of the data. The Team did not determine collaboration time was used to guide instruction based on assessment data. Recommendations: The OEPA Team recommended assessment data guide standards-based instruction for all students. Additionally, The Team recommended the school revisit the norms and processes for collaborative planning time and ensure this time is used to study relevant data, problem solve, and discuss strategies to improve instructional practice.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Walkthroughs, lesson plan checks, classroom observations and evaluations occur regularly as part of evaluation, feedback, and support. Teachers meet with the administrator after their observations. Teacher mentors are assigned for new teachers. Teachers participate in the IPI survey which addresses student learning. After these surveys are conducted, the staff discuss the data to determine how to improve instruction.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically	ACCOMPLISHED	A facility checklist is completed monthly. Work orders for the facility are completed as needed through School Dude. Visitors must provide and ID and	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

pleasing, and configured to meet the learning needs of students.		sign in upon arrival. Custodial schedules and visitor logs are available for review. Bulletin boards in hallway are decorated with student work samples or to promote programs within the school.		Comments: • The school had many aesthetically pleasing displays in the hallways. • The school was very clean. • It was evident that faculty and staff had taken ownership in the cleanliness of the building.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school participates in the annual county audit. Last year's audit is available for review. Purchase orders are completed before any purchases can be made. The Title I federal budget is monitored and used responsibly. Inventories are completed to monitor that property is kept at school and in working condition.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	A faculty senate agenda showing the vote to participate in interview process is available. Lesson plans are written and monitored. Teachers update Engrade weekly. SEMS and KRONOS are used to monitor employee attendance and absences. Regular communication is kept between the principal and RCS personnel department.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology	ACCOMPLISHED	The school has a technology team which meets regularly to address technology needs of the school and technology as a student support. Students have access to the Mac lab as well as iPads. Technology programs such as SEMS and KRONOS are used at management level. WVEIS is used to record discipline. The Bright Bites Early Warning System is used to	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined the following: • The infrastructure was adequate.

tools to support management, instructional delivery, and student learning.		provide relevant information for parents at SAT and IEP meetings.		• Technology was utilized for software programs. • The Team observed students using technology for assessments and practicing basic skills. • Through student interviews, 3rd grade students expressed a desire to use the computer labs more often. • The Team observed one teacher using technology effectively. • Recommendation: The OEPA Team recommended the utilization of technology tools to enhance higher level thinking, student inquiry, and self-reflection.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The strategic plan is created with teacher input and distributed to teachers for reference. Data from STAR benchmarks is reviewed regularly to determine student need. Agenda from common and collaborative planning reflect this. Teachers create SMART goals and work toward these in their classrooms.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through interviews, the OEPA Team concluded the strategic plan was not connected to the School Monitoring Report. The principal discussed the process of developing the School Monitoring Report, but the teachers could not explain it. Recommendation: The OEPA Team recommended the school revisit the School Monitoring Report (SMR) and use it as a tool to guide school improvement and to develop the strategic plan.
Function B: Processes and Structures. The staff has well-	ACCOMPLISHED	Staff participate in common planning, faculty senate, LSIC, and the leadership team. Information is communicated,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating

defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.		plans are made, and collaborative engagement takes place in these meetings. The strategic plan is updated at the leadership team meetings - this is reflected in the agenda and minutes from these meetings. The leadership team routinely takes ideas and information back to all staff for input on decisions. Title I meetings are held to involve parents in school decisions.		for this function. Rationale: The OEPA Team determined the following: • The master schedule provided opportunities for collaboration. • The grade level teams had planning periods that were inconsistent with the resource teachers, not allowing for optimal collaborative opportunities. Recommendations: The OEPA Team recommended common planning time be provided for special education teachers and Title I teachers to provide opportunities for them to meet with grade level teams. Additionally, the Team recommended the leadership team develop a guide to provide greater direction for collaborative teams in order to monitor progress.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	There are several ways in which the school monitors for results. The strategic plan will be available for review. It is updated several times a year. Teachers monitor benchmark data, Title I teachers progress monitor to determine proper placement for students. Information is communicated to parents through meetings, midterms and grade cards.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team did not substantiate collaboration between Title I teachers and classroom teachers to analyze data and make decisions to guide interventions and enrichments. • The school's SMR stated Title I teachers did the progress monitoring, but there was lack of planning with classroom teachers to review the monitoring results and make changes based on data. • The students had data binders, but these were

				in the beginning stages. Recommendation: The OEPA Team recommended collaborative groups review a variety of data to monitor changes in instructional practice and implement adjustments to increase student performance.

SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	One area of concern common to most members of the staff and parents is that we do not have a standard sized gymnasium. We have a multi-purpose room which is used as a cafeteria and gymnasium. This room is not as large as a standard gym, so students do not experience playing sports on a full court, nor do they have a large gym for regular physical education activities. The multi-purpose room is about half the size of a regular gym. Additional classrooms may be needed as our school grows.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. However, the Team recognized that the county should make these decisions based on availability of funding.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Teachers have expressed the desire to have further training concerning the new Smarter Balance testing, along with Common Core standards. Several teachers would also like to be trained on literacy centers as this requirement (per textbook adoption) is new to them. At least two more teachers may be without their own classroom next year if our numbers increase. This would impact instruction negatively. A music teacher and enrichment teacher should not have to travel.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. However, the Team recommended a needs assessment be conducted to assure professional development was prioritized to align with the goals of the school based on school data. Additionally, Team recommended teachers receive support in instructional technology integration that allows for student interaction and is intellectually stimulating for students.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	We feel some of our outstanding best practices include Title I instruction, celebration of successes, and community involvement. Our Title I teachers push into classrooms and do small group instruction. We celebrate as many successes as we can (attendance, grades, reaching goals, etc.), and we	The OEPA Team commended this practice: It was evident through the multitude of programs and activities provided, that the community was invested in the school.

	have a core group of community members committed to our school and the welfare of our students.	However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES Develop Knowledge of Policy 2322

YES Complete the School Monitoring Report

YES Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review
 Participate in the Exit Conference
 Address the review findings – the principal shall:
 Share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan
 Work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the

programmatic level of the school. (S3,FA)		
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	
B . Policy 2340: West Virginia Measures of Academic Progress		FULL COMPLIANCE
		FULL COMPLIANCE
COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code YES Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) YES All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) YES All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)		
C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs		FULL COMPLIANCE
		FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education

- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels.

(S6,FD)					
YES	The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) - Technology Team - Local School Improvement Council (LSIC) - Faculty Senate - School Curriculum Team - Student Assistance Team (SAT) - Leadership Team				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">D . Policy 4373: Expected Behavior in Safe/Supportive Schools</td> <td style="width: 33%; padding: 2px; text-align: center;">FULL COMPLIANCE</td> <td style="width: 33%; padding: 2px; text-align: center;">FULL COMPLIANCE</td> </tr> </table>			D . Policy 4373: Expected Behavior in Safe/Supportive Schools	FULL COMPLIANCE	FULL COMPLIANCE
D . Policy 4373: Expected Behavior in Safe/Supportive Schools	FULL COMPLIANCE	FULL COMPLIANCE			
COMPLIANCE CHECKLIST: POLICY 4373 Expected Behaviors in Safe and Supportive Schools					
DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: - Full Compliance = Compliant with all items listed below. - Partial Compliance = Compliant with more than half the items listed below. - Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code					
YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).				

Develop and implement a comprehensive crisis response plan (Pages 25-27).		
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.	
E . Physical Education W. Va. Code §18-2-7a	PARTIAL COMPLIANCE	FULL COMPLIANCE The school had an approved waiver from WVDE.

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NO	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.	We are applying for an alternative physical education plan.
YES	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)	
YES	Results are shared with students and parents. (S7, FC)	

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:			
	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Deficiencies were note and a letter of correction was sent to the Central Office. This is on file at the school.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NOT APPLICABLE		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NOT APPLICABLE		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-4. Electronic card catalogs. (May adversely impact program delivery and student performance.)
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

12. Pre-kindergarten/Kindergarten Classrooms

- C. Pre-kindergarten and kindergarten classrooms were not adequately equipped with at least the following:
- C-1. Restroom that includes toilet and sink with hot and cold water. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

13. General Classrooms

- A. Classrooms (A103, A106, A108, A116, C104, and C102) were not of adequate classroom size (28-30 ft.²/student). (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Charlene Coburn, OEPA Coordinator

Team Leader – Cindy Willis, OEPA Consultant

Team Member – Jeffery Dunbar, Principal, Mountain View Elementary School, Monroe County Schools

Team Member – Debbie Fairchild, Principal, Brookview Elementary School, Boone County Schools

Team Member- Jordan McBride, Principal, Richmond Elementary School, Kanawha County Schools

Team Member- Becky Richards, Principal, Kellogg Elementary School, Wayne County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE

74-302 TRAP HILL MIDDLE SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	420	442	454	461
Average Class Size	22.7	24.2	24.6	23.0
Attendance Rate	98.62	98.79	98.13	97.91
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	210.0	221.0	227.0	230.5
Pupil Teacher Ratio	13.1	14.0	13.6	14.2
Participation Rate-Math	not available	100.00	100.00	99.78
Participation Rate-Reading	not available	100.00	100.00	99.78

***The school evidence remains intact as reported by the school and has not been altered.**

TRAP HILL MIDDLE SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	2.97 Staff Average Common Planning for Math and English, PLC Teams, Leadership Team, LSIC, Strategic Plan Development & Follow Through, Faculty Senate, Student Agenda, Motto-Teaching Heart, Mind, & Soul, Progressive Discipline System, Student Rewards & Celebrations, Backpack Program, Recycling Program	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	3.22 Staff Average Words of Wisdom, Pledge, Incentive: Attendance & Behavior, LSIC, Student Council, RAZE, Intramural Program, Mentoring, School Climate Survey, Developmental Guidance Lessons, Core Behavior Data, APL Strategies, IPI Data, Student Agenda, Teacher Handbook, Inclusion Teacher, Differentiated Instruction, Schedules, Read 180, Language	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed the practice of high expectations in all aspects of the school. Commendation: The OEPA Team commended the effective use of OneDrive for collection and feedback on lesson plans.

		Program, TransMath, IXL Language and Math, Carnegie Math, Engrade, Honor Society		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	3.08 Staff Average Mentoring, Developmental Guidance, SRO, Intramural Program, CPI, RAZE, Character Banners & Pillars, Expectations Posted Throughout School, Words of Wisdom, Attendance Data, Behavior Data, Progressive Discipline System, APL, Active Supervision, Security System, Access Doors, Fire Drill/Lockdown Data, SAT Team, Custodial Walk Throughs, Blackboard Messaging System, Behavior Incentive	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	3.06 Staff Average Common Planning & Collaboration, Leadership Team, PLCs, Email Communication, Creative Scheduling, Staff Input, Open to Communication and Change, Student Achievement/Attendance/Behavior Data, LSIC, Faculty Senate, Parent Involvement, Blackboard Messaging System, Teacher Handbook, Student Agenda, Parent Communication, Engrade, Walk Throughs, Lesson Plan Checklist, Administration/Student Council Collaboration	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team determined the principal exemplified what it means to be an instructional leader. • The Team acknowledged the use of Microsoft Office 365 OneDrive to improve communications with staff.
Function B: School Teams and Councils. The school teams and councils function	ACCOMPLISHED	2.61 Staff Average CE Days for Team Meetings, Creative Scheduling, Leadership Team, LSIC, Technology Team, Core Behavior Team, Safety	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.		Team, Curriculum Team, Wellness Team, Student Council, Blue Team, CPI Team, Climate Coaches, RAZE, FCA. APL Trainings/Videos, IPI Observations, Grade Level Meetings, Common Plannings for Grade Levels, SAT Team		
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	2.31 Staff Average Climate Coaches, Leadership Team Meetings, Teacher Led Trainings, Continuing Professional Development, Grade Level Meetings, IPI, Faculty Senate, Faculty Senate Hiring Committee, Team Meeting Agendas and Minutes are Posted to Onedrive, Common Planning for English & Math, APL Strategies	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating and observed some teacher participation, to strengthen the function, the Team recommended teachers take more ownership within the various school teams and structures within the building.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	2.97 Staff Average Sports Teams, LSIC, Student Council, RAZE, FCA, Character Education, Developmental Guidance, Office Aides, Group Work within Classes, Student of the Month, Community Service Projects, Office Helper, Words of Wisdom, Pledge, Green Team (Recycling Program), LINKS Program, Honor Society, Peer Mentoring, History Bowl, Academic Enrichment Classes, Breakfast Leaders/Assistants, Glenville State College Hidden Promise Consortium, Intramural Leaders/Offiials	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team recognized the hard work and dedication of the Green Team recycling program.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	3.06 Staff Average APL Strategies- Bellringer and Objectives Posted for the Day, "I Can" Statements, Developmental Guidance, Intramural Program, Project Based Classes, IPI Observations, Engrade, Software Texts for Math and Social Studies, Electronic Message and Calls, Mathia/Carnegie, ACT Explore, IXL, Walkthroughs, Observations	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	3.06 Staff Average Lesson Plan Documentation, Elective Classes, Curriculum Guides/Pacing Guides, Smarter Balance, iPad Usage, Apple Training, iRaleigh, READ180, Language!, TransMath, Carnegie Math, IXL for English and Math, Ten-Marks	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and	EMERGING	2.17 Staff Average Lesson Plans, Instruction is based on Data from Smarter Balance, SRI, Benchmarks, Teacher Created Assessments both Formative and Summative, IXLs for Math and Language, Student Writing Samples, PLC Meetings, Common Planning, IPI, READ180, Language!, TransMath, Curriculum Maps for	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: • The OEPA Team substantiated documentation of long-term instructional planning in most classrooms. • Through observations and interviews, the OEPA

performance levels of their students.		English and Math, Long and Short Term Goals for Student Learning		Team substantiated team meetings were occurring and focused on instructional planning.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	2.14 Staff Average APL Strategies-- Anticipatory Set, Objective/"I Can" Posed, Bell Ringer, Closure, Checking for Understanding, Assessment Data, Observations/Walk-Throughs, Student Work Samples, Writing Across the Curriculum, Posted Agendas, Technology Integration, Graphic Organizers, Lesson Plans, Walk Throughs	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed engaging instruction using multiple strategies in most classrooms.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	EMERGING	2.47 Staff Average LSIC, Engrade Messages, Blackboard Messages, School Sign, Sporting Events, Open House, Team Meetings with Parents, Parent Nights, Appreciations, Engrade Parent Trainings, Developmental Guidance, SAT, Phone Log, Parent Volunteers, Recycling Program, Business Partner-BARH, School Resource Officer, Student Agenda, Parent Participation Log, Letters Sent Home, Positive Calls Home	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team recognized one of the school's goals was to increase community engagement and parent volunteers within the school; based upon observations and interviews, the Team determined the school had a plan in place to meet this goal and was making progress in establishing positive connections between the school staff, families, and the community.
Function B: Student Personal Development. The school staff attends to student physical,	EMERGING	2.19 Staff Average Developmental Guidance, Mentoring, Climate Coaches, SAT, Core Teams, Language!, Transmath, 8th Grade Success Night,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		Tutoring, Intramural Program, CPR/First Aid, Wellness Committee, PE Classes, After Lunch Activities, Counseling Log, LINKS, RAZE, Safety Committee, Crisis Plan, Hidden Promise Consortium, Backpack Program, Agency Contacts, Extracurricular Activities, School Nurse, ESL Coordinator, NOT Program for Tobacco, Core Behavior Team, 8th Grade Career Day		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	2.39 Staff Average LSIC, BAF Grant Application, Recycling, Career Day for 8th Grade, BARH Partnership, Backpack Program, Glenville State Hidden Promise Consortium, Math Field Day, Spelling Bee, Social Studies Fair, Community Recycling Program, YMCA Membership for 7th grade, WVU Extension Program through BASE, Open House, History Bowl	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the school had received support from various community agencies and organizations. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school formalize and document partnerships with community agencies and organizations.
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	2.39 Staff Average mylearningplan.com, Curriculum Mapping for Common Core ELA, National Middle School Conference, Mentor Training, Diverse Learners Training, Apple--SAMR, Carnegie, APL, IRaleigh, Beginning Teachers Academy, Peer Observations, PLC, Climate Coaches, New Teacher	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon interviews, the OEPA Team determined professional development was primarily site-based, relevant to the school's needs, and sustained.

		Orientation/Faculty Handbook, Technology Specialist schedule, Academic Coach Schedule, SE/IEP Training		
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	2.11 Staff Average PLCs by Grade, Core Team, Leadership Team, Core Behavior Team, Smarter Balance Prep, Peer Observations, Attendance Data, Benchmark Data, Discipline Data, Formative and Summative Data, Agendas and Minutes of Teams,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon teacher interviews and documentation observed in lesson plans, the OEPA Team verified data were being collected and shared among academic teams.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	2.11 Staff Average Teacher Evaluations- Self Reflection and Goal Setting, Pre/Post Conferences, Quality Lesson Plan Checks, Walk Throughs, APL Walk Throughs, Leadership Team, New Teacher Orientation, Teacher Handbooks, Climate Coaches, Teacher Mentor Program	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon interviews and documentation reviewed, the OEPA Team determined components of the Online Educator Evaluation System were being completed consistently and effectively. Commendation: The OEPA Team commended the school's effective use of Microsoft Office 365 OneDrive for collection and distribution of feedback on lesson plans.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	3.03 Staff Average Fire Drill, Active Supervision, Lockdown Drills, SRO, School Climate Survey, Custodial Walk Throughs, Leadership Team, LSIC, Safety Committee, BRIM, Health Department Report, Fire Marshall Report, Crisis Plan	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed the building was clean and well maintained, and determined students and staff took great pride in the building.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	3.06 Staff Average Financial Records, Levy Allocations & Spending, School Audit, Fundraising Disclosures, LSIC, Faculty Senate Fund Reports, Monthly, Financial Reports	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	3.06 Staff Average Central Office Personnel Department, Highly Qualified Identification, Beginning of Year Training, TransMath, Language!, READ180, Climate Coach, Teacher Mentor Program, Faculty Handbook, Hiring Committee/Procedures	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology	EMERGING	2.14 Staff Average County Mentors, Climate Coach, Handbook, WVEIS, iRaleigh, Tech Department, Sysop, iRaleigh, Apple Support, mylearningplan.com, Engrade, Technology Team, Technology	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined the technology infrastructure, data information systems, and

infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		Specialist		technology tools were appropriate and being utilized to support management, instructional delivery, and student learning.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	2.14 Staff Average LSIC Meetings, PLC Meetings, Faculty Senate Meetings, Team Planning, Data Analysis for Smarter Balance, SRI Data Analysis, Development of SAMR Model Lessons, Leadership Teams, SAT, Smarter Balance Prep, IPI Data Analysis, Attendance Data,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team reviewed the goals in the school's strategic plan and, through interviews, determined there was continuous review of the goals for the purpose of improving student performance.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	2.14 Staff Average Culture Coaches, Mentoring Program, PLC Meetings, Individual & Team Planning, Team Agendas and Minutes, Tutoring & Credit Recovery, READ180, Language!, TransMath, Summer School, Carnegie/Mathia, IXL for Math and ELA	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon teacher interviews, the OEPA Team verified academic teams were meeting regularly to review student work and to collaborate regarding instruction.
Function C: Monitoring for Results. The staff monitors changes in practice and implements	EMERGING	2.14 Staff Average IPI Data Analysis, Leadership Team, Faculty Senate, Core Team Meetings, Formative & Summative Data Analysis, Carnegie/Mathia, IXL for Math and	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		ELA		

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Continued work with effective PLCs, Air Conditioning in Gym, Programs in use need to be iPad compatible, Full-time Tech, Full-time Academic Coach, TIS, MacBook Labs for Mathia, Constant Building Temps, Additional Security Cameras, Additional Clubs/Activities for Students, Additional collaboration between grade levels and other schools	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs of an air conditioner in the gym and the principal's desire to control temperatures for his school.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Continuation of In-School PD from Apple, Inconsistency from Carnegie with Mathia Software, Additional APL Training, Observe Other Teachers in Their Content Area, PD in working effectively by subject levels between grade levels and other schools	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified need for additional professional development on Apple products and Carnegie math.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	APL Strategies, Incentives for Behavior and Attendance, Developmental Guidance/LINKS/Intramural Program, Character Education Program, Engrade activated weekly, Edmodo, SAMR, Thematic Units	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process
	Prepare for the review – the principal shall: - prepare the staff for productive involvement in the review process with materials provided by the OEPA - one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress - prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: - share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction
 Monitor School Responsibilities:
 Completion of the annual School Monitoring Report
 Review and verify the accuracy of the School Monitoring Report
 Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process
 Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.
 Support school continuous improvement and strategic planning processes.
 Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. **(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).**

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21: • Utilizes Standards-Focused Curriculum • Provides opportunities for world languages • Provides the 18 specified graduation requirements • Provides access to career technical education (CTE) • Develops student success and career readiness

- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).	Student agenda, teacher handbook, Developmental Guidance (Links)
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses,	

behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES Time Requirements (S3,FB)
Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.
Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.
High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

PE Waiver approved through Joshua Grant, WVDE.

YES tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

YES results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)

YES The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) See Counseling Log.

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES

E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

6. Library, Media, and Technology Centers

- B. Library/resource/media center was not well equipped with the following:
- B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

10. Auditorium/Stage Facilities (Middle and High Required)

The school did not have an auditorium or stage facilities. (May adversely impact program delivery and student performance.)

11. Custodial and Storage Areas

- C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

15. Art

- D. Equipment and materials were not adequate and did not include at least the following:
- D-5. Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)

16. Band/Music

- D. Equipment and materials were not adequate and did not include at least the following:
- D-4. Podium. (May adversely impact program delivery and student performance.)

17. Science Laboratories and Facilities

- C. Science equipment and materials were not adequate and did not include at least the following:
- C-1. Laboratory work surfaces at 2.5 linear ft./student with gas. (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits
Team Leader – Jim Strader, Consultant, Office of Education Performance Audits
Team Member – Timothy Brown, Principal, Ripley Middle School, Jackson County Schools
Team Member – Joedy Cunningham, Principal, Milton Middle School, Cabell County Schools

Team Member – Deborah Dingess, Principal, Harts PK-8 School, Lincoln County Schools
Team Member – Tammy Forbush, Principal, Vinson Middle School, Wayne County Schools
Team Member – Brent Jarrell, Principal, Barboursville Middle School, Cabell County Schools

Date of School Visit – 11/05/2015

SCHOOL PROFILE

74-402 PARK MIDDLE SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	436	437	407	400
Average Class Size	22.3	21.3	21.4	20.5
Attendance Rate	98.11	97.50	98.13	95.96
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	218.0	218.5	203.5	200.0
Pupil Teacher Ratio	13.4	13.7	12.1	11.9
Participation Rate-Math	not available	99.53	98.54	96.57
Participation Rate-Reading	not available	99.29	98.54	96.32

***The school evidence remains intact as reported by the school and has not been altered.**

PARK MIDDLE SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Team meetings with agendas and minutes. Leadership team meetings to make this cohesive across all grade levels.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Teacher made syllabi. Teacher and student handbooks. Incentive and behavior teams are established at all grade levels.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team determined high expectations were a way of life and well communicated throughout the school.

Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Clean school. A police officer as a School Resource Officer. Cameras have been installed and 2 more are ordered.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: Through interviews, students clearly articulated the school was a bully-free zone. Students reported they felt safe and enjoyed coming to school.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Principal and Assistant Principal lead professional development sessions on classroom management and data analysis.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team determined the principal understood the difference between being an instructional leader and a building manager. • The Team further determined the principal was developing her role as an instructional leader by reinforcing good instructional practices.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Grade level teams, behavior core team, incentive team, and leadership team meet on a regular basis.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team verified multiple, high functioning teams.
Function C: Teacher	ACCOMPLISHED	Teachers participate and lead teams	ACCOMPLISHED	The evidence provided by the school and the additional

Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		listed in Function B.		evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Teachers exhibited leadership by participating in a variety of high functioning teams, including the following: • Grade level teams that met daily; • The school leadership team, which met weekly; • The curriculum team, which met on continuing education days.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Students participate in Local School Improvement Council and help organize incentive activities.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team substantiated the following student leadership opportunities: • National Junior Honor Society, which required students complete a community project; • A newly developed student council; • Involvement in athletics; and • 8th grade students assisting with schoolwide announcements.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is	ACCOMPLISHED	Teachers collaborate to create learning environments that are safe for all students.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Although some classrooms were student-

student-centered and fosters student reflection, intellectual inquiry, and self-direction.				centered and fostered student reflection and self-direction, evidence did not support these aspects in most classrooms. Recommendation: The OEPA Team recommended the school focus on creating more classroom environments that were student-centered, fostering student reflection and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Staff collaborate to create standards-focused learning experiences that match the WV CSOs for content, learning skills, and technology tools.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Confusion exists based on new curriculum. More direction is needed from the State Dept.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed single plans for multiple sections of the same course without differentiation for the different groups of students. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended lesson plans for multiple sections of the same course reflect differentiation for the various classes.
Function D: Instructional Delivery. Teachers facilitate engaging instructional	EMERGING	New curriculum and delivery models have caused some confusion. More direction is needed from the State Dept.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.				Comment: While the OEPA Team did observe multiple instructional strategies, most strategies observed were teacher led. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school focus on developing the teacher's role in the classroom as facilitator rather than leader.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	The school has procedures in place to ensure two- way communication between students, home and school occurs on a regular basis.	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed that positive relationships were pervasive within the school. Examples included the number of family requests for students to attend Park Middle that are out of district and the PRO officer relationship with students and staff.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Park staff provides a developmental, standards- based guidance and counseling program.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed a lack of consistent, meaningful instruction during the LINKS period. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school re-examine the structure and content of the LINKS program, reinstituting the program with a central focus and consistently meaningful instruction.

Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Park has 3 businesses that are our local Partners in Education. We have a close relationship with DHHR, CPS, Beckley police, and Juvenile Probation office.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	EMERGING	Professional development is offered during team meetings and faculty senate days.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team did not determine the school had implemented a needs-based, sustained professional development plan. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school develop a comprehensive, sustained professional development plan based on the needs of the staff.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of	ACCOMPLISHED	Teachers collaborate regularly in grade level team meetings and in vertical teaming also on a regular basis.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

strategies that improve instructional practice.				
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Data analysis is used to determine successes and failures of processes. Growth is discussed and feedback is utilized.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Park operates with only 3 custodians. For the square footage of the building, another custodian would be recommended, but the county has been very helpful by allowing overtime as needed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Commendation: The OEPA Team commended the cleanliness and maintenance of the building. Given the age of the facility, the OEPA Team observed it was very well maintained and exceptionally clean.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	The school utilizes all resources to accomplish the school's mission and strategic plan. The school staff writes grant requests to supplement other funds.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and	ACCOMPLISHED	Not a certified autism teacher or PE teacher.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

are purposefully assigned and retained to effectively meet the identified needs of students.				
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	The need for a full time technology member is critical. The equipment must be dependable and work all the time if it is to be effective.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon observations, the OEPA Team determined the school had a dependable network and sufficient infrastructure to support the needs of the school.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	The leadership team meets regularly to create a shared vision of excellence for the school. The vision is communicated widely to the school community.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and	EMERGING	The Leadership team is working to identify and develop staff leadership to facilitate continuous improvement in learning.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through observations and interviews, the OEPA Team determined the school had established a

processes necessary to collaboratively engage all stakeholders in actions to increase student learning.				well-defined structure for staff leadership.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	The leadership team collaborates with others to collect, organize and study data to make collective decisions about teaching and student learning and make adjustments to decisions and plans. IPI and walk-throughs are utilized.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	n/a	The school did not identify any significant resource and/or facility needs and, based upon observations, interviews, and general review of evidence, the OEPA Team confirmed there were no resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Common Core Smarter balanced assessment Online writing APL classroom management	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs. However, the OEPA Team recommended the school develop a comprehensive, sustained professional development plan based on the needs of the staff.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and	Team meetings/- Common planning time is utilized to the maximum for student growth and parent involvement. Music and fine arts programs are recognized county wide for	The OEPA Team commended this practice: High level of participation within the National Junior

communicated to other schools.	excellence. National Junior Honor Society- 95 members Incentive programs--100% Behavior incentives/ Behavior incentives/ Attendance incentives/Academic recognition assemblies "Caught Being Good" program Archery program Flight Simulator program	Honor Society. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

NOT FOUND	Develop Knowledge of Policy 2322 TEAM COMMENT: YES
NOT FOUND	Complete the School Monitoring Report TEAM COMMENT: YES
NOT FOUND	Participate in the on-site review process

Prepare for the review – the principal shall:
prepare the staff for productive involvement in the review process with materials provided by the OEPA
one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress
prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review
Participate in the Exit Conference
Address the review findings – the principal shall:
share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan
work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE **TEAM COMMENT: YES**

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

NOT FOUND

Create a Structure and Process for Continuous Improvement including:

	designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) TEAM COMMENT: YES n-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA) TEAM COMMENT: YES	
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA) TEAM COMMENT: YES	
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC) TEAM COMMENT: YES	
NOT FOUND	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.) TEAM COMMENT: YES	
B . Policy 2340: West Virginia Measures of Academic Progress		NOT FOUND FULL COMPLIANCE
COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide: • Full Compliance = Compliant with all items listed below. • Partial Compliance = Compliant with more than half the items listed below. • Non-Compliant = Compliant with half or less of the items below. The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322). Compliance Core Areas of Policy/Code		
NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) TEAM COMMENT: YES	
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) TEAM COMMENT: YES	
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) TEAM COMMENT: YES	
C . Policy 2510: Assuring the Quality of Education: Regulations for Education		NOT FOUND FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S, F below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) TEAM COMMENT: YES
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) TEAM COMMENT: YES
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) TEAM COMMENT: YES Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking,

- decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD) **TEAM COMMENT: YES**

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team **TEAM COMMENT: YES**

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).
Assure students' rights and responsibilities are taught and protected (Pages 18-21).
Implement proactive, preventative, and responsive programs (Page 43).
Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27). **TEAM COMMENT: YES**

NOT FOUND .lternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students. **TEAM COMMENT: YES**

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Time Requirements (S3,FB)

Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.
 Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.
 High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
 Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval. **TEAM COMMENT: YES**

NOT FOUND tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD) **TEAM COMMENT: YES**

NOT FOUND esults are shared with students and parents. (S7, FC) **TEAM COMMENT: YES**

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) **TEAM COMMENT: YES**

NOT FOUND The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) **TEAM COMMENT: YES**

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NO	Floor drains cannot be placed in the student restrooms.	NO The OEPA Team verified the school had been cited by the Health Department for not having drains in restroom floor but had been told by county maintenance that floor drains could not be placed in the student restrooms.
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Findings:

Health Department. The central office must address the issue of the drains in student restrooms to the satisfaction of the Health Department.

Facility Resource Needs

1. School Site

A. School site did not have the required minimum acreage:

A-2. Middle School - 11 usable acres + 1 acre for each 100 students over 600. (Did not adversely impact program delivery and student performance.)

6. Library, Media, and Technology Centers

B. Library/resource/media center was not well equipped with the following:

B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-1. Restroom with lavatory and toilet. (May adversely impact students' health and safety.)
 - A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
 - A-3. Work counter with sink. (May adversely impact students' health and safety.)

15. Art

- D. Equipment and materials were not adequate and did not include at least the following:
- D-5. Mechanical ventilation or exhaust fan. (May adversely impact students' health and safety.)

17 Science Laboratories and Facilities

- C. Science equipment and materials were not adequate and did not include at least the following:
- C-1. Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity. (May adversely impact program delivery and student performance.)
 - C-2. Emergency main line gas shut-off conveniently located. (May adversely impact students' health and safety.)
 - C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)
 - C-5. Fire extinguishers, first aid kits, blankets, and emergency eye wash stations and showers. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits
Team Leader – Jim Strader, Consultant, Office of Education Performance Audits
Team Member – Timothy Brown, Principal, Ripley Middle School, Jackson County Schools
Team Member – Joedy Cunningham, Principal, Milton Middle School, Cabell County Schools
Team Member – Deborah Dingess, Principal, Harts PK-8 School, Lincoln County Schools
Team Member – Tammy Forbush, Principal, Vinson Middle School, Wayne County Schools
Team Member – Brent Jarrell, Principal, Barboursville Middle School, Cabell County Schools

Date of School Visit – 11/03/2015

SCHOOL PROFILE

74-403 SHADY SPRING MIDDLE SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	658	669	679	686
Average Class Size	25.8	26.3	27.0	27.1
Attendance Rate	97.07	97.55	96.97	97.94
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	329.0	334.5	339.5	343.0
Pupil Teacher Ratio	16.5	16.7	16.6	16.5
Participation Rate-Math	not available	99.24	99.26	97.65
Participation Rate-Reading	not available	99.24	99.12	97.95

***The school evidence remains intact as reported by the school and has not been altered.**

SHADY SPRING MIDDLE SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

4 = Strong and pervasive characteristic (Distinguished)

3 = Present but not a pervasive characteristic (Accomplished)

2 = Present in a few areas and/or situations but needs improvement (Emerging)

1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Mission statement Strategic plan Culture surveys	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, teachers quickly articulated the shared beliefs and values.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in	ACCOMPLISHED	Newsletters Student agendas Classroom and hallway expectations posted	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

educational practice and personal behavior.				
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	WVEIS reports Disciplinary infraction logs SIT (Student Intervention Team) documentation	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA observed that the school was safe, orderly, and well-organized. Teachers actively supervised and interacted with students.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Master schedule Blackboard Engrade/emails	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Leadership team Common planning Core teams	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: During interviews, teachers shared information about their opportunities for collaboration.

Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Common planning Subject area meetings Teacher-led trainings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews and observations, the OEPA Team noted teachers assumed strong leadership roles and responsibilities and were actively involved school leadership.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Student Council Character Education program Culture survey Intramurals	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team learned that a student council was in place and actively provided suggestions and ideas for the character education program.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual	ACCOMPLISHED	Observations IPI results Special education inclusion teachers	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: - The OEPA Team observed classes were well-organized and student-centered. - Students were observed participating in project-based learning opportunities in collaborative arrangements.

inquiry, and self-direction.				
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Lesson plans Pacing guides Classroom walkthroughs	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team determined teachers were using the standards and had ample technology to implement standard-focused instruction. • The Team also observed student use of technology in creating projects.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	Collaborative teams Common planning Grade level meetings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student	ACCOMPLISHED	Technology integration Posted agendas and learning objectives APL strategies	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team observed a variety of instructional strategies, including the use of

progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.				personal digital devices and essential questions. • The Team also observed evidence of cross-curricular planning and instruction. • Differentiated instruction was rarely noted or evident in the classroom. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the development of a cohesive plan for the use of data to create differentiated instruction to better meet students' needs.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	LSIC Engrade Parent meeting notes	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education,	ACCOMPLISHED	Mentoring programs Character Education program Nursing services/schedules	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: There was evidence of support for student physical, emotional, and counseling needs, but interviews with teachers, students, and counselors did not reveal this to be a strong pervasive characteristic.

guidance and counseling, special education, and English as a Second Language.				
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Business partnerships Open House YMCA program - 7th graders	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	iRaleigh Webinars My Learning Plan	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team determined teachers received extensive training on the individual student technology devices (iPads).
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the	ACCOMPLISHED	Discipline data Common planning Grade/team level meetings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Based upon interviews, the OEPA Team determined teachers collaborated on a daily basis.

improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.				
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Walkthroughs Teacher handbook WOW (WVEIS on the Web)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Work orders Emergency/Crisis plans Visitor sign-ins Fire drills/lock downs	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain,	ACCOMPLISHED	Faculty Senate fund reports Purchase orders End-of-the-month reports/procedures	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

allocate, and efficiently manage school fiscal resources.				
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Educator evaluation reports State hiring policy New teacher mentors	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	iRaleigh training and support TIS (Technology Integration Specialist) School systems operator	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Leadership team Faculty Senate Strategic Plan	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined the strategic plan lacked the data points to measure academic growth and goal attainment. Recommendation: The OEPA Team recommended the inclusion of SMART goals in the strategic plan.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	After school programs Reading Plus LANGUAGE	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Faculty Senate Engrade WV General Summative Assessment data distribution	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: While the OEPA Team determined school teams were reviewing data and instructing students to also review their personal data, the Team could not determine if students were truly utilizing data to identify strengths and areas in need of improvement.

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	SSMS faculty and staff believe that more security cameras throughout the educational areas of the building would improve security and therefore improve student performance.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	SSMS faculty and staff believe that a lower teacher-to-student ratio would greatly improve student performance. We believe additional staff is needed to help alleviate overcrowded conditions.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	We feel that the Character Education program paralleled with the Student Council at SSMS has served to motivate and enrich our students in many ways. The varied activities have promoted positive expectations, interaction and communication between students, staff and community.	The OEPA Team commended this practice: • Character education program. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.

- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

NOT FOUND Develop Knowledge of Policy 2322 **TEAM COMMENT: YES**

NOT FOUND Complete the School Monitoring Report **TEAM COMMENT: YES**

NOT FOUND Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE **TEAM COMMENT: YES**

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA) TEAM COMMENT: YES
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA) TEAM COMMENT: YES
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC) TEAM COMMENT: YES
NOT FOUND	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.) TEAM COMMENT: YES

B . Policy 2340: West Virginia Measures of Academic Progress

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340 West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) TEAM COMMENT: YES
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) TEAM COMMENT: YES
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) TEAM COMMENT: YES

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) TEAM COMMENT: YES
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) TEAM COMMENT: YES
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) TEAM COMMENT: YES

Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9:

- Utilize Early Learning Readiness grades (Pre-K/K) components of the *Ready, Set, Go!* WV developmentally appropriate practices as described in the policy pages 6 to 9:
- Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity

- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD) **TEAM COMMENT: YES**

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team **TEAM COMMENT: YES**

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27). **TEAM COMMENT: YES**

NOT FOUND Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students. **TEAM COMMENT: YES**

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval. TEAM COMMENT: YES
NOT FOUND	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD) TEAM COMMENT: YES
NOT FOUND	Results are shared with students and parents. (S7, FC) TEAM COMMENT: YES

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-5-18b

School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be

examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) **TEAM COMMENT: YES**

NOT FOUND The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) **TEAM COMMENT: YES**

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES The county had participated in a monitoring; however, the school did not have any findings.
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		YES The OEPA Team verified the school had received a review by the School Building Authority (SBA) and findings had been addressed.
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
- A-2. Small room(s) or curtained area with cots; (May adversely impact students' health and safety.)
- B. Clinic/health service area was not adequate in size (250-400 ft.²). (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Dr. Bonnie Ritz, Consultant, Office of Education Performance Audits

Team Member – Kenny Bond, Principal, Wahama High School, Mason County Schools

Team Member – Kevin Campbell, Principal, Hamilton Middle School, Wood County Schools

Team Member – Rebecca Cooke, Principal, Road Branch Elementary & Middle School, Wyoming County Schools

Team Member – Dr. Preston Modlin, Principal, Eastern Greenbrier Middle School, Greenbrier County Schools

Team Member – Anita Stephenson, Principal, Clay County Middle School, Clay County Schools

Date of School Visit – 11/03/2015

SCHOOL PROFILE

74-408 INDEPENDENCE MIDDLE SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	520	505	471	510
Average Class Size	19.1	17.5	16.4	18.2
Attendance Rate	96.41	96.31	95.78	94.86
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	260.0	252.5	235.5	255.0
Pupil Teacher Ratio	13.3	12.9	11.6	12.8
Participation Rate-Math	not available	98.99	98.92	99.40
Participation Rate-Reading	not available	98.79	99.14	99.20

***The school evidence remains intact as reported by the school and has not been altered.**

INDEPENDENCE MIDDLE SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	Patriot Pride Walk Stars Caught Being Good Team Meetings Faculty Meetings	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • Based upon interviews and observations, the OEPA Team determined beliefs and values were not embedded in the school. • Staff and students could not articulate a consistent set of beliefs and values. • The OEPA Team could not determine how beliefs and values were communicated to parents/community. Recommendations: • While the OEPA Team substantiated the school's rating, to strengthen the function, the

				Team recommended the school develop a process for stakeholders to examine and establish a common set of beliefs and values. • Additionally, the Team recommended the school develop and implement a communication plan to disseminate the shared beliefs and values to all stakeholders.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	EMERGING	School Goals & Mission Statement posted Teacher Self-Evaluation	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Teachers and administration spoke to the caring environment in the school; however, the OEPA Team did not observe rigor in classroom instruction. Recommendation: While the OEPA Team substantiated the school's rating and observed some teachers expressing high expectations for students, to strengthen the function, the Team recommended the school explore ways to build rigor into daily lessons.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	EMERGING	Fire Drills Lock Down Drills Cameras Hallway Supervision Classroom APL Strategies	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits	EMERGING	Open Door Good Communication/emails Leads by example Effective school management	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.		professionalism exhibited		Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal do the following: • develop her role as the instructional leader of the school; • create a unity of purpose and a sense of team throughout the school to improve instruction; and • provide consistent feedback to staff through lesson plan reviews, walkthroughs, and observations.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Leadership Team Core Behavior Team Curriculum Team Safety Council LSIC Teams work collaboratively with rest of school /staff	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed a lack of consistency in collaboration among grade level teams. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the principal establish expectations for collaboration and monitor team meetings to improve instructional practice.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Staff Development Lesson Plans Extra School Duties	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined school teams were not taking the initiative to create instructional strategies to affect student achievement. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended school teams focus efforts on improving instructional strategies with an emphasis on rigor.

Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	UNSATISFACTORY	Student Council National Junior Honor Society IZAP	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through interviews, the OEPA Team determined opportunities for student leadership existed. The school had an active student council and National Junior Honor Society that participated in community projects.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Classrooms are inviting and student centered Organized materials Neat and orderly classroom arrangements	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: While the OEPA Team observed inviting classroom environments, only some classrooms focused on student-centered activities, such as self-reflection, intellectual inquiry, and self-direction. The Team observed predominantly teacher-led classrooms. Recommendation: The OEPA Team recommended teachers receive support in creating student-centered classrooms that foster self-reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned	EMERGING	Lesson plans reflect standards driven curriculum Currently no Acuity for benchmarking No Writing Program	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed standards-based lessons in some classrooms.

with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.				Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers receive support in developing standards-based lessons.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teacher made assessments No acuity or county benchmarking	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The OEPA Team observed some comments from the assistant principal on teachers' lesson plans. The principal shared a form she was planning to use for lesson plan reviews. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended administrators review and provide feedback on lesson plans on a regular basis.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	APL Strategies used in classroom Stride Academy Mathia (Carnegie Software)	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team observed inconsistency in student engagement across grade levels. • The OEPA Team observed a high level of student engagement during related arts instruction. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers investigate methods for varying instruction to improve student engagement and consider having related arts teachers

				model strategies.
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Open House annually Parent Teacher Conferences Engrade Phone Calls Home Positive postcards sent home (1 per week per teacher)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the school consider including documentation of activities involving the larger community as evidence in the School Monitoring Report.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Advisor/Advisee Links Curriculum School Counselors Career Portfolios	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team determined the advisory program was utilized well within all grade levels and acknowledged adjustments had been made to the program based upon student data. • The Team further determined the child nutrition program was a benefit for students and families, providing breakfast, grab and go, lunch, and after school snacks. • Based upon student and staff interviews, the Team also determined the counselors and school nurse were strong assets to the school. They interacted with students throughout the building and not solely within the confines of their offices. Recommendation: While the OEPA Team

				substantiated the school's rating, to strengthen the function, the Team recommended the school develop a process for monitoring implementation of the advisory program and its impact on student achievement.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Beckley Area Foundation IZAP Local Churches/ school supplies	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	County and school staff development is ongoing Trainings	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not observe evidence of a comprehensive professional development plan. Recommendation: The OEPA Team recommended the school design a professional development plan that will support instructional improvement.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of	ACCOMPLISHED	Westest 2 Data Analysis Team Planning Horizontal Planning	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Based upon interviews, the OEPA Team did not substantiate teacher collaboration impacted implementation of instructional strategies.

student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.				Recommendation: The OEPA Team recommended teachers receive support regarding effective teacher collaboration and how it can affect instruction.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Teacher Evaluations Westest Analysis	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not observe evidence of sufficient and consistent monitoring of instruction with relevant feedback to staff. Recommendation: The OEPA Team recommended administration develop and implement a consistent process for providing feedback to teachers, which will inform their professional growth.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	DISTINGUISHED	Clean facilities School culture survey (students feel safe) Nice furniture Fresh paint in hallways, restrooms New light replacement in entire school	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed the custodial staff took pride in the building and did an excellent job cleaning and maintaining the facility.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and	EMERGING	Teachers allotted \$200 Faculty Senate annually (not sufficient amount) Levy Monies spent annually on school material/equipment/supplies	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

efficiently manage school fiscal resources.				
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	All certified teachers with the exception of 3 Music, Science 7, and gifted. All three in program working toward certification	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	All students have iPads All teachers have macbook and iPad Mobile labs (aged) Document cameras & projectors Technology is great when it works!	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Staff reported the network consistently dropped devices from the network.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on	ACCOMPLISHED	Administration & Counselors conferenced with each individual student in spring over past Westest scores and their goal. Westest Mastery students rewarded with day trip Westest Certificates given to all students with	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not observe a coherent

the mission and goals outlined in the strategic plan.		Mastery in front of student body Westest Fun Day for all students with perfect attendance and gave all effort		plan based on the school's mission and goals. Recommendation: The OEPA Team recommended the school develop a comprehensive improvement plan based on the mission and goals that were outlined in the strategic plan.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	Grade level meetings Team meetings Staff Trainings Horizontal planning	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Engrade (grades reported to parents weekly) Midterms Grade Cards Reminder system Parent meetings Parent phone calls	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team verified the school made changes to the advisory program based upon the needs of students in the area of mathematics as revealed through data.

SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	New Roof-- continuous leaks in ceilings HVAC (never replaced since school built)	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs. The principal reported having submitted multiple maintenance requests.
Please identify professional	Need Writing Program Need County Benchmarking	Based upon observations, interviews, and general review of

development and other capacity building needs that are significantly impacting staff's ability to improve student performance.		evidence, the OEPA Team did not confirm the school's identified professional development and/or other capacity building needs. Additionally, the OEPA Team recommended teachers receive support in creating student-centered learning environments and in developing standards-based lessons.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Caught Being Good Program STAR WALK Student of the Month National Jr Honor Society Student Council IZAP Awards Day Incentive Day Westest Mastery Recognition	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

NOT FOUND Develop Knowledge of Policy 2322 **TEAM COMMENT: YES**

NOT FOUND Complete the School Monitoring Report **TEAM COMMENT: YES**

NOT FOUND Participate in the on-site review process **TEAM COMMENT: YES**

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process
Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA) TEAM COMMENT: YES
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA) TEAM COMMENT: YES
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: TEAM COMMENT: YES the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
NOT FOUND	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) TEAM COMMENT: YES school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) THE WAS CONFIRMED BY THE OEPA TEAM
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) THE WAS CONFIRMED BY THE OEPA TEAM
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) THE WAS CONFIRMED BY THE OEPA TEAM

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) TEAM COMMENT: YES
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) TEAM COMMENT: YES
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) TEAM COMMENT: YES Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum

- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs

- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510: **TEAM COMMENT: YES**

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) **TEAM COMMENT: YES**

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC) TEAM COMMENT: YES

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

NOT FOUND Alternative Education. (S1,FC) TEAM COMMENT: YES

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

The OEPA Team substantiated the school had an alternate plan approved by the West Virginia Department of Education.

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Time Requirements (S3,FB) TEAM COMMENT: YES Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
NOT FOUND	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD) TEAM COMMENT: YES
NOT FOUND	Results are shared with students and parents. (S7, FC) TEAM COMMENT: YES

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be

examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) TEAM COMMENT: YES
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) TEAM COMMENT: YES

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	NOT FOUND		YES The OEPA Team verified corrective actions had been taken for the four findings in the last audit report.
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT FOUND		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	NOT FOUND		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	NOT FOUND		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT FOUND		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT FOUND		YES

Facility Resource Needs

- 2. School Building**
- B. Interior – General

B-1. Heating, ventilation and air conditioning (HVAC) systems did not maintain good air quality and temperatures within safe and comfortable levels conducive for learning. (May adversely impact students' health and safety.)

6. Library, Media, and Technology Centers

B. Library/resource/media center was not well equipped with the following:

B-5. On-line periodical indexes. (May adversely impact program delivery and student performance.)

11. Custodial and Storage Areas

C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)

17 Science Laboratories and Facilities

C. Science equipment and materials were not adequate and did not include at least the following:

C-2. Emergency main line gas shut-off conveniently located; (May adversely impact students' health and safety.)

C-4. Ventilation fume hood. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

C-5. Blankets and showers. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Jim Strader, Consultant, Office of Education Performance Audits

Team Member – Timothy Brown, Principal, Ripley Middle School, Jackson County Schools

Team Member – Joedy Cunningham, Principal, Milton Middle School, Cabell County Schools

Team Member – Deborah Dingess, Principal, Harts PK-8 School, Lincoln County Schools

Team Member – Tammy Forbush, Principal, Vinson Middle School, Wayne County Schools

Team Member – Brent Jarrell, Principal, Barboursville Middle School, Cabell County Schools

Date of School Visit – 11/05/2015

SCHOOL PROFILE

74-409 BECKLEY-STRATTON MIDDLE SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	637	696	696	698
Average Class Size	20.0	21.9	21.0	21.0
Attendance Rate	95.88	96.56	95.29	94.83
Dropout Rate	0.0	0.0	0.0	0.0
Pupil Admin Ratio	212.3	232.0	232.0	232.7
Pupil Teacher Ratio	12.9	14.1	13.3	13.6
Participation Rate-Math	not available	99.27	99.55	97.50
Participation Rate-Reading	not available	98.98	99.40	97.35

***The school evidence remains intact as reported by the school and has not been altered.**

BECKLEY-STRATTON MIDDLE SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Our leadership uses our beliefs and values to guide our work with the strategic plan and in all we do. We analyze data from our culture surveys, IPI walk throughs, observations, discipline data, peer observations, and discussions to ensure our beliefs and values are being improved upon. Our LSIC is an important factor for analyzing and recommending updates our beliefs and values. Student incentives and celebrations for attendance, grades, and behavior. Celebrate student improvement in attendance, grades, and behavior through Bulldog Bucks program, incentives, and Rising Stars recognition. Each organization has a bulletin board in the main hallway where each displays information about what they do and their	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Teachers and students readily articulated the shared values of the school.

		accomplishments. Our main hallway is used to celebrate the success of both academics and athletics. Our beliefs and values are manifested daily by teaching bell to bell, enforcing school and classroom expectations and procedures, being present for duties, praising students.		
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Our staff has high expectations for all students as our mission is we are always striving to be the BEST and nothing less. The first week of school we teach our students our expectations, state and county policy and procedures. Our student handbook communicates our expectations. We communicate our expectations through engrade, phone calls home, notes home to parents, open house, individual parent/team meetings. Twice a week students attend a RLA/Math Reteach/Enrichment period for 45 minutes. During this time students work on skills that are struggling with in RLA and Math. Students who struggle in RLA or Math are scheduled an Reteach period to work on skills. Students who have mastered concepts take Enrichment math. We assess skill mastery through Common Formative Assessments. In addition, we offer Course Recovery to students who are failing. Administration offers PD at least 2x's a month on that focus on student learning, classroom management, and effective teaching practice.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Both teachers and students reported the importance of learning for all students.

Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Policy 4373 is taught to students at the first week of school. Developmental guidance class uses links lessons every Friday, to promote character education and safety. We teach students expectations and procedures for common areas. Incentives are provided for attendance, behavior, academics, and student improvement. We utilize and teach APL strategies throughout the building. When students need extra help we provide them with an opportunity for reteach. We offer accelerated, enrichment, and remediation classes to students. We utilize WVEIS WOW and climate survey data to guide areas that we need to work on. Police officer gives everyone a sense of being safe. We believe that teaching should occur bell to bell and that varied strategies are to be utilized during the period. Reteach classes help struggling students. We believe cleanliness is a representation of pride in the building. Administration works with custodians to ensure the school is clean.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed that the building was safe and orderly.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and	ACCOMPLISHED	The principal meets with teachers at least 2 times a month and provides PD to them on areas student learning, classroom management, and effective teaching. Weekly recognition emails are sent out to teachers recognizing them for their work.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: During interviews, teachers reported the

effective management.		Principal maintains a website to document and encourage the use of technology. Principal works closely with the leadership team, councils, and team leaders to promote distributed leadership. The principal has high expectations for teaching, see administrator expectations. Through collaborative conversations with teams, councils, and individuals the principal promotes school improvement. The use of technology promotes SPL. The principal works closely with the leadership team to make decisions based on the best interest of students. The leadership team takes information to teams to discuss and then brings information back the leadership meetings. We believe in a consensus when making decisions in the school.		principal encouraged others to assume leadership roles. • The OEPA Team determined the principal communicated effectively and related well to teachers and students. • Based upon interviews, the OEPA Team further determined the principal had high expectations for teachers and students. • The principal provided quality on-site professional development for teachers and utilized professional development opportunities as a means of modeling for teachers.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	The leadership team meets twice a month. Councils and committees meet after school once a month. Leadership team meeting agendas and minutes, committee agendas and minutes, LSIC agenda and minutes, grade level team meetings agenda and minutes. Team meetings occur once a week. One drive is use to house agendas and minutes relating to meetings. Our goal is to be transparent. All teachers are on a committee and are expected to meet 1 time a month with their committee.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed the 13-member leadership team was very articulate; the team was knowledgeable of student data and could discuss how data were used to address students' needs.
Function C: Teacher Leadership. Teachers assume responsibility for	ACCOMPLISHED	Grade level meetings with administration is the primary means for working with teams as a whole. Otherwise the leadership team and team leaders	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		distribute and gather information for the leadership team to come to a consensus on issues, procedure, policies, and school improvement. Teachers complete one peer observation a month and input in peer observation database. We believe in using in house professional development. Our teacher in the building know what our students need. Best practices are shared with one another through peer observations.		Comment: During interviews, teachers shared their involvement with various committees and spoke positively regarding their participation in site-based professional development activities.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	NJHS, iLead, student council, Intramural's, green team	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted a variety of age-appropriate student leadership opportunities.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	The following research based instructional strategies are used school wide: begin a lesson with a review of previous day's learning; present new material in small steps with student practice after each step; check for understanding every every 5-7 minutes; provide models and examples; guide student practice; provide scaffolds for difficult tasks; Require and monitor	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended support be provided to teachers in creating student-centered classrooms that foster reflection, intellectual inquiry, and self-direction.

		independent practice; utilize 10 minutes of quality instruction 2 minutes of summary; closure; varied activities; bell to bell instruction. Differentiation is met through varied by content, processes, and product. Students use technology to create, collaborate, set goals, manage time, work independently, and be self directed learner. Engrade is used to communicate data to students and parents. IPI walk through data, lesson plans, ewalk walkthroughs, student work posted.		
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Teachers follow a cycle of instruction – planning, teaching, assessing, and re-teaching – so all students meet specific, clearly stated and understood, high academic standards in each content area. In standards-based classrooms, teachers are responsible for teaching, assessing, and, based on assessment results, re-teaching those students who do not master the content. To teach in a standards-based classroom, the teacher must employ a repertoire of methods, use a variety of materials, and have the ability to divide the class into small groups for appropriate learning activities. We plan, we do, we assess, we analyze and then we repeat. Teachers demonstrate use of standards by using a range of successful, research-based teaching strategies that are developmentally and cognitively appropriate, matching instruction to the students' varied learning styles and	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team consistently observed evidence of I Can statements and essential questions that related to the standards.

		different intelligences.Evidence: lesson plans, walk throughs, and data. Curriculum maps ensure all standards are met.		
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teachers receive 45 minutes of teacher planning a day. 1 day is for administration, 1 day is to work with peers in developing lessons that are engaging, 1 day is used to meet with parents. Lesson plans are submitted to Dropbox or turned into the office via a hard copy by 3:00 PM on Monday. Administration checks lesson plans every Monday/Tuesday. Pacing guides are used to ensure standards all standards are addressed.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed long-term and specific short-term plans based on the standards.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	Agenda, warm up are posted to board daily. Lesson plans are checked to for depth of knowledge, technology integration, and high yield strategies.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team noted variability in instructional strategies and student engagement across classrooms. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, Team recommended increasing student engagement by creating opportunities for collaboration during the learning process and decreasing teacher-led instruction.
Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships.	EMERGING	Through our high expectations we communicate our beliefs and practices	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Positive relations exist between the school staff and the students, families, and the larger community.		but there is a disconnect with families. We struggle to get parents to school. However, our iLead and NJHS work closely with various projects throughout the community.		school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	EMERGING	Through our Developmental Guidance program we teach LINKS lessons to students 1 x weekly. We need to develop partnership with outside agencies.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	Our iLead and NJHS work closely with various projects throughout the community. We need to increase the number of partners in education we have.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve	EMERGING	Peer observations allow teachers to observe best practices from one another. The principal meets with staff to discuss classroom practices at least 2 x a month.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Through interviews, the OEPA Team noted that data from a variety of sources including, but not

school and classroom practice.				limited to, peer observations, walkthroughs, observations, and the Instructional Practices Inventory (IPI) were used to determine professional development offerings which were provided by school personnel and delivered in the building.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	EMERGING	Weekley PLC meeting minutes. Leadership team meets every other week.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon interviews, the OEPA Team determined teacher collaboration was extensive and included peer observations, student data, curriculum, and professional development.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	Self reflection and goal setting., walk throughs, observations,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Based upon observations and interviews, the OEPA noted teachers received specific and descriptive feedback in multiple forms, including email and verbal conversations.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well	ACCOMPLISHED	Weekly walk throughs with custodians, daily walk through of administrations,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.		work order system, custodial reports, fire drills, lock downs, health department reports, fire marshall reports, sprinkler system report,		school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Resources are sought and utilized based on the needs of the school (strategic plan).	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	We follow WV policy for hiring all teachers.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	Our school uses iPads to provide students with personalized learning: Stride Academy, Read 180, VMath. We use in house teachers and county coaches to provide professional development on integration of technology into curriculum. We routinely use WVEIS WOW to gather data on students attendance, discipline, and academics. Administration utilizes Google Calendar and Google Docs to gather and provide information to teachers. Engrade is used to record grades, give tests and quizzes, and communicate with parent and staff.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		We have one sys op who supports teaches in the use of iPads and manages iPads and other technology equipment.		

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	The leadership team gathers data on attendance, academics, discipline, and other information needed to identify our root causes for problems. From this information we create, modify, and add to the strategic plan. The strategic plan drives what we do the in the building. We identify our goals and actions and then meet 2 times a month to discuss our progress.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Through interviews, the OEPA Team verified students could access their personal achievement data; however, the Team did not verify how students were using the data. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team determined the school needed to assist students in using their data to identify strengths and create goals to attain mastery in areas where they struggled.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	Grade level PLC team and leadership team agendas and minutes.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Monitoring for Results. The staff monitors changes in	EMERGING	The leadership team communicates data to grade level teams. Grade level team then work as a group to develop	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.		strategies to fix problem areas.		school's self-rating for this function.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Behavior Interventionist 1 Special Education teacher to support Social Studies and Science Benchmark Assessments System for all core areas Math Curriculum that teachers accept	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	High yield strategies. High expectations. Student relationships Student engagement Common Formative Assessment traaining We have data. Now What?	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	IPI observations Peer observations Flipped Faculty Meetings Student Leadership PBIS Bulldog Bucks	The OEPA Team commended the practice of conducting peer observations. However, the OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322 TEAM COMMENT: YES	During administrative meetings with grade levels the principal teaches Policy 2322 to teachers.
YES	Complete the School Monitoring Report TEAM COMMENT: YES	During the 2014-2015 school year the leadership team facilitated completing the School Monitoring Report. We will modify and update when teachers return to work.
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the	Administration began preparing faculty and staff during the 2014-2015 school year.

school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE
TEAM COMMENT: YES

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)
on-going professional development and research on how to best improve school and classroom processes and strategies

The leadership team coordinates school improvement efforts amongst curriculum team and school committees. Administration conducts PD with grade level teams, special education teams, and related arts teams at least 2x's a month.

(S5,FA) TEAM COMMENT: YES		
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA) TEAM COMMENT: YES	Data drives instruction. Teachers are given data to analyze. We determine root causes and develop plans for improvement.
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC) TEAM COMMENT: YES	School monitoring report focuses on the areas that we need to improve. Based on data and staff surveys we create PD to meet needs.
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.) TEAM COMMENT: YES	The strategic plan is a working document. We evaluate our core beliefs, mission, goals yearly. We develop action plans and develop PD to address plans. The LSIC reviews strategic plan, goals, action steps and makes recommendations. Our action plan is based on research based strategies and best practices. We are continually looking for ways to make our school the BEST. The principal works with leadership team to develop a plan, progress, and communicate

B . Policy 2340: West Virginia Measures of Academic Progress

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.
(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) TEAM COMMENT: YES
NOT FOUND	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) TEAM COMMENT: YES
NOT FOUND	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) TEAM COMMENT: YES

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) TEAM COMMENT: YES
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) TEAM COMMENT: YES
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) TEAM COMMENT: YES Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum

- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs

- Provides AP courses and AP teachers complete required initial and on-going professional development

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510: **TEAM COMMENT: YES**

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB) **TEAM COMMENT: YES**

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Guidelines for Implementation. (S1,FC) TEAM COMMENT: YES

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

NOT FOUND Alternative Education. (S1,FC) TEAM COMMENT: YES

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Time Requirements (S3,FB) **TEAM COMMENT: YES**
 Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.
 Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.
 High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
 Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

NOT FOUND tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD) **TEAM COMMENT: YES**

NOT FOUND esults are shared with students and parents. (S7, FC) **TEAM COMMENT: Yes**

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

NON-COMPLIANT

The OEPA Team did not verify the counselor was spending 75% of work time in a direct counseling relationship with students.

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-5-18b School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.
 Partial Compliance = Compliant with **more than half** the items listed below.
 Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) TEAM COMMENT: YES
NOT FOUND	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) TEAM COMMENT: NO. The Team verified counselor spent between 68% and 67.4% of the work day in direct service to students.

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES	No non-compliances.	YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	No non-compliances.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	YES	No non-compliances.	YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE	NA	YES

Findings:

Counseling Services. Per W. Va. Code §18-5-18b, the school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related.

Facility Resource Needs

8. School Nurse Clinic/Health Service Area

A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:

- A-9. Refrigerator with locked storage area, as required by State Board Policy 6200 and 2422.8 Section 9.1. (May adversely impact students' health and safety.)

10. Auditorium/Stage Facilities (Middle and High Required)

The school did not have an auditorium or stage facilities. (May adversely impact program delivery and student performance.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Dr. Bonnie Ritz, Consultant, Office of Education Performance Audits

Team Member – Kenny Bond, Principal, Wahama High School, Mason County Schools

Team Member – Kevin Campbell, Principal, Hamilton Middle School, Wood County Schools

Team Member – Rebecca Cooke, Principal, Road Branch Elementary & Middle School, Wyoming County Schools

Team Member – Dr. Preston Modlin, Principal, Eastern Greenbrier Middle School, Greenbrier County Schools

Team Member – Anita Stephenson, Principal, Clay County Middle School, Clay County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE**74-502 INDEPENDENCE HIGH SCHOOL – RALEIGH COUNTY**

	2011	2012	2013	2014
Enrollment	687	657	667	658
Average Class Size	18.2	17.4	18.5	18.0
Attendance Rate	95.71	94.84	98.08	94.57
Graduation Rate 4 yr cohort	79.05	81.46	82.80	88.76
Graduation Rate 5 yr cohort	79.62	79.52	not available	85.35
Dropout Rate	4.2	3.0	2.7	2.3
Pupil Admin Ratio	343.5	328.5	333.5	329.0
Pupil Teacher Ratio	14.5	13.5	13.5	14.2
Participation Rate-Math	not available	97.79	97.96	93.59
Participation Rate-Reading	not available	98.53	97.96	94.23

***The school evidence remains intact as reported by the school and has not been altered.**

INDEPENDENCE HIGH SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	PLC's, Test Talks, Faculty Senate, Patriot Proud, Leadership Team.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	School Policies, Walk Through Data, Lesson Plans	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: While high expectations were pervasive for the highest achieving students, the OEPA Team did not observe the same for average or lower performing students. Recommendation: The OEPA Team recommended fully

				implementing APL strategies, a countywide initiative, and designing lesson plans that address all students and their individual learning needs.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Safety Resource Officer, Mental Health Counselor, Counselor access.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Administration Team Meetings	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Leadership Team meets monthly, Patriot Proud Committee has input on weekly Character/Multicultural Lessons as well as student incentive programs.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership.	ACCOMPLISHED	Leadership Team and PLC Meetings.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.		Technology Integration Team		school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Student Government, Student Council, LINKS, BETA, HSTA	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Students are greeted at the door daily by the teacher, each class displays a daily agenda as well as expectations for the class block. LINKS classes are designed and set up so students have the same teacher every day during this time. They will follow these students throughout their years at IHS.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: - While the OEPA Team observed inviting classrooms, instruction was predominantly teacher-led, creating environments that were not student-centered and did not foster student reflection, intellectual inquiry, and self-direction. - The OEPA Team also observed lessons were

				affected when students did not have iPads with them or the iPads were broken. Recommendations: • The OEPA Team recommended teachers be supported in creating more student-centered classrooms utilizing activities that foster student reflection, intellectual inquiry, and self-direction. • Additionally, the OEPA Team recommended the school develop alternate methods for students without digital devices to engage in lessons requiring technology.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	EMERGING	Lesson Plans, Syllabus	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and	ACCOMPLISHED	Lesson Plans, Unit Plans	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observed widespread evidence of short-term planning; however, the Team did not observe extensive evidence of long-term planning that led to engaging instructional delivery. Recommendation: The OEPA Team recommended

performance levels of their students.				support for teachers in developing standards-based long-term plans based on the needs, interests, and performance levels of students.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	iPads and Carnegie Learning. Science Lab Experiments	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: While some staff facilitated engaging lessons, the OEPA Team observed in most classrooms only certain groups of students were engaged with instruction. The Team was unable to substantiate lessons included multiple strategies that addressed the needs of all students. Recommendation: The OEPA Team recommended teachers be provided support related to instructional strategies that allow for student use of technology and methods to address students who are not engaged.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	DISTINGUISHED	Homecoming Tailgate, Staff Birthday Celebrations, Weekly Shout Outs, Big Screen TV Announcements in Cafeteria. School Pep Rallies	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed widespread evidence of home, school, and community interaction that positively impacted the school, students, and community.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-	ACCOMPLISHED	IHS has assigned a staff member to each set of students (14-17) that they will follow throughout their years at IHS. LINKS lessons and Patriot Proud lessons are designed to meet the needs of	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		students emotionally.		
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Local Business- Dickey's Barbecue and Backpack Prep from Local Churches	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	NOT EVALUATED	Carnegie and iPad training.	EMERGING	The school had not provided a self-rating for this function; however, the evidence provided by the school and the additional evidence collected by the OEPA Team substantiated an emerging rating for this function. Comment: The staff could not articulate a framework for sustained systemic professional development that directly impacted student learning. Recommendation: The OEPA Team recommended the school develop a professional development plan based on data and school needs.
Function B: Teacher Collaboration. The teachers participate in high functioning	ACCOMPLISHED	PLC Meetings. AP and APL trainings	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating

professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.				for this function. Rationale: The OEPA Team determined teacher collaboration was occurring; however, based upon minutes from collaborative meetings, the Team observed topics were not generally focused on improving student achievement. Recommendation: The OEPA Team recommended teams receive support on analyzing data, such as that yielded by the West Virginia General Summative Assessment and the American College Testing (ACT) assessment, and using data to make instructional decisions.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	WVEIS WOW	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended in addition to the informal observations, verbal and electronic feedback, more targeted feedback be provided to address specific school improvement needs.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	As and administrative staff we have created a walk through form to help assist custodians with expectations. This form is done weekly even daily if needed.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The effort of the students to volunteer on Saturday to clean the school was commendable.
Function B: Fiscal	ACCOMPLISHED	Close relations ships with the financial	ACCOMPLISHED	The evidence provided by the school and the additional

Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.		staff (Principals, Assistant Principal, and Financial Secretary) and Central Office Financial Personnel to assure policies are being followed.		evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	DISTINGUISHED	Policy 5000 Participation by committee	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team verified there were positions not filled with highly qualified personnel. Recommendation: The OEPA Team recommended the school continue to seek qualified applicants to fill all positions.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	iPad, Computer Labs, Calculators, ELMO, Apple TV	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function and the School Monitoring Report overall, the Team recommended the staff carefully review all components of the function and provide evidence specific to the language of the function.
Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and	EMERGING	PLC Meetings, Opening of Schools Trainings	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.				school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	WV Science Teacher Association Conference	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The structures and processes were in place for collaboration; however, the OEPA Team determined collaboration was not presently being used to address achievement for all students. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended collaboration be used to identify and meet all students' needs.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED		EMERGING	The school did not provide evidence, and the evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not observe and evidence was not presented to support use of data for continuous student achievement. Recommendation: The OEPA team recommended support be provided to staff for development of monitoring tools, such as benchmark testing and short cycle assessments to gauge current levels of student performance. This monitoring would not only impact student achievement but also create opportunities for self-reflection and improvement.

**SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies**

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Stride Program for Moderate students, additional technology compatible with Carnegie. New Science textbooks	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Additional technology training on iPad (Apple Products) and Carnegie Online. 2 Science Classrooms do not have lab stations.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the Team recommended support be provided to teachers developing standards-based long-term plans; creating student-centered classrooms; integrating technology in instruction; analyzing and using data to make instruction decisions; and developing monitoring tools, such as benchmark testing and short cycle assessments to gauge current levels of student performance.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Patriot Proud program to build character as well as identifying patriot proud student of the week. Schools to work program. Community outreach opportunities such as our community tailgate. Food baskets to local families. Patriot Bowl involving collaboration of the fine arts department. PLC Meetings.	The OEPA Team commended the school on its positive climate. However, the OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)
on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)

YES

Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)

YES

Assess School and Classroom Learning Conditions – all staff must utilize:
the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC)
summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)

YES

Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC)
school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs.
direction of the principal with collective involvement and input from the staff and the LSIC.
strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.
principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340**West Virginia Measures of Academic Progress**

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510**Assuring the Quality of Education: Regulations for Education Programs**

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff,

students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21: • Utilizes Standards-Focused Curriculum

- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)

- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.
 Follow eligibility criteria for placement in alternative education, including expelled students.
 Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)
 Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.
 Employ licensed, certified staff in core subject areas.
 Participate in State assessment program.
 Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

YES results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES

E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Facility Resource Needs

No facility resource needs were identified.

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Tom Sanders, Consultant, Office of Education Performance Audits

Team Member – Robin Hall, Principal, Westside High School, Wyoming County Schools

Team Member – Camella Hardinger, Principal, Hampshire County High School, Hampshire County Schools

Team Member – Jo Hendricks, Principal, Ravenswood High School, Jackson County Schools

Team Member – Ron Lyons, Principal, Hedgesville High School, Berkley County Schools

Team Member – Beverly Shatto, Assistant Principal, Ripley High School, Jackson County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE**74-503 LIBERTY HIGH SCHOOL – RALEIGH COUNTY**

	2011	2012	2013	2014
Enrollment	532	553	574	563
Average Class Size	18.9	19.6	19.1	18.7
Attendance Rate	94.35	94.92	94.63	93.56
Graduation Rate 4 yr cohort	73.20	79.72	87.23	84.96
Graduation Rate 5 yr cohort	85.43	77.78	not available	89.36
Dropout Rate	1.3	3.8	3.0	2.0
Pupil Admin Ratio	266.0	276.5	287.0	281.5
Pupil Teacher Ratio	13.8	14.0	14.2	13.4
Participation Rate-Math	not available	96.92	96.49	98.67
Participation Rate-Reading	not available	96.92	96.49	98.67

***The school evidence remains intact as reported by the school and has not been altered.**

LIBERTY HIGH SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	Strategic Plan, Culture Survey, LSIC, LHS Student Success Code, School Vision and Mission, Leadership Team. With staff's help we believe we can get more and more students in college. Data shows that almost half of the graduating class of 2015 (46%) is attending college and of those over half received the ACT Score to receive the Promise Scholarship.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self -rating for this function Comment: During interviews, teachers requested more time for collaboration and indicated many teams had not met to date.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	Written copy of rules, Student Success Code, Inclusion teachers, Mission Statement , Tutoring, Class Syllabus, AP and Honors Classes, Dual Credit, Word of Mouth. Daily announcements with "college" or "ACT" stated, Daily. Free ACT Tutoring 6 times per year. District providing all juniors one ACT Exam in March.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self -rating for this function

Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	Tutoring, Block Scheduling, Advisory (LINKS), Emergency Practices, WESTEST Scores, Celebrations, Pro Officer. ACT accomplishments.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team observed numerous areas with visible dirt. • Through student interviews, the OEPA Team also confirmed the need for cleanliness at the field house. • The electrical panels did not have the necessary 36" clearance. Recommendations: • The OEPA Team recommended administration closely monitor cleanliness of the building. • The OEPA Team further recommended full compliance with space for electrical boxes.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Curriculum Team, Leadership Team, Blackboard Messenger, Administrators present in classrooms, mentoring, Positive and proactive approach to college readiness, Teachers given input on projects. Principal has established scholarships and awards for college going seniors adding up to over one half a million dollars over 4 years including the Promise Scholarship. Principal and a committee of 3 each September calls college freshmen in dorms for post graduate support. Been doing it for 12	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The principal had assumed administrative duties in September. On the date of the on-site review, the OEPA Team did not observe shared leadership, structured team meetings, and cleanliness within the school. Recommendation: The OEPA Team recommended the principal address cleanliness issues within the school; work with school teams to develop

		years		purposeful structures and processes; and establish expectations for and monitor the work of teams.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Engrade Messages, memos, word of mouth, Faculty Senate, SAT, Student Council, College Summit, Clubs, Mentoring. Committee formed to make post grad contact for college freshmen in dorms. Only those needing further support.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Teams were evident and each teacher served on a team; however, evidence did not support meetings were being held. Recommendation: Due to the lack of evidence that teams were impacting the learning process, the OEPA Team recommended the school investigate methods for implementing a structured, purposeful collaborative time for teachers which would allow for greater focus on student achievement.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	Faculty Senate, Staff Development, Mentoring, Department meetings	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • All teachers served on a team or committee and shared information from professional development; however, interviews revealed there was not adequate meeting time. • Additionally, the OEPA Team determined many of the interactions among staff were informal in nature and did not represent authentic opportunities for teachers to lead and influence professional practice. Recommendations: • The OEPA Team recommended the school investigate methods for creating a structured, purposeful collaborative time for teachers.

				The OEPA Team further recommended the school implement authentic opportunities for teachers to lead and influence professional practice.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	EMERGING	Student Council, ISS, Class Officers, Advisory (LINKS), Inclusion Classes, peer tutors, office aides. Former students filling leadership roles in the following colleges. WVU, Shepard, Glenville, William and Mary, Concord, Bluefield State, Vanderbilt, Washington and Lee, East Tennessee State University, University of Tennessee, These students have been invited to share with LHS students their leadership roles at their colleges. All have participated.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Next Gen Standards, APL Strategies, iPad use, Engrade, Math I All Year, Cooperative Learning, AP, Honors and Dual Credit Classes, Promise Scholarship Recognition, WESTEST analysis	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: - Although the classrooms were inviting, the OEPA Team observed primarily teacher-led instruction. - Classroom environments that fostered intellectual inquiry were observed only in upper level courses. - The OEPA Team observed minimal evidence of classroom learning environments that encouraged student self-direction. Recommendation: The OEPA Team recommended

				teachers receive support in creating classroom environments that were student-centered, allowing for student reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Lesson Plans, Staff Development on NxG, Englis and Math TR classes, Benchmarks, teach/reteach, multi-modal instruction, item analysis	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Lesson Plans, Curriculum Guides, Benchmarks. Efforts to paralell Next Generation Standards, common core and Technology initiative.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using	ACCOMPLISHED	NxG, Inclusion teachers, lesson plans, Advisory (LINKS), Benchmarks, deconstructing data. One to one I-pad initiative.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team did not substantiate assessment results were being used to shape

multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.				instructional delivery. • The Team observed teachers trying to integrate student use of digital tools as part of instructional delivery. Recommendations: • The OEPA Team recommended teachers utilize collaborative time to develop common assessments; monitor results of assessments; and make instructional adjustments as a result of the data yielded by such assessments. • The Team further recommended teachers continue to receive support in embedding technology in instructional delivery.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	LSIC, Open House, PTC, iPad use, Engrade, phone calls, letters home, counselors, Blackboard messenger, College week question / survey for students to get to know their teachers and their college background. plaques outside each classroom describing teachers college experience.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education,	ACCOMPLISHED	Blackboard calls, "To Go" breakfast, Advisory (LINKS), Inclusion classes, IEP's, Counseling, Engrade. Frequent school-wide efforts to experience other cultures with district planning for theater performances, dances, plays, field days and college visits	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

guidance and counseling, special education, and English as a Second Language.				
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	EMERGING	LSIC, Community activities like parades, awards ceremonies, athletic activities, student competitions such as chili cookoff, class challenges with parental involvement. Project Graduation.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	iRaleigh training, Surveys, Online Training, Embedded school based training	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined professional development was aligned with strategic plan goals and needs identified on the School Monitoring Report. Recommendation: The OEPA Team determined teachers would benefit from additional support regarding integrating instructional technology and creating student-centered classrooms that developed higher order and deeper learning skills in students.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning	ACCOMPLISHED	WESTEST data discussions, Department meetings, Leadership Team meetings	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined collaboration

communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.				among teachers was informal and could not substantiate it benefited student learning. Recommendation: The OEPA Team recommended the school provide a structured time for collaboration with a focus on improving student learning.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Embedded training on process, periodic teacher meetings to work as a collaborative team on the Evaluation	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Having recently assumed the position, the principal has not had sufficient time to implement processes that would foster professional growth among staff. Recommendation: The OEPA Team recommended the principal develop and implement methods for providing constructive feedback to teachers, which would provide opportunities for teacher self-reflection that impacts professional growth.
Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Weekly and Monthly school-wide checks by custodian, Immediate action on issues that require work orders	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observed numerous areas with visible dirt.

				- Through student interviews, the OEPA Team also confirmed the need for cleanliness at the field house. - The electrical panels did not have the necessary 36" clearance. Recommendations: - The OEPA Team recommended administration closely monitor cleanliness of the facilities. - The Team further recommended full compliance with space for electrical boxes.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Faculty Senate votes, review of purchasing procedures with staff each year. LSIC	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	School follows policy concerning the hiring pf personnel	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology	ACCOMPLISHED	iPads, Engrade, iRaleigh, Teacher Presentation Stations, Computer labs, Mobile Labs, Lessons on appropriat use of technology. EASY TRIP, WV LEARNS,SCHOOL DUDE, SUICIDE PREVENTION, KRONOS,DEFENSIVE	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating and the Team did

infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.		DRIVING, MY LEARNING PLAN		observe some use of technology tools, to strengthen the function, the Team recommended teachers continue receiving support in utilizing technology as instructional tools.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Documentation of teacher and LSIC input into plan	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined the school's strategic plan goals were well thought out and were referenced by leadership team members, as well as other teachers in the building.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Follows the PLC protocol, some volunteers, Faculty Senate Vote	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team determined teachers typically collaborated informally, and the team could not substantiate that collaborative meetings were impacting student learning. Recommendation: The OEPA Team recommended the school create a structured collaborative time for teachers, which would engage all stakeholders to increase student learning.
Function C: Monitoring for Results. The staff monitors changes	ACCOMPLISHED	Engrade, WESTEST results, Counselors, SAT	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team

in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.				determined a lower rating for this function. Rationale: • The OEPA Team did not observe any monitoring of student progress. • The Team was particularly concerned that no Student Assistance Team (SAT) meetings had been conducted during the first nine weeks. Recommendations: • The OEPA Team recommended the school develop methods for monitoring student progress. • As increasing student attendance is a primary goal for the school, the Team additionally recommended SAT Team meetings be conducted regularly to address attendance.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	1. Funding to pay for tutors to complete ACT Prep for students taking the ACT. 2. Additional funding for tutors for Core Subjects to increase the numbers of students passing classes and ultimately graduating. 3. Number of Highly Qualified teachers and Substitutes in long-term positions.	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	1. Test analysis training on the ne Smarter Balanced Assessment 2. Training on unpacking the new Next Generation Standards 3. Additional work on improving the engagement of students.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. The OEPA Team additionally recommended teachers receive support in creating student-centered classrooms that fostered student self-reflection, intellectual inquiry, and self-direction; and in utilizing technology as instructional tools.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	1. ACT Practice before test administration. 2. Dual Credit class opportunities. 3. Study groups formed for test practice. 4. Push by all school staff to target student interests and promote college and/or vocational studies 5. Student Success Code 6. Individualized student plans/Advisory 7. Post graduate checkup phone calls for further support to students gone off to college first time away from home 8. Principal's annual trip with top 3 juniors to out- of - state major universities	The OEPA Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and

to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process Prepare for the review – the principal shall: - prepare the staff for productive involvement in the review process with materials provided by the OEPA - one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress - prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference Address the review findings – the principal shall: - share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULLCOMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

PARTIAL COMPLIANCE

Teams had just been formed and many had not met. The OEPA Team could only confirm the leadership team was holding meetings.

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of

- student progress (Pages 6-8)
- Utilizes standards-focused curriculum
- Develops physical health and wellness
- Develops global competence
- Utilizes formative assessment processes
- Utilizes technology integration
- Develops student success and career readiness
- Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9)

Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential

- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Guidelines for Implementation. (S1,FC) Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to: Teach students appropriate behaviors and dispositions (Pages 7-17). Assure students' rights and responsibilities are taught and protected (Pages 18-21). Implement proactive, preventative, and responsive programs (Page 43). Implement investigatory and reporting procedures (Page 43). Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57). Develop and implement a comprehensive crisis response plan (Pages 25-27).
YES	Alternative Education. (S1,FC) A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions. Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63) Implement county policies and procedures for alternative education. Follow eligibility criteria for placement in alternative education, including expelled students. Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.) Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior. Employ licensed, certified staff in core subject areas. Participate in State assessment program. Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT

COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	ime Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
YES	esults are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b

FULL COMPLIANCE

NON-COMPLIANT

The OEPA Team verified counselors were not spending 75% of the work day in a direct counseling relationship with students.

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.
 Partial Compliance = Compliant with **more than half** the items listed below.
 Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		NO Based on the most current Fire Marshal Report, the school requirements section stated a 36" clearance was required around electrical panels. In the school's storage areas, the OEPA Team observed two electrical panels with supplies and other items in front of them.
D. Health Department? Has the school addressed all non-compliances during the Health Department inspection?	YES		YES
E . School Building	NOT APPLICABLE		NOT APPLICABLE

Authority (if applicable). Has the school addressed all non-compliances during the SBA review?			
F. Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		NO Information for the OEPA Team's review was not provided. The principal stated this information was not needed because funds were handled through the central office.

Findings:

Counseling Services. Per W.Va. Code §18-5-18b, the school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related.

Fire Marshal. The school must comply with requirements of the State Fire Marshal by removing storage items and supplies from within 36" of electrical panels.

Federal Programs. The school must maintain records of all monitoring conducted by state and federal agencies in order for the OEPA to conduct on-site reviews aligned with the processes set forth in Policy 2320.

Facility Resource Needs

9. Gymnasiums/Physical Fitness Facilities

E. Physical fitness facilities did not include at least the following items:

E-2. Drinking fountain. (May adversely impact program delivery and student performance.) (May adversely impact students' health and safety.)

17 Science Laboratories and Facilities

C. Science equipment and materials were not adequate and did not include at least the following:

C-4. Ventilation fume hood and demonstration table. (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Linda Cox, Consultant, Office of Education Performance Audits

Team Member – Dr. Donna Hage, Assistant Superintendent, Central Office, Harrison County Schools

Team Member – Carol Hamilton, Assistant Principal, Spring Mills High School, Berkeley County Schools

Team Member – Lisa Mustain, Principal, James Monroe High School, Monroe County Schools
Team Member – Kendra Rapp, Principal, Nicholas County High School, Nicholas County Schools
Team Member – Amy Robertson, Principal, Greenbrier West High School, Greenbrier County Schools

Date of School Visit – 11/04/2015

SCHOOL PROFILE**74-505 SHADY SPRING HIGH SCHOOL – RALEIGH COUNTY**

	2011	2012	2013	2014
Enrollment	809	836	829	837
Average Class Size	20.8	23.0	23.5	18.5
Attendance Rate	94.61	93.80	93.49	93.71
Graduation Rate 4 yr cohort	83.96	91.67	90.55	85.65
Graduation Rate 5 yr cohort	87.95	87.23	not available	92.04
Dropout Rate	2.2	1.2	1.9	1.9
Pupil Admin Ratio	404.5	418.0	276.3	279.0
Pupil Teacher Ratio	16.7	17.6	16.9	15.5
Participation Rate-Math	not available	97.37	96.89	95.19
Participation Rate-Reading	not available	98.42	97.93	95.19

***The school evidence remains intact as reported by the school and has not been altered.**

SHADY SPRING HIGH in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	EMERGING	Mission statement and Core Beliefs in every classroom, Student Handbook, Instruction in LINKS for expectations, Administrative expectations in Teacher Handbook, Letter Introducing new principal expectations, Staff communication informally and formally to share ideas, concerns, and plans.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: Staff and students consistently articulated the goals and beliefs of the school.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal behavior.	ACCOMPLISHED	ACT's Rising Star Board, College Summit group, College acceptance board, Student of the month display, Public Interest pictures and announcements in cafeteria on the big screen, Student work posted inside and outside classrooms, National Honor Society Ceremony, Awards banquets for scholar, AP, dual credit, and virtual classes, Student Council, NHS and Key	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

		Club revisited Expectations, Teacher and Student Handbooks on line, student expectations reviewed in LINKS, Teacher expectations reviewed in faculty meetings.		
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	EMERGING	Faculty on hall duty, guests must "buzz" in, ISS for behavior intervention, /College Summit mentoring used to intervene in academics and behavior for at risk students, Project based learning such as projectile launchers, weather balloons, art competitions, Bullying and human sexuality sensitivity training, Jason Flatt suicide training, two way radios used by custodians, security and administration,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Open line of communication with community, parents, students and teachers, Use of Engrade and Exchange email for communication, Blackboard calling to inform parents and staff of school wide messages, Administration communicates building needs to central office to ensure that appropriate materials are available, new intramural program developed, Provides guidance to new staff members in discipline and classroom management, identified and responded to safety concerns (like afternoon bus duty needs) Keeps staff abreast of policies and procedures, collaborates with school leaders when	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team determined the principal exhibited limited knowledge of school data. • Students reported seeing the principal in hallways but not often in classrooms. • The OEPA Team also substantiated limited documentation of feedback on classroom walkthroughs. Recommendations: • While the school evidence supported and the

		problem solving		OEPA Team verified the principal was an effective manager, the Team recommended the principal continue developing her role as an instructional leader. Specifically, the OEPA Team recommended the administrative team develop processes for reviewing and familiarizing themselves with school data; for completing and providing feedback on classroom walkthroughs; and for increasing visibility in classrooms.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	EMERGING	Common planning in core classes allows for planning and problem solving, Student Assistance Team works to help struggling students, Leadership Team work improve school climate and culture; then share information with others on their planning period.	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: - The OEPA Team determined the principal, as well as teachers, encouraged leadership among the faculty. - Professional learning communities (PLCs) were functioning and could discuss data. - The OEPA Team verified evidence of stakeholder input and problem solving to address school goals.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	EMERGING	Principal sets expectations and allows teachers to accomplish them in a way that best suits personal style, Teachers use WVEIS to report level one violations, teachers are to call home twice before using a DRF for level one violations, had teachers trained PLC, teachers responded to principal when she asked for volunteers for after school duty IPI coding completed and discussed by teachers, teachers used as trainers for new programs, utilizes paid and non-paid teacher mentors	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team identified multiple examples of distributed teacher leadership: the Instructional Practices Inventory (IPI), high functioning PLCs, and facilitation of student organizations.

Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Involved students in the creation and revision of new dress code policy, Student Council elected by peers and creating a "suggestion box, PE utilizing a suggestion box, Key Club choosing charities, College Summit student led, NHS makes decisions on school and community service projects, FCA is student led and organized, FFA student led, ROTC, We the People, Model UN, Students raising flag,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	EMERGING	Project based learning, (Project Ascension, Labs, Debates, and Dinner Discussions, understanding informational texts), teachers enjoy working with each other and enjoy the students, Student work on walls, pictures of students hung in celebration, LINKS discussions regarding real life issues	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed inviting classroom environments, but determined only some fostered intellectual inquiry and student self-direction. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended teachers receive support in creating student-centered classrooms that allow student reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and	EMERGING	Lesson Plan feedback guide, Required pacing guides (curriculum maps), Agenda on board, Discussion and planning around standards during common planning periods, IEP's created using standards, county adopted texts and programs aligned with NextGen Standards, One to One iPads	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA team found extensive evidence of a standards-focused curriculum; pacing guides were used with documentation of covered standards.

Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.				
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	EMERGING	Teachers analyze data from summative testing and formative assessments to develop trends and help guide planning, Unit plans and curriculum mapping,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed short- and long-term planning, including teacher self-reflection to address individual needs of students in most classrooms.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	EMERGING	Technology integration, Posted agendas and learning objectives, APL strategies, Cooperative learning, project based learning, LINKS used to develop study and life skills, (catapults, roller coaster, egg drop, bridge contest, guest speakers, teachers use graphic organizers, digital learning and demonstrations through iPad and AppleTV.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed excellent instructional strategies with multiple assessments and digital tools in some classrooms.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations	EMERGING	Midterms to parents of students with C's or below, Blackboard calls home for school information, Engrade used by	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

exist between the school staff and the students, families, and the larger community.		teachers so parents can check child's grade daily as well as to communicate with teachers, Counselors meet with parents to create child's personalized educational plan and send schedule requests home for approval, they call when a child is experiencing difficulties and have been referred by a teacher, School was opened up to 9th grade parents to do a walk through and meet their child's new teachers, Key Club and NHS volunteer time to work in the community when needed (Kid's Classic, March of Dime, Red Cross, Food banks, Coat Drives, Guidance newsletters available to parents		school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	EMERGING	In house school nurse on staff with open door policy, ACCESS health in house, Weight lifting class added for students, tutoring available, credit recovery offered 4 times a day, Intramural, LINKS class offers character education, Guidance has open door policy, Special education utilizes self-contained classrooms as well as inclusion teachers, Parenting and Foods class still offered, Health Fair, Career Fair, College Summit Mentoring, SAT teams used for interventions,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team determined counselors were not spending 75 percent of the work day in a direct counseling relationship with students. Relief from clerical and administrative duties may assist with this.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community	EMERGING	VoAg works with community in meat processing, holds the Ham Bacon and Egg Show, Greenhouse sales, Band boosters and touchdown club work with school teams, School to Work in our	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

agencies and organizations to enhance the ability to meet the needs of all students.		MMI class, 5th Quarter at Qdoba Mexican, Sheetz as business partner, Beckley Area Foundation grants sought, Ads are purchased by business throughout the year to support various groups in our school, Mentors are used for our Senior Projects.		

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	iRaleigh training, Webinars offered, My Learning Plan, APL training, AP training, several teachers working towards National Board Certification, Faculty senate discussions, principal determines needs for specific teachers and sends them (classroom management), WVSSAC training for concussions, etc, Carnegie training for math, Plato training for credit recovery and alternative education	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional	ACCOMPLISHED	Common planning utilized for Grade/team level meetings, PLC non negotiables created, excel sheets provided for data collection to English, Math, Science and Social Studies departments, discussion of standardized testing results by standard and student	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

practice.				
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	EMERGING	use of Walk throughs, WOW (WVEIS on the Web) self-reflection and rubric, online training opportunities, IPI Coding and discussions,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team could not substantiate written feedback was provided from administrative walkthroughs and could not verify that walkthroughs were being used by teachers to make changes to instruction. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the administrative team develop a process for providing feedback aligned with school improvement goals to teachers as a result of classroom walkthroughs.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	EMERGING	Work orders used by administration, Emergency/Crisis plans created and shared, Visitor sign-ins Fire drills/lock downs practices, Security guard on duty as is a police officer, security cameras on site, Camera and intercom system for admittance to the building, Sufficient AED's for emergency cardiac arrest, fire suppression systems and alarms and a working intercom system as well as classroom phones, custodial checklist used,	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: The day of the on-site review the OEPA Team made the following observations: • An exterior door leading from the gymnasium was propped open throughout the day; • The bandroom was not removed from quiet areas of the building; • The main office was located in the center of the building; and • Science labs were outdated. Recommendations: While the OEPA Team substantiated the school's rating, to strengthen the

				function, the Team recommended the school: • Ensure student and staff safety by keeping all exterior doors locked at all times; and • Investigate methods for updating science labs.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	Faculty Senate fund reports, Purchase orders completed, Financial information in teacher handbook and coaches handbook, End-of-the-month reports/procedures, bills paid promptly, departments notified of available funds,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	ACCOMPLISHED	Educator evaluation reports, State hiring policy, Paid New teacher mentors, new teacher unpaid mentor	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	iPad training and support, TIS (Technology Integration Specialist), School systems operator, Engrade, network updates	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	EMERGING	Leadership team works to create strategic plan, shares with others on their planning periods, Faculty Senate, discussion of data from testing and Clarity, mission statement and core beliefs developed together and hung in classrooms and printed in handbooks	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined the strategic plan established a coherent approach to improving student performance.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	EMERGING	IPI Coding, PLC teaming, Attend county training to create network of professionals, Curriculum team, Leadership team, Local School Improvement team, Health and Wellness team, Safe Schools team, Faculty Senate	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team verified evidence of defined structures for professional relationships and collaboration among numerous stakeholders to increase student learning.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	EMERGING	Faculty Senate discussions, IPI data results, Engrade, WV General Summative Assessment data distribution, Clarity,	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team determined teachers monitored practices and made adjustments for student learning.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Facility too small; built for 500, service 830 with census indicating growth. Now have 4 trailer & 5 traveling teachers. No place to house all students for an assembly. As a AAA school in a AA building, we may not host of any sporting event's tournaments. All affect culture/climate. No room for project based/authentic learning. With over 20 doors leading to the outside, safety and trauncy are monitoring nightmares. Administrative offices are in the middle of the building another safety issu	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Our inability to fill our posititons with highly qualified teachers is frustrating. Experienced teachers are interested in teaching at our school until they find they will be teaching from a cart. NxtGen Standards and the SmarterBalanced testing being new needs PD as does strategies and best practices for working with increasing the lower 25% (our special needs group)	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the Team recommended teachers be provided support in creating student-centered learning environments that foster reflection, intellectual inquiry, and self-direction.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	1. College Summit Peer Leaders receive intensive training, share with at risk peers how to apply and how to pay for post secondary ed. They help connect the dots between their own goals for the future and the choices they make in school each day. 2. Schools to Work program in the MMI room	The OEPA Team commended these practices: • College Summit Peer Leaders program; and • Schools to Work program. However, the Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322
YES	Complete the School Monitoring Report
YES	Participate in the on-site review process
	Prepare for the review – the principal shall: - prepare the staff for productive involvement in the review process with materials provided by the OEPA - one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress - prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process - Participate in the review - Participate in the Exit Conference Address the review findings – the principal shall: - share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan - work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and

provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA)
YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. involvement of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs.

principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school

procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)

- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES **Guidelines for Implementation.** (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).
 Assure students' rights and responsibilities are taught and protected (Pages 18-21).
 Implement proactive, preventative, and responsive programs (Page 43).
 Implement investigatory and reporting procedures (Page 43).
 Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).
 Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES **Alternative Education.** (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.
 Follow eligibility criteria for placement in alternative education, including expelled students.
 Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)
 Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.
 Employ licensed, certified staff in core subject areas.
 Participate in State assessment program.
 Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

FULL COMPLIANCE

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
YES	tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD)

YES	Results are shared with students and parents. (S7, FC)
F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE NON-COMPLIANT THE OEPA Team verified counselors were not spending 75% of the work day in a direct counseling relationship with students.

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	NOT APPLICABLE		YES
C . Fire Marshal? Has the school addressed all non-	YES		YES

compliances identified during the fire marshal review?			
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		YES
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Findings:

Counseling Services. Per W.Va. Code §18-5-18b, the school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related.

Facility Resource Needs

1. School Site

- C. Site did not have stable, well-drained soil free of erosion. (As evidenced by no standing water, no water trenches, or no unwanted water around building) (Did not adversely impact program delivery and student performance.) (May adversely impact program delivery and student performance.)

5. Counselor Office(s)

- A. Counselors' offices were not adequate (100-125 ft.²) per counselor. (Did not adversely impact program delivery and student performance.)

7. Cafeteria/Food Service Area

- C. Kitchen aisle widths did not measure 4 to 6 ft. to accommodate carts and personnel. (May adversely impact program delivery and student performance.)

- M. Storage room was not capable of storing all chairs and tables used in the dining room for meals. (May adversely impact students' health and safety.)

8. School Nurse Clinic/Health Service Area

- A. Clinic/health service area was not appropriately furnished and did not contain at least the following equipment:
A-2. Small room(s) or curtained area with cots. (May adversely impact students' health and safety.)
A-3. Work counter with sink. (May adversely impact students' health and safety.)
B. Clinic/health service area was not adequate in size (250-400 ft.²). (May adversely impact students' health and safety.)

10. Auditorium/Stage Facilities (Middle and High Required)

- C. Auditorium was not appropriately equipped with at least the following:
- C-4. Sound dampening acoustical treatment material used to reduce unwanted noise from the seating area. (May adversely impact program delivery and student performance.)

11. Custodial and Storage Areas

- C. All flammable and toxic materials were not stored in a vented cabinet that was vented to the outside and was locked at all times. (May adversely impact students' health and safety.)

13. General Classrooms

- C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

15. Art

- A. Art facility area was not adequate in size (45-50 ft.²/student). (May adversely impact program delivery and student performance.)
- C. Storage was not adequate for the instructional supplies. (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
- D-2. Counter space. (May adversely impact program delivery and student performance.)
- D-4. Display boards and equipment; (May adversely impact program delivery and student performance.)

16. Band/Music

- B. Band/music facilities were not located away from quiet areas of building. (May adversely impact program delivery and student performance.)
- D. Equipment and materials were not adequate and did not include at least the following:
- D-2. Acoustical treatment capable of sufficient sound dampening. (May adversely impact program delivery and student performance.)

17. Science Laboratories and Facilities

- A. Science facilities were not adequate in size (45-60 ft.²/student). (May adversely impact program delivery and student performance.)
- C. Science equipment and materials were not adequate and did not include at least the following:
- C-1. Laboratory work surfaces at 2.5 linear ft./student with sink, water, gas and electricity; (May adversely impact program delivery and student performance.)
- C-2. Emergency main line gas shut-off conveniently located; (May adversely impact students' health and safety.)
- C-3. Instructional boards, bulletin boards, open and closed shelving; (May adversely impact program delivery and student performance.)
- C-4. Ventilation fume hood and demonstration table; (May adversely impact students' health and safety.) (May adversely impact program delivery and student performance.)
- C-5. Fire extinguishers, first aid kits, blankets, and emergency eye wash stations and showers; (May adversely impact students' health and safety.)
- C-6. Lockable storage for lab materials. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits
Team Leader – Tom Sanders, Consultant, Office of Education Performance Audits
Team Member – Dr. Donna Hage, Assistant Superintendent, Central Office, Harrison County Schools
Team Member – Robin Hall, Principal, Westside High School, Wyoming County Schools
Team Member – Carol Hamilton, Assistant Principal, Spring Mills High School, Berkeley County Schools
Team Member – Camella Hardinger, Principal, Hampshire County High School, Hampshire County Schools
Team Member – Jo Hendricks, Principal, Ravenswood High School, Jackson County Schools
Team Member – Ron Lyons, Principal, Hedgesville High School, Berkeley County Schools
Team Member – Kendra Rapp, Principal, Nicholas County High School, Nicholas County Schools
Team Member – Beverly Shatto, Assistant Principal, Ripley High School, Jackson County Schools

Date of School Visit – 11/05/2015

SCHOOL PROFILE**74-506 WOODROW WILSON HIGH SCHOOL – RALEIGH COUNTY**

	2011	2012	2013	2014
Enrollment	1381	1356	1348	1344
Average Class Size	22.2	20.5	20.4	18.5
Attendance Rate	95.12	95.01	94.87	93.93
Graduation Rate 4 yr cohort	78.67	78.88	73.28	77.58
Graduation Rate 5 yr cohort	76.68	82.67	not available	76.22
Dropout Rate	3.5	3.9	3.5	2.6
Pupil Admin Ratio	345.3	339.0	337.0	336.0
Pupil Teacher Ratio	16.0	15.7	15.7	15.3
Participation Rate-Math	not available	96.62	98.61	94.95
Participation Rate-Reading	not available	95.61	98.96	94.61

***The school evidence remains intact as reported by the school and has not been altered.**

WOODROW WILSON HIGH SCHOOL in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	ACCOMPLISHED	See Posted Woodrow Wilson Core Values Posting See August Continuing Education Agenda See Department Head Guidance Document See Strategic Plan development process	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Through interviews, the OEPA Team determined most staff could not articulate the beliefs and mission of the school. Recommendation: The OEPA Team recommended all staff members have input in the development of the mission statement and beliefs of the school.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice	ACCOMPLISHED	See Departmental Goals See Leadership Team agenda See Administrative Team goals See Strategic Plan goals and action steps	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team verified some written expectations but determined high expectations were not readily observed or communicated throughout the

and personal behavior.				entire school. Recommendation: The OEPA Team recommended the school focus on communicating and modeling high expectations to all stakeholders.
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	See Student Handbook See Staff Duty Roster Observe Building Appearance and Operation Analyze 2014 -2015 disciplinary referral rate data See custodial schedules	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	See Administrative Engrade Items See Administrative Evaluative Goals See Administrative Daily Schedule See August Continuing Education Agenda See Strategic Plan Action Steps See Department Head Guidance Document	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The principal had instituted foundational safety and supervisory practices in the building. • Teachers reported the principal had changed the school climate, and they now felt safe in the school. • The principal had developed a plan to begin working on curriculum and instruction using the expertise of the assistant principals.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals	ACCOMPLISHED	See Leadership Team roster and agenda See Department Head Guidance Document See LSIC agenda See Student Government agenda See Faculty Senate agenda See Safety Team Activities	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: Based upon interviews, the OEPA Team

of the school through leadership, planning, and problem-solving.				determined leadership team members were not able to readily provide information on how they were involved in planning and problem solving to advance the mission of the school. Recommendation: The OEPA Team recommended involving students and staff in planning and problem solving to advance the school's mission and goals.
Function C: Teacher Leadership. Teachers assume responsibility for school and classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.	ACCOMPLISHED	See Leadership Team / Curriculum roster and agenda See Department Head agenda See LSIC agenda See Student Government agenda See Faculty Senate agenda Curriculum mapping work, textbook selection work, and Staff Development Council work on a county level is occurring See Faculty Senate agendas	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	See Student Government agenda See student participation in daily operational activities See Honor Society activities See Key Club activities	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self –rating for this function.
Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning	ACCOMPLISHED	Observe classroom activities Observe staff lesson plans Evaluate student	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate

Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.		performance data Analyze student discipline data		the school's self-rating; the Team determined a lower rating for this function. Rationale: While most classrooms were inviting, the Team did not observe instruction that fostered student reflection, intellectual inquiry, and self-direction. Recommendation: The OEPA Team recommended teachers receive support in creating student-centered environments that allow for student reflection, intellectual inquiry, and self-direction.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	ACCOMPLISHED	Observe classroom activities Observe staff lesson plans Evaluate student performance data Evaluate Departmental agendas Evaluate Leadership Team agendas Evaluate the link between lesson planning and the required curriculum	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team observed some standards-based lesson plans; however, such plans were not widely observed. • Very little evidence of the learning skills and technology tools was observed in plans. Recommendation: The OEPA Team recommended teachers receive support in utilizing and incorporating technology tools and learning skills into daily lesson plans.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels	ACCOMPLISHED	Observe classroom activities Examine staff lesson plans Evaluate student performance data Evaluate Departmental agendas Evaluate Leadership Team agendas Review Departmental agendas in relationship to vertical planning	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observed limited long-term planning and lack of connection between data results and instructional planning for student achievement. Recommendation: The OEPA Team recommended utilizing team collaboration for data analysis to drive

of their students.				instruction as well as for development of long-term plans.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.	ACCOMPLISHED	Observe classroom activities Examine staff lesson plans Evaluate student performance data Evaluate Departmental agendas Evaluate Leadership Team agendas Examine Technology Integration Specialist evaluative goals and daily activities Review implementation of the Instructional Practices Inventory process Review implementation of APL strategies	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: • The OEPA Team observed engaging instruction in some areas. • Although the school is participating in a 1:1 technology initiative, some students reported never using the county-provided iPads. Recommendations: • The OEPA Team recommended increased use of digital tools and multiple strategies in order to create engaging instructional environments. • Based on classroom observations, the OEPA Team recommended teachers receive support in varying instructional activities during the 90-minute instructional block.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	ACCOMPLISHED	Examine student achievement Examine student attendance Examine student disciplinary referral rate Evaluate school climate during the instructional day Review project graduation activities Examine Student Government activities Examine Honor Society activities Examine Honor Society activities Examine co-curricular activities	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B:	ACCOMPLISHED	Review SAT and the Teacher	EMERGING	The evidence provided by the school and the additional

Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.		Intervention Program (TIPS) process implementation Review Food Service monitoring report Review LINKS implementation agenda Review counselor activities Review Special Education monitoring report Review ESL Teacher activities Review August Continuing Education agenda in relationship to team teaching and small data driven skill groups		evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team observed some aspects of the function. However, during multiple student interviews, the students reported a lack of guidance and counseling to address their academic, social, and emotional needs. Recommendations: • The OEPA Team recommended guidance counselors ensure 75% of their time is spent in direct service to students. • The OEPA Team further recommended administration monitor guidance counselor logs monthly. • Additionally, the OEPA Team recommended counselors be relieved of administrative-related duties as much as possible in order to better serve students directly.
Function C: Parent and Community Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.	ACCOMPLISHED	Review LSIC participation Observe the Public Resource Officer program Observe voluntary faith based programs before and after school Analyze Child Protective Services Referrals Analyze community extra and co-curricular support Review extra curricular booster support	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.				
STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in	ACCOMPLISHED	Review "My Learning Plan" activities Review post graduate activities with the county certification office Review the	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the

continuous learning opportunities for professional growth designed to improve school and classroom practice.		Action Steps within the Strategic Plan Review the County Professional Development plan Review participation in RESA staff development Review Continuing Education agendas and the Departmental agendas for follow up		school's self-rating for this function. Comment: Teachers spoke to their involvement in professional development opportunities; however, the OEPA Team could not verify classroom implementation of skills learned through professional development.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Evaluate Departmental agendas Evaluate Leadership Team agendas Evaluate Faculty Senate agendas Review Least Restrictive Environment (LRE) discussion and Master Schedule alterations Examine the Master Schedule to see common departmental planning opportunities	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not observe evidence of ongoing, high functioning professional learning communities (PLCs) using data to improve instruction. Recommendations: • The OEPA Team recommended utilizing the current leadership framework (common planning, leadership team, PLCs) to analyze data to drive instruction. • The Team also recommended implementing best practices and multiple strategies for improving instruction and achievement of all students.
Function C: Evaluation, Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.	ACCOMPLISHED	Review departmental Continuous Monitoring report data Evaluate Departmental agendas Evaluate Leadership Team agendas Evaluate Faculty Senate agendas Evaluate individual goals from staff Review 8/26/15 Leadership Team Review of the Continuous Monitoring Report	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Review work order submission and completion data Observe facility appearance Review Fire Marshall and Health Department monitoring reports	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	EMERGING	While school audits reveal compliant processes a significant deficit in athletic finances exists. We are informed that significant progress has been made in this area but the upward trend has not erased that substantial deficit. Review the plans in place to correct this problem area. Data showing a comparison of the 13 -14 Athletic Deficit and the 14 -15 Athletic deficit shows an improvement. While the school has an overall positive balance the total amount of the accounts showing a deficit is \$154,864.45. The deficit improvement from 13- 14 to 14 - 15 was \$ \$54,193.96. This is the status on 7 -15 -15.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	EMERGING	Every effort is being made to have certified teachers in every position. This is proving difficult in the high need areas such as Science, Math, and Special Education. Long term vacancies exist in these areas. Review the county and state wide plans in place to correct this problem area	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	EMERGING	While we have pockets of outstanding technology use observation would show we also have significant pockets of instruction that have minimally taken advantage of our one to one ratio of iPads to students. As we adapt to a new Technology Integration Specialist, a new County Technology Director, and take greater advantage of Apple support we are hopeful for improvement in this realm.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team substantiated the central office was providing support for teachers by placing two technology specialists in the school who could immediately address technology issues.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Evaluate Departmental agendas Evaluate Leadership Team agendas Evaluate Faculty Senate agendas Evaluate LSIC agendas Analyze coherence between student performance data, staff evaluative goals, school governance agendas, and the Strategic Plan.	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: - The OEPA Team observed some subgroups within the school had defined, common goals but did not observe a cohesive schoolwide approach for improving student performance. - Members of the leadership team could speak about the school's strategic plan; however, other teachers could not. Recommendations: - The OEPA Team recommended the strategic plan goals addressing student achievement be revisited and revised on an ongoing basis. - The Team further recommended all staff be involved in the development of the strategic

				plan and understand their role in meeting the school's goals.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning.	ACCOMPLISHED	Evaluate Departmental agendas Evaluate Leadership Team agendas Evaluate Faculty Senate agendas	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating. Comment: The OEPA Team determined the school had established structures for building professional relationships, such as core departmental teams and the leadership team; however, the OEPA Team did not determine these opportunities were being fully utilized to impact student performance.
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Evaluate Departmental agendas Evaluate Leadership Team agendas Evaluate Faculty Senate agendas Review staff lesson plans	EMERGING	The evidence provided by the school and the additional evidence collected by the OEPA Team did not substantiate the school's self-rating; the Team determined a lower rating for this function. Rationale: The OEPA Team did not identify a mechanism in place to support monitoring of student achievement. Neither leadership team members nor teachers could speak to benchmarking student progress. Recommendation: The OEPA Team recommended support for teachers in the development of formal assessments, analysis of data yielded from such assessments, and progress monitoring of student learning.

SECTION 2: What Support do you need for improvement?
Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Altering the delivery model of the required curriculum away from a four period day will reveal multiple issues that are unanticipated. Putting resources into planning will help. Assessment administration is a challenge. The volume of assessment compromises our core educational mission.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the hiring of highly qualified staff is challenging; however, the Team could not confirm changing the daily schedule would address the school's issues.

	While all assessments independently have merit, the sum total of all assessments actually preclude that which it seeks to facilitate. They impair instruction. Hiring highly qualified staff is challenging.	
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Additional training to reinforce and institutionalize the elements of the Instructional Practices Inventory will serve us well. Additional training to reinforce and institutionalize the elements of APL training will serve us well also. Additional training to instruct staff on how to develop and instruct data driven small skill groups will be useful.	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs. Additionally, the OEPA Team recommended teachers receive support in identifying and implementing best practices; using multiple strategies and varying instruction during the instructional block; and creating and using formal assessments to monitor student progress.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Woodrow has added 3 new AP class in the last four years Woodrow has added test prep classes to improve SAT and ACT scores Leadership Team meets weekly for 45 minutes The Counselors and Homeroom teachers have the same students for 4 years Co-Teaching with a focus on data driven small skill groups Basic elements of APL strategies are unified across the curriculum Transition is intensified for ninth graders with Step Up Day, Orientation, LINKS Curriculum, and their initial class meeting	The Team did not verify, through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

Due to technical issues, the principal was unable to complete Section 4 of the School Monitoring Report online. During the on-site review, the OEPA Team verified each checklist item for each policy and code.

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

NOT FOUND	Develop Knowledge of Policy 2322 TEAM COMMENT: YES

NOT FOUND	Complete the School Monitoring Report TEAM COMMENT: YES

NOT FOUND	Participate in the on-site review process

Prepare for the review – the principal shall:

prepare the staff for productive involvement in the review process with materials provided by the OEPA

one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress

prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process

Participate in the review

Participate in the Exit Conference

Address the review findings – the principal shall:

share and discuss the report with the school staff and LSIC and for using the report in the development or revision of the school strategic plan

work with staff to determine how the deficiencies are to be corrected according to the timelines established by the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

NOT FOUND	Create a Structure and Process for Continuous Improvement including: designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB) on-going professional development and research on how to best improve school and classroom processes and strategies (S5,FA) TEAM COMMENT: YES
NOT FOUND	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA) TEAM COMMENT: YES
NOT FOUND	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC) TEAM COMMENT: YES
NOT FOUND	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the

B . Policy 2340: West Virginia Measures of Academic Progress**NOT FOUND****FULL COMPLIANCE****COMPLIANCE CHECKLIST: POLICY 2340****West Virginia Measures of Academic Progress**

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA) **TEAM COMMENT: YES**

NOT FOUND All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA) **TEAM COMMENT: YES**

NOT FOUND All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA) **TEAM COMMENT: YES**

C . Policy 2510: Assuring the Quality of Education: Regulations for Education Programs**NOT FOUND****FULL COMPLIANCE****COMPLIANCE CHECKLIST: POLICY 2510****Assuring the Quality of Education: Regulations for Education Programs**

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff,

students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3) TEAM COMMENT: YES
NOT FOUND	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB) TEAM COMMENT: YES
NOT FOUND	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12: • Utilizes standards-focused curriculum • Provides physical education, physical activity and health/wellness education • Develops global competence • Utilizes technology integration • Utilizes formative assessment processes • Utilizes personalized career portfolios to develop career awareness • Offers visual arts, choral, and instrumental music courses • Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development **TEAM COMMENT: YES**

NOT FOUND

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking, decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD) **TEAM COMMENT: YES**

NOT FOUND

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)

- Leadership Team **TEAM COMMENT: YES**

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

NOT FOUND

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND **Guidelines for Implementation. (S1,FC) TEAM COMMENT: YES**

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).

Assure students' rights and responsibilities are taught and protected (Pages 18-21).

Implement proactive, preventative, and responsive programs (Page 43).

Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

NOT FOUND **Alternative Education. (S1,FC) TEAM COMMENT: YES**

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.
 Follow eligibility criteria for placement in alternative education, including expelled students.
 Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)
 Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.
 Employ licensed, certified staff in core subject areas.
 Participate in State assessment program.
 Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND Time Requirements (S3,FB) **TEAM COMMENT: YES**
 Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week.
 Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year.
 High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course.
 Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.

NOT FOUND tudents in grades four through eight and the required high school course participate in fitness testing. (S3,FD) **TEAM COMMENT: YES**

NOT FOUND Results are shared with students and parents. (S7, FC) **TEAM COMMENT: YES**

F . Counseling Services W. Va. Code §18-5-18b

NOT FOUND

NON-COMPLIANT
The OEPA Team did not verify counselors spend 75% of the work day in a direct counseling relationship with students.

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB) **TEAM COMMENT: YES**

NOT FOUND The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB) **TEAM COMMENT: NO**

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES	Woodrow Wilson has a significant athletic deficit. Data shows progress of \$54,193.96.	YES
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during	YES		YES

WVDE monitoring processes?			
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES	Woodrow Wilson has a serious goose problem. Coordination with the Health Department and the Department of Natural Resources is occurring.	YES
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES

Findings:

Counseling Services. Per W. Va. Code §18-5-18b, the guidance counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related.

Facility Resource Needs

13. General Classrooms

C. Classroom doors were not lockable from the inside of the classroom. (May adversely impact students' health and safety.)

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Tom Sanders, Consultant, Office of Education Performance Audits

Team Member – Dr. Donna Hage, Assistant Superintendent, Central Office, Harrison County Schools

Team Member – Robin Hall, Principal, Westside High School, Wyoming County Schools

Team Member – Carol Hamilton, Assistant Principal, Spring Mills High School, Berkeley County Schools

Team Member – Camella Hardinger, Principal, Hampshire County High School, Hampshire County Schools

Team Member – Jo Hendricks, Principal, Ravenswood High School, Jackson County Schools

Team Member – Ron Lyons, Principal, Hedgesville High School, Berkeley County Schools

Team Member – Lisa Mustain, Principal, James Monroe High School, Monroe County Schools

Team Member – Kendra Rapp, Principal, Nicholas County High School, Nicholas County Schools

Team Member – Amy Robertson, Principal, Greenbrier West High School, Greenbrier County Schools

Team Member – Beverly Shatto, Assistant Principal, Ripley High School, Jackson County Schools

Date of School Visit – 11/03/2015

SCHOOL PROFILE

74-701 ACADEMY OF CAREERS AND TECHNOLOGY SCHOOL – RALEIGH COUNTY

	2011	2012	2013	2014
Enrollment	0	0	0	0
Average Class Size				
Attendance Rate				98.93
Pupil Admin Ratio				
Pupil Teacher Ratio				
Participation Rate-Math	not available	0.00	0.00	0.00
Participation Rate-Reading	not available	0.00	0.00	0.00

***The school evidence remains intact as reported by the school and has not been altered.**

ACADEMY OF CAREERS AND TECHNOLOGY in RALEIGH COUNTY SCHOOLS

SECTION 1: What areas should be the focus of school improvement?

Standards for High Quality Schools (WVBE Policy 2322)

DIRECTIONS: Self-rate each of the following areas and provide brief citations of evidence that support the self-rating.

Evidence may include school practices, processes or programs that substantiate the presence of each function in the school. Please use the following scale:

- 4 = Strong and pervasive characteristic (Distinguished)
- 3 = Present but not a pervasive characteristic (Accomplished)
- 2 = Present in a few areas and/or situations but needs improvement (Emerging)
- 1 = Rarely evidenced; needs significant improvement (Unsatisfactory)

Note: To help the staff evaluate school quality in each of the seven areas, the WVDE provides a number of optional self-rating tools. Additional information about the use of these tools may be accessed on the Office of School Improvement website.

Standard 1: Positive Climate and Cohesive Culture - In high quality schools, the staff shares sound educational beliefs and values, establishes high expectations and creates an engaging and orderly atmosphere to foster learning for all.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Shared Beliefs and Values. The staff works collaboratively around a set of shared educational beliefs and values and uses these to intentionally shape the school's climate and culture.	DISTINGUISHED	Successful attainment of Council of Occupational Education Accreditation Leadership Team Advisory Committees LSIC Web site and Facebook page	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • The OEPA Team observed the beliefs and values of the school posted throughout the building. • Teachers and students could articulate the beliefs and values of the school. • The beliefs and values were noted in leadership team agendas.
Function B: High Expectations for All. The staff establishes high expectations for self and student that are written, clearly communicated and readily observed in educational practice and personal	ACCOMPLISHED	Improved Student handbook posted to website Simulated Workplace Protocols APL Training Engrade Letters home (grades, drug testing, etc) Classroom expectations	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

behavior.				
Function C: Safe, Orderly and Engaging Environment. The school environment is safe, well-managed and clean and contributes to an engaging and inclusive atmosphere for learning.	ACCOMPLISHED	New Health and Safety Handbook Safety Committee meets regularly and includes staff, admin, students Class room rules and expectations Safety training and tests Fire and lock down drills	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: Based upon interviews, the OEPA Team determined students and staff felt safe at the center.

Standard 2: School Leadership - In high quality schools, the principal fosters and develops distributed leadership among staff, students, and stakeholders in order to focus collective action for improved school performance.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Principal Leadership. The principal exhibits the professional knowledge, skills, and dispositions that reflect strong leadership and effective management.	ACCOMPLISHED	Leadership Team meets on regular basis Department heads Strategic Plan CTE Professional Development Conferences	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: School Teams and Councils. The school teams and councils function effectively to advance the mission and goals of the school through leadership, planning, and problem-solving.	ACCOMPLISHED	Successful attainment of Council of Occupational Education Accreditation Advisory Council LSIC County Advisory Committee Technical Honor Society Safety Team	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Teacher Leadership. Teachers assume responsibility for school and	ACCOMPLISHED	New Teachers in WVUIT/SREB Program APL Training NCCER Simulated Workplace Staff Development (Teacher Leaders)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

classroom improvement and are provided authentic opportunities and resources to lead and influence professional practice.				
Function D: Student Leadership. Students are engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.	ACCOMPLISHED	Safety Committee meets regularly and includes students Student Employee Roles in Simulated Workplace Service Learning Students on LSIC CTSO's	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 3: Standards-Focused Curriculum, Instruction and Assessments - In high quality schools, the staff delivers a standards-focused curriculum that enhances the unique qualities of each learner and assures that all students attain the essential knowledge, skills and dispositions necessary in the global, digital age.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Classroom Learning Environment. Teachers create and manage an inviting classroom environment that is student-centered and fosters student reflection, intellectual inquiry, and self-direction.	ACCOMPLISHED	Simulated Workplace Protocols Student Portfolios Journals WIN Engrade	ACCOMPLISHED	The evidence provided by the1 school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comments: • In substantiating an accomplished rating, the OEPA Team observed real-life application projects such as students building a house, working on equipment, and designing a playground; and students working on their capstone projects. • The OEPA Team also determined instructors collaborated with academic teachers on student projects, and the English language arts teacher based at the career center worked with students

				on developing their writing skills and in creating their resumes. • The OEPA Team noted even though much of the work was hands-on at the career center, students did have homework assignments, such as in the auto tech program, where research assignments were made.
Function B: Standards-Focused Curriculum. Teachers implement a standards-focused curriculum aligned with the Next Generation Standards and Objectives for West Virginia Schools and the Next Generation Learning Skills and Technology Tools.	DISTINGUISHED	Content Skill Sets (CSS's) Lesson Plans NCCER Simulated Workplace Portfolio Scorecard	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Instructional Planning. Teachers design long and short term instructional plans for guiding student mastery of the Next Generation Standards and Objectives based on the needs, interests and performance levels of their students.	ACCOMPLISHED	CTE Academic Teachers Option Pathway Content Skill Sets (CSS's) Teacher Goals Lesson Plans NCCER	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function D: Instructional Delivery. Teachers facilitate engaging instructional experiences that	ACCOMPLISHED	Portfolios APL Strategies Collaboration Strategies iPads Technology Use	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Comment: The OEPA Team observed outstanding

enhance individual student progress in mastery of the curriculum using multiple strategies, appropriate assessments, learning resources, digital tools, and processes aligned with instructional targets.				instructional strategies in several classrooms.

Standard 4: Student Support Services and Family/Community Connections - In high quality schools, the staff places student well-being at the forefront of all decisions, provides support services to address student physical, social/emotional and academic growth, and forms positive connections to families and the community.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Positive Relationships. Positive relations exist between the school staff and the students, families, and the larger community.	DISTINGUISHED	Engrade Business Symposium LSIC Advisory Boards Festival of Trees Parent Meetings CTSO's	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Student Personal Development. The school staff attends to student physical, social-emotional and academic well-being through coordinated student support services for health, child nutrition, character education, guidance and counseling, special education, and English as a Second Language.	ACCOMPLISHED	Counseling LINKS (Option Pathway) Health Clinic School Nurse Resource Teacher IEP's Crisis Teams Mid-Term reports and letters home EDGE Credit	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Parent and Community	ACCOMPLISHED	Internships, Clinicals Co-op Advisory Councils are in place and active, meet	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a

Partnerships. The school staff forms partnerships with various community agencies and organizations to enhance the ability to meet the needs of all students.		two times per year LSIC		higher rating than the school's self-rating for this function. Rationale: The OEPA Team verified multiple business partnerships which resulted in many donations that supported programs throughout the school.

Standard 5: Educator Growth and Development - In high quality schools, staff members participate in processes of self reflection, collaboration and evaluation that lead to professional growth and development in order to impact student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Professional Development. The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.	ACCOMPLISHED	CPI Conflict resolution training MyLEarningPlan APL Training iRaleigh School Safety Training (Defensive Driving Course) NCCER, OSHA certification training Administrator Quarterly meetings Administrator Summer Conference CTE Coaches training industry sponsored professional development/updates	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Teacher Collaboration. The teachers participate in high functioning professional learning communities to collaborate on the improvement of student learning through the study of relevant data, problem analysis, and the implementation of strategies that improve instructional practice.	ACCOMPLISHED	Department Meetings CTSO's Advisory council meeting minutes Academic and CTE instructor collaboration Project Based Learning between multiple concentrations (ie - house project, Classrooms upgrades, etc)	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function C: Evaluation,	ACCOMPLISHED	Surveys for staff and	ACCOMPLISHED	The evidence provided by the school and the additional

Feedback, and Support. The staff participates in processes of evaluation that facilitate self-reflection and informs the process of professional growth.		students;satisfaction, review of school plans, etc Self Reflection (WVEIS WOW) Business and industry on-site appraisal analysis of results (Simulated Workplace) Administrator and Teacher evaluation system NCCER course evaluation		evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Standard 6: Efficient and Effective Management - In high quality schools, efficient and effective management procedures assure that facilities, fiscal resources, personnel, and data and technology systems add value to student learning and comply with law and policy.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Facilities. Facilities are clean, well maintained, safe and secure, aesthetically pleasing, and configured to meet the learning needs of students.	ACCOMPLISHED	Cameras Lock Down and Fire Drills Work Orders 5S model (Simulated Workplace) Student work around school is evident	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Fiscal Resources. Policies and processes are established and applied to obtain, allocate, and efficiently manage school fiscal resources.	ACCOMPLISHED	LEA Grants (Modernization, Simulated Workplace, Incentive, etc.) Purchase Orders Financial audits	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function. Recommendation: While the OEPA Team substantiated the school's rating, to strengthen the function, the Team recommended the center develop a policy to regulate live work projects.
Function C: Personnel. High quality personnel are selected according to West Virginia Code and are purposefully assigned and retained to effectively meet the identified needs of students.	DISTINGUISHED	Faculty Senate involvement in hiring CTE Certification Basic Skills Test WVUIT/SREB Training for new teachers	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

Function D: Data, Information Systems, Technology Tools, and Infrastructure. The school has appropriate technology infrastructure and utilizes data information systems and technology tools to support management, instructional delivery, and student learning.	ACCOMPLISHED	CTE Data Profile (FY14) CTE Scorecard (FY15) NCCER Form 200, 3 - Surveys iPads Apple TV's Mobile and dedicated lab Electronic Portfolios	DISTINGUISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated a higher rating than the school's self-rating for this function. Rationale: The OEPA Team observed technology use above and beyond what was listed in the report. Examples included the following: • Student rotation through CDX, Today's Class, and ToolingU; • A weapons training simulator; • A virtual paint sprayer; and • Countywide adoption of iPads.

Standard 7: Continuous Improvement - In high quality schools, there is collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously increase student learning.

STANDARDS AND FUNCTIONS	SELF-RATING	SCHOOL EVIDENCE Please cite key examples of processes or practices.	TEAM RATING	TEAM EVIDENCE
Function A: Focused and Coherent Plan. The staff establishes a coherent approach for improving the performance of students based on the mission and goals outlined in the strategic plan.	ACCOMPLISHED	Strategic Plan addresses CTE LEA Plan CTE Improvement Plans Leadership Team	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.
Function B: Processes and Structures. The staff has well-defined structures for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase	ACCOMPLISHED	Successful attainment of Council of Occupational Education Accreditation Programs of Study Industry Credentials CTSO's Collaboration Planning by leadership team Industry credentials Program accreditation Advisory minutes Program Improvement Plans	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

student learning.				
Function C: Monitoring for Results. The staff monitors changes in practice and implements adjustments, evaluates the results of student learning, and communicates the progress to all stakeholders.	ACCOMPLISHED	Surveys for staf, students and stakeholders;satisfaction, review of school plans, etc Business and industry on-site appraisal analysis (Simulated WorkPlace) Staff, Student, Advisory Council CTE Survey Data analysis EDGE CTE Data Profile, Balanced Scorecard Portfolio Scorecard Engrade WVEIS	ACCOMPLISHED	The evidence provided by the school and the additional evidence collected by the OEPA Team substantiated the school's self-rating for this function.

SECTION 2: What Support do you need for improvement? Needs Analysis, Capacity Building and Efficiencies

Please identify any significant resource and/or facility needs that staff believes are substantially impacting student performance.	Size of class versus size of facilities Building Appearance	Based upon observations, interviews, and general review of evidence, the OEPA Team did not confirm the school's identified resource and/or facility needs.
Please identify professional development and other capacity building needs that are significantly impacting staff's ability to improve student performance.	Time for Collaboration	Based upon observations, interviews, and general review of evidence, the OEPA Team confirmed the school's identified professional development and/or other capacity building needs.

SECTION 3: Best Practices - What are the outstanding practices you have implemented?

Please identify outstanding best practices that have been implemented in your school that you feel should be noted during the accreditation process and communicated to other schools.	Simulated WorkPlace Option PAtchway Program CTE Academic Teacher Integration Credit Recovery New Teachers and their preparation New Programs (Surgical Technologist, HVAC) Job Placement and Data Coordinator	The OEPA team commended these practices: • Schoolwide Simulated Workplace; • Partnerships with business and industry; • Cleanliness of the facilities; • Positive school culture that reflects common goals among students, teachers, and administrators; and • Effective marketing strategies for adult evening programs. However, the Team did not verify through data, a positive impact on student performance and well-being required for consideration as a best practice.

SECTION 4 Policy and Code - Are you adhering to Policy and Code?

DIRECTIONS: Key WVBE policies and areas of W. Va. Code that are monitored in the school accreditation process. Using the checklists provided, determine if the school is in full, partial, or non-compliance.

POLICY and CODE

A . Policy 2320: A Process for Improving Education: Performance Based Accreditation System (See Checklist)

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2320

A Process for Improving Education: Performance Based Accreditation System

DIRECTIONS: To be considered fully compliant with Policy 2320, your school must adhere to the core areas outlined in Policy 2320. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed by (1) examining the school documents and (2) interviewing staff.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

School Responsibilities for Accreditation (Pages 13-14)

In order for accreditation processes to fulfill purposes outlined in W. Va. Code §18-2E-5, to impact student performance levels, and to improve school quality, each West Virginia school must determine productive and meaningful ways to integrate accreditation processes into continuous improvement efforts. To that end, the school is responsible for the following:

YES	Develop Knowledge of Policy 2322	Leadership Team
YES	Complete the School Monitoring Report	All Teachers under leadership of Department Heads
YES	Participate in the on-site review process Prepare for the review – the principal shall: prepare the staff for productive involvement in the review process with materials provided by the OEPA one month prior to the scheduled review, update the School Monitoring Report documenting and summarizing the school's overall progress prepare the staff and stakeholders for the on-site review, including orientation to the logistics, responsibilities, and expectations associated with the process Participate in the review Participate in the Exit Conference	Leadership Team, LSIC and Faculty Senate

Address the review findings – the principal shall:
share and discuss the report with the school staff and LSIC and for using the report in the development or
revision of the school strategic plan

Work with staff to determine how the deficiencies are to be corrected according to the timelines established by
the WVBE

County Board of Education Responsibilities for School Accreditation (Pages 14-15)

It is intended that the accreditation process be a method for local boards of education to improve school quality and student performance. Thus, the county board of education through the county superintendent of schools must exercise leadership and provide appropriate support to accomplish this intent.

Implementation

Develop Understanding of Accreditation Processes

Establish Local Direction

Monitor School Responsibilities:

Completion of the annual School Monitoring Report

Review and verify the accuracy of the School Monitoring Report

Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process

Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the WVBE.

Establish Supports and Expectations that Impact Student Performance

Develop instructional leadership skills of principals.

Support school continuous improvement and strategic planning processes.

Implement school-based professional development programs that address the unique needs of staff and students.

Continuous Improvement and Strategic Planning (Pages 24-25)

(Also referenced in Policy 2510)

Each school is accountable for implementing continuous improvement and strategic planning as outlined in Policy 2510 and to work toward achieving high levels of student performance as specified below:

YES

Create a Structure and Process for Continuous Improvement including:
designated team or committee(s) who orchestrate the school's improvement efforts (S2,FB)
on-going professional development and research on how to best improve school and classroom processes
and strategies (S5,FA)

Leadership Team, LSIC and Program
advisory committees

YES	Performance Data - guided by the school system but must include in-depth review of school accountability data and other data sources appropriate to the programmatic level of the school. (S3,FA)	Data Profile WVDE CTE monitoring visit Dec 2, 2014
YES	Assess School and Classroom Learning Conditions – all staff must utilize: the School Monitoring Report (which in part is based on classroom learning conditions defined in Policy 2322 (S7,FC) summary employee evaluation data and professional development needs to guide improvement priorities (S5,FC)	Monitoring report reviewed and completed under guidance from Department Heads
YES	Develop and Implement the Strategic Plan. The Plan and process shall include: (S7,FC) school's core beliefs, mission, goals, measurement evidence, action plan, and professional development needs. direction of the principal with collective involvement and input from the staff and the LSIC. strategies and action plan based on examination of best practices and innovative approaches to improving student performance and addressing student needs. principal monitoring the implementation of the plan and for communicating progress to staff and stakeholders. (Annual updates to the plan must consider the OEPA School Monitoring Report when this report identifies deficits in quality or compliance.)	Faculty Senate LSIC Program Advisory Councils Leadership Team

B . Policy 2340: West Virginia Measures of Academic Progress

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 2340

West Virginia Measures of Academic Progress

DIRECTIONS: To be considered fully compliant with Policy 2340, your school must adhere to the core areas outline in Policy 2340. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) training agendas and sign-in sheets; (2) secure test storage area; and (3) by interviewing staff and students. (S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	Students, examiners, and technology specialists shall be monitored to ensure that appropriate test taking procedures and test security measures are followed. (Policy 2340; Appendix A) (S2, FA)
YES	All public school students with disabilities who are eligible for services as defined in Policy 2419 shall participate in the assessments required under the West Virginia Measures of Academic Progress at the grade level in which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team. (Policy 2340; 4.3) (S2, FA)
YES	All public school students with disabilities as defined by Section 504 who do not have an IEP shall participate in the State Assessment in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan. (Policy 2340; 4.3.b) (S2, FA)

COMPLIANCE CHECKLIST: POLICY 2510**Assuring the Quality of Education: Regulations for Education Programs**

DIRECTIONS: To be considered fully compliant with Policy 2510, your school must adhere to the core areas outlined in Policy 2510. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school master schedule, strategic plan, school handbooks, district policies, school procedures, curriculum documents; (2) by observing classroom instruction, student engagement, school and classroom conditions; and (3) by interviewing staff, students, LSIC members, and members of various team members such as curriculum teams, leadership teams, etc.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The instruction is delivered in ways that appropriately address the developmental characteristics of students at each programmatic level (Early Learning Pre-K to 5, Middle Level 6-8, and Adolescent Level 9-12) as described in pages 5 to 18 of the policy. (S3)
YES	The curriculum required of all students includes each content area specified in the appropriate programmatic Charts I-V in pages 8-17 of the policy. (S3, FB)
YES	Note: Please review only the areas appropriate to the programmatic level of your school (S3) Early Learning (Pre-K to 5) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize Early Learning Readiness grades (Pre-K/K) components of the <i>Ready, Set, Go!</i> WV developmentally appropriate practices as described in the policy pages 6 to 9: • Utilize the West Virginia Pre-K Child Assessment System (Pre-K) and the Early Learning Reporting System (K) for data entry of student progress (Pages 6-8) • Utilizes standards-focused curriculum • Develops physical health and wellness • Develops global competence • Utilizes formative assessment processes • Utilizes technology integration • Develops student success and career readiness • Implement appropriate early learning programs (pre-k to 5) classroom learning environments, routines, and instructional practices as outlined in Chart II of the policy (Pages 8-9) Middle Level Education (6-8) develops programs and/or processes to implement the following developmentally appropriate practices as described in the policy pages 9 to 12:

- Utilizes standards-focused curriculum
- Provides physical education, physical activity and health/wellness education
- Develops global competence
- Utilizes technology integration
- Utilizes formative assessment processes
- Utilizes personalized career portfolios to develop career awareness
- Offers visual arts, choral, and instrumental music courses
- Implements a standards-focused advisory program utilizing evidence-based practices during the instructional day

Adolescent Education (9-12) delivers programs to assure that all students meet WVBE graduation requirements and have access to course offerings as specified in the Policy to assure the following distribution of those requirements as described in the policy pages 12 to 21:

- Utilizes Standards-Focused Curriculum
- Provides opportunities for world languages
- Provides the 18 specified graduation requirements
- Provides access to career technical education (CTE)
- Develops student success and career readiness
- Provides the 4 personalized graduation requirements in either a CTE or locally approved concentration
- Provides the requirement for 2 elective offerings
- Implements career development
- Utilizes a student advocate/advisor/mentor system
- Implements a program/process to assure physical activity
- Integrates technology
- Develops and updates a personalized education plan (PEP)
- Has alternative means to earn high school credit
- Awards a regular and modified diploma
- Is offered a high school credential
- Provides alternative delivery of education programs
- Provides AP courses and AP teachers complete required initial and on-going professional development

YES

The school implements the following procedures and systems as specified in Administrative Practices in Policy 2510:

- Addresses the minimum time requirements for the school year and school day for the appropriate programmatic level while also providing flexible scheduling to assure all students achieve.
- Provides staff with a planning period at least 40 minutes.
- Has a process for assuring and monitoring instruction is evidence- and research-based. (S3,FD)
- Has a system for assessing and monitoring student performance related to the content standards and objectives. (S3,FD)
- Has a process for parental involvement in a student's education. (S7,FC)
- Has a system to monitor and reduce dropout rates. (S1,FB)
- Implements technology practices that facilitate student development and meet requirements in areas such as critical thinking,

- decision-making, academic knowledge, work place programs, etc. (S6,FD)
- Has technology infrastructure that allows multiple applications in enabling students to achieve at higher academic levels. (S6,FD)

YES

The school utilizes the following teams and committees as specified in Policy 2510 (Evidence substantiating the activities of these teams may include agendas and team notes): (S2,FB)

- Technology Team
- Local School Improvement Council (LSIC)
- Faculty Senate
- School Curriculum Team
- Student Assistance Team (SAT)
- Leadership Team

D . Policy 4373: Expected Behavior in Safe/Supportive Schools

FULL COMPLIANCE

FULL COMPLIANCE

COMPLIANCE CHECKLIST: POLICY 4373

Expected Behaviors in Safe and Supportive Schools

DIRECTIONS: To be considered fully compliant with Policy 4373, your school must adhere to the core areas outlined in Policy 4373. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

- Full Compliance = Compliant with **all** items listed below.
- Partial Compliance = Compliant with **more than half** the items listed below.
- Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining the school and/or county policies and procedures; (2) by visiting alternative education classrooms; and (3) by interviewing staff, students, and placement team members.

(S_,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES

Guidelines for Implementation. (S1,FC)

Each county board of education shall have approved policies and procedures for implementing Policy 4373, including but not limited to:

Teach students appropriate behaviors and dispositions (Pages 7-17).
Assure students' rights and responsibilities are taught and protected (Pages 18-21).
Implement proactive, preventative, and responsive programs (Page 43).
Implement investigatory and reporting procedures (Page 43).

Implement meaningful interventions and consequences in response to inappropriate behavior (Pages 45-57).

Develop and implement a comprehensive crisis response plan (Pages 25-27).

YES

Alternative Education. (S1,FC)

A temporary authorized departure from the regular school program designed to provide educational and social development for students whose disruptive behavior places them at risk of not succeeding in the traditional school structures and in adult life without positive interventions.

Alternative education programs meet the requirements of Policy 2510 and Policy 4373. (W.Va. Code §18-2-6 and §18-5-19; Policy 2510; Policy 4373) (Policy 4373, Pages 59-63)

Implement county policies and procedures for alternative education.

Follow eligibility criteria for placement in alternative education, including expelled students.

Convene the Alternative Education Placement Team that will develop a written plan including: academic courses, behavioral components, criteria for re-entry to the regular school program, and provisions for periodic review of the student's progress at least on an annual basis. (The team for all students with disabilities shall be the IEP team and the written plan shall be the IEP.)

Follow identified written curriculum based upon State standards, including a component for teaching and learning responsible behavior.

Employ licensed, certified staff in core subject areas.

Participate in State assessment program.

Compliance with State policies and federal regulations in the education of exceptional students.

E . Physical Education W. Va. Code §18-2-7a

NOT FOUND

FULL COMPLIANCE

Physical education is not a course offering in career and technical education centers.

RESOURCE DOCUMENT COMPLIANCE CHECKLIST: §18-2-7a

Legislative Findings: Required Physical Education; Program in Physical Fitness

DIRECTIONS: To be considered fully compliant with §18-2-7a, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.

Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.
(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

NOT FOUND	Time Requirements (S3,FB) Elementary School Grades – Not less than thirty minutes of physical education, including physical exercise and age-appropriate physical activities, for not less than three days a week. Middle School Grades – Not less than one full period of physical education, including physical exercise and age-appropriate physical activities, each school day of one semester of the school year. High School Grades – Not less than one full course credit of physical education, including physical exercise and age-appropriate physical activities, which shall be required for graduation and the opportunity to enroll in an elective lifetime physical education course. Schools which do not currently have the number of certified physical education teachers, do not currently have the required physical setting or would have to significantly alter academic offerings to meet these physical education requirements may develop alternate programs that will enable current staff, physical settings and offerings to be used to meet these physical education requirements. These alternate programs shall be submitted to the state Department of Education and the Healthy Lifestyle Council for approval.
NOT FOUND	Students in grades four through eight and the required high school course participate in fitness testing. (S3,FD)
NOT FOUND	Results are shared with students and parents. (S7, FC)

F . Counseling Services W. Va. Code §18-5-18b	FULL COMPLIANCE	NON-COMPLIANT The OEPA Team verified the counselor did not spend 75% of work time in a direct counseling relationship with students.

RESOURCE DOCUMENT
COMPLIANCE CHECKLIST: §18-5-18b
School Counselors in Public Schools

DIRECTIONS: To be considered fully compliant with §18-5-18b, your school must adhere to the core areas outlined in this section of Code. Before you begin self-rating school compliance, you may wish to review the sections of the policy identified in the checklist. These areas will be examined during the on-site review. To determine your level of compliance, use the following guide:

Full Compliance = Compliant with **all** items listed below.
 Partial Compliance = Compliant with **more than half** the items listed below.

Non-Compliant = Compliant with **half or less** of the items below.

The following items will be reviewed (1) by examining school documents and (2) interviewing staff.

(S,F_ below identify the Standard and Function correlating to the High Quality Standards in Policy 2322).

Compliance Core Areas of Policy/Code

YES	The school counselor works with individual pupils and groups of pupils in providing developmental, preventive and remedial guidance and counseling programs to meet academic, social, emotional and physical needs: including programs to identify and address the problem of potential school dropouts. (S4,FB)
YES	The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related. (S4,FB)

Verification of Other Monitoring Reports:

	School Response	School Comments	OEPA Team Comments
A . Policy 1224.1: Accounting Procedures Manual for Schools. Has the school addressed all non-compliances identified during the district accounting audit?	YES		YES All previous findings had been corrected.
B . Policy 2419: Education of Students with Exceptionalities. Has the school addressed all non-compliances identified during WVDE monitoring processes?	YES		YES
C . Fire Marshal? Has the school addressed all non-compliances identified during the fire marshal review?	YES		YES
D . Health Department? Has the school addressed all non-compliances during the Health Department Inspection?	YES		YES All previous findings had been addressed.
E . School Building Authority (if applicable). Has the school addressed all non-compliances during the SBA review?	NOT APPLICABLE		NOT APPLICABLE
F . Federal Programs? Has the school addressed all non-compliances identified during the WVDE federal monitoring?	NOT APPLICABLE		YES The OEPA Team verified Perkins funding had been received and was in compliance.

Findings:

Counseling Services. The school counselor shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative duties: Provided, that such activities are counselor related.

Facility Resource Needs

No facility resource needs were identified.

Education Performance Audit Team

Team Chair – Dr. Michelle Samples, Coordinator, Office of Education Performance Audits

Team Leader – Linda Cox, Consultant, Office of Education Performance Audits

Team Member – Amanda Aliff, Coordinator of Pupil Services, Mercer County Schools

Team Member – Tom Bayless, Principal, Nicholas County Career & Technical Center, Nicholas County Schools

Team Member – Barry Crist, Principal, Fayette Institute of Technology, Fayette County Schools

Date of School Visit – 11/03/2015